

best exemplified in the excellent '**Fresh Start**' provision for targeted pupils at the beginning of each day ensuring that they are ready for learning with a strong, focused input which prepares them to be more active participants in the lessons that follow. As one pupil remarked "I am so pleased to be selected for Fresh Start as it helps me to realise my errors and to correct them" and also "After Fresh Start I have more confidence to answer questions and to join in more". The impact of this ongoing strategy is evident in the increased rates of progress and the 'springboard' it provides for pupils to close gaps in their learning

Attendance is improving over time and is now established as above national average.

2012/13 (95.5%), 2013/14 (97.1%), 2014/15 (96.9%) 2015-16 (97.6%)

Persistent absence is consistently below 2%

The Quality of teaching, learning and assessment is good with outstanding elements because:

Teachers' standards are being consistently met by all staff in school and their performance is rigorously monitored by school leaders. Teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils and have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils. There is an excellent partnership with support staff who prepare well and are focused on what each child needs to achieve.

Pupils' positive attitudes in the classroom and outstanding relationships with their teachers lead to effective learning in lessons. Children are highly motivated in lessons that are well paced with appropriate time for questioning, review and development of skills. They are extremely positive about the themes they cover and engage fully in lively activities across the whole curriculum. Children are confident to share their ideas and test out their theories in a safe, calm and supportive environment. They are happy learners fully engaged in their learning. Pupils quickly develop into confident, inquisitive learners as a result of often inspirational teaching, high aspirations and **clear expectations for behaviour.**

Systems, structures and routines are well established in FS1 and subsequently are maintained throughout the rest of school. Pupils show respect and good manners at all times and they conduct themselves around school and during break times in a very orderly manner, often self managing theirs and other's behaviour. Pupils make very effective transitions between parts of lessons, parts of the School day, between School years and through key stages. Pupils show **respect and good manners** at all times and they conduct themselves around School and during break times in a very mature and orderly manner, often self managing their own and other's behaviour.

Children arrive in School each morning ready to learn and settle very quickly into their daily routine as demonstrated in the excellent **Early Years setting.** This gets the day off to a positive, engaging and immediate active start. Pupils were confident, inquisitive and always prepared for learning. **Foundation Stage.** Indoor provision in FS1 and FS2 is at least good and emerging into outstanding with **excellent organisation and leadership throughout.** Pupils were highly engaged, concentrated well and showed persistence in applying themselves. They were clearly enjoying their learning experiences. Teaching and support is of a high quality indoors and outdoors with children transitioning smoothly and effectively between the two. All areas of learning are well represented and systems, structures and routines well established.

Intervention groups where a wide variety of interventions were planned for pupils of all abilities to enhance their learning. Although their starting points are lower, SEN children make good progress during their time in school. The school works with a wide range of external agencies to provide wrap around care, guidance and support.

Marking and feedback is good as all staff follow the School's marking and FB policy. It is consistent across all classes. Feedback, orally and in marking in books, is focused and contributes greatly to the good progress children make. Any misconceptions are addressed and children are given "Response Time"; allocated time to improve and develop certain aspects of their work. Homework activities further support areas for consolidation of new concepts learnt, and engage parents effectively in the progress their children are making.

I have made a number of suggestions for consideration including:

- Continue to develop opportunities for parents/ carers to be involved in their children's learning thereby enhancing parenting support skills and improving outcomes especially in reading in the Early Years context. Encouraging and helping parents to effectively support the development of key literacy and numeracy skills across the age groups. Continue to work with families to maintain the improvement in attendance.

I hope that you find this summary useful and continue to support this rapidly improving school to become outstanding.

Tony Price (Education Consultant and former Ofsted Inspector) November 2015