

School Improvement

Impact on areas for improvement identified in 2018 Ofsted report



The 2018 Ofsted report highlighted many areas of strong practice within the school, however it also noted some areas where further improvement was required. The school has taken robust action to secure improvements in these areas and this has had a positive impact upon our children.

Area highlighted	School actions and impact
Making sure that information about pupils' progress and attainment is shared in a clear and concise way so that pupils are clear about how well they are doing, and what they need to do to improve	<ul style="list-style-type: none">• The school has invested in new communication systems that allow both pupils and parents to share in real time feedback from classroom teachers. This ensures parents, carers and pupils have real time information on progress and supports effective home school communication, In a 2022 survey both pupils and parents and carers highlight this as a strength.• Pupil targets are now clear and progress against these targets is shared formally with parents, carers and pupils three times a year. This is in addition to our parent/carer and pupil meetings with teachers.• Teacher feedback is strong and bespoke policies and practices for different subject areas ensure pupils receive regular feedback that accelerates learning and progress. This is evident through quality assurance feedback and both internal progress and external progress data.• Pupil voice shows increasing understanding of what they are doing, how their current work links to previous years, and what they need to do to improve.
Refining the information shared with teachers about the performance and reading ages of different groups of pupils, including pupils who have SEN and/or disabilities, so that they can make best use of it in their planning.	<ul style="list-style-type: none">• A 2020 review of SEND was commissioned and undertaken by school leaders. This was supported by Marian Thomas (ex HMI and a SEND specialist). This resulted in a restructure of our provision, change of leadership and whole school improvement focus upon how all staff support children with additional educational needs. Quality assurance feedback and an external review of impact has reflected significant improvement in provision for SEND pupils.• The use of TAs is now underpinned by high quality research evidence from the EEF and Teacher/TA agreements are in place for each class with a TA that ensures clarity and impact.• A whole school reading strategy is accelerating the progress of all children. Early identification of children who need support ensures that they get highly targeted and

	<p>personal support with reading and phonics. This ensures all students access our broad and ambitious curriculum.</p> <ul style="list-style-type: none"> ● Pupil and parent voice demonstrates increased satisfaction with the provision for SEND students.
<p>Continuing to raise awareness of the programmes designed to address and eliminate bullying so that parents and pupils are clear about the support available</p>	<ul style="list-style-type: none"> ● Pupil and parental feedback (including 2022 survey) reflects that bullying is rare and that when it does occur it is dealt with appropriately. Restorative practices and the school Behaviour Policy is applied to ensure issues are addressed. ● There is still work needed to ensure all parents, carers and pupils fully understand all school programmes used to address bullying as there are still some incidents where misunderstanding occurs.
<p>Reducing the number of pupils who are excluded from school.</p>	<ul style="list-style-type: none"> ● Fixed term suspensions continue to be significantly below local and national averages. ● Permanent exclusions are above the national average but below local averages. The number of permanent exclusions has fallen since the last inspection (from 9 in 17/18 to 3 in 20/21)