

Achievement: *“Pupils’ positive experiences in school mean they develop the foundational knowledge in reading, writing and mathematics they require.”*





Achievement:
*“pupils engage
successfully
with the
curriculum and
demonstrate
progress in their
learning.”*

Achievement:

“Leaders have raised attainment in national examinations for pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, with gaps narrowing.”



Attendance and behaviour: *“Staff work closely with pupil and their families to remove barriers to attendance.”*





Attendance and behaviour:

“Leaders work has been particularly effective in improving attendance for disadvantaged pupils.”

Attendance and Behaviour:

“Overall, pupils behave well. The school’s high expectations are evident in many aspects of day-to-day life.”





**Attendance and
behaviour:** *“Pupils
demonstrate
positive attitudes to
their learning.”*

Attendance and behaviour: *“Staff build warm, respectful relationships with pupils, fostering a palpable sense of community.”*





Curriculum and teaching: *“Overall, the curriculum is taught well. Staff use their subject knowlege to explain new concepts effectively.”*



Curriculum
and teaching:
*“There is a
deliberate
focus on
developing
pupils’ specific
vocabulary.....
Reading is a
high priority.”*



Inclusion: *“The School has high expectations for all pupils. It is an inclusive environment where pupils belong and thrive.”*





Inclusion: *“Leaders work well with families, professionals and external agencies.”*

“adjustments that are made support pupils are appropriate consequently, they flourish alongside their peers.”

Leadership and governance: *“Creating a sense of belonging sits at the heart of leaders’ work.”*



Leadership and governance: *“Leaders and governors work collaboratively to make decisions that prioritise the best interests of all pupils.”*



Leadership and governance:

“Leaders at all levels have a clear understanding of the school’s strengths and areas for development.”





Personal development and well-being: *“The school works positively to promote pupils’ personal development and welfare.”*



Personal development and well-being: *“Pupils treat each other with mutual respect and appreciate individual differences.”*

“Pupils enjoy participating in the wide range of enrichment opportunities on offer.”



Personal development and well-being: *“There is a well-designed and age-appropriate personal, social and health education programme which, generally, develops pupils’ knowledge.”*



“Pupils enjoy coming to this harmonious school. Its inclusive ethos fosters a clear sense of belonging among pupils and staff. Consequently, pupils feel a real sense of community here.”

“The pastoral support that staff give to pupils is a strength. As a result, pupils feel safe and well cared for. They learn to become responsible, respectful citizens.”



“The school’s values to ‘be kind, be confident and be ambitious’ underpin all aspects of daily life. Pupils are keen to meet the high expectations that staff have for their achievement. They are motivated to work hard and succeed.”





“Pupils benefit from positive relationships with caring and committed staff. Classrooms are calm and orderly places, conducive to successful learning.”

A group of five students, three girls and two boys, are walking away from the camera on a dirt path. They are all wearing black athletic clothing. The path is surrounded by green bushes and trees, with a building visible in the background. The scene is brightly lit, suggesting a sunny day.

“Pupils value the opportunities that the school provides to develop their confidence, skills and talents”

“Pupils relish taking on leadership roles, such as being a member of the school council or as a librarian.”



*“A palpable ethos
of care and
teamwork
pervades here.”*

