

Under a previous Ofsted Framework, the school was judged to be ‘Good’ in all areas with the following recommendations given in 2017:

Recommendations made (February 2017)	Progress made against recommendations
<p>– continuing the upward trend in pupils’ attainment and progress in reading, writing and mathematics</p>	<p>Three-year progress trends show a consistent rise particularly in both writing and maths.</p> <p>Attainment in reading has not yet met national by the end of KS2 and remains a key improvement priority for the school. Recent changes have been implemented with approaches to the teaching of phonics and reading across school as well as a different approach to teaching and learning in Y1 specifically. Impact seen during 2019-2020, under new leadership, was halted due to the onset of the COVID-19 pandemic. English leadership capacity has been expanded with clear improvement plans more widely distributed across school.</p>
<p>– ensuring that pupils undertake more extended writing and apply and develop their writing skills in a wide range of subjects</p>	<p>Mark Making and Writing journals were introduced between F1 & F2 to improve the progress and consistency of approach to writing in EY. The use of ‘Core Stories’ in EY, Theme folders in KS1 and Theme books in KS2 has helped to encourage cross-curricular writing further. Recent changes in approach to Y1 teaching and learning have meant that writing can now be used more frequently as a ‘driver’ and ‘hook’ for other subject areas. Genres in writing have been reviewed across school with long-term overviews and expectations re-set to ensure ‘topic-based’ writing takes place with high quality books as a core stimulus for writing activities.</p>
<p>– ensuring greater modification of the curriculum and teaching to fully meet the needs of the most able pupils</p>	<p>Under new leadership from 2019-2020, improvements have been instigated via a full curriculum review and implementation of new curriculum working teams. A focus on effective assessment has been made for all core subjects which is now filtering through into wider curriculum areas. Whole school CPD has been undertaken on the work of ‘Rosenshine’s Principles of Instruction’ which feeds into Professional Development Review processes. Improvement priorities have stalled due to the COVID-19 pandemic but school leaders have a sharp focus on the curriculum improvements needed and on the quality of teaching and learning.</p>
<p>– further reducing rates of persistent absence.</p>	<p>Trends in absence and persistent absence have both improved due to a collective determination by school leaders and our attendance team. Overall absence has fallen to 3.8% with a downward trend over time. This sits below LA primary averages for unauthorised absence and below both national and LA averages for authorised absence rates. Our persistent absence rates have dropped from above 12% to just over 8%, which is now below LA primary rates and nearly in line with national PA rates.</p>