

## Key Highlights: OFSTED 2018

- *Senior leaders have an accurate view of the school's performance. Their improvement planning is now focused on the right issues.*
- *Leaders and governors have tightened safeguarding arrangements. Pupils' safety and well-being are rightly prioritised.*
- *Governors bring a wide range of skills to the school. Their increased challenge and support to leaders are beginning to shape improvements.*
- *Pupils are friendly, kind and polite to visitors. They are lively, inquisitive and keen to please.*
- *Staff have made a positive difference with regards to pupils' attendance. Overall attendance is broadly in line with the national average.*
- *Local authority partners have brokered wide-ranging support for leaders and staff. In mathematics specifically, improvements in teaching and learning are emerging.*
- *Senior leaders and governors have an honest and accurate view of the school's current effectiveness and performance. They have identified the correct priorities for improvement and are steadily tackling these.*
- *Senior leaders have put in place an assessment system that captures pupils' achievement across subjects.*
- *Leaders and governors direct the pupil premium funding with clear intent to raise achievement and widen disadvantaged pupils' experiences.*
- *Leaders and governors use the additional funding for pupils who have SEN and/or disabilities carefully. Using research to inform their decisions, leaders have ensured that support staff have had good-quality training and development opportunities. Additional support staff offer pupils suitable pastoral guidance and care. Support plans are bespoke and reviewed regularly for impact.*
- *Leaders model high expectations diligently, treating pupils respectfully and with due consideration.*
- *Local authority partners have supported and challenged school leaders and governors rigorously. External support from a national leader in education has been brokered. In addition, advisers have provided valuable training and guidance for staff and leaders, for example, in English and mathematics. This has resulted in recent improvements in the leadership and teaching and learning of mathematics.*



- *Leaders and managers have raised the profile of attendance with parents and carers and pupils. They reward good attendance and actively encourage all parties to understand the importance of good attendance for later success. As a result, the proportion of pupils who are regularly absent from school is reducing measurably. In addition, overall attendance has improved and sits broadly in line with the national average.*
- *Governance has improved considerably. The large majority of governors have taken up post since the previous inspection. They bring a wide range of expertise and valuable skills to the school. Governors now challenge as well as support leaders to improve outcomes for all groups of pupils. Leaders, therefore, feel assured that their efforts are examined, tested and valued.*
- *The chair of governors visits the school frequently, holding challenge meetings with senior leaders. This means that leaders maintain their focus on improvement and are held fully accountable for the extent to which their actions are making a difference.*
- *Other governors get into school frequently to talk with staff, pupils and parents. They attend assemblies, parent evenings and events and are also beginning to meet with subject leaders on a more focused and regular basis. Consequently, governors know for themselves what it feels like to be a pupil in this school.*
- *Governors are committed to self-improvement, regularly taking advantage of the local authority's governors' training and services. As a result, they speak knowledgeably about the school's performance in the national arena and understand precisely where pupils' outcomes need improving.*
- *The arrangements for safeguarding are effective. On taking up post, senior leaders have rightly prioritised the protection and safety of pupils. Procedures have been tightened considerably and site safety has been heightened. Governors with health and safety expertise monitor leaders' actions and the school premises regularly. As a result, staff and pupils are appropriately protected.*
- *Leaders have put additional training and professional development opportunities in place with regards to child protection and safeguarding. Training is updated frequently. Policies have been reviewed and updated. The child protection policy, for example, meets statutory requirements and adheres to the most recent guidance and advice. Such measures mean that staff are confident in their understanding of how and to whom they should report any concerns they may have.*
- *Leaders and managers make appropriate checks on the suitability of staff working with pupils when making appointments. Records sampled are detailed and fittingly well maintained. Consequently, any risks to staff and pupils are minimised.*
- *Some teachers demonstrate a strength in their own subject knowledge. They use subject-specific terminology expertly and have a strong knowledge and understanding of their subjects' content.*



- *Some teachers and support staff use time and manage pupils' behaviour effectively. Resources are well prepared, relationships are positive and productive, pupils settle quickly and lessons start promptly. This ensures that no teaching and learning time is wasted.*
- *Recently teachers ensure that they introduce new concepts and learning in a well thought-out, thorough and efficient manner. Their explanations and instructions are concise and clear. They focus specifically on the intended learning and are quick to address pupils' misconceptions to maintain the pace of progress throughout.*
- *Teaching and learning in mathematics have improved. Teachers are beginning to plan tasks that better match pupils' existing skills, knowledge and understanding. Adults introduce, model and explain new learning and concepts with increasing skill. Current pupils across year groups are making faster progress from their different starting points.*
- *Leaders have recently strengthened several aspects of the personal, social and emotional curriculum. Each pupil who has SEN and/or disabilities now has a designated key worker. A strong team of pastoral care staff work diligently with senior leaders to ensure that pupils feel safe and protected and to secure positive home-school relationships. Pupils said that they now know whom to talk with in school if they have any concerns. Many pupils expressed a positive view of the pastoral support team, finding these adults extremely willing to listen to their views. One parent's view encapsulated the views of others, finding staff at the school to be 'helpful and nurturing'.*
- *Staff have developed productive partnerships with additional agencies and experts, calling on them in a timely manner where needs arise. Records show that leaders are suitably persistent in making sure that pupils get the additional resources and/or external support they need. Consequently, the needs of vulnerable pupils and families are managed carefully and in a sensitive, enabling manner.*
- *Pupils are lively, kind and full of good humour. Their attitudes to visitors are positive. For example, during the inspection, pupils held doors open politely and without prompting, showed a keen interest in school matters during discussions and went out of their way to show inspectors around the school.*
- *Pupils generally get along well with each other. They reported that they have many friends and enjoy coming to school each day. Pupils are especially appreciative of the wide range of extra-curricular clubs that staff provide. Their good attendance is testament to their positive views.*

