




Barrowby CE Primary School

School Self-Evaluation Summary 2025-2026

SCHOOL:	Barrowby CE Primary School	HEAD TEACHER:	Len Batey	DATE:	September 2025
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SECTIONS	SUMMARY EVALUATION	
SCHOOL CONTEXT	<ul style="list-style-type: none"> In 2024, OFSTED graded OUTSTANDING in all 5 areas: Quality of Education, Behaviour & Attitudes, Personal Development, Quality of the Early Years and Leadership and Management. In 2024 Section 48 Statutory Inspection of Anglican Schools awarded Judgement 1: The Inspection findings indicate that the school is living up to its foundation as a Church School, and is enabling pupils and adults to flourish. The school population is stable with 241 pupils. 12.4% of pupils have been identified from ethnic backgrounds other than White-British. EAL 1.65%. Minority Ethnic Groups (as provided by parents): Chinese, Indian, Malaysian Chinese, other Asian, Pakistani, White and Asian, White and Black African, White and Caribbean, White and Chinese, White Eastern European, White European. Low level of mobility. FSM- 10.33%. Service-3.72% LAC-1 pupil Post-looked After-7 pupils Attainment on entry is broadly in line with national age-related expectations. Stable and experienced staff in EYFS, KS1 and KS2. The school provides for 34 pupils in the Early Years Foundation Stage from the term that they are 4 years old. Large classes across KS2. The school continues to be oversubscribed, with regular parental appeals. In total 11.57% SEND and 7 pupils with an EHC-2 pending. No exclusions. Extensive range of extra-curricular clubs led by teaching and non-teaching staff as well as specialist coaches and pupils resulting in high uptake from pupils. 	
DISTINCTIVE AIMS	<ul style="list-style-type: none"> Church School Vision- At Barrowby Church of England Primary School we believe that: as a Church school family, we strive for excellence, ensuring that we all feel happy, valued and loved. We aim to provide an exciting, innovative, and relevant curriculum that enables all to 'shine' and develop as creative, respectful and independent citizens. We seek to promote equal opportunities for all so that each individual is encouraged to achieve their full potential and become lifelong learners who can make a positive contribution to society. High quality learning experiences based on individual needs enable all to feel happy, valued and loved. We believe that we are distinctive in seeking excellence through our creative, interactive and exciting curriculum, within our very caring Christian Community- Make your light shine, so that others will see the good that you do and will praise your Father in heaven-Matthew 5: 16. Motto: We always strive for excellence: our school's Core Values are Creativity, Respect and Independence. As a community we believe that school is an extension of family life, where all individuals work together. Close links have been fostered with our local church and community and the school nurtures and values its Christian foundation and ethos. Pupils regularly attend church for both worship and study and have very good links with members of the Ministry Team. Broad and balanced approach with an emphasis on arts, sport, creativity and developing personal qualities, reflected in our awards. Basic Skills Mark in 2011, 2014, 2017, 2021 and 2024; Youth Sport Trust 2023; Gold Award in School Games Platinum in 2023; Active School of the Year finalist 2020 and achieved the Gold in the RE Quality Mark 2019 and 2024. 	
PREVIOUS OFSETD JUDGEMENTS	<ul style="list-style-type: none"> The Quality of Education - Outstanding Behaviour and Attitudes - Outstanding Personal Development - Outstanding Leadership and Management - Outstanding Early Years Provision - Outstanding 	
IMPROVEMENT from the previous Inspection	<ul style="list-style-type: none"> None 	
AREAS FOR WHOLE SCHOOL DEVELOPMENT	<ol style="list-style-type: none"> Continue to refine and adapt the school Curriculum to ensure clear progression. Review, refine and implement re-structured assessment opportunities. Review, evaluate and enhance systems and processes to ensure inclusivity for all. 	
ACHIEVEMENT: Strong	Strengths	Areas for Development
<p>Strong Standard:</p> <ul style="list-style-type: none"> Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum. Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing. All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training. <p>Exceptional:</p> <ul style="list-style-type: none"> Exceptionally high standards of achievement have been sustained. Across all subjects and phases, pupils achieve consistently well, developing detailed knowledge and skills. This will be reflected in consistently high outcomes in national tests and examinations (where available). Leaders' actions have a transformational impact on the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils now achieve consistently high outcomes and are exceptionally well prepared for their next steps. The difference between the attainment rate of the school's disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally. There are no significant areas for improvement that leaders have not already prioritised. Support improvement across all aspects of their own school and/or group Share their learning and best practice externally. 	<ul style="list-style-type: none"> Results in 2025: EYFS (GLD) 82% is significantly higher than LA-66.4% and National 68.3%; Phonics 88% is higher than LA-79.5% and National-79.9%. <u>Results in Key Stage 2:</u> Continue to be excellent: RWM combined-78.8% significantly higher than LA 57.9% and National 62.6%, with R being higher than LA and national and W, M and GaPs being significantly higher at EXS; % higher attainers-12.1% which is again higher than LA 6.1% and National-8.4%. <div style="text-align: center; margin: 10px 0;"> <p style="font-size: small;">Trend average, District, Lincolnshire, National, School. Low Performing, 25th, 75th Percentile, High.</p> </div> Results in 2024: EYFS (GLD) 82.4% is significantly higher than LA and National 67.8%; <u>Results in KS1:</u> Phonics 81.3% is higher than LA and National. <u>Results in Key Stage 2:</u> R, W & M continue to be higher than LA and national. RWM combined 76.5% significantly above LA and higher than National; % Higher attainers in R-50%, Writing-20%, Maths 41.2% and GPS 44.1% significantly higher than LA and National. <div style="text-align: center; margin: 10px 0;"> <p style="font-size: small;">Trend average, District, Lincolnshire, National, School. Low Performing, 25th, 75th Percentile, High.</p> </div> Results in 2023: EYFS (GLD) 77% is significantly higher than National 65.2%; Results in KS1: Phonics 85.7% is significantly higher than National; R, W & M well above National. Results KS2: R, W, SPaG and M all well above National and Local indicators. <div style="text-align: center; margin: 10px 0;"> <p style="font-size: small;">Trend average, District, Lincolnshire, National, School. Low Performing, 25th, 75th Percentile, High.</p> </div> 	<ul style="list-style-type: none"> Review, refine and revise school's assessment procedures. Implement new assessments and new tracking systems through Arbor.

ATTENDANCE & BEHAVIOUR: Exceptional

	Strengths	Areas for Development
<p>Strong Standard:</p> <ul style="list-style-type: none"> Leaders and staff have established a culture that is highly conducive to learning, in which pupils of all ages flourish. Leaders respond to the school's and pupils' changing circumstances and needs swiftly and skilfully. Pupils show self-discipline and dedication to their learning. They learn how to manage their own emotions and resolve conflict with others. They consistently show high levels of respect for others and rarely need to be reminded about positive behaviour. Older pupils' behaviour, including consideration for others, sets an excellent example. Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact. The importance of high attendance is consistently promoted well by leaders and staff. High-quality training and support enable them to have supportive but challenging conversations with pupils and families when attendance needs to improve. Leaders' actions to identify and tackle barriers to attendance result in high attendance or rapid and/or notable improvement, both overall and for individuals and groups. <p>Exceptional:</p> <ul style="list-style-type: none"> Exceptional standards of attendance and behaviour have been sustained over time so that there is a highly inclusive culture in which all pupils feel that they belong. Pupils who need it receive exceptional and tailored support from highly skilled staff to improve their attendance and behaviour, with perceptible results. Leaders' actions have a transformational impact on how well disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being achieve and flourish across all areas of school life. There are no significant areas for improvement that leaders have not already prioritised. 	<ul style="list-style-type: none"> Pupils' attendance is high. OFSTED 2024  <p>The chart shows attendance performance over three years: 2022/23, 2023/24, and 2024/25. The y-axis represents the percentage of pupils with good attendance (90% to 100%). The x-axis shows the years. The school's performance is consistently high, with attendance rates of 97.6% in 2022/23, 97.9% in 2023/24, and 97.3% in 2024/25. The school is ranked 1st in 2022/23 and 2023/24, and 2nd in 2024/25. The chart also indicates that the school is 8 places above the national average in 2022/23 and 1.1 places above in 2023/24.</p> <ul style="list-style-type: none"> Attendance continues to be excellent and continues to be significantly better than the national average: <ul style="list-style-type: none"> 2024 – 2025: 97.6% 2023 – 2024: 97.9% 2022 – 2023: 97.3% The school has created effective monitoring systems to identify absence and to take swift and decisive action to identify reasons for absence and return pupils to school Pupils' behaviour is exceptional-OFSTED 2024. Strong Christian Values and ethos create a 'deeply spiritual school' that are reflected in pupil & staff relationships & attitudes. The school has a very strong ethos of respect – as a result relationships are excellent, pupils feel safe and any issues such as bullying (including cyber bullying) and e-safety issues are dealt with quickly and effectively. Where needed, the school has a highly effective Behaviour Management system which supports those that may struggle, offering opportunities for pupils to reflect on their own behaviour-modifying to avoid in the future as well as 'Life Coaching' through Pupil Monitoring Activities. Relationships between school staff and pupils reflect a positive and respectful culture. All embody and demonstrate the school's values of Creativity, Respect and Independence. Stakeholder Surveys (both parental and pupils) indicate that pupils feel safe and feel happy, valued and loved most of the time. Parents and carers almost unanimously support the school. OFSTED 2024 	<ul style="list-style-type: none"> Continue to review, monitor and refine the school's Attendance Procedures including: <ol style="list-style-type: none"> Review and update Policy; Provide parents with access to the Arbor Parent Portal to enable them to track their own child/ren's attendance; Continue to monitor attendance and offer support to remove barriers for attendance Monitor the school's: <ol style="list-style-type: none"> persistent absences 3.8% unauthorised absences 0.4% and seek ways to improve. Refine the use of CPOMs: accurately track, analyse and report trends. Implement new collection system for House Points. Continue to engage with stakeholders i.e. pupils/parents/carers to review effectiveness of school and refine as necessary.

CURRICULUM & TEACHING: Exceptional

	Strengths	Areas for Development
<p>Strong Standard:</p> <ul style="list-style-type: none"> Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended. Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning. Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects. Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs. The school's approach to the curriculum and teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being is implemented consistently well across the school to remove barriers to achievement for these pupils. <p>Exceptional:</p> <ul style="list-style-type: none"> Exceptionally high standards in the curriculum and teaching have been sustained. Across all subjects and phases, well-planned, effective and highly responsive teaching quickly and securely develops the knowledge and skills pupils need to be successful. Leaders' actions have a transformational impact on the learning of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to learning and/or well-being. These pupils are now exceptionally well prepared for current and later learning, and for future success. There are no significant areas for improvement that leaders have not already prioritised. 	<ul style="list-style-type: none"> The curriculum is broad, ambitious and inspiring. OFSTED 2024 The school has carefully designed this curriculum so that pupils build their knowledge exceptionally well in all subjects. OFSTED 2024 Children benefit from carefully planned opportunities to practise and apply their learning independently. Teachers are experts in the subjects they teach OFSTED 2024. The vast majority of pupils are enthusiastic learners, highly motivated and challenged to high levels of achievement. 	<ul style="list-style-type: none"> Review and update school's curriculum e.g. <ol style="list-style-type: none"> LTP e.g. English (R & W), RE; Stepping Stones Document Review and evaluate effectiveness of MFL. Further develop the resources available within the extended outdoor learning environment for Early Years e.g. Maths resource shed, writing resource shed that children can access independently. Continue to ensure that every child is actively involved in all aspects of every lesson promoting active learning. Continue to enhance further staff understanding of assessment techniques and how these can be used to ensure pupils are actively involved in their learning.

EARLY YEARS: Exceptional		
	Strengths	Areas for Development
<p>Strong Standard:</p> <ul style="list-style-type: none"> Relevant leaders, including the headteacher, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended. Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary. Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children. Typically, children's achievement will be reflected in above-average proportions reaching a good level of development. Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, develop a broad vocabulary and a detailed understanding across the 7 areas of learning and development. They are exceptionally well prepared for the next stage of learning. <p>Exceptional:</p> <ul style="list-style-type: none"> Exceptionally high standards of education and care in the early years have been sustained. Children achieve consistently well, and develop the knowledge and skills to be exceptionally well prepared for their next steps. Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged children, children with SEND, those who are known (or previously known) to children's social care, and those with other barriers to their learning and/or well-being. These children now achieve and flourish across all areas of school life. There are no significant areas for improvement that leaders have not already prioritised. <p>If this grade is awarded, leaders should use their exceptional success in this evaluation area to:</p> <ol style="list-style-type: none"> support improvement across all aspects of their own school and/or group share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks 	<ul style="list-style-type: none"> Early years curriculum provides precise guidance about what to teach and when. OFSTED 2024 EYFS Curriculum is established and supports children to learn in each area, encouraging them to remember more about what they have learned. The EYFS Curriculum is structured and communicated through EYFS Long Term Plan, Curriculum 'Stepping Stones' document which ensures the curriculum is well sequenced and progresses. Supporting EYFS, there is the addition of the Continuous Provision Map to support all pupils to thrive. EYFS Woodland Outdoor Classroom ensures all Reception children are engaged The vast majority of children are highly motivated and enthusiastic learners, including those with SEND and/or additional needs. The school has the same vision and high expectations for all pupils, including those with SEND. Adaptations are provided so that all continue to 'shine' and make progress. EYFS Team Leader & EYFS Teacher are very experienced and supported by 2 TAs providing consistency. All staff undertake regular CPD training linked to Performance Management. There is regular training updates with Phonics led by the Key Stage Lead. Phonics books are provided to the children based on their phonic ability. Character development and other opportunities are clearly planned in the EYFS LTP and Curriculum 'Stepping Stones.' All staff encourage children to follow the NHS 5 Ways to wellbeing and through daily life explore how we keep our 'mind, body and spirit' healthy. Children are active throughout the school day, both in lessons and at play with an extensive amount of physical activities available. The school has an open-door policy and encourages parents to as involved as they would like. There is a Reception Curriculum Meeting in the Autumn term, where parents are invited to learn how the school will teach areas of Reading, Phonics, Writing and Maths so parents can support at home. The school offers 3 Parent/Teacher Consultations across the year (and additional 3 for pupils with SEND) so parents can discuss progress and review work etc At the end of the Year, each child in EYFS receives an Annual Report which details progress against the Early Learning Goals and their child's Good Level of Development. Behaviour within the EYFS is excellent with all children being engaged and supported to manage their own feelings and emotions. Children are very well prepared for key stage 1. OFSTED 2024. 	<ul style="list-style-type: none"> A PFA-trained staff member must be present during meal and snack times. Children must be supervised while eating, facing adults to reduce choking risks. Further develop the resources available within the extended outdoor learning environment, e.g. Maths resource shed, writing resource shed that children can access independently.

INCLUSION: Exceptional		
	Strengths	Areas for Development
<p>Strong Standard:</p> <ul style="list-style-type: none"> Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skillfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well analysed, quantitative and qualitative data underpins leaders' decisions. Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff. <p>Exceptional:</p> <ul style="list-style-type: none"> Exceptional standards of inclusion have been sustained over time so that barriers to learning and/or well-being for pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, are reduced exceptionally well to ensure highly positive outcomes and experiences for pupils. Leaders' actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life, and have ensured that they feel they belong within the school community. There are no significant areas for improvement that leaders have not already prioritised. <ol style="list-style-type: none"> support improvement across all aspects of their own school and/or group share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks 	<ul style="list-style-type: none"> The school has high expectations for pupils, including those with special educational needs and/or disabilities (SEND). OFSTED 2024 SEND pupils achieve very well. OFSTED 2024 Pupils with SEND have their needs identified promptly. Staff know pupils well and provide them with effective and bespoke support. OFSTED 2024 	<ul style="list-style-type: none"> Continue to review and evaluate De-escalation Plans and modify accordingly. Ensure all staff are trained to regulate pupils.

LEADERSHIP & GOVERNANCE: Exceptional		
	Strengths	Areas for Development
<p>Strong Standard:</p> <ul style="list-style-type: none"> Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process. Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case. Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this. Governors/trustees use their knowledge and expertise to provide consistent support and robust challenge to leaders across all aspects of the school's work. Leaders have achieved a culture of high expectations and professionalism, which ensures a positive experience for all pupils. Leaders have developed a highly effective culture of professional learning and expertise in which staff take responsibility for their own learning and are keen to continually improve their expertise. Leaders ensure that there is a professional learning and expertise curriculum that is informed by the best available evidence, including research, and is precisely matched to priorities for whole-school improvement, subjects/teams/phases and individual needs. <p>Exceptional:</p> <ul style="list-style-type: none"> Exceptionally high standards of leadership and governance have been sustained. Governors, other leaders at all levels, and all staff make a strong, positive contribution to the school's strategic priorities. This leads to continued improvement and/or sustained high standards in all areas of the school's work. Leaders' actions have a transformational impact on the outcomes and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils achieve and thrive. There are no significant areas for improvement that leaders have not already prioritised. 	<ul style="list-style-type: none"> Head teacher, SLT & Governors have an ambitious vision & clear focus for future school success. Leadership & Management-Outstanding: -school is determined to consistently evolve and improve OFSTED 2024. Experienced SLT: <ul style="list-style-type: none"> Headteacher-13 years; Deputy Headteacher- completed NPQSL 22-23 completed NPQH 23-24 Assistant Headteacher: Behaviour & Inclusion-Mentor Completed Senior Mental Health Qualification 21-22 Process of completing NPQSL-pending completion this year. Assistant Headteacher: Early Years & PD Associate RE Advisor for Diocese Rigorous monitoring and evaluation schedule in place to provide opportunities for professionals to challenge, moderate, evaluate and further develop practice for all. Governing Board understands and fulfils their role effectively. This is agreed and communicated in the Schedule of Governance for each academic year. The school is fully compliant with all aspects of health & safety and safeguarding. <p>Safeguarding Governor conducts period checks across the year.</p>	<ul style="list-style-type: none"> Embed revised roles for SLT and monitor effectiveness. SLT continue to monitor and gauge effectiveness and impact of Middle Leaders on school standards. Continue to facilitate non-contact time for middle leaders. Review, refine and re-organise Schedule of Governance so that Governors can continue to effectively hold the school to account.

PERSONAL DEVELOPMENT & WELLBEING: Exceptional		
	Strengths	Areas for Development
<p>Strong Standard:</p> <ul style="list-style-type: none"> Pupils develop secure and detailed knowledge across the personal, social, health and economic education, relationships and (where relevant) sex education programme and citizenship curriculum. Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school. Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is highly effective. The programme of personal development is extensive and carefully tailored to the school's context and pupils' aspirations. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face barriers to their learning and/or well-being, participate and benefit fully. Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils, including the groups of pupils listed above. <p>Exceptional:</p> <ul style="list-style-type: none"> Exceptionally high standards of personal development and well-being have been sustained. Pupils feel well supported, develop consistently detailed knowledge and skills, make a strong positive contribution to the school's inclusive culture and are exceptionally well prepared for their next steps and for life beyond school. Leaders' actions have a transformational impact on the personal development and well-being of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. These pupils are now able to thrive in school and beyond the school. There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: <ul style="list-style-type: none"> support improvement across all aspects of their own school and/or group share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks 	<ul style="list-style-type: none"> The provision for pupils' personal development is exemplary. OFSTED 2024 The school has an effective Behaviour Management Policy which is consistently followed by all which ensures bullying, harassment and violence are never tolerated and dealt with in a timely and effective manner, so that all feel safe. The school offers extensive opportunities for pupils to share their own skills and talents with others e.g. <ul style="list-style-type: none"> Leadership Opportunities i.e. Committees Pupil Club Leaders Collective Worship In the classroom Collective worship is inclusive, inspirational and invitational. It is central to the life of the school where all members of the school community are involved and strengthens spiritual connection. Links established with wider ministries e.g. Bethesda Church, The St Phillips Centre, support pupil exploration of other faiths. Comprehensive program of opportunities to promote children's personal well-being and safety. The school has a robust and highly effective Pastoral System with: Pastoral Lead and an ELSA Support Mentor available to support pupils, staff and families and a clear and established pathway to access support, if needed. SMSC curriculum is embedded in to the school. School's Core and British Values are embedded, explicitly and relate to Bible teaching and reflected in school community's relationship. Pupils have opportunities to 'live out' British Values which are embedded through the curriculum and wider opportunities e.g. House Elections, Behavioural system. Protected Characteristics are woven into the school's curriculum and pupils understand, can identify and celebrate difference without prejudice. Effective Pupil Wellbeing Committee actively supporting wellbeing of other pupils; along with Pupil Led Clubs supporting development of healthy 'mind, body and spirit' and supporting all to 'shine.' School provides an extensive range of curricular and extra-curricular opportunities. All members of the school (pupils, staff, parents and Governors) know the importance of maintaining active lifestyles and understand the importance of keeping both physically and mentally healthy. Established and effective monitoring of staff wellbeing and systematic review of workload leading to reduction in workload. Refined and adapted systems in school to help staff better manage their workload and support their wellbeing. 	<ul style="list-style-type: none"> Continue to encourage and actively promote all school Values of Creativity, Respect and Independence, British Values and Protected Characteristics, within the school community. Evaluate the school leadership roles for pupils and incorporate Social Champions Use Pupil Voice to evaluate the impact of Collective Worship Ensure the language of spirituality e.g. Stop, Take Notice and Connect is effectively embedded into all aspects of school life <p>Continue to support all to identify and value differences e.g.</p> <ul style="list-style-type: none"> Protected Characteristics British Values Equal Opportunities SMSC

SAFEGUARDING:

	Strengths	Areas for Development
<ul style="list-style-type: none"> • Leaders have established an open culture in which safeguarding is everyone's responsibility. • Multi-agency working is effective. • There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. • Leaders actively try to learn from safeguarding cases and incidents and take any action needed. • Pupils are kept safe and feel safe. • Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). • Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. • Pupils and parents know who to go to for support. • All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. • They respond by following the school's systems confidently and consistently. • Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse). • Leaders know and fulfil the statutory requirements for safeguarding. • These include managing safer recruitment, reporting, referrals, recordkeeping and the 'Prevent' duty. • The school has clear and accessible policies and procedures that keep pupils safe. • Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review. • Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. • The conduct and behaviour of staff are appropriate. • Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults. • Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them. 	<ul style="list-style-type: none"> • The school is fully compliant with all aspects of health & safety and safeguarding. • Safeguarding Governor conducts period checks across the year. 	<ul style="list-style-type: none"> • Support SLT to fulfil their Safeguarding duties e.g. <ol style="list-style-type: none"> 1. DHT to fulfil role of DSL alongside HT e.g. attend Safeguarding Briefings, manage Training Log and Audit. 2. ASH's to continue to triage concerns and support HT/DHT • Ensure all Safeguarding procedures are up to date and comply with LSCB and DFE guidance.

10	OVERALL EFFECTIVENESS	The school consistently meets all criteria within both the expected and strong standards. With a highly effective leadership team and a committed governing body, we believe the school provides an exceptional quality of education and care, with a clear capacity for sustained improvement into the future.
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