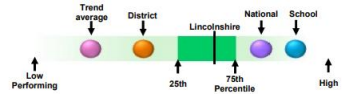
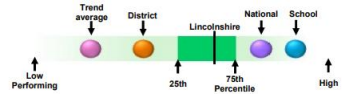
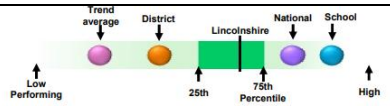
Barrowby CE Primary School

School Self-Evaluation Summary 2026-2027

SCHOOL:	Barrowby CE Primary School	HEAD TEACHER:	Len Batey	DATE:	September 2026

SECTIONS	SUMMARY EVALUATION
SCHOOL CONTEXT	• In 2024, OFSTED graded **OUTSTANDING** in all 5 areas: Quality of Education, Behaviour & Attitudes, Personal Development, Quality of the Eary 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 239 pupils. 0.84% of pupils have been identified from ethnic backgrounds other than White-British. EAL 3.55%.. • **Low level of mobility**. **FSM**- 15.9%. **Targeted FSM**-5.86%. **Service**-3.727% **LAC**-1 pupil **Post-Looked After-**5 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 10.88% SEND and 5 pupils with an EHCP. 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	• **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; Gold in the RE Quality Mark 2024 and School Games Platinum Award in 2026.
PREVIOUS OFSETD JUDGEMENTS	• 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	• **None**
AREAS FOR WHOLE SCHOOL DEVELOPMENT	1. Enhance progression and challenge in SPAG and Mathematics-to increase the number of pupils achieving higher standards. 2. Embed effective assessment practices that inform ambitious teaching and targeted challenge, enabling more pupils to attain higher standards. 3. Further embed inclusive systems and practices to ensure every pupil can fully access, participate in and succeed in all aspects of school life.

ACHIEVEMENT: Exceptional	**Strengths**	**Areas for Development**
Expected Standard: • On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce. • Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly. • On the whole, pupils achieve well. This will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils. • 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 generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly. **Strong Standard:** • 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. **Exceptional:** • 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-	• **Results in 2026:** EYFS (GLD) 82.4% is **significantly better** than LA-71.9% and National 72.3%; Phonics 88.2% **is higher** than LA-80.7% and National-91.8%. Results in Key Stage 2: Continue to be excellent: both RWM expected standard-74.3 **and** RWM higher standard-20% are **significantly better** than national. Writing Progress places the school in quintile 1 (top 20% of schools nationally) with Greater Depth-40% is **significantly better** than the national; Expected standards: R-77.1% above national; W-91%, M-88.6% and GPS-88.6% is **significantly better** than the national; Higher Standards in W-42.9%, GPS-42.9% are **significantly better** than the National.  • **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%. Results in Key Stage 2: 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%.  • **Results in 2024:** EYFS (GLD) 82.4% is significantly higher than LA and National 67.8%; Results in KS1: Phonics 81.3% is higher than LA and National. Results in Key Stage 2: 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.	• Review, refine and embed school's assessment procedures. • Embed new assessments and new tracking systems through Arbor.

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.		

ATTENDANCE & BEHAVIOUR: Exceptional

	Strengths	Areas for Development

Expected Standard:
• Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues.
• Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand.
• Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.
• Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately.
• Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.
• Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.
• Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers.
• Overall attendance is broadly in line with national averages or shows an improving trend over time.
• Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on.
• Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers.
• Any interventions are timely, well-chosen and targeted.
 	
Strong Standard:
• 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.
 	
Exceptional:
• 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.
	• Pupils' attendance is **significantly better** than the national expectations.
	
	• **Attendance continues to be excellent and continues to be significantly better than the national average:**
	  • 2025 – 2026: 97.1%
	  • 2024 – 2025: 97.6%
	  • 2023 – 2024: 97.9%
	• The school is **significantly better** than the national average for overall absence, Persistent Absence, Severe Persistent Absence and unauthorised absences.
	• 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 relationship 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**
		• Continue to review, monitor and refine the school's Attendance Procedures including:
		1. Continue to monitor attendance and offer support to remove barriers for attendance
		2. Reduce overall absence further from:
		a) 2.9% to 2.4% and authorised absence; from
		b) 2.6% to 2.1% by the end of the academic year.
		This will represent a 0.5 percentage point reduction and a return to the stronger attendance profile achieved in 2024/25.
		• Maintain high standards of pupil behaviour, ensuring respect, self-control, and positive conduct are consistently demonstrated.
		• Refine the use of CPOMs: accurately track, analyse and report trends.
		• Implement and embed 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**
Expected Standard: • Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement. • Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned. • Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn. • Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach. • Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics. • Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge. • Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary. • Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. • Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum. **Strong Standard:** • 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. **Exceptional:** • 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.	• 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**.**	• Continue to refine the school's curriculum e.g. 1. LTP 2. Stepping Stones Document • Review the school's curricular timetable to increase the amount of discrete reading opportunities available to those children in: KS1 and K2 • Continue to ensure that every child is actively involved in all aspects of every lesson promoting active learning. • Further develop the resources available within the extended outdoor learning environment for Early Years • 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**
Expected Standard: • Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements. • Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school. • Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development. • Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes. • Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children. • Staff consider children's starting points in their curriculum design and approach to teaching so that gaps in children's knowledge are identified and tackled. • Leaders make sure that early years teachers inform Year 1 teachers about any gaps in children's knowledge to ensure an effective transition to key stage 1. • There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics. • Leaders ensure that staff provide effectively for children's personal, social and emotional development, including making sure that they feel safe, secure, stimulated and happy. **Strong Standard:** • 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. **Exceptional:** • 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. • If this grade is awarded, leaders should use their exceptional success in this evaluation area to: 1. support improvement across all aspects of their own school and/or group 2. 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	• 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. • Assistant Headteacher: EYFS & EYFS Teacher are very experienced and supported by 2 TAs providing consistency. • All staff undertake regular CPD training linked to Performance Management. • 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.**	• Further develop the resources available within the extended outdoor learning environment, e.g. install the new Mud Kitchen area.

INCLUSION: Exceptional		
	Strengths	**Areas for Development**
Expected Standard • Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs 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 have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being. • Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach. • Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff. • The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND. • Leaders are committed to, and understand, their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school. • Leaders support pupils who are known (or previously known) to children's social care, including looked-after and previously looked-after children, well. Staff work effectively, including with the virtual school, so that pupils' personal education plans generally improve their learning opportunities and experiences. • Alternative provision is commissioned appropriately and is used in pupils' best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it. **Strong Standard:** • 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 skilfully 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. **Exceptional:** • 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. 1. support improvement across all aspects of their own school and/or group 2. 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	• 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** • The school has proactively developed a range of dedicated soft regulation zones to support pupils in managing their behaviour and emotions effectively. These calm, structured spaces provide opportunities for pupils to self-regulate, reflect, and re-engage with learning, contributing to improved wellbeing, behaviour, and inclusion across the school.	• Ensure all pupils, including those with SEND, EAL, and disadvantaged backgrounds, access a high-quality, inclusive education and make good or better progress relative to their starting points. • Strengthen pastoral systems to support emotional wellbeing, resilience, and mental health support available to all. • Install Sensory Pod outside to support those neuro-divergent children to regulate while outdoors

LEADERSHIP & GOVERNANCE: Exceptional		
	Strengths	**Areas for Development**
Expected Standard: • Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively. • Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload. • Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve. • 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. • The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant. • Leaders protect time for professional learning. • Leaders support staff's well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation. • Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong. • Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge. **Strong Standard:** • 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. **Exceptional:** • 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.	• 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: • **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. Safeguarding Governor conducts period checks across the year.	• 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. • Maintain effective governance through training, strategic involvement, and regular evaluation of impact. • Ensure effective use of the Schedule of Governance so that Governors can continue to effectively hold the school to account. • Foster collaborative partnerships to enhance provision and share best practices for the benefit of pupils and staff • Ensure all health and safety procedures are robust and regularly reviewed

PERSONAL DEVELOPMENT & WELLBEING: Exceptional		
	Strengths	**Areas for Development**

Expected Standard:
• A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.
• The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge.
• Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.
• Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport.
• The school's careers education, where relevant, prepares pupils for future education, employment or training. The school is making steady progress towards the Gatsby benchmarks.
• Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it.
• The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that 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, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them.
	• 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.
	  • 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.
		• Continue to encourage and actively promote all school Values of Creativity, Respect and Independence, British Values and Protected Characteristics, within the school community.
		
		• Embed the use of Jigsaw in supporting pupil's development
		
		• 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

Strong Standard:
• 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.
	• 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.
		• Strengthen pastoral systems to support emotional wellbeing, resilience, and mental health support available to all.
		
		Continue to support all to identify and value differences e.g.
		  • Protected Characteristics
		  • British Values
		  • Equal Opportunities
		  • SMSC

Exceptional:
• 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 wellbeing.
• 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:
  1. support improvement across all aspects of their own school and/or group
  2. 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
	• 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.
		• Install new all-weather track.

SAFEGUARDING:		
	Strengths	**Areas for Development**
• 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.	• The school is fully compliant with all aspects of health & safety and safeguarding. • Safeguarding Governor conducts period checks across the year.	• Support SLT to fulfil their Safeguarding duties e.g. 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 • Maintain a strong safeguarding culture where all staff are trained, vigilant, and confident in procedures. • 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.