

Hamstreet Primary Academy Self-Evaluation and School Improvement Plan 2023/24

Context of the School					
NOR: 277	Pupil Premium %: 20.2% (x56 children)	FSM %: Increased to 19.8% (x 55 pupils) from 16% Term 4 2024	Disadvantaged % (FSM 'ever 6', LAC, PLAC, Adopted, Armed forces + others the school deems as disadvantaged from knowledge of family):	Attendance: 2023 / 24 Overall: 94.7% PP 92.7% SEN 92.2% (2022-2023) Overall 94.9% PP 93.8% SEN 93.2%	
PA: 2023/24 15.9% Term 6 2024 (New children with absence issues joined 2024) 12.5%(22/23) (down from 17.9% 21/22)	EAL %: 7.2% (x20 pupils) (Rose from 5.2 (2022/23))	SEND %: 46 children 16.6% July 2024 39 children 14.4% (Sept 2023)	EHCP (no/%): 8 children 3% (Just above average)	Exclusions: (21-22) 6 Exclusions Totalling 8.5 Days (5 Different Pupils) (22-23) – 1 Exclusion totalling 2 Days (1 Pupil) (23-24) – 7 Exclusions totalling 12.5 Days (4 different pupils – one has left the school)	
2024 GLD%: 64.9% 2023 GLD%: 72%	2024 Y1 Phonics %: 80% (Yr 2 100%) 2023 Y1 Phonics %: 68%	2024 KS2 RWM%: 46% (see analysis) 2023 KS2 RWM%: 61%	2024 PP KS2 RWM%: 2023 PP KS2 RWM%: 13.8%	2024 Progress Reading: Writing: Maths:	
Other Contextual Information:					

- Hamstreet Primary Academy is a larger than average-sized primary school with 277 pupils on roll (July 2024). The school is a popular choice within the local community. Many of the pupils live in outlying villages and travel to school by bus. The intake is both rural and urban (as many families travel from the nearby town of Ashford) and from a very mixed socio-economic background.
- The school is part of the ACE Learning Trust which consists of one other primary school – Currently going through a period of change – EDD is Acting CEO, CFO is Acting COO /CFO – The Trust has supported Hamstreet well throughout the year with many new exciting developments on the horizon.
- The school has recently been through a period of change which meant long standing staff took on new roles. A new Head of School was appointed January 2021 (Had previously worked as Deputy Head at Hamstreet for Several years). Experienced teachers within the school also took on new roles – such as EYFS, KS1 & KS2 Manager, which supported the restructure at a crucial time during the pandemic. We have many new Subject Leaders who are ambitious in their action plans for the school. In September 2022, an Education Director was appointed to support all school across ACE learning. This has supported the leadership team to improve all areas and has established more consistent systems across ACE learning schools. This continues to develop across 2023-4 and in to 2024-25.
- **Since the last inspection – May 2023 OFSTED Section 5 – Hamstreet achieved Good in all areas.**
- **Strengths (Ofsted May 2023):**
 - A well – planned ACE Curriculum
 - Leaders are ambitious in their expectations for all pupils
 - Reading Standards throughout the school (2023 Reading KS2 75% (National 73%)
 - RWI yrs R – 2
 - Personal development was identified by OFSTED May 2023 as being a particular strength of the school – ‘Adults have built positive, caring relationships with pupils. Pupils show respect, care & tolerance toward others.... There are a range of opportunities for pupils’ to take responsibilities across the school and develop their leadership skills.’
 - Inclusion
 - ‘Leaders ensure that safeguarding processes are robust...Staff know their safeguarding responsibilities and fulfil them well’ OFSTED May 2023
- **Areas For Development** – to use high quality CPD and Coaching to grow our new subject leader’s skills.
 - To continue to embed RWI and Power Maths so that children develop strong English and Maths skills.
 - To enhance the Early Years environment to motivate and engage all children. New EYFS Interim Leader April 2023.
 - To support Subject Leaders so they are confident to check the implementation of their subject / ACE Curriculum.
 - Use assessment in foundation subjects, to identify gaps in learning.
- To review ‘SEN processes’ to ensure that parents and teachers are working together, in a timely manner, to support all learners.
- SEN provision has been a focus through 2023-24 and SEN Cycle will continue to be a focus from September 2024. We have enlisted a critical friend from TKAT Trust to support us with our developments.
- Explore THRIVE and if this will support the development within Hamstreet with Nurture, Personal Development and Behaviour.
- A very popular Breakfast Club and an After School Care club are well established in providing wrap around care for our pupils. Holiday clubs are also organised to help parents with childcare.
- A private Nursery (Highways at Hamstreet Kindergarten) operates on the academy site (rated Outstanding January 2020).

- The school has developed its work through the following national programmes: Healthy Schools, Artsmark Gold, silver Activemark for sporting achievement, Music Mark and Green flag eco-award.
- Our parent association HSA (Hamstreet School Association), our HSA is now getting back up and running, with opportunities for new parents to join (HSA Coffee Mornings to promote the work of the HSA). Santa's Grotto fundraiser, Easter Egg Hunt, Virtual Christmas Fair, Parent afternoon tea and a summer fair. We are now currently recruiting new members.
- ECTs / HLTAs – We currently have 3 HLTAs and 2 ECTs.

Primary Assessment Data – ACE Learning – Hamstreet Primary Academy - 2023

	EYFS GLD			Phonics Yr1			Phonics Yr2			MTC		
	Total YG	Number	%	Total YG	Number	%	Total YG	Number	%	Total YG	Number	%
Hamstreet	39	29	74.4%	31	21	67.7%	10	9	90.0%	41	15	36.6%

In Year Group	Hamstreet Key Stage 1					
	Working Below		Expected or Above		Greater Depth	
	Numbers	%	Numbers	%	Numbers	%
41						
Reading	11	26.8%	30	73.2%	9	22%
Writing	12	29.3%	29	70.7%	4	9.8%
Maths	11	26.8%	30	73.2%	10	24.4%

In Year Group	Hamstreet Key Stage 2								Average Scaled Score
	Working Towards		Expected		Greater Depth		Expected + Greater Depth		
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	
36									
Reading	9	25.0%	16	44.4%	11	30.6%	27	75.0%	105.0
Writing	8	22.2%	19	52.8%	9	25.0%	28	77.8%	-
GPS	14	38.8%	16	44.4%	6	16.7%	22	61.1%	102.6
Maths	13	36.1%	14	38.9%	9	25.0%	23	63.9%	102.3
Combined R,W,M	14	38.9%	18	50.0%	4	11.1%	22	61.1%	-

National

Reading - 73%
 Maths - 73%
 Writing - 71%
 GPS - 72%
 Science - 80%
 RWM - 59%

1. Subject leadership is at an early stage of development. Subject leaders have been unable to monitor the quality of teaching in their subjects of responsibility as fully as they would wish, due to being new to role. Leaders should continue to provide the training and support needed to ensure that subject leaders develop their roles to ensure that the curriculum is delivered as they intend.
2. Staff are not yet using assessment procedures consistently in the foundation subjects to support the teaching of the curriculum in these areas. This hinders pupils' learning overall. Leaders need to ensure that staff have the knowledge and confidence to use assessment to inform teaching and embed pupils' knowledge in the foundation subjects systematically.

Quality of Education

CURRENT JUDGEMENT: GOOD Leaders believe that the Quality of Education is GOOD	Intent	Implementation	Impact Ofsted May 2023 – Good in all areas																																													
<p>The Ace Curriculum and that of English and Maths are securely embedded across the school.</p> <p>Teachers have a firm understanding of the curriculum intent and practice. They plan lessons designed to help pupils remember long term content and integrate new knowledge into larger ideas, applying what they have learned successfully and with more skill as they move through the school.</p> <p>Lessons across all parts of the school contribute well to achieving the curriculum intent.</p> <p>Pupils' work across the curriculum is of a high quality.</p> <p>Pupils' study the full Curriculum - broad range of subjects are taught.</p> <p>The Curriculum is successfully adapted for the needs of pupils with SEN, developing their knowledge, skills and abilities to apply what they know with increasing fluency and independence.</p>	<p>The curriculum should inspire and challenge all learners and prepare them for the future. The academy's aim is to develop a broad and balanced coherent curriculum which stretches and challenges pupils while instilling in them a love of learning for life. It builds on children's experiences and helps all to become successful learners, confident individuals and responsible citizens.</p> <p>By the end of their primary schooling our curriculum will enable our pupils to:</p> <ul style="list-style-type: none"> • achieve high standards and make excellent progress. • have and be able to use key literacy, numeracy and IT skills. • be resilient and challenged to achieve their full potential. • have confidence and be able to use high quality personal, learning 	<p>The ACE Curriculum is designed to be broad and balanced and has an effective focus on developing pupils' reading, literacy and numeracy skills whilst providing pupils with meaningful experiences in all curriculum areas.</p> <p>Teachers utilise the Mantle of the Expert approach to learning where appropriate to increase pupil engagement and provide stimulation through meaningful learning scenarios.</p> <p>The curriculum supports the promotion of British values and builds on pupils' enthusiasm for learning.</p> <p>Our curriculum is structured so that skills and knowledge build across the school and is carefully planned for.</p>	<table border="1"> <thead> <tr> <th colspan="2">School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>2023</td> <td>2023</td> </tr> <tr> <td>GLD</td> <td>74.4</td> <td>67.3</td> </tr> <tr> <td>Phonics</td> <td>2023</td> <td>2023</td> </tr> <tr> <td>Y1 Phonics</td> <td>67.7</td> <td>78.9</td> </tr> <tr> <td>Y2 Phonics</td> <td>90</td> <td>58.7</td> </tr> <tr> <td>KS1</td> <td>2023</td> <td>2023</td> </tr> <tr> <td>No</td> <td></td> <td></td> </tr> <tr> <td>Gender</td> <td></td> <td></td> </tr> <tr> <td>EXS</td> <td>73</td> <td>68.3</td> </tr> <tr> <td>GDS</td> <td>22</td> <td>18.8</td> </tr> <tr> <td>EXS</td> <td>71</td> <td>60.1</td> </tr> <tr> <td>GDS</td> <td>10</td> <td>8.2</td> </tr> <tr> <td>EXS</td> <td>73</td> <td>70.4</td> </tr> <tr> <td>GDS</td> <td>24</td> <td>16.3</td> </tr> </tbody> </table>	School		National	EYFS	2023	2023	GLD	74.4	67.3	Phonics	2023	2023	Y1 Phonics	67.7	78.9	Y2 Phonics	90	58.7	KS1	2023	2023	No			Gender			EXS	73	68.3	GDS	22	18.8	EXS	71	60.1	GDS	10	8.2	EXS	73	70.4	GDS	24	16.3
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Work given enables pupils to achieve the aims and ambition of the Curriculum, which is coherently planned and sequenced toward sufficient knowledge.

Teachers have good subject knowledge and present lessons clearly, checking pupils' understanding, identifying misconceptions accurately, adapting teaching skilfully and giving high quality feedback.

Leaders provide effective support and CPD to ensure subject knowledge is good.

Teachers and leaders use assessment well - Assessment for Learning is practised across the school (Building learning Power is incorporated well by teachers). Live Marking and feedback is encouraged throughout the week rather than constant testing, which is ineffective and adds to teacher workload.

RWI, Accelerated Reader, Power Maths and NTS Tests have been introduced to support teachers with Pitch and Pace and support children in building their knowledge and skills successfully as they move through the school.

Reading is assessed throughout the school using RWI (RWI Lead) and Accelerated Reader.

EYFS Focus on RWI and Language skills.

NTS tests and National Test Results are used to evaluate effectiveness of the curriculum and identify gaps.

Pupils leave Hamstreet ready for the next stage of education.

and thinking skills and become independent learners.

- develop a strength of character to enable pupils to be physically and mentally healthy
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- value their learning outside of the curriculum and relate to the taught curriculum

Our curriculum has been developed collectively considering staff and pupil voice. It mixes knowledge and skills with real life experiences and reflects the values our pupils need to enable them to broaden their horizons and give them social opportunities that they may not otherwise experience.

We carefully consider the transition from one phase to another.

There is a good breadth and coverage to our curriculum, which is supported by enrichment days and extracurricular activities.

We want to make learning fun, practical and exciting to ensure that it is embedded in the long-term memory.

There is a spiral curriculum so that topics and concepts are repeated but find out first about prior knowledge and moves on from this point to extend learning. This also helps to commit learning to memory.

The ACE Curriculum documents are available from the website and the school office.

Long and medium term plans have been developed by staff and are stored on the Academy network. These are used by teachers to develop short term plans taking into consideration the current needs of children and attainment data in the Academy "Planning, Assessment and Tracking Tool". (PATT)

	School		National
KS2	2023	2023	
No			
Gender			
EXS GDS	75 31	73 29	
EXS GDS	78 25	71 13.3	
EXS GDS	64 25	73 23.8	
EXS GDS	61 11	59 8	
Progress score	-1.3	0	
Progress score	0.8	0	
Progress score	-2.9	0	

HISTORIC DATA				
		School		National
EYFS		2019	2022	2022
GLD		65.2	65.8	65.2
Phonics		2019	2022	2022
Y1 Phonics		88.6	77.5	75.5
Y2 Phonics		100	60	44.1
Key Stage 1		2019	2022	2022
No of Pupils				
Gender balance				
Reading	EXS	88	74	66.9
	GDS	21	5	18
Writing	EXS	67	59	57.6
	GDS	12	3	8
Maths	EXS	81	79	67.7
	GDS	21	5	15.1

		School	National
EYFS		2023	2023
GLD		74.4	67.3
Phonics		2023	2023
Y1 Phonics		67.7	78.9
Y2 Phonics		90	58.7
KS1		2023	2023
No			
Gender			
EXS		73	68.3
GDS		22	18.8
EXS		71	60.1
GDS		10	8.2
EXS		73	70.4
GDS		24	16.3

TARGET SETTING			
			Target
EYFS			2024
GLD			75
Phonics			2024
Y1 Phonics			80
Y2 Phonics			100
FFT My School	FFT 50 / 20 / 5 Average/High/V high		Target 2024
No			
Gender			
EXS			75
GDS			20
EXS			70
GDS			10
EXS			75
GDS			25

HISTORIC DATA						
		School		National		
Key Stage 2		2019	2022	2022	KS2	2023
No of Pupils					No	
Gender balance					Gender	
Reading	EXS	86	70	75	EXS	75
	GDS	36	25	28	GDS	31
Writing	EXS	77	55	70	EXS	78
	GDS	23	5	13	GDS	25
Maths	EXS	77	48	72	EXS	64
	GDS	11	13	23	GDS	25
RW&M	EXS	68	43	59	EXS	61
	GDS	7	3	7	GDS	11
Reading	Progress score	1.8	-3.1		Progress score	-1.3
Writing	Progress score	0.1	-4.3		Progress score	0.8
Maths	Progress score	-0.8	-4.8		Progress score	-2.9

TARGET SETTING**				
				Target
FFT My School	FFT 50 / 20 / 5 Average/High/V high			Target 2024
No				
Gender				
EXS				77
GDS				33
EXS				80
GDS				33
EXS				75
GDS				33
EXS				70
GDS				15

****Prior Attainment**
 There were no KS1 assessments for this cohort (2020: Pandemic).
 FFT targets based on EYFS data only.

In School Targets set using NTS Data/GLD Data from Summer 2023

		Year 1	Year 3	Year 4	Year 5
Reading	EXS	80	75	80	85
	GDS	-	25	20	33
Writing	EXS	80	75	75	75
	GDS	-	15	15	15
Maths	EXS	85	75	85	75
	GDS	-	25	15	33
RW&M	EXS	NA	70	75	70
	GDS		10	10	10

Attendance

From KCC	18/19	*20/21	21/22	22/23	Attendance Target 23/24
% total absence	4.0	3.2	6.4	5.1	4
% PA	7.3	7.0	18.7	12.5	9

*no 19/20 due to pandemic

Evidence

May 2023 Ofsted:

'Pupils look forward to coming to school each day. They enjoy their busy days, which are filled with opportunities to learn, be creative and get active. They recognise the ambitions that staff have for them and work hard to achieve them in lessons and around the school.'

'Pupils appreciate the wide and varied opportunities they have through an enriched curriculum offer and a well-thought-out learning environment. Pupils are keen to share their learning from 'enterprise week' when they design and make items to sell to raise money. They are looking forward to helping to decide which new books to buy for their school library.'

'Parents and carers are complimentary about the wide range of activities, trips and sports on offer. They like the community feel that the school has. Year 6 pupils talk enthusiastically about their residential trip to Paris, where they were able to speak the French, they had learned in lessons.'

'Learning is adapted where needed so that all pupils learn the curriculum well, with appropriate support provided where required. This ensures that all pupils, including pupils with special educational needs and/or disabilities, learn successfully.'

Areas for Development

1. Subject leadership is at an early stage of development. Subject leaders have been unable to monitor the quality of teaching in their subjects of responsibility as fully as they would wish, due to being new to role. Leaders should continue to provide the training and support needed to ensure that subject leaders develop their roles to ensure that the curriculum is delivered as they intend.
2. Staff are not yet using assessment procedures consistently in the foundation subjects to support the teaching of the curriculum in these areas. This hinders pupils' learning overall. Leaders need to ensure that staff have the knowledge and confidence to use assessment to inform teaching and embed pupils' knowledge in the foundation subjects systematically.
3. To review 'SEN processes' to ensure that parents and teachers are working together, in a timely manner, to support all learners.

QUALITY OF EDUCATION

Priorities	Objectives/Actions	Timescales	Lead	ACE KPI Links
Subject Leadership	To continue to use high quality CPD (National College / TEP / DFE) to support new subject leaders in the monitoring and implementation of their subjects.	Sept 2023	Each Subject Leader	KPI 1,3

	<ul style="list-style-type: none"> - Review Curriculum Teams & Leaders for the year – set up teams. - Subject leaders to monitor the implementation of their subjects and report to LMT and Head of School. - Subject leaders and class teachers to use The National College to further develop their skills across foundation subjects. - Subject leaders to monitor planning and teaching in their subjects and consider how class teachers will assess the gaps in children’s knowledge and skills within their subject. - NPQLT (ECT Mentor / Yr 5/6 Teacher) & NPQLL (English lead) NPQSL (DHOS) NPQLM (Maths Lead) 	<p>Oct 2023</p> <p>Term 2 2023</p> <p>Term 1 2023</p> <p>Term 1 2023 start</p>	<p>↓</p> <p>LMT</p> <p>↓</p> <p>HOS</p>	
Assessment in Foundation Subjects – Identifying Pupil Gaps in Learning to inform planning and teaching.	<p>To investigate ways to identify gaps in children’s knowledge and skills across all foundation stage subjects.</p> <ul style="list-style-type: none"> - Working party - Review effective ways to use foundation subject assessment to close gaps in children’s learning. - To consider a strategy to assess foundation skills knowledge and skills which is effective and is manageable and effective for teachers. 	<p>Term 2 3</p>	<p>DHOS</p> <p>↓</p> <p>LMT</p> <p>↓</p> <p>HOS</p>	KPI 1,3
To review SEN processes	<p>To review SEN processes.</p> <ul style="list-style-type: none"> - Review annual calendar for SEN actions. - To listen to parental feedback about SEN processes and develop effective ways to identify, plan for and monitor children’s SEN. - To ensure class teachers and LSAs have a clear understanding of how to plan and support SEN pupils when planning lessons and interventions across the phase. - To look at more effective ways of communicating with parents of children with SEN – EHCPs, HNF plans, provision plans and the plan, do, review cycle. 	<p>Term 1</p> <p>Term 2</p> <p>Term 1 staff Meeting</p> <p>Term 2</p>	<p>SENCO</p> <p>↓</p> <p>LMT / Key Stage Leaders</p> <p>↓</p> <p>HOS</p>	KPI 1,3
To monitor the progress of SEND and PP children	<p>To closely monitor the progress of SEND and PP children:</p> <ul style="list-style-type: none"> - LMT Monitor during Pupil Progress Meetings. - CT Monitor progress weekly / termly. 	<p>Ongoing Termly and at each Pupil Progress Meeting Term 2, 4 & 6</p>	<p>SENCO/ PP Champion</p> <p>↓</p> <p>LMT / Key Stage Leaders</p>	KPI 1.3

Evaluation Term 2

English & Maths:

1. Maths and English Coordinators to monitor planning and books to check quality and pace of progress.
2. Maths and Reading Subject Leaders to continue to support newer staff with RWI and Power Maths.
3. Maths and English Coordinators to be involved in analysing the NTS Test Results

Subject Leaders / Curriculum

- We have reviewed Curriculum Teams & Leaders for the year and set up Teams.
- Curriculum Leaders have met with their Teams.
- HOS has met with Subject Leaders
- LMT meetings have discussed subject teams and progress made

SEN Priorities

We have listened to parent feedback from Term 6 on SEN processes, communication, plans and transition

1. New entrants / Initial Concerns meetings
2. SEN Register reviewed and all children now have a Provision Plan.
3. Teachers trained by the SENCO to complete provision plans.
- 4. SENCO staff training to ensure class teachers and LSAs have a clear understanding of how to plan and support SEN pupils when planning lessons and interventions across the phase.

Notes: 17 children were missing Provision Plans (SENCO assistant monitoring Term 1 2023-24)

Evaluation Term 4

SEN RAP was the Main Focus

English & Maths

1. Maths & English Coordinators have both given staff meetings on non-negotiables (staff meeting Term 3)
2. English Lead tracking children carefully in RWI
3. Regular Action plans discussed with HOS – Meetings and emails.

Subject Leaders

- Teachers are now asking for release and monitoring in smaller chunks and feeding back to individuals.
Next Step – formalise this in calendar form so staff have pre-planned timescales to work to – book, pupil voice, quality of T&L etc.
- National College CPD delegated and being completed/ Year 6 teachers trained and meeting held with HOS Term 3 re access arrangements and Revision processes.
- HOS has met with subject leaders
- LMT have discussed curriculum team leadership and it is working well – some subject leads have had absence so need support to catch up Term 4 – some leaders have changed and been reorganised due to new appointments– DT & Sport / PE – We now have a PE Team.
- Subject Leaders released every two weeks for an afternoon (English, Maths, Humanities, EYFS Lead)
- Curriculum Teams updated after Christmas – Merging meetings working as staff know what their roles are.
- NPQML (Lisa A), NPQSL (Nikki B), NPQLL (Jackie S), NPQLM (Kirsty S) – NPQSEN Esther W?

SEN Priorities

- SEN Weekly Meetings to review provision and processes with HOS / **Term 4 SEN Review identified key priorities to be focused on during Term 4 / 5:**
Pupil plans, Provision Maps, Whole School Provision Map.

Evaluation Term 6

SEN RAP was the Main Focus

English & Maths

1. Maths & English Subject Leaders have led Staff Meetings.
2. RWI and Yr 1 Phonics Test show children are making good progress in Reading – Children moving through the groups quickly in RWI – lesson observations show that children are applying the RWI phonic strategies when reading aloud.
3. Subject Leaders more confident to discuss actions and next steps at Curriculum Coordinator Meetings and in discussion with HOS.
4. Non-Negotiables are being followed in all classes. ECTs have received greater support from Subject Leaders if needed – Writing (HG), Maths (KS), Reading (JS).

Subject Leaders

- **Teachers making effective use of release time throughout Term 5. In Term 6 to be offered a day instead.**
- **National College being used to good effect.**
- All staff now have a TEP account (action led by HOS).
- LMT have continued to discuss curriculum team leadership and it is working well
- some subject leads have needed support to catch up Term 5 – some leaders have changed and been reorganised due to new appointments / Situations (NB, EW & LA)

<p>Now Provision plans are completed – spend time in Term 2 looking at SEN calendar and further processes incl. Communication with parents and teachers.</p> <ul style="list-style-type: none"> - HOS, DHOS & SENCo considered feedback from parents Term 6 22-2023 re provision plans and Transition. - Audit the SEN Register – 17 did not have plans - SENCO supported teachers to write provision by giving a staff meeting on Provision Plans and offering 1:1 support <p>Next Steps: SENCO to check provision plans for children – Consider communication with parents during Term 3</p> <p>SEN Reviews – Terms 2,4,6 after pupil Progress Meetings.</p> <p>Next steps:</p> <p>Term 2/3:</p> <ul style="list-style-type: none"> - To look at more effective ways of communicating with parents of children with SEN – EHCPs, HNF plans, SEN provision plans and the plan, do, review cycle. - Use NTS Tests and Pupil Progress Meetings to monitor and set targets for PP and SEN children. 	<p>Engage parents verbally, face to face, on the gate, on the playground – review use of emails by parents to build stronger relationships and work smarter. Review Job descriptions, review amount of time SENCO spends at both schools, data tracking, monitoring & impact of SEN, Flowcharts to depict timescales and actions at each stage of SEN provision – plan, do, review. Develop plan so all pupils know their targets. Clarify format of pupil plans. Nurture vs THRIVE?, LSA Meeting impact / plan, SEN Calendar and EHCP, Pupil Plan calendar (Mid -Year & Annual Reviews), Review classroom environment.</p> <p>Foundation Subjects Assessment Processes – advice from Ruth Swailes to have simple NC Objectives for each yr group uploaded – identify GDS & WTS children for differentiation and intervention processes. Next Step - DHOS to lead process of getting planning on Bromcom / IT Technician to design?</p> <p>Next Step:</p> <ul style="list-style-type: none"> - Subject Leaders to monitor progress of children within core subjects and consider progress and comparison for our PP, SEN children. 	<ul style="list-style-type: none"> - We now have a PE Team – JS, KS & JO – all working hard to ensure attendance at sporting fixtures throughout the year. - Subject Leaders released every two weeks for an afternoon (English, Maths, Humanities, EYFS Lead) in Term 5. Receive 1 day in Term 6. - Merging meetings working as staff know what their roles are. - NPQML (Lisa A), NPQSL (Nikki B), NPQLL (Jackie S), NPQLM (Kirsty S) <p>SEN Priorities</p> <ul style="list-style-type: none"> - SEN Weekly Meetings to review provision and processes with HOS / Term 4 SEN Review identified key priorities to be focused on during Term 4 / 5: Pupil plans, Provision Maps, Whole School Provision Map. These are now in place for all children on SEN Register. - EW on gate x2 a week and on playground x2 a week. This changed to being at both schools in Term 6 with a more flexible timetable. - Engage parents verbally, face to face, on the gate, on the playground – review use of emails by parents to build stronger relationships and work smarter. Review Job descriptions, review amount of time SENCO spends at both schools, data tracking, monitoring & impact of SEN, Flowcharts to depict timescales and actions at each stage of SEN provision – plan, do, review. Develop plan so all pupils know their targets. Clarify format of pupil plans. Nurture vs THRIVE?, LSA Meeting impact / plan, SEN Calendar and EHCP, Pupil Plan calendar (Mid -Year & Annual Reviews), Review classroom environment - SENCO EW has given Training on Smart Targets, Provision Maps during staff Meetings. - CG Trained a Mental Health Lead ready to begin THRIVE next September 2024-5 <p>Foundation Subjects Assessment Processes – advice from Ruth Swailes to have simple NC Objectives for each yr group uploaded – identify GDS & WTS children for differentiation and intervention processes. Next Step - DHOS to lead process of getting planning on Bromcom / IT Technician to design?</p>
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Next Step:

- Subject Leaders to monitor progress of children within core subjects and consider progress and comparison for our PP, SEN children.
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BEHAVIOUR AND ATTITUDES

CURRENT JUDGEMENT: GOOD

Leaders believe that Behaviour and Attitudes is GOOD

The school has high expectations for pupils' behaviour and conduct which are commonly understood and applied consistently fairly.

Pupils' behaviour and conduct reflects the school's expectations well. Low-level disruption is not tolerated and lessons / day to day life of the school are not disrupted.

Staff make sure that all children follow appropriate routines.

Leaders support staff well in managing pupils' behaviour – If bullying, aggression, discrimination, or derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.

Pupils' attitudes to their education are positive – they are committed to their learning, know how to learn and study effectively, take a pride in their achievements and are resilient.

Pupil attendance is good – pupils are punctual and the school takes appropriate action when attendance is not good.

Fixed term exclusions are used appropriately and the school focuses on reintegrating pupils on their return and manages behaviour appropriately.

There are strong, positive relationships between staff and pupils. There is a respectful culture across the school and pupils feel safe.

Attendance focus

Attendance to date

Previous year

Cultural ethos

Positive learning attitudes

**Bullying, behavioural tracking
and joining up**

Well-being and care for each other

Attendance is..... national.

	All Met absence threshold	PP Met absence threshold	SEN Met absence threshold
Term 2			
Term 4			
All terms			

- School Council set up Term 1 2023-24
- Pupil Leadership Team set up Term 2
- THINK behaviour and attitudes set up TERM 2
- School and class rules set out clearly in classes.
- Uniform checks – all years
- PSHE taught – all year groups
- PGL & Windmill Hill residential visits develop positive, independent learners.
- Strong teacher – pupil relationships built – all year groups.
- Building Learning Power focus across whole school.
- Assembly focus on PROUD, ACE and British Values.
- All years attend exciting trips planned in to enhance the curriculum.
- SET Sport Coach – develops positive attitudes and whole school sport through, organised fixtures, paid for Football and Multi-sports clubs, active playtimes, key skills integration groups – all years and further teacher CPD.

- HOS and LMT Monitor all Bullying reports.
- Term 2 2023 – Anti - Bullying Week focus.
- Anti-Bullying promoted in the weekly parent newsletter.
- HOS , KS Leaders & CT Meetings with parents to support any concerns.
- THINK ROOM – HOS & KS1/2 Leaders developing THINK base to support children to reflect upon their behaviour and consider restorative justice (change of approach Spring 2024 Teacher Standards / CPD)
- Addressing distractions and behavioural issues through parents meetings, pastoral support plans.
- Term 1 – particular focus on high expectations and restorative justice.
- Term 1 focus on processes within the Behaviour System.

- Learning Mentor Intervention & Referrals
- CT & LSA team focus on wellbeing, as and when needed.
- Learning Mentor support and referral for parents.
- CT, KS Leaders, SENCO, DHOS & HOS Meetings with children and parents re wellbeing support.
- Staff Wellbeing Staff Meetings.
- Staff released to complete subject leader role.
- Newsletters promoting the importance of wellbeing and mental health.
- Wonde Vouchers – Disadvantaged families & FSM (Across the year)
- Energy Vouchers scheme – Term 2 2023-34
- Fundraising for Children in Need – Term 2 2023-24
- Welcoming the whole school community to Harvest assembly.
- Developing links with the community – harvest delivery, scarecrow trail and school trips.
- Learning mentor and SENCo referrals for SEMH.
- STLS Partnership.

Evidence

May 2023 Ofsted:

‘Pupils behave well and are proud of their inclusive school. They explain what it means to be a good friend. They are able to define bullying, know where to go for support and trust the adults will help them sort things out. Bullying happens rarely, and if it does, adults quickly help. Pupils feel safe in school.’

‘From the start, in early years, pupils are taught the rules and routines, which are linked to the school’s ‘PROUD’ values of ‘positive, respectful, outstanding, understanding and determined’. Pupils and staff know what is expected and most pupils listen well in lessons and respond quickly to adult instructions. Adults calmly and patiently give time and space to pupils who need support to manage their own behaviour. Playtimes and lunchtimes are enjoyable, social occasions. Pupils play sensibly and enjoy the opportunity to be active and play with their friends.’

Areas for Development

1. To develop pupil roles and responsibilities to enable them to play a positive role in creating an outstanding school environment – Pupil Leadership roles, School Council etc
2. Staff use ‘THINK’ behaviour strategies to support pupils to consider the effects of their behaviour on the whole school community. Strong use of restorative justice strategies are used throughout the school.
3. To work with Nurture UK to establish strong nurture Practice throughout the school to support children and families.

BEHAVIOUR AND ATTITUDES

Priorities	Objectives/Actions	Timescales	Lead	ACE KPI Links
Grow pupils’ leadership skills.	<p>To develop pupil roles and responsibilities to enable them to play a positive role in creating an outstanding school environment so that Pupil behaviour and attitudes are exceptional– Pupil Leadership roles, School Council etc</p> <ul style="list-style-type: none"> - Review our current offer (Strengths and areas for development). - Conduct a staff skills audit to ensure we are using staff skills well (Professional Deve Meetings). - Introduce a ‘Pupil Leadership Team’ that regularly meets with leaders to share the views and give opinions to support the ongoing improvement of the school. Promote and support this 	<p>Term 1 & 2</p> <p>Term 3</p>	<p>Key Stage Leaders</p> <p style="text-align: center;">↓</p> <p>LMT / Key Stage Leaders</p>	KPI 2,3,5

	<p>team to play a highly positive role in creating an exceptional school environment. (Pupils are highly motivated and resilient and make a highly positive and tangible contribution to the life of the school and wider community. They actively support the wellbeing of other pupils).</p> <ul style="list-style-type: none"> - Introduce new pupil roles across the school – Pupil Leadership Team, Online Safety Leaders, Playground Champions etc - Pupil Voice x3 times a year which feeds into the School improvement plan and gives clear direction to overall improvement across the school. 	Term 2, 4 & 6	↓ HOS	
Behaviour Strategy – THINK (Change in approach Spring 2024 – with a move to Teacher Standards / CPD and Phase Leader support	<p>To use ‘THINK’ behaviour strategies to support pupils to consider the effects of their behaviour on the whole school community. Strong use of restorative justice strategies are used throughout the school.</p> <ul style="list-style-type: none"> - Train teachers and LSAs to use the THINK model for discussion and feedback to pupils about their behaviour. - THINK posters and prompts to be displayed around the school. - To consider creating a ‘positive THINK behaviour space’ in which pupils can discuss behaviour events, supported by adults and feel empowered to make positive changes. Pupil Leadership Team to be actively involved in developing this and supporting children when needed. 	Term 1 Term 2 Term 3/4	Key Stage Leaders ↓ LMT ↓ HOS	KPI 2,3,5
Nurture	<p>To work with Nurture UK to establish strong nurture Practice throughout the school.</p> <ul style="list-style-type: none"> - To attend Nurture UK Training – review current practice and plan nurture approaches across the school and in classrooms. - To deliver high quality CPD on nurture to all staff. - Develop a Nurture base to support pupils and families across the school (Consider / explore accreditation with Nurture UK). - Consider / explore accreditation with Nurture UK. - To plan and deliver a parent workshop on nurture. 	Term 2 Start Term 4 Term 5 Term 2 Term 6	Nurture Lead & SENCO ↓ HOS ↓ LMT Leaders	KPI 5
<p>Evaluation Term 2</p> <ul style="list-style-type: none"> - HOS and KS Leaders – reviewed current offer for behaviour and attitudes. - HOS attended Nurture UK Meeting – Joint project being planned alongside Furley Park. - Discussions and plans around THINK base and Pupil Leadership Team. - Key Stage Leaders supported staff teams with using restorative justice. - <p>Next Steps:</p>	<p>Evaluation Term 4</p> <p>Grow Pupils’ Leadership Skills</p> <ul style="list-style-type: none"> - HOS Conducted pupil voice Term 3 to consider most effective make up of initial pupil leadership team – will consist of exemplary pupils, PP, SEN and pupils hard to engage – pupils individually met with HOS to discuss interest – plan to then involve in key events and get pupils ultimately applying for the position for 2024-5. - Online Safety team & Playground Champions chosen 	<p>Evaluation Term 6</p> <p>Teacher Standards being applied more consistently for behaviour management – x2 staff meetings on this to ensure expectations are high – still some work to do on how staff communicate follow up actions to children.</p> <p>All staff now wear Hi -Vis vests at lunchtime to encourage children to find and speak with an adult if needed at playtime.</p> <p>Grow Pupils’ Leadership Skills</p>		

- HOS Term 2 Focus CPD – Pupil Voice & Pupils as Leaders.

- THINK SPACE

- Term 2 – Staff Audit of skills for Behaviour Management.

- Pupil Voice Term 3 around behaviour and New NTS Tests – pupils value these and are keen to learn about any gaps in their learning.
- THINK Room idea (has been adapted after evaluation over Term 3 identified that teachers needed to use behaviour system more consistently – therefore the THINK room hold all behaviour prompts such as THINK questions for reflection, Positive journaling- **Next Steps - continue to monitor and develop consistency of approach. Staff Meeting Given – Newsletter to focus on to raise profile with parents. HOS has given staff meeting Term 3 & 4 – Term 4 to continue to focus on key techniques and given ‘gap tasks’ for staff team to try out and feedback on.**
- HOS to investigate THRIVE
- Term 2 – Staff Audit of skills for Behaviour Management.
- Mental Health Lead to attend THRIVE training – school receives new resources. – Booked from March 14th (4 sessions).
- **Nurture training to continue – SENCO & HOS to consider strategic plan that reflects the current picture of behaviour in the school – Nurture in classroom – training for teachers in classroom approach only currently – Term 5**

- HOS Conducted further pupil voice Term 5 to consider most effective make up of initial pupil leadership team – will consist of exemplary pupils, PP, SEN and pupils hard to engage – pupils individually met with HOS to discuss interest – plan to then involve in key events and get pupils ultimately applying for the position for 2024-5.
- Online Safety team & Playground Champions chosen
- Pupil Voice Term 5 around behaviour and New NTS Tests – pupils value these and are keen to learn about any gaps in their learning.
- THINK Room idea has been adapted after evaluation over Term 3 identified that teachers needed to use behaviour system more consistently and therefore phases and teams have focused on behaviour within their phases more.
- Behaviour meetings and pastoral support plan meetings held to good effect.
- HOS to investigate THRIVE
- General discussion around the support that staff need and a revisit of the Teacher Standards. NB also met with staff during Term 5 & 6 to discuss the importance of feeding back to children and responding quickly to poor behaviour at class level.
- Mental Health Lead to attended THRIVE training – school receives new resources. – CG attended from March 14th (4 sessions).
- **It was decided in Term 5 to withdraw from Nurture UK Training as we wanted to change the focus to THRIVE following our Learning Mentors Training for Mental Health with THRIVE. This is also a whole school approach and will evolve after a few years of development.**

PERSONAL DEVELOPMENT

CURRENT JUDGEMENT: GOOD

Leaders believe that Personal Development is GOOD (with outstanding areas)

The school curriculum extends beyond the academic areas and provides good opportunities for pupils' broader development.

The school's curriculum and effective wider work, supports pupils to be confident, resilient, independent and to develop a strength of character.

The school provides high quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. Pupils also have age – appropriate understanding of healthy relationships and of the protected characteristics,

The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

The school prepares pupils for life in modern Britain effectively, developing their understanding of British values.

The school promotes equality of opportunity and diversity effectively. Pupils respect and appreciate differences, celebrate commonalities across different cultures, religions, ethnic and socio-economic communities.

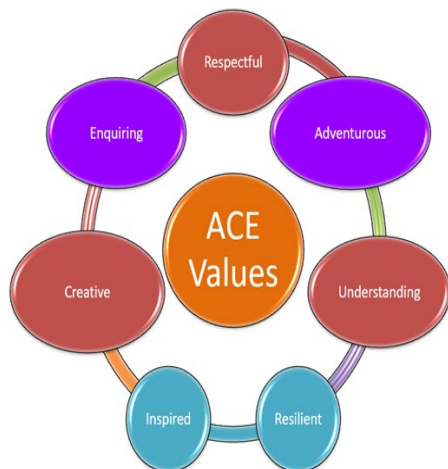
Pupils engage with views, belief and opinions that are different to their own and show respect for different, protected characteristics – no forms of discrimination are tolerated.

The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in considered ideas.

Curriculum and provision	Active citizens & fundamental British values	Assess			
		Social mobility	Physical health	Mental Health	Personal Development and Welfare

- Use of Mantel of the Expert to development key learning behaviours and strong independence in children.
- Real life situations planned in to ACE curriculum and core subjects to make learning relevant to pupils.
- ACE Curriculum threads:
 1. Myself
 2. Community
 3. Global
 4. Culture
 5. Heritage
- ACE Curriculum links to ACE Values.

ACE Values



- Active School Council
- Assemblies focused on ACE, PROUD & British Values (whole schools, Key Stage & Class assemblies)
- Harvest Delivery in Village
- Fundraising Term 2023-24 for Children in Need (own clothes & school council book sale). Lessons to teach children about this fundraising Day.
- **ECO club – GET UP AND RUNNING AGAIN**

- Some movement of families due to cost of living and job seeking.
- Some movements in to the school from inner city schools, particularly in yr 6).
- Currently Hamstreet is going through High Mobility phase (33 children joined 2023-24)

- Termly Healthy Schools Day
- Fixtures planned in to the term to play other schools.
- Science lessons on Keeping Ourselves Healthy / ACE Curriculum Units of Study.
- PSHE Association scheme followed.
- SET Sport Partnership

- PSHE Association scheme followed.
- Counselling referrals and NELFT referrals made by Learning Mentor Term 1.
- THRIVE Mental Health Lead Training - CG

- Wonde Vouchers distributed to eligible families.
- Energy Vouchers distributed to eligible families.
- Pre-loved uniform offer.
- Learning Mentor employed to enhance personal development & welfare of both children and families.
- Support with trips.
- Safeguarding meeting held as and when needed and scheduled in every two weeks – strong & robust systems in place to safeguard pupils and families (Ofsted 2023)

Evidence

May Ofsted 2023:

‘Leaders are proud of their inclusive school. Their provision for pupils’ personal development is a particular strength of the school. Adults have built positive, caring relationships with pupils. Pupils show respect, care and tolerance towards others. There are a range of opportunities for pupils to take responsibility in school, which develops their leadership qualities. The school council allow pupils’ voices to be heard and changes to be made. Pupils enjoy a number of lunchtime and after-school clubs. These include knitting, puzzles and games, cricket and netball.’

Areas for Development

1. To develop a strong working partnership between teachers and pupils to plan, offer and run extensive opportunities to strengthen pupils’ character and personal development – Pupil Leadership Team, School Council, Sports Council, House Captains etc Opportunities for pupils to develop their talents are of an **exceptional** quality.
2. To promote a strong take- up of extra-curricular activities during and in addition to the school day to strengthen our offer. Opportunities for pupils to develop their talents are of an **exceptional** quality.

PERSONAL DEVELOPMENT				
Priorities	Objectives/Actions	Timescales	Lead	ACE KPI Links
Develop and broaden the opportunities for pupils to develop strong characters which leads to high levels of pupil development across the school.	To develop a strong working partnership between teachers and pupils to plan, offer and run extensive opportunities to strengthen pupils’ character and personal development – Pupil Leadership Team, School Council, Sports Council, House Captains etc - Pupil Leadership Team and School Council to be involved in the shaping of the school improvement plan. Link to Curriculum in a coherently planned way.	Term 2/3	Key Stage Leaders & DHOS ↓	KPI 1,2,3,5

<p>Opportunities for pupils to develop their talents are of an exceptional quality.</p>	<ul style="list-style-type: none"> - House Captains & Sports Leaders to plan and run x2 inter-house competitions across the year (Term 4 & 6) which promotes our PROUD & ACE Values. Link to Curriculum in a coherently planned way. - Pupil Librarians to plan how to advertise and promote the use of the school library. Link to Curriculum in a coherently planned way. 	<p>Term 4 & 6</p> <p>Term 4 (Earlier if possible)</p>	<p>LMT</p> <p>↓</p> <p>HOS</p>	
<p>To further develop the offer of extra-curricular activities.</p> <p>Opportunities for pupils to develop their talents are of an exceptional quality.</p>	<ul style="list-style-type: none"> - To promote a strong take-up of extra-curricular activities during and in addition to the school day to strengthen our offer. Link to Curriculum in a coherently planned way. - Monitor our current offer of extra-curricular clubs – is there something for everyone? Are SEN and PP children taking up our offers? - Monitor our offer at break and lunchtimes so that all children have access to enjoyable activities – library, quiet spaces, lunchtime clubs. - Develop the effectiveness of our ECO club and School Council by empowering them to organise timetables and jobs for children to look after and take of our school environment. - Monitor the take up of extra-curricular offer by vulnerable groups – PP, LAC, SEN Girls / Boys equal offer. - To engage parents who can offer clubs – chess club etc. - To build on the success of SET sport football and multi skills clubs by engaging our Sports Leaders to co-teach skills and prepare children for competitions alongside SET Sports coach. 	<p>Term 1</p> <p>Term 2</p> <p>Term 2</p> <p>Term 3</p> <p>Ongoing throughout the year</p>	<p>Key Stage Leaders & DHOS</p> <p>↓</p> <p>LMT</p> <p>↓</p> <p>HOS</p>	<p>KPI 4,5</p>
<p>Evaluation Term 2</p> <p>School Council assembled and having regular meetings</p> <p>Sports Leaders chosen</p> <p>House Captains Chosen</p> <p>Digital Leaders Chosen</p> <p>Online Safety champions chosen</p> <p>We now need to develop a Pupil Leadership Team and enhance the effectiveness and independence of the above groups for greater impact across the school.</p> <p>We have attracted some parent offers for clubs – parent chess club etc & support at SET sport</p> <p>Develop the use of the library and improve Non-fiction offer in there.</p> <p>There is a strong take up of extra curricular clubs.</p>	<p>Evaluation Term 4</p> <ul style="list-style-type: none"> - School Council active – fundraiser – Consider Voice in the school with School Council Lead. - SET Sport partnership developing well – Mr Oatham has returned and is leading well – incl, staff CPD, active playtimes, extra curricular clubs, sporting preparation for competitions. - Term 3 – New sports / PE team established as PE lead left at Christmas – Now Mr Oatham, Mrs Samson & Mrs K Samson – improved organisation and strategy – Parent engagement a focus and now have parents volunteering in strengths – Girls Football etc - Chess club started Term 3 - Lunchtime offer clubs – DT, Colouring club etc started Term 3 – now on MCAS - Next Steps - Develop the effectiveness of our ECO club and School Council by empowering them to 	<p>Evaluation Term 6</p> <p>SEN RAP was the Main Focus – learning attitudes and expectations for SEN children and vulnerable groups still needs more ‘buy in’ from staff – to be continued next year. HOS & DHOS to work together on Pupil Premium.</p> <ul style="list-style-type: none"> - School Library will be reorganised 2024 – 25 with the help of a Library Consultant. The school now has funds to develop the library. - SET Sport Partnership is strengthening – Football, Netball, Rugby, Athletics tournaments all attended. Close monitoring of SET Sports Clubs needed to ensure disadvantaged children access them. - New Sports Team working well with each person having a role – JS, KS, JO - Chess Club run by parents has popular turn out. - All clubs advertised on MCAS. 		

<p>SET Sport clubs paid for by the school – Football x30 children yrs 3 – 6 & Multi-sports yrs 1-3.</p> <p>Additional range of clubs introduced this year such as lunchtime clubs – construction, board game, singing etc and after school clubs – international club.</p> <p>Next Steps:</p> <p>We now need to monitor the take up of vulnerable groups and check we have an equal take up from boys and girls.</p> <p>Develop the use of the library and improve Non-fiction offer in there.</p> <p>Develop a Pupil Leadership Team and enhance the effectiveness and independence of the above groups for greater impact across the school. (Use staff skills audit here to create a team for this project).</p>	<p>organise timetables and jobs for children to look after and take of our school environment.</p> <ul style="list-style-type: none"> - Monitor take up by vulnerable groups - Sports / PE Team to assess individual skills of every child. - Develop the use of the library and improve Non-fiction offer in there. HOS has engaged a library consultant to discuss new ACE Curriculum and matching non-fiction books for the library. - ACTION HOS Wrote to trustees re Library and current funding. This was also discussed at Executive Level and funding looked at. 	<ul style="list-style-type: none"> - Next Steps - Develop the effectiveness of our ECO club and School Council by empowering them to organise timetables and jobs for children to look after and take of our school environment. - Monitor take up by vulnerable groups - Sports / PE Team to assess individual skills of every child. <p>Library Funding in next year 2024-5 budget: Next Year, Develop the use of the library and improve Non-fiction offer in there. HOS has engaged a library consultant to discuss new ACE Curriculum and matching non-fiction books for the library</p>
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LEADERSHIP AND MANAGEMENT

CURRENT JUDGEMENT: GOOD

Leaders believe that Leadership and Management is GOOD.

Safeguarding is robust (Ofsted May 2023).

Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

Leaders focus on improving teachers’ subject, pedagogical content knowledge to enhance teaching and assessment opportunities. The practice and subject knowledge of all staff is improving over time (Including remote education).

Leaders aim to ensure all pupils successfully complete the programmes of study and provide support for staff to make this possible through CPD, team planning opportunities and mentoring.

There is an inclusive culture with no off rolling.

Leaders engage effectively with pupils and others in their community, including parents, local services and this has purpose which is linked to developing pupils' curriculum knowledge and skills and personal development.

Leaders understand the main pressures on staff and support in realistic, constructive ways. Staff are protected from bullying and harassment.

Trustees understand their role and carry out their responsibilities effectively (ensuring a clear vision and strategy, well-managed resources, safeguarding duties such as Prevent and KCSIE and holding leaders to account).

Safeguarding	Ambition and impact of leadership	Staff development & welfare	Governance & finance
<ul style="list-style-type: none"> - DSL – HOS plans in regular meetings to meet with DSO team. - Staff roles have been developed to enable the SENCO to form part of the DSL Team and take responsibility for PEPs and CIC reviews. - Bromcom being used effectively by staff to record concerns. - Safeguarding Training planned in each Sept. 	<ul style="list-style-type: none"> - Impact since 2021 (New HOS): 1. Staff have taken on a subject role and have received CPD in how to lead a subject. 2. Internal promotions have retained experienced staff – Key Stage 1 & 2 Leaders & EYFS Leader (Completed NPQML). 3. New DHOS appointed Sept 2022 – particular strength in Curriculum (currently completing NPQSL). 4. Leaders at all levels are ambitious for their subjects and areas of responsibility. 	<ul style="list-style-type: none"> - National College CPD used – staff can lead own development and training. This is closely monitored by HOS and DHOS. - Leaders at all levels support each other within Curriculum teams. Staff learn from more experienced staff how to lead a subject etc. - Regular staff outings and wellbeing meetings are planned in to the year. - ACE Staff Forum set up for staff to engage with Academy Executive Team. 	<ul style="list-style-type: none"> - HOS reports to EDD - EDD reports to CEO - CEO reports to trustees. - Currently the school's finances are very tight. - Prioritised spending includes: <ol style="list-style-type: none"> 1. EYFS resources and design 2. Last resource push for Hamstreet Class Texts (both cycles will be fully resourced after this year). 3. Buy in updated Power Maths Books and resources for mixed class.

<ul style="list-style-type: none"> - Staff trained in PREVENT and GDPR. - Strong working partnerships with Early Help, Social Services, Attendance and STLS. 	<ol style="list-style-type: none"> 5. Clear action plans and regular reviews ensure the school continues to move on. 6. National College brought in 2022-23 by HOS - CPD used to enhance and build on staff skills. 7. NTS Tests brought in 2022 – 23 by HOS to more closely track pupil progress. 8. Power Maths and White Rose brought in 2022-23 by HOS to support the pitch and pace of Maths teaching across the school. 9. RWI brought in by the Leadership Team to enable strong systematic phonics teaching across the school. 10. Accelerated Reader scheme brought in by the Leadership team 2022-23 to encourage children to read and make rapid progress with reading. 	<ul style="list-style-type: none"> - Staff Survey 2023 showed moral was good and staff appreciated the CPD and support from Leaders (Ofsted May 2023) 	<p>4, Buy in online Resource for KS1 Power Maths / White Rose to improve confidence in Maths and pace of progress from year 1 – 2.</p> <p>5. SET Sport – continue to invest in good quality PE CPD for teachers and high quality PE for children (including extra-curricular opportunities, intervention groups for gross motor and competitive sports / fixtures).</p>
		Parental engagement	Pupil premium reporting
		<ul style="list-style-type: none"> - Parental engagement is strengthening and the school has prioritised this within its SIP – Coffee Mornings, Parent Workshops, Open Afternoons etc - We have an active Parent fundraising Body – Hamstreet School Association (HSA) which supports the school to raise funds for the swimming pool and other items on the annual wish list. We have recruited some new members since Sept 2023. 	<ul style="list-style-type: none"> - A current focus for us is to close the attainment gap between PP and Non-PP children. - DHOS is the Pupil Premium Champion – she monitors the progress of PP children. - During 2022-23 we worked especially hard on reducing absence of PP children in comparison to Non-PP children

<p>INTERNAL SUPPORT PROVIDED BY ACE MAT</p> <ul style="list-style-type: none"> - New Educational Director appointed September 2022-23 – There are now stronger processes across the academy and attention to job descriptions / roles at all levels. This has enabled the school to make stronger progress. - New Educational Director – role to support, coach, mentor HOS. - Executive Team support the school with Finances (Chief Finance Officer) & with working operations (Chief Operations Officer) within the school. - Trustees linked with key areas of SIP – ie Safeguarding & SEN Trustee – monitors working practices and feeds back to trustees.

Evidence
Safeguarding

There are 4 DSLs at Hamstreet. Mrs Glancy (Head of School), Mrs Nicola Bolton (Deputy Head), Mrs Gough (Learning Mentor) and Mrs Witts (SENCo). DSLs meet regularly to discuss children and families and evaluate the support in place.

All staff have received Safeguarding Training promptly in Term 1 2023/24 and this training is repeated once a year. Staff also receive PREVENT Training every 2 years and on induction.

2023 We also invited the KCC safeguarding team into school to complete an audit which confirmed our procedures were robust. During Term 4 2021 we took part in a Safeguarding Audit commissioned by ACE Learning – this confirmed all procedures were in place and were robust.

May Ofsted 2023:

‘The arrangements for safeguarding are effective. Leaders ensure that safeguarding processes are robust. Staff know their safeguarding responsibilities and fulfil them well. Staff are trained to recognise the signs that pupils or their families may need help. Staff record any concerns in a timely manner and leaders act quickly to get the right support. The curriculum helps pupils to know how to keep themselves safe. They learn about online safety and how to identify and manage risk. Pupils feel safe because they trust the adults will listen to them and help them if they have any concerns.’

May 2023 Ofsted:

‘Leaders are ambitious in their expectations for all pupils. The curriculum has been developed by leaders across the trust to realise these aspirations from the early years upwards. Leaders have thought carefully about how to support and challenge pupils in mixed-age classes so they can achieve well. They have developed detailed plans that support pupils to build knowledge and skills well over time. Subject leaders check that the implementation of the curriculum is effective and helps pupils to know and remember more.’

‘Staff in school speak positively about the wealth of training opportunities given to them, including the support from the trust. Staff say that they feel valued and that leaders consider their workload and well-being. Trustees have a good understanding of the school’s strengths and challenges and hold leaders to account effectively. Staff and trustees say that they feel proud to be part of the school community.’

Areas for Development

1. To build on current CPD **to create highly effective professional development** by using The National College, TEP, National Training, Networking and staff expertise to further develop teacher’s subject knowledge and pedagogy across the ACE Curriculum.
2. To develop the role of Curriculum Teams in promoting the school’s vision, policies and monitoring practice across their subjects (to support and develop ECTs in this area).
3. To review ‘SEN processes’ to ensure that parents and teachers are working together, in a timely manner, to support all learners.
4. To continue to build on our inclusive culture through engaging all pupils, parents and the local community. Staff consistently report **high levels of support for wellbeing**.

LEADERSHIP AND MANAGEMENT

Priorities	Objectives/Actions	Timescales	Lead	ACE KPI Links
Staff CPD	To use The National College and staff expertise to further develop teacher’s subject knowledge and pedagogy across the ACE Curriculum.	Term 2	DHOS & HOS	KPI 2,3

<p>Term 1 (KCSIE & PREVENT FOCUS) Term 1 (Staff Code of Conduct)</p>	<ul style="list-style-type: none"> - Staff to use The National College CPD courses to extend their skills across a range of subjects as directed by LMT (subject knowledge, behaviour, nurture, personal development, foundation subject assessments, SEN courses to support pupil needs). Staff CPD is highly focused around priorities. - Staff to drive their own CPD by selecting courses that interest them and are relevant to the pupils they support. - To train new reception staff to run Language Link and NELI. - To train new staff in RWI and Power Maths. - To update and train DHOS, Key Stage leaders and new year 6 teachers in Statutory Assessment. - Leaders to plan in high levels of support for wellbeing throughout the year. - HOS to take part in Nurture UK training and lead at school level. 	<p>Ongoing throughout the year Term 2 /3 Term1 / 2 Term 2 Term 2 Term 2 Start</p>	<p>To be discussed at appraisal with Line Manager. LMT HOS & SENCO / CT Lead</p>	
<p>Develop the role of Subject Leaders</p>	<p>To develop the role of Curriculum Teams in promoting the school's vision, policies and monitoring practice across their subjects (to support and develop ECTs in this area).</p> <ul style="list-style-type: none"> - Subject Leaders to use The National College resources to further develop their skills in leading their subject across the school – considering how to assess and close gaps in pupil learning. - To strengthen the working practices of the curriculum teams across the school. - To deliver parent workshops across the school (Subject Leaders & KS Leaders). - Leaders to plan in high levels of support for wellbeing throughout the year. - Subject Leaders to plan and lead a parent workshop to promote their subject and the ACE Curriculum. 	<p>Term 2 Term 1 start – ongoing throughout the year</p>	<p>DHOS & HOS DHOS & HOS to meet with Curriculum Team Leaders once a Term</p>	<p>KPI 1.2,3</p>
<p>Review SEN Processes</p>	<p>To review 'SEN processes' to ensure that parents and teachers are working together, in a timely manner, to support all learners.</p> <ul style="list-style-type: none"> - Review processes for identifying SEN on entry to the school – Yr R and in year admissions. - Review processes for writing and reviewing SEN provision plans for children on the SEN register. - Review processes for planning group interventions to close gaps in learning and skills (non-SEN) - Review processes for communicating outcomes of reviews and next provision plans with pupils, parents and class teachers. 	<p>Term 1 Term 2 Start – Update policy Term 2 / 3</p>	<p>SENCO ↓ LMT ↓ HOS</p>	<p>KPI 1.2,3</p>

	<ul style="list-style-type: none"> - Implement stronger cross phase working by LSAs, to support children with SEN and additional needs across the school. - Update SEN Policy to reflect changes (SENCO). 	(Intervention LSAs working across phase)		
<p>Include everyone in the school community in our school improvement plan.</p>	<p>To continue to build on our inclusive culture through engaging all pupils, parents and the local community.</p> <ul style="list-style-type: none"> - To regularly promote the school's PROUD and ACE Values through assemblies, class teaching, newsletters, extra-curricular activities and events. - To introduce a Pupil Leadership Team. - Strengthen the working partnership between the school and the parent HSA association – attendance at meetings, supporting fundraising events, working in partnership for the good of our children. HSA Newsletter and Coffee Mornings. - Explore sponsorship opportunities to raise money for our school pool (HSA and LMT). - Continue to offer Parent Workshops across a range of subjects and themes. - Support local events such as the Scarecrow Trail, Green Hearts, Delivering Harvest Goods and inviting local groups into our school to share their knowledge and expertise across the ACE Curriculum. 	<p>All Staff ongoing</p> <p>KS Leaders DHOS & HOS Term 1</p> <p>HSA, HOS Term 1 Subject Leads to book into school calendar. Ongoing throughout the year.</p>	DHOS & HOS	KPI 2,4
<p>Evaluation Term 2</p> <p>Parent Coffee Morning on RWI Term 1 Parent Coffee Morning Accelerated Reader Term 1 HSA Parent Coffee Morning to encourage new membership – Term 1</p> <p>PROUD, ACE & British Values promoted throughout the year during assemblies and Newsletters.</p> <p>Term 1 HSA AGM – attended by HOS & DHOS</p> <p>Communication through the school is currently a strength.</p> <p>Experienced Subject Leaders are off to a good start – they now need to mentor staff who are less experienced.</p> <p><u>Next steps:</u></p> <p>Curriculum Team time planned in to enable less experienced Subject Leaders to lead from experienced Staff and phase</p>	<p>Evaluation Term 4</p> <p>SEN RAP and Leadership & Management of SEN the main focus was the Main Focus</p> <ul style="list-style-type: none"> - Staff continue to use National College to complete CPD – HOS identifies areas for key groups of staff and sends regular CPD – Monitoring now needed in Term 4. - Year 6 teachers received support from HOS & DHOS in planning & preparing for SATs tests. - YR R LSA trained in NELI – decision to use NELI objectives within the provision to maximise skills of staff team and to ensure learning is not missed. - With new Sports team assembled, we now have greater capacity to organise inter house events – Plan for Term 5 & 6 - ECO Club discussed at LMT – Term 5 reintroduce Garden area. - Parents engaged to support clubs chess, PE, Sports events – LMT Focus Term 5 	<p>Evaluation Term 6</p> <p>SEN RAP and Leadership & Management of SEN the main focus was the Main Focus</p> <ul style="list-style-type: none"> - HOS training on end of KS Levels for Yr 6 Staff – NB & EF. - Year 6 teachers Trained in end of key stage statutory Assessment - HOS supported Year 6 Assessment / Moderation of writing - Training given and a Successful Moderation Meeting attended by NB. - Curriculum Team time planned in to enable less experienced Subject Leaders to lead from experienced Staff and phase leaders / Core Curriculum Leaders. - HSA events continued – Donut Sale, Wonka Event, Summer Fair, Sponsored Read, Ice Lolly Sale. New Sound System bought for the school. - New entrants Meeting Held - Transition Days held. - STEM Project Celebration Event attended CCCU – Certificate achieved. 		

<p>leaders / Core Curriculum Leaders.</p> <p>SENCO and phase leaders now have the capacity to increase the momentum of their subject developments.</p> <p>Continue work on Subject Leadership.</p>	<ul style="list-style-type: none"> - workshop, Emotional Wellbeing Team workshop Term 3 & 4 - Nutrition - Library consultant engaged for Term 4 visit – ACE curriculum resourcing. - HSA meeting held between HOS and Chair Term 3 & additional one in Term 4 – Focus currently is ‘sticking to long term plan ‘ / Communicating this to new members and using their expertise to build on and strengthen HSA Fundraising events 	<ul style="list-style-type: none"> - Staff on NPQs Doing very well – nearing the end of their courses: JS – NPQLL LA - NPQLTD KS – NPQLM - SENCO Received support Visit from Sarah Walton – TKAT - EYFS Lead Received support sessions with Ruth Swailles. - HOS KIT Days with Jo Ronayne weekly. - DHOS Action Plan to develop role / Weekly Meetings with HOS / enrolled on TeP Course for development and use of National College for training and development. Sept 2024 – DHOS will also have opportunities to learn from other DHOS in Trust.
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EYFS

CURRENT JUDGEMENT: GOOD

Leaders believe that EYFS is GOOD

Leaders adopt a **well-sequenced** curriculum that is ambitious and designed to give children, **particularly disadvantaged and SEND**, the knowledge, self-belief and cultural capital they need to succeed in life.

The curriculum is planned coherently (in a sequenced way) and builds on what children already know and can do, preparing them for future learning.

Resources are chosen well to meet the needs of the children and support their learning.

Curriculum and care practices both support and promote children’s emotional security and development of their character. Staff teach children the language of ‘feelings’, helping them to develop their emotional literacy (PSED). Staff teach children to take managed risks and challenges as they play and learn, supporting them to be active learners and develop physically. Because of this, children are beginning to manage their own feelings and behaviour well – they understand that this has an impact on others and are developing an understanding of right and wrong.

Leaders are particularly attentive to the youngest children’s needs and those of children with PP and SEND status.

Parents evenings provide teachers the opportunities to inform parents on their child's progress and how they can support them with their learning. They involve parents in ways they can help teach their children to read using RWI strategies,

Children acquire a wide vocabulary, communicate effectively and have a secure knowledge of phonics which gives them a firm foundation for future learning, particularly preparing them to become confident and fluent readers.

RWI is followed and taught to a high standard and progress is good. All children learn to read words and simple sentences in reception.

The curriculum is designed well to meet the needs of children with SEND.

Learning is meaningful and linked to real life experiences. Because of this, children demonstrate high levels of curiosity, concentration and enjoyment. They listen well and are developing their resilience well.

Staff subject knowledge of the 7 key areas is good and staff are well trained to teach RWI.

Staff work well as a team to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. They adapt their teaching according to what the children need.

Staff read to children in a way that excites and engages children, introducing new ideas, concepts and vocabulary. Children listen attentively and respond with comprehension to familiar stories, rhymes and songs.

Staff are knowledgeable about how to teach early mathematics, ensuring children have sufficient time to practice and be confident with numbers. They are enabled to apply this knowledge during opportunities throughout the year (larger concepts and real-life opportunities).

Leaders support regular assessment of children's progress in 7 key areas in a manageable way.

Children are ready for the next stage in their education by the end of reception – they achieve well (including PP and SEND). They acquire the right level of personal, physical and social skills for year 1.

Evidence

May Ofsted 2023:

'Children get off to a great start in the early years, where leaders have made learning to read a priority. Staff have been trained well and teach the phonics scheme in line with leaders' high expectations. They regularly check to make sure that all are keeping up. Effective support is quickly put in place for those who are Inspection report: Hamstreet

Primary Academy 17 and 18 May 2023 3 not. Teachers provide plenty of stories and rhymes in the early years, and quality texts are used across the school to enrich the curriculum. Reading environments in classrooms across the school are well resourced and inviting. This has improved pupils' engagement and interest in books and reading for pleasure. Pupils read well and with confidence.

Areas for Development

1. To enhance the Early Years ACE Curriculum through careful resourcing across both the indoor and outdoor environments, to ensure children acquire a high level of skills, knowledge and engagement **to an exceptional standard.** (To continue 2024-5)
2. **EYFS leaders and teachers ensure that children develop a detailed knowledge and skills across the 7 areas of learning to an exceptional standard.** **Children, including those from disadvantaged backgrounds and those with SEND achieve the best possible outcomes.**
3. To further implement RWI in to EYFS to give children the best possible start in learning phonics and to develop into strong readers.

EYFS				
Priorities	Objectives/Actions	Timescales	Lead	ACE KPI Links
To enhance the Early Years ACE Curriculum.	To enhance the Early Years ACE Curriculum through careful resourcing across both the indoor and outdoor environments, to ensure children acquire a high level of skills, knowledge and engagement to an exceptional standard.	Term 2 / 3	EYFS Lead ↓ LMT ↓ HOS	KPI 1,3

To offer high quality learning experiences across the 7 areas of learning.	EYFS leaders and teachers ensure that children develop a detailed knowledge and skills across the 7 areas of learning to an exceptional standard. Children, including those from disadvantaged backgrounds and those with SEND achieve the best possible outcomes.	Term 1 ongoing	EYFS Lead ↓ LMT ↓ HOS	KPI 1,3
To further embed RWI in to Year R	To further implement RWI in to EYFS to give children the best possible start in learning phonics and to develop into strong readers.	Term 1 / 2	EYFS Lead & Reading Lead ↓ LMT ↓ HOS	KPI 1,3
<p>Evaluation Term 2</p> <p>New detailed planning - EYFS leaders and teachers ensure that children develop a detailed knowledge and skills across the 7 areas of learning seen in Term 1.</p> <p>Mrs Samson has assessed all children RWI Mrs Samson is supporting training for new member of staff.</p> <p>Note: The Team have had a difficult term due to staff illness. Qualified Supply Teachers have been teaching alongside the EYFS lead and the children have generally settled well.</p> <p>Next steps: Continue to work on all areas during Term 2</p>	<p>Evaluation Term 4</p> <p>Enhance EYFS ACE Curriculum – Good working partnership with FP – Will be looking again at transition plan for new entrants with both EYFS Leads</p> <p>Interventions – EYFS Team good Knowledge – EYFS Leader has good drive with interventions for each child – close tracking and planning to ensure ALL children make good progress. High expectations evident. The EYFS Team have strengthened over Term 3 with return of teacher.</p> <p>NELI – All staff trained in Term 3 – decision after meeting with Ruth Swailes external consultant is to work on identified children IN the provision to maximise adults and ensure no child misses any learning / getting further behind.</p> <p>Ruth Swailes Visit Term 3</p> <p>Environment focus – Big Clear out planned Term 4 / 5 – Storage in FS to then be looked at again when external Consultant returns.</p> <p>SEND Initial Concern Forms to SENCO – EYFS lead to chase these during Term 4/5 (Link to SEN Priorities)</p>	<p>Evaluation Term 6</p> <p>Children need to be more quickly followed up by the SEN team – after Initial concerns forms have been received. This to be a continued focus next year.</p> <p>EYFS Indoor environment Reviewed and Castle moved to achieve free flow of vision across the Provision.</p> <p>EYFS team planning and collaborating effectively with FP EYFS Team.</p> <p>Much more stable Team in Term 5 & 6 however will change to 1 class for September 2024 with possibility of introducing a mixed Year R/ 1 if new entrants come along.</p> <p>Ruth Swailes visit in Term 6 – showed good progress in EYFS.</p> <p>Provision cleared of clutter / skip Term 5 to good effect.</p> <p>More budget ready for spending Term 1 2024-5. Increased capacity due to only have one YR R intake class of 30.</p>		

	<p>RWI groups and training for new coordinators – Reading Lead monitoring this well and sending training through to staff</p> <p>Next Steps: Monitor CPD completed – reading lead (Reading Lead) Clear out provision and reorganise (EYFS Team) Term 4 – 5 – Focus on Behaviour meetings where children need support.</p>	<p>EYFS Lead has good intervention plans in place to address areas of need.</p> <p>Continue Sept 2024-25 To enhance the Early Years ACE Curriculum through careful resourcing across both the indoor and outdoor environments, to ensure children acquire a high level of skills, knowledge and engagement to an exceptional standard. (To continue 2024-5). Continue to work with Ruth Swailles as critical friend.</p> <p>Achieved - EYFS leaders and teachers ensure that children develop a detailed knowledge and skills across the 7 areas of learning to an exceptional standard. Children, including those from disadvantaged backgrounds and those with SEND achieve the best possible outcomes.</p> <p>Achieved - To further implement RWI in to EYFS to give children the best possible start in learning phonics and to develop into strong readers.</p>
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Overall Effectiveness

CURRENT JUDGEMENT: GOOD

Leaders believe that Overall Effectiveness is GOOD

Evidence

Evidence contributing to the overall effectiveness of the school:

The Quality of Education is Good (Ofsted May 2023).

All Judgements are 'Good' May 2023 Ofsted inspection.

Safeguarding is effective – May 2023 Ofsted described Safeguarding practices as 'robust'.

May Ofsted 2023:

'Parents are warmly welcomed at a number of events, including parent workshops, coffee mornings and open afternoons. School leaders appreciate this positive partnership and aim for it to be strengthened.'