

Key areas identified as requiring improvement September 2018:

- Improve the effectiveness of leadership and management by ensuring that:
 - self-evaluation is robust and analytical and that the school's improvement plan is fit for purpose
 - leaders' monitoring, and the school's performance management systems, lead to demonstrable improvements in the quality of teaching
 - middle leaders have a clear impact on improving the subjects that they are responsible for
 - governors hold leaders fully to account, taking prompt action when necessary
 - the curriculum, and the school's approach to assessment, have a direct impact on improving outcomes for pupils, particularly in writing
 - there is defined leadership across the whole of the early years provision
 - the sport premium is spent effectively.

- Raise the quality of teaching and thus improve outcomes for pupils, particularly in writing, by ensuring that:
 - all staff have consistently high expectations of what pupils can do
 - teaching practices are consistent throughout the school.

- Improve the school's approach to recording and following up allegations of bullying so that it is rigorous and transparent

Developments:

Newly formed Leadership Team

Mrs Maria Hutchinson, Interim Head Teacher

Mrs Lisa Byrne, Senior Teacher

Mrs Louise Douglas, Senior Teacher

Mrs Nina McNally, Early Years Lead

School Improvement Plan (SIP) and School's Self Evaluation are updated regularly.

SIP has been rewritten for this academic year to address the school's current needs and developments.

Targets set for key year groups are above national average.

The chair of governors meets regularly with the SLT.

The whole staff team have been appraised and set targets in relation to the School Improvement Plan.

There is a monitoring calendar in place and governors are invited to learning walks, to monitor teaching and learning in the school.

Since September, there have been six Governor visits.

Teachers follow Wilden's Core 10 – the same teaching and learning principles in every lesson. These are on the website, in the teaching and learning policy.

Daily interventions in place including phonics, grammar, maths.

Middle leaders have received training and monitor their subject through learning walks, book looks, pupil progress meeting and talking to pupils.

They have delivered training sessions.

There is a planned training schedule for teachers and teaching assistants.

Connected Curriculum and writing 2019/20

Autumn – Africa

Spring – Space

Summer – The Olympics, Japan

Curriculum statement, curriculum maps, curriculum progression, teaching and learning policy on the website: Curriculum 2019/20.

Focus Education materials are being used for Writing across the school.

3 assessment points during the year for the core subjects.

Foundations subjects are being assessed/tracked as an ongoing process. Key Skills document on the website.

Classroom monitor is being used as a tracking tool.

Early Years

Pre-school and Reception are in the same environment.

There is very experienced staff in this setting.

Teaching and learning includes the connected curriculum and seasonal themes.

Welly Wednesday and Messy Thursday are planned in every week.

School Website

Up to date information can be found on the website:

Pupil Premium and spend

Sport Premium and spend

Curriculum information

Weekly newsletters including school and pupil achievements.

CPOMs

This electronic system is being used for behaviour and safeguarding.

Pupils took part in Anti-bullying week.

Anti-bullying information was sent out via the newsletter.

SIAMS Inspection November 2019

Good in all areas.

Key findings:

The school's vision enables pupils to make positive choices about how they live, behave and learn.

Leaders have established and sustained a clear Christian vision through periods of change within the school.

Pupils in the school community are treated as unique individuals and the whole child is developed through the school's broad curriculum that is underpinned by the Christian vision.

RE teaching enables pupils to compare major faiths and make personal reflections based on their own faith or value systems.

Collective worship enables participants to grow spiritually and to incorporate Christian values into their own lives.