

School Improvement Partner Visit

On 17th December 2024, our School Improvement Partner visited our school for the first time. It was a very useful visit, covering many areas of school life.

Below are some 'sound bites' from the report.

The Head Teacher demonstrates a highly secure understanding of the school's progress since the last inspection in 2019.

There are evident strengths in personal development and the behaviour and attitudes of children.

Leaders have a clear vision for the curriculum. Essentially, this is to ensure that all children are happy, resilient and independent learners with a strong motivational drive to fulfil their potential. Leaders have invested time and energy in refining the curriculum.

There are evident strengths in personal development and the behaviour and attitudes of children.

The school's Catholic ethos sits at the very heart of all that the school does.

The school has a strong and stable leadership and staff team.

While Covid-19 inevitably had an impact on the school, leaders report that the school has progressed well.

Strong routines are securely embedded in pre-school and Reception. This prepares children well for what to expect as they move through the school. Children move around the school calmly. The arrangements at the end of social times are impressive with all pupils standing still in silence before swiftly moving back to class. These routines are slick.

Fundamental British Values are an integral part of the school's approach. Children learn about other religions, cultures, countries and languages.

There are evident strengths in personal development and the behaviour and attitudes of children.

Leaders have given careful thought to the way teaching supports children to learn the curriculum. Lessons begin with a recall activity and a setting the scene of where the learning fits into the sequence.

The school is a highly welcoming environment where children demonstrate positive, respectful behaviours and attitudes to learning. Children are keen to learn and talk well about their learning. They demonstrate a secure understanding of what they have learned previously.

There is a vast array of leadership opportunities for children, including Mini Vinnies, a group of children who, among other things, actively support those in the community by delivering food banks. Children actively make decisions that contribute

Sensible adaptations have been made to support pupils with SEND. Some pupils who have EHC plans and some who are undergoing assessment are well supported through an adapted curriculum that hones in on individual, bespoke targets (some arising from EHC plans). Progress towards these targets is tracked and monitored. A partnership with a local special school is helping to inform some of the school's inclusive practices. For example, the TEACCH model and the use of workstations, as well as the use of visuals.

The school prioritises reading and there are several inviting spaces dotted around the school where pupils can sit and read. Additionally, there is a storytelling corner outside.