

We are a very 'Good' school – OfSTED 2024

Overall

All outcomes are judged as good.

The overall judgement therefore is good

- The school has moved a significant distance even from 2021 the point of the last inspection.
- Systems, structures and routines are all embedded
- The curriculum is effective
- Pupils make good progress and attain well
- Teacher development has been very strong leading to higher quality teaching and learning
- Pupil behaviour and attitudes are good

Quality of education – reading

Early reading is prioritised

Clear link between reading and writing

Carefully chosen texts are used throughout the curriculum, including the Burwell Bookshelf, texts and WAGOLLS in English

Careful and precise tracking of phonics teaching and outcomes leading to improvements, including changes and alterations to the scheme where necessary and appropriate

Children are inspired to read

Busy Bees cafes are effective in modelling expectations of reading

Parents are positive about the opportunities to come into school

A wealth of interventions are in place

Quality of education – Maths

There is a really clear intent in the curriculum and a strong vision

Structure is clear in all lessons

Consistency of teaching

Models are directly linked to the calculation policy

Maths vocabulary is available on working walls

There is retention of knowledge from previous topics and year groups

Children are keen to learn

There is careful tracking of SEND pupils

The impact of CPD is notable

Quality of education other curriculum areas

DT

Choices pupils make about the topic they want to study is carefully tracked

Work is adapted for SEND pupils

High impact of CPD

Clear iterative approach to the subject

Clear evaluations of products and outcomes by children

Effective terminology being used and understood by pupils

Geography

Clear intent in the curriculum

Clear progression of knowledge and skills that is really precise and builds year on year

Fieldwork clearly exceeds the national curriculum expectations

Subject knowledge of staff is very strong because of the CPD

Subject leader is an expert and has knowledge of KS3/4

Structure of geography lessons is clear

Most children are able to retain subject knowledge

The progression document is “the best I have ever seen” - inspector

History

Logically sequenced curriculum

Intent is clear

The progression of knowledge is evident

In cross curricular writing the historical content is used but can be utilised further

Outcomes in books were less obvious than geography, however, most year groups had not taught their overarching history unit

MFL, computing, RE, PE

Subjects are tracked as others

Strong evidence for RE showing parity across year groups

Sequence of learning clear in RE books

Clear breadth and balance to the curriculum

Marking in RE follows school expectations

Action plans are in place for RE, computing and PE

Quality of education – general

Pupils enjoy the curriculum

It is clearly broad and balanced with a high expectations

Children enjoy having other teachers

Children enjoy working with different groups of children

The curriculum is ambitious for all pupils

Retention of knowledge is good in some subjects

The constant use of CPD has had a positive impact on teacher subject knowledge

The curriculum is constantly reviewed to ensure the highest quality outcomes

Teachers have good subject knowledge and deliver subject matter well

SEND

Very clear cycle for SEND support

The school is “tenacious” is seeking advice and support externally

Speech and language support is highly effective

Adaptations in the classroom are well used and clearly well planned

Tracking of SEND outcomes is clear and effective

Assessment is used effectively

Training for support staff is effective

Each child is seen as an individual

There is significant early intervention

Communication with parents is highly effective

Targets are precise and concise leading to good progress

Learning plans are coherently planned and constantly reviewed

Teachers’ subject knowledge is strong

Reading is prioritised for SEND pupils including phonics interventions

Little readers café is a good model for parents

There is a really clear ‘flow’ for SEND pupils throughout the system ensuring they receive the support where necessary

Personal development

Well being team supports beyond just a person to talk to

Children are all equal

They show resilience, particularly in subjects like DT

PSHE curriculum is highly effective and supported by high quality CPD

There are lots of clubs

There are some roles and responsibilities usually in the higher year groups

Children are taught and can talk about healthy diets and exercise

Children value the opportunities they are given

Children innovate in all subjects

Clearly designed opportunities beyond the academic (cultural capital)

High quality pastoral care

A range of trips and visits

Children are encourage to become active citizens

Diversity is linked to reading and identified texts

Behaviour and attitudes

Children are polite and respectful

Bullying is rare and effectively dealt with

Staff drill down to finer details to address concerns

Pupils are positive and excited about school and learning

Parents, staff and children comment that there has been a significant improvement in behaviour

Break times and lunchtimes children actively play together in a controlled way

Behaviour at wet lunchtime was excellent

There are high expectations from all staff

Rules, routines and boundaries are very clear

Robust action is taken when children do not follow school expectations

Staff model good behaviours and attitudes

EYFS

Clarity and detail in the planning

Lots of opportunities to link learning together

Clear progression from EYFS to year one

Language link used effectively in both year groups

Focus on Personal Social Emotional Development has led to good impact on pupil outcomes. End of year outcomes are improving

Clear progress of pupils from last academic year in terms of their starting points in PSED in particular

Gross and fine motor control development has been targeted to good effect

There is no ‘cliff edge’ between EYFS and year one

Children are highly independent

Language and reading development are high priority and seen across the classrooms

Parents are highly supportive

Every minute of time is valued, e.g. snack time to teach songs and rhymes or counting

Leadership and management

Clear and ambitious curriculum in place

High quality CPD opportunities

Time is given to effectively monitor and improve subjects

Governors are highly effective

Staff feel that there is high ambition for all pupils

Pupils demonstrate inclusion and acceptance based on the model from teachers

There is highly effective safeguarding training

SEND leadership is passionate and effective

Staff feel well-supported including ECTs

Staff value the CPD opportunities

SLT are accessible to parents and staff

Parents are pleased that the staffing has stabilised over the last 2-3 years

Subject leadership is strong and effective

Safeguarding arrangements are effective including the tenacity with which training and monitoring is undertaken by the administrative staff