

Christ Church C of E First School – Self Evaluation Form (SEF) 2016–17

Summary Evaluation

INTRODUCTION

School context
– key features

Christ Church C of E First School and Nursery is a warm, welcoming Christian learning community which has aspirational expectations for its 174 pupils (in addition, 74 in Nursery). In terms of the Somerset Comparative Information for Primary Schools (SCIPS) Ranking the school population is the fourth most socially deprived in Somerset; 40% of learners are in receipt of Pupil Premium. We have a long-standing reputation of inclusion both in terms of children with a special educational need (35%) and building strong links with the Gypsy/Roma (18%) community in Frome, and as a result we have children who are out of catchment. 7% of learners have English as an additional language. The school Pupil Admissions Number is 48. The school’s nursery is situated in the adjacent children’s centre known as The Key Centre (established as a “Sure Start Centre”). The school is part of the Frome Learning Partnership, working with Children’s Centre services and local schools. The school is sited one mile from Christ Church parish church.

(Evidence: Somerset SCIPS data, SIMS)

As a result of this unique situation it has been essential to build a school ethos that strives to raise standards in a calm, nurturing and structured environment. For example, significant numbers of each cohort have been supported socially and emotionally by interventions both in school and by partner agencies. Children are tracked using the Behaviour and Vulnerability toolkit regularly and this helps to target support in the most appropriate places.

(Evidence: Behaviour and Vulnerability toolkit data, SEN provision plans, Lesson Observations)

The socio-economic factors we face have a direct impact on overall attainment; children start school at below average levels overall, with an average of 20–40% of each cohort meeting the Age-Related Expectation (ARE) for Reading, Writing and Maths on entry. As they progress through the school, however, this percentage usually increases to at least 50–60% of children meeting the ARE by the time they leave. The average increase is by 30–40%.

(Evidence: School Data Reports 2015–16, 2014–15, etc.)

Statement on Equality, inclusion and SEN section of the school website:

Mr Kaye (Headteacher) says:

“We believe every adult and child in our school family should be (and feel) needed, supported and appreciated. Each of us is unique; each of us is interdependent; each of us is important to the whole community. We matter to one another and we matter to God. Our lives have meaning and value to others, whether we can see this for ourselves or not. At Christ Church we have high expectations and ambition for all. We are committed to ensuring all children make rapid and sustained academic progress over time from their respective starting points, high or low. At Christ Church, we are relentless in our commitment to move mountains whenever this is required. My goal is for Christ Church to be the best first/primary school in Somerset when it comes to pupil progress and attainment. And we can only achieve this if every child with SEN and/or a disability reaches her or his potential.”

Current SDP priorities

AREAS OF WHOLE-SCHOOL DEVELOPMENT

- **Ensure all aspects of Safeguarding and Child Protection (CP) are compliant, embedded and “Outstanding” in every respect**
- **Raise standards of attainment in Phonics in EYFS and KSI, so that Phonics screening data continues to increase towards average national levels (2015: 77%)**
- **Raise standards of attainment in the EYFS so that Good Level of Development (GLD) is in line with average national levels (2015: 61%)**
- **Improve the percentage of all children working at Age-Related Expectations or greater depth in Reading, Writing and Maths**
- **Christ Church to be a supportive and professional environment for all staff members, ensuring SEMH needs are acknowledged and met**

(Evidence: SDP 2016–17)

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PROGRESS IN PREVIOUS INSPECTION KEY ISSUES

Extent to which areas for development identified at the previous Ofsted and SIAMS inspections have been addressed

Key issues

Ofsted inspection (October 2012, GOOD) action points:

a) Increase the proportion of outstanding teaching by:

- tailoring activities to become even more precise in extending the thinking of some pupils
- improving the use of assessment throughout lessons so that tasks can be adjusted and reshaped in order to maximise pupils' learning.

Action taken since the last Ofsted inspection:

- Teachers' planning has been improved to reflect assessment and moderation activities, and to ensure that tasks are adapted appropriately.
- Lesson observation and learning-walk evidence show appropriate challenge in tasks and effective use of reviews during lessons, where misconceptions are addressed, particularly in Mathematics.
- Staff development has included higher-order questioning for deeper thinking, and as a result more are attaining greater levels of depth in their learning in Reading, Writing and Mathematics, above national expectations in Reading and Mathematics in 2016 in Year 2.

(Evidence: Lesson observations, learning walks, staff development, Raise Online data)

b) Improve strategic planning by:

- making targets for improvement sharper so that leaders and managers can monitor and judge the success of the plans more easily
- including timescales and milestones for success so that plans can be tracked more effectively throughout the year.

Action taken since the last Ofsted inspection:

- Targets for improvement are closely linked to outcomes for pupils, which are grounded in school performance data.
- Targets are linked to outcomes for underachieving groups.
- Success criteria are included which are quantifiable and dated so that progress can be tracked throughout the year.
- School Development Plan is a standing item at Governing Body meetings, and is "traffic lighted" according to progress.

(Evidence: SDP 2016–17, Governing Body meeting minutes)

SIAMS inspection (July 2015, OUTSTANDING) action points:

- The quality of class collective worship needs to be monitored and assessed by a regular system, to inform planning and secure development.
- Moderate standards and share good practice in Religious Education (RE) by working collaboratively within the church school cluster.
- Identify link governors for RE and collective worship to ensure sustainability and development.

Action taken since the last SIAMS inspection:

- Class collective worship is monitored and assessed by a range of stakeholders on a termly basis to assure consistency and quality, and to ensure sustained improvement over time.
- The RE subject leader has working collaboratively within the church school cluster to moderate standards and share good practice in RE.
- Link governors are involved in monitoring and evaluating the impact of RE and collective worship on the overall distinctiveness of Christ Church as a church school.

(Evidence: SIAMS self-evaluation, CW observations by link governors)

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LEADERSHIP, MANAGEMENT AND SAFEGUARDING

Evaluation:

Good

How well leaders demonstrate ambition, vision, high expectations, improve teaching and learning, dev. staff, sustain improvement.

Accuracy of SSE, appropriate curriculum, equal opp., parental engagement, safeguarding.

Strengths

Safeguarding procedures are rigorous and robust; the school takes appropriate action to identify pupils at risk and works resolutely with partner agencies. Staff are well trained. The school is a cohesive and tolerant place where discrimination is never accepted. All staff “Prevent” trained and aware of Safeguarding and CP policies and procedures. School Safeguarding and CP Policy includes references to Extremism, FM and FGM. Once a month the school newsletter states the school’s commitment to Safeguarding and includes contact details. *(Evidence: Policies, SCR, staff induction and training logs, staff questionnaires)*

Improvements to CPD for senior and middle leaders have led to clearer accountability for pupil progress and a more accurate understanding of the quality of teaching. Increased capacity in the Senior Leadership Team through CPD linked to their monitoring roles and school priorities, e.g. Phonics, attainment in EY. Inset has been tailored to meet school priorities, particularly in improving teaching of Phonics, development of teaching assistants, Maths mastery, electronic learning journals in EY, roles of adults as key workers, moderation of assessments. SLT and governors share an ambitious vision for school improvement which seeks to diminish and, ultimately illuminate, the difference between the attainment of disadvantaged and GRT pupils with their peers. *(Evidence: staff meeting minutes, NPSQL training, SDP)*

Communication with parents is regular and detailed. An “open door” policy means parents have access to teachers and senior leaders to raise concerns and resolve issues. A weekly newsletter communicates diary dates, school values and regularly emphasises topics concerning pupil learning (encouraging regular reading) and welfare (traffic safety and parking outside the school). An active Parents, Teachers and Friends Association (PTFA) raises funds and supports school events. *(Evidence: PFSA minutes, school newsletter, website, parent workshops, home visits, parent questionnaires, PAT, PFSA and GRT Education Worker contact with families, bookings for parents’ evenings, annual pupil reports)*

Governors are holding leaders to account more effectively for school performance, including outcomes for groups of pupils. Governors have used comprehensive understanding of research into effective strategies for raising achievement for the most disadvantaged (e.g. by Sutton Trust) to plan improvement. Governors use performance management to improve outcomes for pupils, and undertake learning walks to monitor and evaluate the impact of the SDP. *(Evidence: Performance management documentation, link governor reports, Governing Body meeting minutes)*

Performance management for all teachers is used to improve teaching and outcomes. Targets link to quality of teaching and pupil progress. Where teaching is not strong, performance management is being used effectively to improve it. The quality of teaching is improving as a result of improved staff development and a shared understanding of effective teaching and learning. Non-negotiables ensure that all children receive the same basic provision. *(Evidence: Performance management documentation)*

Clear understanding of attainment and progress data at all stages enables Senior Leaders to target support for pupils and staff appropriately. More frequent Pupil Progress Meetings, learning walks and book scrutiny have been introduced. This helps to plan improvements to teaching, identify good practice and to refine improvements. *(Evidence: Data Report 2016–17, termly tracking data, PPM forms, learning walk write-ups)*

Intervention groups are targeted using data and class assessments and follow the Assess, Plan, Do, Review cycle in place within classes. Children with additional needs have access to a range of interventions which are carefully monitored and analysed and show rapid progress for learners. *(Evidence: support plans, intervention tracking data, SEN School Offer – on school website)*

External challenge and support is effective. External review is thorough and ensures the school is supported and challenged, and leaders are held to account. *(Evidence: external challenge from Graham Sims (SIP) and Frome Learning Partnership “BLINK” visit on 23rd March 2017.)*

Areas for Improvement

- The school site’s perimeter could be more secure. Fencing and gates need to be installed to ensure the whole boundary to the school site meets Safeguarding requirements.
- Secure rapid and sustainable improvements to outcomes in EY and Years 1 and 2, especially for Reading and Writing for struggling learners, disadvantaged pupils and those with SEN.
- Continue to build the skills and knowledge of the governors so they are increasingly able to hold school leaders to account for the progress of groups, especially the disadvantaged. Further develop the role of the Pupil Premium Governor.
- Continue to robustly tackle weaker teaching over time through CPD and coaching. Focus on developing high-quality teaching team that has strength and depth, with teacher expectations that all children will make progress and that most will work at ARE, especially in Reception and Year 1 classes.

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PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Evaluation:
Good

Including behaviour in lessons and around the school, attendance and punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents

Strengths

All school staff are committed to providing a safe, secure and nurturing environment where all children, including those with a range of SEMH needs can thrive and learn. As such, all staff receive attachment training and Team Teach training and this is updated regularly. Additionally, this year all staff have received 'Behaviour as communication training' and 'supporting children and staff SEMH' from the LA EP service. *(Evidence: staff training logs)*

In addition to whole-staff training, individual staff are trained as an ELSA and an iHop champion (children with family in the judicial system). *(Evidence: staff training certificates and supervision)*

Children's level of vulnerability is tracked using the Behaviour and Vulnerability toolkit and this is used to target support. Support is in place for children with a whole range of SEMH needs, including a Play Therapist (Thrive trained), social skills groups, SEAL, Little Gems nurture group and the KS2 learning hub. All these interventions are monitored and tracked by the SENCO, and children not only progress from start to end assessments they are also better able to learn in the classroom. (Other interventions and support are covered in the Outcomes section.) *(Evidence: B&V toolkit, provision map, intervention tracking)*

Close partnership working with outside agencies is also a strength, and many families are supported by the PFSA, PAT workers or GRT support service. *(Evidence: provision map, referrals)*

Attendance is 95% and is positive for Gypsy/Roma pupils (96.1%). Breakfast Club has provided an incentive for families to get children to school at 8.30am and improved punctuality. When attendance is poor, early intervention through letters and meetings enables rapid improvements, and support through the PFSA or Education Welfare Officer is requested for those children whose attendance is causing concern. *(Evidence: half-yearly attendance analysis, attendance file)*

Pupils have positive attitudes to school and learning, and most are confident when talking about their work, taking pride in their achievements. Key Stage 2 pupils can explain how school equips them with behaviours, attitudes and skills that will help them thrive in adult life. *(Evidence: Learning walk write-ups)*

Most pupils can explain the school's core Christian values (visible on the school website and newsletter, and celebrated every Friday during Celebration Assembly) and can relate them to their own learning, behaviour and relationships. Leaders ensure pupils' SMSC development is a strong feature of the school and pupils demonstrate thoughtful and caring attitudes to their community. All classrooms have a reflective area and SEAL is taught throughout the school. Leaders actively promote British Values including tolerance and mutual respect. All curriculum plans are linked to the British Values documentation. *(Evidence: classrooms, curriculum planning, core Christian values, SIAMS inspection report 2015)*

e-Safety Week. 360° accreditation for Internet safety. School Safeguarding and CP Policy includes references to cyberbullying and sexting. *(Evidence: e-Safety Policy, CP Policy, e-Safety Week, 360° accreditation)*

Logs of Bullying (1 incident since 1.9.15) and Racist Incidents (4 incidents since 1.9.15) show that where such incidents occur they are dealt with swiftly and effectively by staff. No fixed-term or permanent exclusions since 7.7.16. Following the transition of a particularly challenging year group and child (2 EHCP, 2 High Needs SEMH funding from LA), pupil behaviour (and RPI and FTE) has improved significantly. *(Evidence: Logs of Bullying and Racist Incidents, parent/pupil/staff questionnaire results)*

Areas for Improvement

- Reduction in all indices of challenging and antisocial behaviour within school. *(49% reduction in SLT behaviour interventions from 183 in 2015–16 to 94 from autumn 2016–24 May 2017; 91% reduction in physical restraint from 33 in 2015–16 to 3 from autumn 2016–24 May 2017; 100% reduction in fixed term exclusion from 9 FTEs (=10 days of FTE) to 0 FTEs.)*
- Pupils to take greater pride in the presentation of their written work.
- Raise pupil aspirations and expectations by providing more opportunities for pupils to meet adults working in a range of jobs.
- Provide more opportunities for pupils to meet and work with children and adults from diverse backgrounds, e.g. establish a link with a school in Bristol.
- e-Safety information sessions are planned for parents to explain the risks associated with online activity and handheld devices.
- KS2 playground area to be enlarged to provide more space for all-year round outdoor play. Lunchtime play leaders to have a greater positive impact on pupil behaviour. Introduce play buddies system of peer-to-peer support for children at lunchtime. Introduction of lunchtime adult-led safe spaces and clubs for children who find outdoor playtimes difficult.

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OUTCOMES

Evaluation:

Securing Good

Attainment, progress and quality of learning for individuals and different groups, particularly FSM, MA, and SEND pupils – including EYFS

Overview

Overall progress data for each Year group (2015–2016):

On Entry to School to Year 1

- In Maths, 55% were at expected level or above; by the end of the year 43% attained the expected level.
- In Reading, 30% were at expected level or above; by the end of the year 37% attained the expected level.
- In Writing, 30% were at expected level or above; by the end of the year 29% attained the expected level.

On Entry to School to Year 2

- In Maths, 35% were at expected level or above; by the end of the year 56% attained the expected level.
- In Reading, 12% were at expected level or above; by the end of the year 59% attained the expected level.
- In Writing, 19% were at expected level or above; by the end of the year 52% attained the expected level.

On Entry to School to Year 3

- In Maths, 40% were at expected level or above; by the end of the year 58% attained the expected level.
- In Reading, 33% were at expected level or above; by the end of the year 71% attained the expected level.
- In Writing, 35% were at expected level or above; by the end of the year 44% attained the expected level.

On Entry to School to Year 4

- In Maths, 60% (inaccurate) were at expected or above; by the end of the year 53% attained the expected level.
- In Reading, 21% were at expected level or above; by the end of the year 67% attained the expected level.
- In Writing 14% were at expected level or above; by the end of the year 33% attained the expected level.

(Evidence: Data Report 2016)

Current Projections for 2016–2017

Year 1

- In Maths, 50% are on track to meet expected level or above, 44% in Reading and 40% in Writing.

Year 2

- In Maths, 54% are on track to meet expected level or above, 56% in Reading and 41% in Writing.

Year 3

- In Maths, 52% are on track to meet expected level or above, 64% in Reading and 40% in Writing.

Year 4

- In Maths, 77% are on track to meet expected level or above, 81% in Reading and 61% in Writing.

Strengths

In 2016, attainment of greater depth in Reading and Mathematics at Key Stage 1 were above national figures, including for the disadvantaged. Attainment of expected levels and greater depth for all subjects for the expected and exceeding development groups at the end of the EYFS was close to or above national figures.

(Evidence: Raise Online, Data Report 2016)

Phonics standards are rising, to 51% in 2016 (from 48% in 2015) and non-SEN figure 88%, above the national. The cumulative Year 2 outcomes were above national figures in 2015 and 2016, including for the disadvantaged. 96% achieved the standard in 2016 (91% in 2015), with 93% of the disadvantaged.

(Evidence: Raise Online, Data Report 2016)

Overall, children make good progress through the school from low starting points.

(Evidence: Data Reports)

Pupils are supported in their learning progress through a range of intervention programmes which are monitored regularly and tracked for effectiveness. These include Speech and Language Therapy programmes with an Elklan-trained staff member, Learn to Move programme with trained staff, one-to-one tuition with an HLTA, Talking Partners and Individualised Literacy intervention with a qualified teacher.

(Evidence: Intervention tracking, provision map)

Areas for Improvement

- Not enough pupils from the Emerging group at the end of the EYFS achieve the expected standards in Reading, Writing and Mathematics, including the disadvantaged.
- Provision in Reading, Writing and Phonics needs to be rigorously matched and taught throughout Early Years and Key Stage 1 to significantly raise the proportions attaining expected standards.
- Raise standards in Writing, so that a greater proportion are working at expected level or greater depth.
- Develop the role of PPG funded adults in delivering more effective Wave 2 support so Wave 3 interventions can be targeted at those in most need.

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EARLY YEARS

Evaluation:

Securing Good

Provision, good level of development and engagement of pupils

Overview

On Entry to School comparisons 2016

- In Maths, 47% were at expected level or above; by the end of the year 66% attained the expected level.
- In Reading, 44% were at expected level or above; by the end of the year 47% attained expected level.
- In Writing, 44% were at expected level or above; by the end of the year 47% attained expected level.

Improvements to curriculum and access to Forest School in the Early Years, especially in the Nursery, have helped to improve breadth, balance and equality. 2016 data shows, for example:

- Being Imaginative = 94% girls; 100% boys; 100% PP; 100% Gypsy/Roma.
- Exploring and Using Media and Materials = 94% girls; 100% boys; 100% PP; 100% Gypsy/Roma.
- Moving and Handling = 88% girls; 100% boys; 100% PP; 100% Gypsy/Roma.
- Technology = 88% girls; 100% boys; 100% PP; 100% Gypsy/Roma.

(Evidence: Data Report 2015–16)

Strengths

Radical operational change and restructuring throughout the Nursery and Reception classes, and staff training in how to move children's learning forward has raised expectations and is having an impact on children's achievement. This includes Phonics training and increased staffing levels in Reception class to support high-quality first teaching for disadvantaged pupils.

(Evidence: staffing structure, staff training records)

Key worker teaching system established in Nursery. Greater accountability of all staff for pupil learning and welfare, resulting in rapid pupil progress. (Evidence: Performance management documentation, link governor reports, Governing Body meeting minutes)

More accurate assessments, use of electronic learning journals and regular pupil progress meetings are resulting in improved outcomes. (Evidence: 2Build a Profile assessments)

Cohort on track to achieve 52% GLD in 2017. (Evidence: 2Build a Profile assessments)

In 2016, the areas of Understanding the World and Expressive Arts and Design pupils achieved above national averages (based on 2015 national data). In the Prime Areas of Moving and Handling and Health and Self-Care, standards were in line with or above national averages.

(Evidence: Data Report 2015–16, Raise Online)

Characteristics of effective learning are well developed. (Evidence: Learning walk write-ups)

Children are motivated in their learning and listen to, and follow, adult instructions.

(Evidence: Learning walk write-ups)

Safeguarding is effective. CP and procedures are implemented consistently.

(Evidence: Learning walk write-ups)

Parents are kept well informed about their children's progress and encouraged to support their learning and development at home.

(Evidence: parent questionnaires, bookings for parents' evenings, annual pupil reports)

Areas for Improvement

- Outcomes last year fell from 57% (2015) to 47% (2016). Pupils made at least typical progress from low starting points, but leaders have recognised during the last year that the expectations of adults and the accuracy of their assessments were not sufficiently robust or used well enough to plan challenging activities. (61.8% of pupils on target to achieve GLD; 33% of GRT pupils on target. New stretch target for Reception children in 2017: for three more children not currently at GLD to get there, taking the total to 70.6%) (Evidence: Somerset CC "EYFS Moderation Visit" on 5th June 2017.)

- Improve the percentage of children achieving ELG in Prime Areas plus Literacy and Maths

- Diminish differences in outcomes between PP and non-PP pupils and other pupils nationally.

- Ensure pupils make more than typical progress from starting points, particularly in Literacy, so that they are ready for the demands of Year 1.

- Ensure more direct teaching of Reading and Writing across EYFS.

- Introduce Handwriting scheme across EYFS to ensure consistency and raise standards.

- Further develop pupils' understanding of managing risk and keeping themselves safe through Forest School activities

- Further development of workshops and engaging hard to reach parents.

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<p style="background-color: #ffff00; padding: 2px;">TEACHING</p> <p>Evaluation: Good</p> <p>Teacher subject knowledge and pupil expectations, engagement, motivation, challenge, progress, independence, Reading and literacy skills, assessment and next steps in learning. Marking, feedback</p>	<p>Strengths</p> <p>Capacity for securing further improvement is strong. SLT and governors are uncompromising in their ambition to maintain, at all times, the school’s focus on improving outcomes for all pupils, especially for disadvantaged and Gypsy/Roma pupils. <i>(Evidence: SDP, Equality Duty, Pupil Progress Meetings, Governing Body minutes, learning walk write-ups)</i></p> <p>CPD for all class-based staff has had a positive impact on the teaching of Phonics. All teachers, LSAs and Nursery staff have a shared understanding of why Phonics is important and how it should be taught. <i>(Evidence: Phonics meeting notes, learning walk write-ups)</i></p> <p>CPD has had a positive impact on staff understanding of the Mastery approach to teaching Maths and “Age-Related Expectations”. All teachers are able to extend the level of challenge in Maths for the most able pupils across the curriculum. <i>(Evidence: Mastery Maths meeting notes, learning walk write-ups)</i></p> <p>Leaders use regular (half-termly) pupil progress meetings, lesson observations, learning walks and book scrutiny to ensure quality first teaching leads to rapid and sustained progress for all pupils. <i>(Evidence: Pupil Progress meeting minutes, learning walk write-ups, staff meeting minutes)</i></p> <p>Teachers select lesson activities carefully to ensure that they help pupils to make rapid and sustained progress; regularly and skilfully checking how much progress pupils are making during the lesson, and amending teaching as necessary. <i>(Evidence: planning files, learning walk write-ups)</i></p> <p>Governors hold senior leaders to account for ensuring that all pupils make rapid and sustained progress so that school attainment data is in line with national averages. <i>(Evidence: Governing Body minutes)</i></p> <p>Non-negotiables in place in terms of classroom environment, routines and timetabling, policy and practice. <i>(Evidence: monitoring notes)</i></p> <p>Areas for Improvement</p> <ul style="list-style-type: none"> • Ensure all staff understand and share the mission: to improve outcomes for all pupils, especially for disadvantaged and Gypsy/Roma pupils. • Ensure monitoring and evaluation of Phonics teaching to assess impact and ensure all pupils make rapid and sustained progress. • Ensure all groups of pupils make rapid and sustained progress in Maths. Continue to improve teachers’ questioning skills to deepen pupil understanding, to address misconceptions and to advance learning more effectively during lessons. • Ensure teacher assessments are accurate and moderated – both within school and with other schools and external advisors. Involve teachers in triangulating evidence of pupil attainment. • Ensure that all marking and feedback matches the standard of the best in school. Review the school Marking and Feedback Policy (Spring 2017). • Develop the role of link governors, especially the Pupil Premium Governor. • Closely monitor the rigorous implementation of specific non-negotiables to raise standards.
<p style="background-color: #ffff00; padding: 2px;">OVERALL SCHOOL EFFECTIVENESS</p> <p>Evaluation: Good</p> <p>Including promotion of SMSC and British Values</p>	<p>Self-evaluation judgement</p> <p>Based on our self-evaluation, we judge the school as ‘Good’.</p> <p>Leadership capacity is strong and growing. The Headteacher’s ambition and relentless commitment to “ensuring all children make rapid and sustained academic progress over time from their respective starting points, high or low” is shared by senior leaders, staff, governors, parents and pupils.</p> <p>The school’s distinctive Christian ethos is supported by SMSC and British Values. This is clearly evidenced on the school website, policy documentation and in school displays, and is introduced and reinforced in collective worship and assemblies. Medium-term planning refers to SMSC and British Values. <i>(Evidence: SIAMS self-evaluation, CW observations by link governors, teachers’ medium-term planning)</i></p>