



Leadership at all levels

- Clearly planned curriculum overviews have raised confidence, knowledge and understanding for children, staff and parents.
- Continuation in development of the British Values in whole school days to help raise awareness of the local environment, being global citizens and ties into our curriculum vision.
- The school has a close relationship with the community which contributes to the breadth of the curriculum and builds on learning outcomes, for example the close links with PK Museum and The Minack Theatre amongst others.
- The school has worked hard to overcome challenges of budgeting and timetabling to ensure monitoring is effective. There are clear focuses for subject leaders, teachers are supported with appropriate challenge, sharing of teaching and consistent approaches throughout the school.
- All staff contribute towards school improvement which allows staff to see 'the bigger picture and have ownership of the school's direction.
- Staff well-being in positive.
- Staff are committed to the school and they buy into the character of the school and vision.
- Joint MAT work continues to help develop practice across all schools.
- Effective CPD is provided, for example through National College, for all stakeholders, leading to increased subject knowledge and understanding for all staff and governors.
- Teachers' subject knowledge and use of vocabulary is strong, allowing children to acquire new vocabulary themselves and have great understanding of their learning; this was particularly evident in a grammar lesson which was visited.
- Strong maths subject knowledge in staff allowing pupils to clearly articulate understanding and written responses.
- Behaviour is excellent in lessons; all children are engaged in their learning and the teacher encourages all learners. All learners have good outcomes and SEND children are well supported.
- Pupils have awareness of the community and wider world, meaning that they can be open, honest and considerate of others; this is done well through assemblies and PSHE opportunities.
- Continuation of focus on diversity allows pupils to be more aware of the wider curriculum; for example, 5/6's diverse figures within the space race.
- Consistent approach to planning and teaching writing helps ensure stronger teaching and clear progression.
- Developing the use of interlinked learning opportunities have helped support and encourage pupils to consider 'big questions' linked to topical events.
- Core subject leads have clear structured approaches to enable children to make better progress.
- Clear scheme to assess foundation subjects - PE as an example - being implemented. This gives everyone an awareness of the curriculum, outcomes and next steps.

- Children are supportive and boost another's confidence.
- Key Stage 1 children can already articulate how to sort out conflicts calmly and are developing independence.
- Children's well-being is extremely positive, they feel safe and know what to do if they feel upset or if there is a problem: "A teacher will help."
- Pupils are able to articulate the school ethos and their attitudes to 'Believe, Achieve, Aspire, flow through all areas of the school.
- There is strong leadership at the school; the vision is sustained and implemented in all areas of the school.
- The school encourages growth mindset, and is continuing to expand this in all areas; they encourage resilience and install the belief in children that they 'can do'.
- Pupils are encouraged to 'shatter their glass ceiling' and have high aspirations.
- Children progress well with learning.
- Children are motivated and on task.
- Behaviour is excellent across the school with clear behaviour systems in place.
- Children get the most out of their learning time, positively impacting progress.

What the children say...

The children met with reviewers and shared their thoughts.

"If we aspire we can achieve our goals."

"We don't have bullying in our school because we do lots of work around it and talk about it."

"We are able to make lots of friends."

"We get to be independent learners."

"We study lots of subjects."

"People are there to help you if you are stuck."

"Everyone helps me celebrate and everybody believes in you."

"There is no peer pressure here."

"We believe that we can achieve and share our belief in others."

"I know how to look after my local environment because school teaches me how important that is."

"It is important that we are all equal - like women should have equal pay and opportunities."

"I am proud of the challenges that I overcame."

"When we make a mistake it is important to learn from it and to keep trying."

"Bullying doesn't happen here."

Challenge Partner Review March 2022

Disadvantaged pupils and those with additional needs



- 'Draw and Talk' pastoral well-being intervention implemented and having obvious positive impact on those children who attend, both in and out of school.
- Pupil Premium children supported daily through a range of interventions such as phonics, reading, spelling and handwriting which has had a significant impact on the children's positive attitude towards learning and improved motivation to succeed.
- Staff hold regular meetings to discuss pupil progress and actions to take.
- The school and SENCO has implemented increased rigour and targets for SEN targeted teaching, which teachers and children recognise the value of.
- SENCO has raised the profile of SEN pupils in school, which has led to increased awareness of attitudes in learning to all pupils.
- The staff have relationships with parents.
- Learning is adapted where necessary for pupils; gaps in learning are identified early and are plugged.
- SENCO meets weekly with all children on the school's record of need which increased level of support, awareness and value. Targets and next steps are regularly reviewed and provision is tailored as appropriate, evident in the resources provided for children with various needs.
- The school's approach to the development of the whole child is evident with all children given platforms for success.
- The school has relationships of trust with parents: "We are delighted with the support my daughter is getting in school."
- Staff have great knowledge of children's needs and how to best support them. Staff work collaboratively and share ideas on how best to support individuals and groups of children. Children, or groups, are planned for well in order to allow them to make good progress and to achieve.

What the children say...

The children met with reviewers and shared their thoughts.

"I like maths because it makes me smart and prepares me."

"If I am stuck I can use resources like beads to help me."

"Teachers help me to understand better."

Challenge Partner Review March 2022

Provision and Outcomes



- Children know that they are here to learn and there is no wasted time.
- Teachers plan collaboratively and have a sound understanding of the broader curriculum, this gives staff the added confidence of knowing where children have been and where to go.
- Children are given strategies to help them get 'unstuck' meaning that there is no lost learning time; children working towards standards are able to demonstrate effective uses of resources to support learning, such as a grammar mat.
- Split year group teaching naturally supports lower ability and higher ability of year groups, this provides the opportunity to support children from previous learning.
- There are strong behaviour expectations, pupils have indicated that they all feel safe and that there is no bullying. There is constant reinforcing of expectations and the school uses external agencies well, such as Barnardo's and Stay Safe, to support the curriculum.
- All staff know their children well and can identify any gaps to address straight away.
- Lesson inputs are effective, especially considering split year groups, this ensures progression through year groups.
- Next steps for children are recognised and children's needs are clearly targeted; the use of success criteria in Year 3/4 supports this.
- The school have developed their own curriculum which has supported the development of language of learning and subject knowledge.
- The progressive curriculum created by staff means that all are aware of the expected outcomes and coverage in each area, the 2-year rolling plan ensures strong coverage and skill guides support this.
- Learning is interlinked meaning that children build a depth of knowledge.
- Floor books show clear progression of knowledge and skills; the floor books support outcomes for all.
- Floor books contain skills progression so teachers can refer back, this means that skills and knowledge are built on.
- There are clear examples of progression through work in floor books.
- Guided reading is effective, children are taught the necessary skills to achieve.
- Writing is well presented, children take pride in their work and have focussed on the quality of their handwriting.
- Phonics is taught using a relevant scheme with phonetically decodable books, this allows for good reading progress across the school.
- Whole-school writing have been planned for with clear outcomes for each class; children's engagement in writing - especially boys - has increased through this and motivation to produce high quality pieces of writing is evident.
- Daily Whole Class Guided Reading has increased the rate of children's progress and attitudes towards reading are good.
- Writing planning has consistent expectations but is tailored to children's needs.
- Changing books for home reading is consistently assessed so that books are relevant, relatable and aid progress.

- Teacher subject knowledge is strong, the questions they ask are well considered, allowing children to consider how they can build on learning - which they are keen to share.
- The use of visuals in maths are accessible for children, this develops conceptual learning.
- There are high motivation levels across the school.

What the children say...

The children met with reviewers and shared their thoughts.

"Forest school teaches me how to be resilient."

"We share our learning to explain a method and to help others learn."

"In Whole Class Guided Reading I enjoy answering retrieval questions because it is like digging and finding gold."

"Phrases are a collection of words that do not make sense on their own."

"I used to hate reading but I found the right book for me and that renewed my enthusiasm for reading."

"We know how to become unstuck - we have counters, tens frames and can have support."

"Computing prepares me for life when I am older."

"PE is important because I stay active and learn new skills."

"Science is great because of the experiments we do and teachers support us."

"I enjoy guided reading as we get the opportunity to work together, learn from each other and support our classmates."

"It is important that learning relates to our topic. Our guided reading text relates to what we are learning about in other lessons."