

SEF/SIP

Wheelers Lane Primary School



Self-Evaluation and
School Improvement Plan
2024 - 2025

Vision

Wheeler Lane Primary School 'A community of inspiration, aspiration and enrichment.'

School Aims

Wheeler Lane Primary School is a caring school where we want everyone to feel safe, secure and happy, where there is a sense of belonging and community. We are a school that:

- Aims high
- Rises to the challenge
- Celebrates success

Everyone in school aims to:

- Create a bright, happy and stimulating environment where everyone is encouraged to develop a love of learning, independence and creativity.
- Provide learning experiences that meet the needs of individuals and have high expectations for all.
- Foster positive attitudes and caring relationships based on mutual respect.
- Celebrate the differences which make us all so diverse and which enrich our school.
- Equip our children with the necessary knowledge, skills and attitudes to achieve success, become lifelong learners and active citizens.
- Work in partnership with parents, carers and the community.

<p>Context</p>	<p><u>What are we proud of?</u></p> <p>We are proud of our school vision to be “A community of inspiration, aspiration and enrichment” which was developed in collaboration with staff, children, parents, carers and Governors. Our vision is embedded throughout our school community, it is used to inform decision making at all levels, in particular the ongoing evolution of our curriculum.</p> <p>Our children are motivated and inspired to learn through our curriculum, which was developed carefully with the needs of our children in mind, and provides creative ways of exploring our learning concepts as well as opportunities and experiences to enrich and embed learning. Children often tell us that they enjoy learning.</p> <p>A range of support is available for children and staff to support their well-being and enable them to engage positively socially and academically. We take a positive individualised approach to supporting well-being in school and work closely with the families, children and external agencies to access additional support.</p> <p>As well as the themed weeks and themed days which enhance our curriculum, our children enjoy a wide range of extra-curricular opportunities, including sports, music and the arts, enabling them to further develop their talents and interests.</p> <p>We have developed a culture of children as leaders supporting them to share knowledge through a “learning buddy” programme, Junior Leadership Team and House Captains as well as regular sharing good practice opportunities for staff.</p> <p>We have achieved the silver Rights Respecting Schools Award. In 2021, our school was nominated for, and has received, a Birmingham Civic Society School Stars Award for our “engagement with pupils and school community during the Covid pandemic”.</p> <p>We are most proud of the people in our community, children and adults, the way they work together and support each other in order to achieve the best possible outcomes for our children.</p> <p><u>Facts and Figures</u></p> <p>Wheeler Lane Primary is a 3-form entry primary school with a nursery. There are 638 children on roll including nursery. The children come from a range of backgrounds; 74% have English as their first language with the remaining 26% speaking one or more of 29 different languages. 32% of children are in receipt of pupil premium funding. 16% of children are identified as having SEND and 8 of these children have an Education Health and Care Plan or Statement.</p> <p><u>Behaviour 23-24</u></p> <p>338 Child on child abuse physical (hitting, kicking)</p> <p>111 Child on child abuse verbal</p> <p>40 Child on child abuse sexual (bottom smacking, bottom pinching)</p>
-----------------------	--

Suspensions and Exclusions: fixed and permanent 23-24

7 External suspensions

12 Internal suspensions

0 Permanent exclusions

Bullying data 23-24

30 bullying incidents were logged, the school deals with bullying swiftly using a restorative approach. After investigation 18 were logged as repeated behaviours. There are rarely repeat incidents, if these do occur school seeks support from outside agencies.

Discrimination data 23-24

14 homophobic incidents logged and dealt with

9 racist incidents logged and dealt with.

Attendance 23-24

Overall attendance 93.3% PP attendance 89.43%

At the end of Key Stage 2, attainment and progress is in line with national data. Phonics outcomes are in line with national averages. At the end of Early Years, the percentage of children achieving a good level of development is below national data.

Our children come from a range of different backgrounds with many coming from deprived backgrounds and living in overcrowded or poor housing. In contrast, we have many children coming from more affluent backgrounds. Our pupil population covers both ends of the deprivation spectrum with the majority of children towards one end or the other and fewer in the middle. **Our IDACI score (based on the January census) is 0.231 with a ranking of 24.5%.**

The stability of our pupil population is above average – around 88%. Staff retention is also high with staff generally only leaving for promotion, relocation or retirement.

The Leadership structure is regularly reviewed and from September 2024 includes the Leadership Team (Head Teacher, Deputy Head and three Assistant Heads), Upper Leaders (Lead Practitioner for Pastoral Needs, Maths Lead, English Lead, Pupil Premium Lead for EY and KS1

and Pupil Premium Lead for KS2) and Middle Leaders (Interventions Lead, PSHE Lead, ICT Manager, Higher Level Teaching Assistants and Senior Office Manager). Subject leaders are supported by the AHT responsible for Curriculum and Assessment. 3 leaders are undertaking NPQ qualifications this year - the Head Teacher is doing NPQEL, the Deputy Head is doing NPQH and the Maths Lead is doing NPQSL.

A broad and balanced curriculum is in place. Each subject is taught discretely and this runs alongside a commitment to providing various enrichment opportunities for our children throughout the year. An assessment system is in place for each subject to identify gaps in learning.

Standardised tests and teacher assessments recorded on an in-school system are used for assessment and tracking progress. We moderate both internally and externally to ensure secure and accurate judgements are made.

The school is part of a group (STEP) with 2 local primary schools and 4 local secondary schools. We work together to improve outcomes for all of our children. We have all been peer review trained and have a programme of reviews and action plans in place which includes all seven schools.

We work with our local Maths Hub to provide training and development for staff on practical methods of teaching Maths. We also work with Little Sutton English Hub to further develop our teaching of Phonics. Our school has links to the local P.E. and Sports Partnership and takes part in inter-school competitions on a competitive and non-competitive basis.

Progress against previous inspection

Area for Development	Intent By July 2025	Implementation	Impact
Support for some older pupils who have remaining weaknesses in reading is not as effective as it needs to be. As a result, some of these pupils are not catching up quickly enough and have challenges	Children in Key Stage 2 will receive the support they need to improve their reading and to access the curriculum.	The learning environment will support reading with visual prompts and vocabulary for current units of work.	.
		Adaptive teaching methods will be used to support lower readers.	

<p>accessing the curriculum. Leaders should ensure that older pupils are urgently given additional support to improve their reading skills in school and at home.</p>		<p>Tier 3 vocabulary will be taught, displayed visually and used in lessons by staff and children. This will include clarification of definitions.</p>	
		<p>A programme of Reading workshops/cafes will take place across the year involving parents and carers in Reading.</p>	
		<p>SEND assessments and toolkit trackers will be used to plan interventions and adaptive teaching in class.</p>	
		<p>Parent readers will work with children who did not pass the phonics check at the end of Year 2.</p>	
		<p>Opportunities for reading for pleasure will be available and promoted - daily class read at 3pm, library sessions, etc.</p>	
		<p>The Little Wandle SEND pilot will run to support struggling readers.</p>	
		<p>Teachers will read 1:1 with the bottom 20% readers during reading for pleasure time.</p>	

		The planning and teaching of reading will be monitored, evaluated and reviewed for effectiveness with changes made and support given as necessary.	
In foundation subjects, the use of assessment is less precise. This means that teachers and leaders are less secure on exactly what key knowledge pupils have learned and understood. The school should ensure that assessment processes in foundation subjects enable staff to clearly identify and address any remaining gaps in pupils' knowledge.	Staff will be able to identify and address gaps in foundation subject knowledge through the use of clear and precise assessments.	Assessment systems trialled last year will be implemented for each subject - INSET in the autumn term to introduce.	
		Adapted whole class feedback sheets will be used to record outcomes and next steps for each subject.	
		Subject leader monitoring will include book looks, pupil voice, planning scrutiny, assessment and WCF scrutiny and learning walks. Time will be allocated for this.	
		Enrichment opportunities will enhance the curriculum offer for each subject with more local visits and learning outside.	
		Subject leaders will be proactive in seeking out CPD including receiving coaching or mentoring, peer reviews, meeting with subject leads from other schools, doing National College courses or webinars, visits to other schools, personal research etc.	

School improvement priorities	<ul style="list-style-type: none">● Quality of education – closing the gap between disadvantaged children and those who are not, improvement in progress from individual starting points, embedding of assessment systems, focus on developing 4 key curriculum areas (RE, PE, ICT and Music) support for subject leaders, further improve the pedagogical skills of all teaching staff and TAs.● Behaviour and attitudes - improving attendance for disadvantaged children, consistent application of the behaviour policy, embedding collective responsibility for all children’s behaviour.● Personal development - implementation of the new PSHE guidance, further develop opportunities for spiritual, moral, social and cultural experiences and learning.● Leadership and management - development of subject leaders’ monitoring skills, UPS teachers taking responsibility for their own CPD..● Quality of education in Early Years – increase the percentage of children achieving GLD so it is in line with the National Average.● Overall effectiveness – monitoring, challenge and support to ensure the school is progressing in all areas towards outstanding.
--------------------------------------	---

QUALITY OF EDUCATION – Good

<p>Strengths</p>	<p>The school seeks to balance a strong academic curriculum with an exciting enrichment curriculum through a variety of quality, memorable experiences.</p> <p>New structured and sequenced curriculum continues to become further embedded</p> <p>Dedicated job roles in school to focus on closing the gap between disadvantaged and non-disadvantaged children</p> <p>English, Maths, Pupil Premium and SEND leads all part of SLT or ULT so are able to raise issues to senior leaders easily and quickly</p> <p>Assessment in core subjects allowing tracking of attainment and progress</p> <p>The school’s approach to teaching remains rooted in evidence and the key elements of effective teaching, with a clear focus on our Wheelers Lane teaching and learning toolkit.</p> <p>Most children say they enjoy being at school and the learning they do</p> <p>Most parents believe their children make good progress at the school</p> <p>Each subject has had time: monitoring and reviewing has been extensive leading to better progress</p> <p>End KS2 SATs results in line National Average</p> <p>Reading is now a strong area in the school</p> <p>Forest school and allotment opportunities</p> <p>Curriculum is supported by outside agencies e.g. police and fire service</p> <p>Little Wandle overall has had a positive impact on phonics and reading</p> <p>Gap between PP and Non-PP has reduced for Y1 phonics</p> <p>SEND children all make expected progress and many children have made accelerated progress</p>		
<p>Area for Development 2024 - 2025</p>	<p>Intent By July 2025</p>	<p>Implementation</p>	<p>Impact</p>
<p>Improve end of Key Stage outcomes</p>	<p>All end of Key Stage attainment and progress data to be in line with or above national averages</p>	<p>Focused interventions in Year 6</p> <hr/> <p>Identify focus children based on previous year’s data, PPMs and baseline assessment</p>	

	<p>Children achieving Reading, Writing and Maths (combined) will be in line or above national average</p> <p>Children achieving a pass on the Phonics Screening check in Year 1 in line with or above national average</p>	<p>Staff training on effective use of assessment and data</p> <p>More practice at test technique built into lessons</p> <p>Continually review progress throughout the year and adapt</p>	
<p>Improve the quality of children's writing</p>	<p>Teachers have a secure knowledge of the skills which must be taught in each year group</p> <p>There is consistent high quality teaching of writing across the curriculum</p> <p>Children take pride in their writing</p> <p>Children are able to edit their work effectively</p> <p>The consistency of children's spelling will improve</p> <p>The consistency of the teaching of spelling will improve</p> <p>The assessment of writing will be consistent and purposeful across the school</p>	<p>INSETS planned focusing on CPD targeting writing.</p> <p>Continue to embed the new spelling curriculum launched last year.</p> <p>CPD planned on effective use of assessment and data</p> <p>Monitoring and support throughout the year.</p> <p>Moderation INSETS planned including Cross year group moderation and inter school moderation.</p> <p>Further review of writing curriculum planned with Curriculum Lead and English lead to continue to build on work already done.</p>	

		<p>Links will be made with other schools - explore best practice in a range of contexts - relevant stakeholders to discuss and decide who best we can use it.</p>	
		<p>Exciting and engaging writing opportunities will be planned and taught across the curriculum, including competitions.</p>	
		<p>Opportunities will be planned for children to make decisions about the content and format of their writing.</p>	
		<p>Writing portfolios on display - these will reflect quality writing from across the school. These will be updated regularly.</p>	
		<p>Quality writing across the curriculum will be celebrated by year groups through Twitter, displays, celebration assemblies and sharing with other staff</p>	
<p>Development of focus curriculum areas.</p>	<p>All subjects in the curriculum are coherently planned and of a high standard.</p>	<p>Curriculum review to be completed at the end of 23/24.</p>	
		<p>'Weaker' will be subjects identified FOCUS subjects for 24/25 - RE, Spanish, Computing, Music, PE.</p>	

		<p>SPANISH - New scheme to implement - all year groups starting new scheme at Y3. Subject lead to support and monitor with support from curriculum lead.</p>	
		<p>MUSIC - make the most out of the charanga scheme. Subject lead to support and monitor with support from curriculum lead.</p>	
		<p>COMPUTING - Possible new scheme to trial. Meeting to take place between computing lead and curriculum lead to discuss new resources and decide on 'what works' for WLPS. CPD available from the network. Subject lead to support staff with trialling a new scheme with support from curriculum lead.</p>	
		<p>RE - making the RE curriculum more engaging while still fulfilling our statutory duty of delivering the LA syllabus. RE leader to be part of the subject network. Launch visits to places of worship. Work on a plan to improve the RE offer at WLPS with support from curriculum lead.</p>	
		<p>Embed the teaching toolkit through INSET sessions.</p>	

<p>The consistency of quality first teaching.</p>	<p>Staff will have sufficient knowledge of a variety of strategies to use consistently to accelerate progress.</p>	<p>Support for new staff with the teaching toolkit.</p> <p>Monitoring of the quality of teaching and learning - individual support to address identified needs.</p> <p>UPS staff will coach or mentor teachers to support improvements in quality first teaching.</p> <p>Sharing good practice within and across year groups.</p>	
<p>Progress to date:</p>			

BEHAVIOUR AND ATTITUDES - Good

<p>Strengths</p>	<p>94.9% of respondents to the parent questionnaire would recommend our school to other families. CPOMS is used effectively to report and monitor behaviour and safeguarding in school. Behaviour of most children for most of the time is good. Children have a good awareness of the rules and expectations Regular, effective monitoring of vulnerable children Home visits carried out regularly to more vulnerable children External agencies offer positive feedback in relation to those children with additional needs. Pupil independence and sense of responsibility is well developed. Pupil Questionnaire - Mutual respect of others from different background and children feel safe at school Persistent absence has reduced from 145 children to 107 children, overall reduced number of children below 90% SEND percentage has improved from last year (DLP project has had a positive impact) Greater number of families being offered and agreeing to Early Help Greater number of families involved in the SARM process Clear impact of Attendance Week - average attendance during these weeks 95.1% Staff use restorative approaches to deal with problems which arise and refer to the KiVa anti-bullying programme to help resolve breakdown in relationships. Outside agencies are accessed and used well to support staff and children with specific needs. Leaders and mentors support staff and children well to manage behaviour. Parents and children are positive about staff in school and staff have good relationships with them.</p>		
<p>Area for Development 2024 - 2025</p>	<p>Intent By July 2025</p>	<p>Implementation</p>	<p>Impact</p>
<p>Improve overall whole school attendance to be in line with national.</p>	<p>The number of children with persistent absence will continue to reduce. PP attendance will improve and be in line with whole school attendance.</p>	<p>Add an extra attendance week throughout the year at a key point where attendance trends show lower attendance. Consistent approach from all members of staff with how we communicate with parents and children about attendance.</p>	

		Regular or weekly rewards within the classroom.	
		Improve children's motivation to have good attendance with improved rewards.	
		Develop parental understanding of the importance of attendance on home visits, in workshops, and through medical guidelines.	
		Share information about the new attendance guidance on the school website.	
		Monitor attendance weekly and put in plans for individuals where attendance is becoming an issue.	
		Monitor and target children between 90% and 94% to have a quicker impact before they fall below 90%.	
		Regular home visits and meetings with parents.	
		Birmingham Community Healthcare Plus will deliver targeted support for children with attendance issues.	

<p>Improve the consistency when implementation of behaviour policy by all staff.</p>	<p>Staff will show a collective responsibility for behaviour.</p>	<p>A clear procedure to be developed for the end of break and lunch to reduce disruption when walking back to class.</p>	
	<p>Staff will have consistent expectations when children are walking around school.</p>	<p>Staff training sessions, in groups and for individuals, to support getting the basics right.</p>	
	<p>Staff will have consistent classroom management in line with behaviour policy.</p>	<p>Staff to report positive and negative incidents to parents regularly to develop relationships.</p>	
	<p>Staff will have consistent expectations of break time and lunchtime behaviour.</p>	<p>Staff continue using the toolkit to build relationships with children outside of their class.</p>	
	<p>To improve parental community relationships to support children in school.</p>	<p>Continue to embed KIVA across KS2 - use the program to address misconceptions of what bullying is with pupils and parents through lessons and workshops.</p>	
		<p>Regular pupil voice carried out and followed up where children raise concerns</p>	
<p>Progress to date:</p>			

<p>Strengths</p>	<p>A wide range of opportunities are offered to the children, beyond the academic including: themed weeks, trips and visitors in school, the use of sports premium funding to provide additional opportunities for physical activity, lunchtime and after school clubs.</p> <p>School enhances the children’s spiritual, moral, social and cultural development well: RE and PSHE curriculum, behaviour policy, restorative justice and code of conduct, RRSA, assembly themes, work with the community, celebration of festivals.</p> <p>Healthy lifestyles are encouraged through curriculum topics and themed weeks., working at the allotment and growing our own food.</p> <p>Children’s talents and interests are encouraged through opportunities in school: sports events, talent competitions, assemblies, JLT leadership, Eco Warriors and fundraising.</p> <p>Pastoral support given daily across school from class teachers, TAs, SLT, mentors, support staff. Staff support each other well. Children who are supported by our school mentors, show improved well-being and mental health.</p> <p>Outside agencies work with the school supporting the needs of the children, play therapist, forest classroom nurture group and special visitors. including this year the police school link service.</p> <p>The majority of children feel safe and happy at school, which is agreed by parents 90.1% of parents feel that their children are safe and 84.6% feel their children are happy</p>		
<p>Area for Development 2024 - 2025</p>	<p>Intent By July 2025</p>	<p>Implementation</p>	<p>Impact</p>
<p>PSHE - Life skills and curriculum development, needs of the community</p>	<p>To develop a PSHE curriculum to meet the changing needs of the school community.</p>	<p>Subject leaders to develop the role of life skills across the schools curriculum areas.</p> <p>PSHE curriculum will be sufficiently planned and delivered to meet all the statutory requirements.</p> <p>PSHE curriculum will support the understanding of the importance of British Values - JLT, Eco warriors, house captains and young leaders with clear and effective roles and responsibilities.</p>	

		<p>Curriculum leads (especially PSHE/Computing) to liaise regularly to review the content and effectiveness of the curriculum to meet local and national priorities.</p>	
		<p>On-line safety workshops and enhanced communication will be provided to inform and educate parents and pupils.</p>	
		<p>Assemblies will be used to address misconceptions and deliver curriculum content regarding 'values'.</p>	
		<p>RSHE curriculum will be updated following the most recent guidance. (updates communicated to all stakeholders) -Y6 Parent meetings - Parent consultation regarding curriculum and intent</p>	
		<p>Health Week will provide specific opportunities for children regarding diet and healthy eating/mental health.</p>	
<p>Progress to date:</p>			

LEADERSHIP AND MANAGEMENT – Good

Strengths

There is a clear school vision which is used to inform decision making

Safeguarding policies and procedures are in place, understood and implemented by all staff – all statutory duties are met. There is a strong culture of safeguarding across the school.

Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge to enhance teaching and impact upon progress and outcomes for children.

Staff feel trusted to be able to take risks and try new strategies when teaching.

Staff feel that workload is considered by leaders when making decisions.

Staff feel that their well-being is supported by leaders.

Staff feel that the Sharing Good Practice INSETs are valuable to support their learning and development as well as giving them the opportunity to share successful learning strategies.

Governors understand their role and hold leaders to account. They have a strategic overview of the school and focus on statutory duties.

Quality CPD is provided for all staff through in-school expertise, local schools (Billesley Research School, STEP and Consortium schools), visiting services (PE coaches, Artis, Play Therapist), engagement with projects (DLP, KiVA, Maths Hub, English Hub) coaching, National College online training and external CPD opportunities.

Staff mental health and well-being is supported by all leaders through open door policies, individual coaching and/or mentoring, provision of a counsellor, specific external services available. When introducing any new strategies or programmes, impact on workload is considered and changes made or appropriate time given where appropriate.

Relationships with parents, carers and the local community are good. School leaders are visible and available at the beginning and end of every day for informal contact and make time for formal meetings where appropriate. Families find leaders approachable and supportive.

Area for Development 2024 - 2025	Intent By July 2025	Implementation	Impact
<p>Subject leaders have a good understanding of how their subject is taught and the standards being achieved.</p>	<p>Subject leaders will carry out a range of monitoring activities to enable a clear overview of standards across the school in their subject. (What the children know and remember)</p> <p>Subject leaders will feel equipped to identify strengths and areas for development, effectively plan next steps and give constructive and supportive feedback</p>	<p>Monitoring timetable to be planned which will include learning walks, pupil voice, book looks, planning scrutiny, assessment and WCF scrutiny, etc.</p> <p>SLT will support subject leads with learning walks to develop their knowledge and understanding of the process.</p> <p>Feedback will be given following monitoring and, where necessary, support will be provided to improve practice.</p> <p>Good practice will be identified and shared.</p> <p>Subject leaders will maintain an online file of their monitoring activity and the standards being achieved in their subject.</p> <p>Common gaps in learning will be identified and planning adjusted to meet the needs of the children across the curriculum.</p>	

<p>Teachers on the Upper Pay Scale demonstrate that they “continue to grow professionally” (Pay Policy 2024).</p>	<p>UPS teachers (and those planning to apply for UPS) will take responsibility for identifying their own CPD needs and undertaking a range of CPD activities.</p>	<p>Teachers will audit their own CPD needs and discuss this at their PM target setting meeting.</p>	
	<p>Knowledge and skills learned through CPD will have an impact on the practice of other staff in school.</p>	<p>Teachers will identify different CPD opportunities that meet their needs considering what is available - receiving coaching and/or mentoring, meeting with subject leads from other schools, visiting other schools, peer reviews, network meetings, National College webinars and courses, research, podcasts, courses etc.</p>	
		<p>Leaders will share information about CPD opportunities.</p>	
		<p>Knowledge and skills learned through CPD will be disseminated to relevant staff and the impact monitored.</p>	
		<p>CPD completed in addition to INSETs and training days will be recorded on their PM form.</p>	
		<p>The impact of learning from individual CPD on other staff will be recorded on PM forms as evidence of meeting the UPS standards. (target 1)</p>	

Progress to date:	
--------------------------	--

QUALITY OF EDUCATION IN EARLY YEARS – Good

Strengths	<p>Reading progress and the implementation of Little Wandle has been successful Phonics and Maths workshops for parents - good levels of engagement and positive feedback Teachers help children do their best and parents appreciate the teachers . Children are encouraged to be healthy and the curriculum promotes this. Speech Link children - progress made and children are better prepared going into Year 1. Provision for SEND: interventions implemented, tracked and monitored, relevant resources purchased and utilised Focus on Reading Comprehension: VIPERS sessions in all classes; recorded and used in assessment and planning, whole class floor books are well developed. Parents are happy with staffing in Nursery and Early Years.</p>		
Area for Development 2024 - 2025	Intent By July 2025	Implementation	Impact
To improve overall combined Good Level of Development (GLD) and this	More children to achieve the early learning goal for Writing so more children can potentially achieve GLD.	Continue Little Wandle phonics programme and ensure Keep-up is delivered consistently.	

<p>will be in line with national level.</p>	<p>Children will improve their levels of comprehension within reading.</p>	<p>Use of the Little Wandle Phonics tracker to match books more closely to attainment.</p>	
		<p>Staff to run workshops to help them understand and address key areas of GLD where the children make less progress.</p>	
		<p>Signpost parents to online support and ideas where they present as NOT school ready.</p>	
		<p>Tales toolkit implemented from September to improve language and communication skills.</p>	
		<p>Identify gross motor and fine motor needs on entry to reception, then adapt provision to support this need, using a variety of resources through continuous provision.</p>	
		<p>Electronic recording system to be implemented - to ensure staff have more time to work directly with the children.</p>	
		<p>Environment will be rich with language - using visual cues to support understanding.</p>	

		Outdoor spaces will be used for Physical literacy.	
		Attention Autism programmes will continue to be used.	
		Link writing opportunities to topics that engage the boys.	
		Regular modelling of writing in Reception.	
Progress to date:			

OVERALL EFFECTIVENESS – Good

All statutory safeguarding requirements are in place and safeguarding policy, practice and procedures are effective.

The quality of education provided is good.

All other judgements have been assessed and evaluated as good.