

We are a **GOOD** school!

This is a **welcoming** and **nurturing** school where pupils **enjoy** their learning. Pupils quickly become part of the school **community** and **settle well**. They were keen to tell the inspectors that one of the **best features** of their school is their **teachers**. Pupils, including children in early years, are **happy** and **safe** at school.

The school has **high expectations** of pupils' learning. Pupils, including those with special educational needs and/or disabilities (SEND), are gaining from an **ambitious and varied curriculum**. Pupils talk with **enthusiasm** about their work and live up to the school's high expectations. They **achieve** well.

Pupils are **kind** and **considerate** towards each other. Typically, classrooms are **hives of activity**. Pupils enjoy **warm relationships** with their teachers and support staff.

Pupils **manage** their own **behaviour** well. Pupils relish taking on **leadership roles** in the school, including as **eco-leaders** and **play leaders**.

Pupils, including those who are **disadvantaged**, are encouraged to engage in a vast array of **extra-curricular activities**. The school offers a **wide range** of activities that **spark pupils' interest**, including **steel pans, creative writing club** and the **'awesome art' club**.

The school's **curriculum** is **carefully designed** to incorporate the **knowledge, skills and wider experiences** that the pupils at the school need. Careful thought has been given to what pupils are taught and the order in which pupils should build their knowledge. **All pupils**, including pupils with **SEND**, access the **same curriculum**.

Across key stages, teachers **deliver the curriculum well**. In early years, children benefit from **language-rich activities**. Across subjects, teachers break down learning into **small steps to help** pupils to **acquire new knowledge easily**. They plan regular opportunities to **recap and reinforce** pupils' learning.

The school has made **reading a high priority**. It has selected a **range of books and authors** that reflect the **diversity** of pupils in the school. This helps pupils to feel **well represented** and **included**.

Reception children are taught **phonics** from the start. This continues through key stage 1 with **daily phonics** lessons. This supports them to **learn** the **sounds** that letters represent **quickly**. Pupils, including pupils with **SEND**, are given **reading books** that **match precisely the sounds** that they have learned.

Pupils who need **extra help** to keep up with the school's **phonics** programme are **quickly identified**. The school **ensures** that they get the **support** that they need.

The school identifies the **needs of pupils with SEND** quickly and accurately. Teachers are provided with **up-to-date** information on the **additional learning needs** of individual pupils.

Pupils with **SEND** take part in **all the school has to offer**.

Pupils **behave well**, and older pupils are **excellent role models** for younger pupils in the school. Pupils are **caring** towards each other and are **respectful** towards their teachers. Everyone **understands** the **rules** and **routines** that should be followed.

Pupils' **personal development** is a **high priority** in this school. Pupils benefit from a plethora of **learning activities** relating to their **cultural and moral development**. Pupils understand that everyone is **unique** and they **celebrate different beliefs, faiths and cultures**

There are **ample opportunities** for pupils to take part in **educational visits** linked to their learning. Pupils learn about the **importance** of keeping **physically and mentally healthy**. In **early years**, children enjoy a wide range of activities that help foster their **curiosity about the wider world**.

The school actively participates in the **wider community**. **Parents** are **welcomed** into school for activities such as **play and reading sessions**. This helps the school and parents to **work together** in **supporting pupils' learning**.

The arrangements for **safeguarding** are **effective**.