



BEHAVIOUR AND ATTITUDES - GOOD

Children demonstrate and talk with pride about their school and achievements. Children display positive learning behaviours with rare incidents of low-level disruption. Children are motivated to give their best in all lessons. Attendance remains above national average.

KEY ACTIONS

⇒ To further support the emotional needs and wellbeing of pupils to help pupils understand and manage their feelings

PERSONAL DEVELOPMENT - GOOD

The curriculum offer is broad, enabling children to develop and discover varied interests and talents. There is a strong ethos at the school which promotes learners to develop their character including their resilience and independence.

KEY ACTIONS

⇒ To develop children’s understanding of a healthy lifestyle
⇒ To promote an understanding and respect for differences through celebrating diversity within our school community

LEADERSHIP AND MANAGEMENT - GOOD

The leadership team, staff and governors are committed to drive progress and ensure continuous improvement. There is a pursuit for excellence and a focus on high standards for quality and performance. The school monitors and thoroughly evaluates its effectiveness. Action plans are focused on pupil progress. Evidence of the school’s capacity and ability to improve can be found in our improved results and our consistently high levels of attainment at the end of both Key Stages. Appraisal targets for teaching staff are based on areas for whole school improvement. Governors hold the school to account and know its strengths and areas for development. The school’s curriculum is well planned and delivered. Children are safe at Stanton due to the high priority given to safeguarding by the school.

KEY ACTIONS

⇒ To ensure teachers and teaching assistants receive effective professional development so that it builds knowledge, motivates staff and embeds practice.
⇒ To actively support staff wellbeing and work towards reducing workload

EYFS – GOOD

All groups of learners demonstrate strong progress from starting points because of the high expectations of adults. Our EYFS curriculum is highly responsive to pupil need and results in a wide variety of activities that stimulate interest. It is a well-resourced and highly stimulating environment which supports curiosity in all areas of learning. This has resulted in pupils who quickly develop learning approaches that are collaborative and sustain high levels of concentration and engagement.

KEY ACTIONS

⇒ To further develop the Early Years Curriculum, so that there is carefully sequenced progression of skills through Nursery and Reception and the quality of provision remains ambitious and child-centred

AREAS FOR IMPROVEMENT (Ofsted June 2018)

Leaders and those responsible for governance should ensure that:

- improvements in the teaching of phonics continue so that more pupils achieve the national expectations by the end of Year 1
- teachers in the early years challenge the most able children to achieve well in mathematics.

PROGRESS MADE

⇒ High quality teaching using a synthetic phonics programme is well embedded within the school ensuring a consistent approach, children achieving higher than National average in the Year 1 phonics for the past 3 years.
⇒ High quality CPD (including NCETM Mastering Number programme) has supported teachers in the EY and KS1 develop intentional teaching strategies focused on developing fluency in calculation. This has then had a very positive impact on the children’s understanding of number with more flexibility and fluency in number.

QUALITY OF EDUCATION - GOOD

INTENT

There is a curriculum in place which gives all learners the knowledge they need to succeed in life. All pupils have full access to the National Curriculum.

IMPLEMENTATION

An analysis of lesson observations, consideration of other evidence, including work scrutiny, pupil feedback and parental surveys, indicate that teaching is good and most is outstanding. Features of the best teaching within the school include:

- Teachers meeting the needs of all students; ensuring high levels of engagement and learning.
- Teachers have high expectations of pupils with the majority of pupils making at least good progress.
- Teachers’ use of well-judged, stimulating and often inspirational teaching strategies.
- The quality of assessment for learning within the classroom – teachers are adept at monitoring pupils’ progress and understanding during lessons, feeding back to them and adapting teaching strategies or approaches accordingly.
- Teachers constantly & effectively check their pupil’s understanding, adjusting activities and learning opportunities to ensure full participation.

IMPACT

EYFS: 100% achieved a GLOD in the Early Years—67% nationally

Y1: Phonic Screening 100% - national 79%.

KS1:	69.% RWM (15% GD)	56% national (6% GD)
	92% Re (23% GD)	68% national (19% GD)
	85% Wr (39% GD)	60% national (8% GD)
	77% Ma (31% GD)	71% national (16% GD)
KS2:	50% RWM (16% GD)	59% national (8% GD)
	84% Re (33% GD)	73% national (29% GD)
	84% Wr (17% GD)	71% national (14% GD)
	84% Ma (33% GD)	73% national (24% GD)

PROGRESS

+1.3Re, +3Wr and +1.5Ma

KEY ACTIONS

⇒ Maintain the academic performance achieved at the school.
⇒ To develop pupils’ abilities to articulate their ideas and engage with others effectively through spoken language, empowering children to know that their voice has value.

OVERALL EFFECTIVENESS

Stanton St Quintin Primary School is a good school.