Quality Assured Primary School – SEF on a page 2026

Context	Smaller than average school with 89% WB population. Average SEND and below average PP. Starting points in line with national averages. Mostly affluent area, however there is an estate on the edge of the village with less affluent families. Around 15% of pupils travel from outside the catchment area. Parental engagement is variable.		
School Improvement Priorities	**Increase MTC scores in Y4 and maintain beyond** – To develop automaticity in times table recall in Y3/4 so that above average and to maintain this throughout Y5/6		
	Increase and improve range and uptake of clubs and other wider-activities - Ensure that vulnerable pupils participate and benefit at least as well as others		
	SEND provision - Ensure that universal provision adequately supports SEND pupils' independence		
Progress made against previous AFIs	**Key issues from last inspection**	**Action**	**Impact**
	Phonics outcomes below national average	Implemented new scheme with training for all staff. Rigorous monitoring and individual support where required	Increase in % of pupils achieving Y1 PSC. 2023 – 76% (+6%), 2024 – 79% (+3%), 2025 – 83% (+4%)
	Knowledge and recall of FBVs	New PSHE curriculum developed and implemented this term	Early days. Teachers say that recall and links to FBVs are beginning to show for some pupils. More to do for SEND.

Evaluation Area	Key strengths	Areas for development
Safeguarding **Standard met**	Positive culture of safeguarding Regular and focused CPD All staff clear of reporting processes Pupils feel safe SCR up to date/ recruitment checks completed appropriately	Further refine the quality of recorded incidents to improve precision of analysis of trends
Achievement **Expected Standard**	EYFS GLD above national average Y1 Phonics in line with national average Y4 MTC scores in line with national average Performance of PP pupils in KS2 is above (sig+) PP national average in RWM Performance of SEND pupils in KS2 is average (non-sig)	Improve automaticity of times tables
Inclusion **Expected Standard**	SEND/PP has a high profile, HT is SENCO. All vulnerable pupils have individual plans and needs are well known All adults know what support is planned for individuals and ensure that this is generally given Pupils who struggle to develop the strong foundations are given targeted support to catch up Inclusion Unit functioning well (verified externally by SEND expert) Staff are well trained to deliver a range of intervention programmes	Ensure that universal provision adequately supports all SEND pupil's development of independence
Curriculum and Teaching **Expected Standard**	Well sequenced and ambitious curriculum Curriculum includes local studies, including census information, mining and Victorian workhouses Pupils remember new learning well Teachers have good subject knowledge and the curriculum is well-resourced Assessment informs gaps analysis and next step planning, plus reflection on the impact of the curriculum and subsequent revisions to learning sequences/lesson content	Ensure that the curriculum is consistently taught well in all subjects and year groups
Behaviour & Attendance **Strong Standard**	Rapid increase in attendance over 3 years from 93.4% to 96.8% (Sig+) PA well-below national average over 3 years. Trend of improvement is positive over that time PP attendance in line with other pupils Responsive adaptations and interventions lead to high-impact No suspensions of PX since the last inspection Low incidence of bullying. Parents and children say if it happens, it is always dealt with well	Maintain the high rates of attendance and low rates of PA
Personal Development and Wellbeing **Needs attention**	There is a small range of clubs for pupils to attend across each key stage SMSC is strong, and is well-developed in assemblies and RE lessons in particular A new family liaison lead has been appointed and will start next term Pastoral Support for pupils is currently given by the HT and office manager	Increase the range and uptake of clubs and track vulnerable pupils' uptake, inc commuters Implement new PSHE curriculum and create more deliberate opportunities to develop well-being
Early Years/Post 16 **Expected Standard**	Pupils achieve in line with national averages and are well-prepared for KS1 The focus on vocabulary, communication and writing is a key element of the daily curriculum Progress in phonics is good. Lessons are well delivered and books are well matched. Pupils learn to be independent and resilient The curriculum is well planned, sequenced and delivered	Improve the QA of EY so that more rapid progress can be made and achievement becomes typically above national averages
Leadership and Governance **Needs attention**	Leaders have a clear understanding of the strengths and areas for development of the school. They have suitable plans in place to make further improvement. Governors challenge leaders effectively on curriculum and achievement matters CPD is usually well-appointed and often leads to improved teaching and learning Leaders ensure workload and wellbeing is a priority	Ensure that the new PSHE curriculum is implemented swiftly and effectively and that vulnerable pupils have equal access to the school's PD offer