

**BEHAVIOUR AND ATTITUDES - GOOD**

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

**KEY ACTIONS**

- ⇒ Provide opportunities for children to explore what spirituality means for them.
- ⇒ Embed learning behaviours across the school

**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**

- ⇒ Encourage children to become courageous advocates – locally, nationally and globally.

**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 results and 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 Langley due to the high priority given to safeguarding by the school.

**KEY ACTIONS**

- ⇒ Develop effective teaching teams.
- ⇒ Monitoring schedule ensure that subject leaders are able to make a positive impact and leaders and governors have a strategic overview of the school; recognising strengths and areas for development.

**EYFS – GOOD**

Learners demonstrate good progress from starting points because of the high expectations of adults. Our EYFS curriculum is responsive to pupil need and results in a wide variety of activities that stimulate interest. It is a 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 provide a QFT curriculum that provides rich, varied and imaginative experiences and highly challenging activities.
- ⇒ Ensure that modelled activities are targeted to support vocabulary acquisition and enhanced learning

**AREAS FOR IMPROVEMENT (Ofsted December 2018)**

Leaders and those responsible for governance should ensure that:

- teachers provide the most able pupils with more challenging tasks in mathematics in key stage 1 so that more achieve the higher standard by the end of Year 2
- the most able pupils in key stage 2 write with a high standard of spelling, handwriting and punctuation
- leaders' plans identify precisely how their actions will improve pupils' progress and achievement and how governors will check the impact of the improvements

**PROGRESS MADE**

- ⇒ MNP and MNP Foundations are embedded practice across EY, KS1 and KS2. KS1 attainment 2023 above national average at expected and greater depth.
- ⇒ High quality teaching using a synthetic phonics programme is well embedded within the EY and KS1, rolled out into LKS2. Explicit teaching of SPAG across KS2 ensure more able pupils are stretched and challenged.
- ⇒ Subject Leaders monitor their subjects to ensure they have a good understanding of strengths and areas for development. Actions are clearly identified to ensure effective impact on pupils.

**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 at least good. 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.
- Teachers' use of well-judged, and adaptive 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 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%.

<b>KS1:</b>	56% RWM (5% GD)	56% national (6% GD)
	65% Re (20% GD)	68% national (19% GD)
	60% Wr (15% GD)	60% national (8% GD)
	75% Ma (20% GD)	71% national (16% GD)
<b>KS2:</b>	78. RWM (6% GD)	59% national (8% GD)
	78% Re (50% GD)	73% national (29% GD)
	78% Wr (22% GD)	71% national (14% GD)
	83% Ma (22% GD)	73% national (24% GD)

**PROGRESS**

+0.5Re, +1Wr and +1.04Ma

**KEY ACTIONS**

- ⇒ Ensure consistent high quality teaching with clear objectives as part of a logical sequence of learning. Where there is a key focus on all children knowing more, doing more and remembering more as they progress through the school.

**OVERALL EFFECTIVENESS**

Langley Fitzurse Church of England School is a good school.