

LEADERSHIP & MANAGEMENT - GRADE: GOOD

Strengths	Areas for Development
<ul style="list-style-type: none"> Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge. Leaders have high expectations for all pupils and aim to ensure all pupils will succeed in completing their programme of study. The Management Committee (Governance) of the school is strong; clear vision, role and carry out their statutory roles effectively. A strong culture of safeguarding across the school. 	<ol style="list-style-type: none"> Further raise attainment and continue to meet the National expectations for closing the gap between groups of pupils. Focus support on identified pupils, particularly SEND, PP and reduce gender gaps in all subjects. To continue to provide high quality CPD and ensure middle leaders are supported to develop the quality of teaching across the ELA and in all subjects. To improve positive behaviour in the school using pivotal and restorative approaches. To continue to improve attendance by ensuring that the very highest expectations of attendance are embedded and tenaciously pursued at all levels. Focus support on identified pupils, particularly SEND, PP and reduce gender gaps. Enhance and refine the offer of high-quality, age-appropriate career's guidance to all pupils. Continue to prioritise staff wellbeing by ensuring highly effective and meaningful engagement takes place with staff at all levels and issues are effectively dealt with.

QUALITY OF EDUCATION - GRADE: GOOD

Strengths	Areas for Development
<ul style="list-style-type: none"> Leaders have developed a clear curriculum intent across all subjects and key stages to prepare pupils for their next stage in education and training. Teachers have good knowledge of the subjects they teach and where this is not the case leaders provide effective support to those teaching outside their subject area. An environment which focuses on pupils with shared resources and textbooks. Teaching staff provide strong formative feedback; identify misconceptions and provide clear, direct feedback. Teaching is adapted in response to this in 'real time'. 	<ol style="list-style-type: none"> Enhance and refine planning to ensure all subjects and additional opportunities are coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Ensure pupils' work is of consistently a high standard and allows opportunities for independence across the school Ensure all teaching staff have a firm understanding of the curriculum intent and what it means for their practice. Continue to promote literacy across the school and prioritise reading Continue to embed a robust and consistent assessment strategy across all subjects to embed knowledge, understand starting points and take appropriate action.

BEHAVIOUR AND ATTITUDES- GRADE: GOOD

Strengths	Areas for Development
<ul style="list-style-type: none"> The school has a robust attendance policy and monitoring strategy across the school. The school has an embedded a reward structure for good attendance. Attendance remains in line or above national averages for PRUS. Whole school behaviour monitoring is consistent. CPD of behaviour of training has had an impact on behaviour across the school. 	<ol style="list-style-type: none"> To continue to improve attendance by ensuring that the very highest expectations of attendance are embedded and tenaciously pursued at all levels. Focus support on identified pupils, particularly SEND, PP, and reduce gender gaps. To improve positive behaviour across the school through the use of pivotal and restorative approaches.

PERSONAL DEVELOPMENT – GRADE: GOOD

Strengths	Areas for Development
<ul style="list-style-type: none"> The curriculum extends beyond the academic, vocational/technical and provides for pupils' broader development. The school provides meaningful opportunities to understand how to be responsible, respectful and active citizens who contribute positively to society. The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. The curriculum and the school's effective wider work seeks to support pupils to become confident, resilient and independent and to develop strength of character. 	<ol style="list-style-type: none"> Enhance and refine a high-quality, age-appropriate career's plan for all pupils. Monitor the intent, implementation, and impact of opportunities for pupils' personal development including SMSC & British Values. Ensure the school consistently promotes equality of opportunity and diversity effectively. Measure the implementation and impact of high-quality pastoral support on eating healthy, active lifestyles and physical and mental health.