***School Improvement Information:***

Following our Ofsted in February 2019 – the following strengths and areas for improvement were identified. As a school we have looked closely at the areas for improvement and action plans are in place which will target these. Leaders have wasted no time in prioritising improvement areas, organising CPD for staff and continuing to develop the strong links with our Gillingham Partnership schools.

Our inspection showed strong improvements since our previous one - which we are proud of.

As a school we offer our children a wide, balanced and exciting curriculum – with opportunities to explore the wider world.

Our Full School Improvement plan is very much a working document – paper copies can be obtained from the school office.

**Ofsted February 2019:**

**Strengths of school:**

* Strengthened quality of leadership with accurate evaluation of school’s performance
* Clear plans in place for improvement and enthusiasm for securing school’s status as ‘Good’
* Wide ranging and interesting curriculum
* Use of Pupil premium funding – creating bespoke support which considers individual needs, current pupils making strong progress
* Use of Sports Premium is effective
* New Chair of Governors – increased focus on adding more challenge to school leaders, increasing effectiveness – clear roles and responsibilities
* Safeguarding is effective
* Support staff are deployed effectively
* Teachers manage pupils’ behaviour effectively
* Lessons are engaging and pupils are keen to learn
* Pupils books demonstrate pride in their work
* The school’s work to promote pupils’ personal development and welfare is good
* Pupils are proud of their school
* Behaviour is good
* Middle attaining pupils make strong progress
* Overtime pupils progress by the end of KS1 has been strong
* Early Years is Good – make strong progress from starting points, children’s activities are well matched to their needs, providing high quality engaging activities

**Areas for whole school development –What does the school need to do to improve further?**

**Improve leadership and management to ensure that: -**

* subject leaders are provided with the support and training, so they can effectively monitor and raise standards in their subject, particularly writing and mathematics
* the quality of teaching across the school is consistently strong so pupils make strong progress from their starting points
* teachers provide suitably challenging activities that meet the various needs of all pupils, particularly higher attaining pupils
* leaders’ priorities for improvement are precise, monitored closely and robustly reviewed for impact
* governors increase their accountability of leaders, focused clearly on current pupils’ progress and accurately reviewing leaders’ actions for improvement
* the provision for pupils with SEND continues to embed, so that pupils make strong progress from their starting points.

 **Improve teaching, learning and assessment so that:** -

* teachers provide pupils with regular high-quality opportunities to develop their fluency, reasoning and problem-solving knowledge in mathematics so that pupils make strong progress from their starting points
* teachers ensure that pupils have consistent opportunities to practise and develop their writing and apply grammar, punctuation and spelling strategies so that pupils’ progress is strong
* teachers provide suitable challenge for pupils, particularly higher attaining pupils so that more are working at the higher standard across all subjects
* teachers across the school consistently consider what pupils know, can do and understand when providing activities for pupils to complete, including pupils with special educational needs and/or disabilities
* pupils access reading books that closely meet their reading abilities, particularly lower attaining pupils.

***Priorities for 2019:***

1. **Leadership & Management – Increase the effectiveness with which all leaders drive and embed improvements**
2. **Teaching & Learning – Develop a strongly led, whole school – vision of teaching, learning and assessment that promotes high expectations, challenge and a shared drive towards consistency.**

**Action plans in SEND / English / Maths will underpin the main SIP.**