

**Question 1 – Why has the school been judged to ‘require improvement?’**

Inspectors identified some inconsistencies in the quality of teaching within the school and in leadership and management, which had identified the issues but had not seen the impact of the actions quickly enough.

**Question 2 – Have the results of the school got worse since the last OFSTED inspection?**

The criteria, used by OFSTED, during inspections is changing all of the time and has changed three times since our last inspection in April 2012. As a result, previous OFSTED outcomes cannot be easily compared unless they have been carried out under the same framework.

Progress in first schools this year has been measured from Early Years age related scores to Key Stage 1 teacher assessment and tests. It should be noted that this curriculum was introduced in 2014 and the accompanying testing scheme in 2016.

**Question 3 - When did the OFSTED inspection framework change?**

The inspection framework changed in September 2015.

**Question 4 – What are the key changes to what is inspected?**

The school is now judged under the following five headings –

- Leadership & Management
- Quality of Teaching, Learning and Assessment
- Personal development, behaviour and welfare
- Outcomes for students
- Early Years Foundation stage

There is more focus on the progress that all groups of pupils make over time than just the attainment levels they are achieving. This includes how schools are narrowing the gap in attainment and progress for pupils from disadvantaged backgrounds, those with Special Educational Needs and the more able. The school receives additional funding for children with disadvantaged backgrounds through the Pupil Premium grant.

**Question 5 – Why is the school not rated good if the attainment data for EYFS, Phonics Check and KS1 SATS is at/above national expectations?**

To achieve a good or outstanding grade, the new inspection framework, expects **all** groups of pupils to be at or above national expectations for attainment and/or progress. Greater emphasis is now being placed on the attainment of the different groups of pupils within a class: eg boys versus girls, the more able and those eligible for Free School Meals. The inspection highlighted that we need to improve the teaching specifically for the more able groups of pupils

**Question 6 – My child is really bright, is he / she not being stretched enough?**

We have particular strengths across the curriculum in particular maths and increasingly in reading. However, we are clear that good practice in these areas needs to be shared throughout the school and to the benefit of all pupils, including the most able. The inspector said that he wants us to do more to differentiate between the different groups of pupils.

**Question 7 – As a result of this OFSTED, will all the focus go on English and Maths and not on the other subjects?**

Absolutely not. We are committed to delivering a broad and balanced curriculum and developing the whole child preparing them for life at Middle School and beyond. The inspector commented that our new curriculum is designed to support the pupils’ spiritual, moral, social and cultural development. These strengths are embedded in our school and valued by families so must not be allowed to disappear.

**Question 8 – My child enjoys play in Early Years will this change?**

We are committed to delivering a broad and balanced curriculum, developing the whole child through child-initiated play. We want your child to be happy in order to learn best. The inspector said the focussed teaching in Early Years was strong, and we should do more to provide focussed self-chosen play activities.