



<p><b>Quality of education</b></p>	<ol style="list-style-type: none"> <li>1. Reading is prioritised and there is a rigorous approach to the reading curriculum.</li> <li>2. The curriculum is adapted to meet the needs to children with SEND to increase fluency and independence.</li> <li>3. Work across the curriculum is of good quality.</li> <li>4. Children achieve highly, especially disadvantaged, children with SEND.</li> <li>5. Boys and disadvantaged narrow the KS1 achievement gap.</li> </ol>
<p><b>Personal development</b></p>	<ol style="list-style-type: none"> <li>1. There is strong take-up by children of the opportunities provided by the school. The most disadvantaged consistently benefit from this excellent work.</li> </ol>
<p><b>Behaviour and attitudes</b></p>	<ol style="list-style-type: none"> <li>1. Children behave with consistently high levels of respect for others.</li> </ol>
<p><b>Effectiveness of leadership and management</b></p>	<ol style="list-style-type: none"> <li>1. Safeguarding is effective.</li> <li>2. Governors maintain their outstanding impact and raise the profile of their impact of their actions through increased communication with parents.</li> </ol>