

Beam Primary School

Self-Evaluation 2025/26



About Beam Primary School

► About the school

Beam Primary School is a highly inclusive, nurturing community where pupils “thrive at this highly inclusive school” (Ofsted Report 2025). The school serves a diverse cohort and is committed to excellence in teaching, personal development and safeguarding. Key Strengths and Successes

High-Quality Education - Ofsted reported that “The school has developed an extremely ambitious curriculum” (Ofsted Report 2025) with clear sequencing from Nursery to Year 6. Pupils “achieve exceptionally well, including in national assessments, and produce work of a high quality across the curriculum” (Ofsted Report 2025). **Outstanding Behaviour and Attitudes** - Inspectors found that “Pupils are rightly proud of their school and enjoy their learning. They are happy and respectful and polite to each other” (Ofsted Report 2025). Behaviour was judged Outstanding, with a “calm and orderly” environment where pupils are “ready, respectful and safe” (Ofsted Report 2025).

Outstanding Personal Development - Pupils develop as “active citizens with a deep understanding of empathy and responsibility” and benefit from “meaningful educational visits... [that] broaden pupils’ horizons” (Ofsted Report 2025). International links with Ghana and Shanghai promote respect and global understanding. **Outstanding Leadership and Management** - Ofsted found leaders “highly attuned to the school’s context and priorities,” praised the school’s “high-quality professional development opportunities,” and commended its commitment to reducing staff workload. Staff are “rightly proud to be members of this school community” (Ofsted Report 2025).

Outstanding Early Years Provision - From the outset, “routines are established and followed consistently,” enabling children to develop independence, communication and foundational learning skills.

Staff provide “tailored support... based on individual needs” (Ofsted Report 2025)

Strong Support for SEND - Provision is a major strength: “There is very strong support for pupils with special educational needs and/or disabilities (SEND).” Teachers make “effective adaptations,” and the specialist provision has “a positive impact” in enabling pupils with complex needs to thrive (Ofsted Report 2025).

Effective Safeguarding - Safeguarding arrangements are effective. Leaders have created an “open and positive culture around safeguarding that puts pupils’ interests first” (Ofsted Report 2025)

.Evidence and Examples

1. National assessments: Pupils “achieve exceptionally well” with strong outcomes across subjects (Ofsted Report 2025)
2. Teaching quality: Staff “use appropriate strategies to determine what pupils know and can remember” and check understanding carefully in many areas (Ofsted Report 2025)
- 3.

Reading: “Pupils develop as confident and fluent readers” through expert phonics teaching and regular checks on progress, Ofsted Report 2025

4. Behaviour: “Pupils’ behaviour is excellent... the school environment is calm and orderly*” (Ofsted Report 2025)

5. Community voice: Parents are “overwhelmingly positive about the support that their children receive” (Ofsted Report 2025)

Areas for Improvement (Positive and Forward-Looking)

Ofsted identified one development priority: Consistency in recently reviewed curriculum areas. In some subjects, “pupils’ mistakes and misconceptions are not identified swiftly”, and implementation varies. (Ofsted Report 2025)

The school will ensure “implementation of the curriculum is regularly checked” and strengthen staff expertise so delivery is consistently excellent across all subjects

Internal priorities aligned with this include:

1. Further refinement of assessment precision in foundation subjects.
2. Continued strengthening of Curriculum (subject) leadership evaluation cycles.
3. Ongoing development of instructional coaching to secure consistency. Beam Primary School provides a high-quality, inclusive and ambitious education where pupils flourish academically, socially and personally. Ofsted concluded that pupils “thrive,” staff are committed and expertly led, and the curriculum is rich and aspirational. With clear improvement priorities and strong leadership capacity, the school is exceptionally well-placed to continue its positive trajectory and deliver outstanding outcomes for all learners.

Current SEF Overview

Safeguarding

Met



Exceptional

Strong Standard

Expected Standard

Needs Attention

Urgent Improvement Required

Outstanding practice that goes well beyond what is expected.

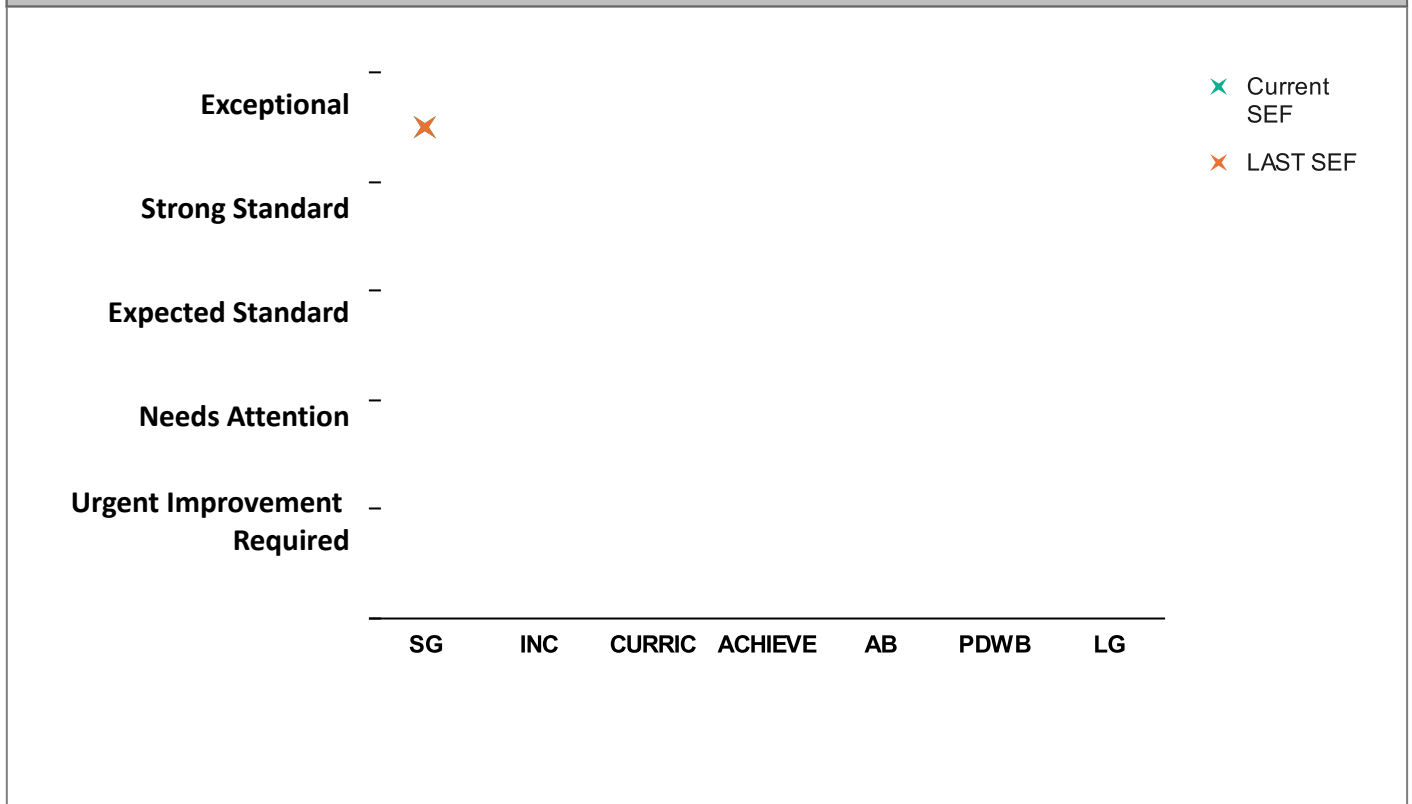
Secure provision that exceeds expectations in key areas.

Meets the standard Ofsted expects of a good school.

Below the expected standard; specific improvement needed.











Significantly below standard; immediate action required.

Current SEF v Previous SEF v Last Ofsted



SAFEGUARDING		
Current SEF		Met
Previous SEF		Met
Last Ofsted Grade	#N/A	
INCLUSION		
Current SEF		Outstanding
Previous SEF		Outstanding
Last Ofsted Grade	#N/A	
CURRICULUM & TEACHING		
Current SEF		Outstanding
Previous SEF		Good
Last Ofsted Grade	#N/A	
ACHIEVEMENT		
Current SEF		Outstanding
Previous SEF		Outstanding
Last Ofsted Grade	#N/A	
ATTENDANCE & BEHAVIOUR		
Current SEF		Outstanding
Previous SEF		Outstanding
Last Ofsted Grade	#N/A	
PERSONAL DEVELOPMENT & WELL-BEING		
Current SEF		Outstanding
Previous SEF		Outstanding
Last Ofsted Grade	#N/A	
EARLY YEARS AT SCHOOL		
Current SEF		Outstanding
Previous SEF		Outstanding
Last Ofsted Grade	#N/A	
LEADERSHIP & GOVERNANCE		
Current SEF		Outstanding
Previous SEF		Outstanding
Last Ofsted Grade	#N/A	

School Benchmarking Data:

Pupil mobility this academic year to date		Percentage of Pupils with English as an Additional Language (EAL)				
Pupils joined after census date	8.00	You		72.5%		
Pupils left before end of year	15.00	National		22.8%		
Total Mobility	4.11%					
Percentage of FSM (Free School Meal) Pupils			Percentage of Ever6 Pupils			
You		22.2%	You		22.2%	
National		24.3%	National		25.9%	
Percentage of SEN Support pupils			Percentage of SEN EHCP (Education Health Care Plan) pupils			
You		18.4%	You		2.7%	
National		14.8%	National		3.5%	
	Pupil Premium	Ever6	FSM	SEN EHCP	SEN Other	EAL
You	15.9%	22.2%	22.2%	2.7%	18.4%	72.5%
Nat Av.	25.1%	25.9%	24.3%	3.5%	14.8%	22.8%
Pupil Ethnicity Breakdown						

Ethnicity Group	Number of Pupils	% of School
White – UK heritage	46	8.2%
White – Other background	83	14.8%
Mixed / Multiple ethnic groups	55	9.8%
Asian / Asian British	151	27.0%
Black / Black British	172	30.8%
Other ethnic group / Not disclosed	8	1.4%

Current Learner Characteristics by Year Group

	Total	Boys	Girls	Pupil Premium	FSM (ever 6)	FSM	CLA	SEND E (EHCP)	SEND K (General)	EAL
Nursery	45	26	19				1		6	28
Year R	60	25	35		5	5		1	11	41
Year 1	66	31	35	2	8	8			11	52
Year 2	69	37	32	12	21	21		3	8	48
Year 3	85	45	40	16	20	20		2	15	62
Year 4	74	39	35	17	21	21		4	20	51
Year 5	81	44	37	22	26	26		3	19	59
Year 6	79	37	42	20	23	23		2	13	64
TOTAL	559	284	275	89	124	124	1	15	103	405

SEF Update (Summary)

► SEF overview

Beam's ethos is one of ambitious inclusivity: every pupil is known, challenged and supported to thrive academically and personally. A coherent, knowledge-rich curriculum from Nursery to Year 6, coupled with high expectations and strong relationships, creates a purposeful climate for learning where pupils feel they belong and can succeed. Inclusion is not an adjunct but the driver of improvement, shaping curriculum, teaching and assessment so that diverse needs are anticipated and met. This is underpinned by a professional culture that is evidence-informed, reflective and improvement-focused, with clear lines of sight from strategy to classroom practice and a strong moral purpose across leadership and governance. Key strengths are consistent and high impact.

The curriculum is exceptionally well-sequenced and ambitious, with deliberate cross-curricular connections that build secure schema and enable pupils to know more and remember more. Teaching is purposeful and adaptive; staff use strong subject knowledge, modelling, questioning and retrieval to secure understanding and independence, ensuring both access and stretch. As a result, achievement is outstanding: pupils, including those who are disadvantaged and those with SEND, make strong and sustained progress, attain in line with or above national standards, and are well prepared for next steps. Attendance is high, behaviour is respectful and calm, and bullying is rare and addressed promptly. Personal development is outstanding, with a coherent RSHE/PSHE spine, a strong mental health offer, rich enrichment and meaningful pupil leadership.

Early Years is also outstanding, providing a language-rich, inclusive environment with skilful pedagogy, accurate assessment and smooth transitions. Leadership and governance are highly effective; statutory and safeguarding duties are met, resources are aligned to priorities—particularly for SEND—and quality assurance triangulates pupil voice, work scrutiny, visits and assessment to sustain consistency. This benefits pupils through better outcomes and wellbeing, and staff through clear expectations, targeted professional development and collaborative practice. The school recognises that further improvement depends on sharpening precision and consistency. Priorities include tightening the whole-school intervention impact cycle—clarifying baselines, review points, exit criteria and pupil voice—so that gains transfer consistently into classroom learning. Leaders are accelerating access to targeted and specialist SEND support and refining the graduated response so adaptations, outcomes and next steps are explicit in every subject.

Assessment reliability will be strengthened through enhanced moderation across phases and subjects and sharper, real-time use of data to trigger timely support and stretch. We will sustain high attendance by refining early identification and targeted plans for the small number at risk of persistent absence, and strengthen shared understanding with families about the distinction between bullying and normal peer dynamics. In personal development, we will define and evidence endpoints more clearly and secure equitable participation in enrichment, especially for disadvantaged and SEND pupils. In Early Years, we will extend advanced early mathematics and communication strategies, ensure adaptations are consistently visible in continuous provision, and streamline assessment to reduce workload. Leadership demonstrates strong capacity to sustain excellence and manage change.

In response to staffing and financial pressures, leaders have undertaken a rigorous review of SEND need and provision, redeploying expertise, refining timetables and interventions, and drawing on external specialists without loss of ambition or standards. Governors provide robust strategic challenge and support, with a renewed focus on success criteria, milestones and evaluation cycles for outcomes, attendance and inclusion. A high-quality professional development offer, aligned to adaptive practice and curriculum implementation, underpins consistent delivery. Compliance, including statutory and safeguarding duties, is secure, and the culture of trust, innovation and accountability ensures that improvement is both disciplined and agile. Outlook: The school is inspection-ready and poised to deepen its already strong practice. Strategic next steps centre on tightening impact evaluation, accelerating targeted support, ensuring absolute consistency in adult responses and adaptive practice, extending moderation and external benchmarking, and widening equitable access to enrichment and community partnerships. Our ambition remains uncompromising: to sustain outstanding personal and academic outcomes through an inclusive, evidence-informed education that equips every pupil for the next stage and for life in modern Britain.

SEF Update (Safeguarding)

Current SEF Grade: Met

Last SEF Grade: Met

► Safeguarding

Strengths: Safeguarding is judged Met in the current self-evaluation and was Met previously. Leadership oversight is strong and prioritises the highest-weighted areas (A1–A5). Statutory duties are embedded in day-to-day practice; leaders maintain clear lines of accountability through the DSL team and report routinely to governors. Policies and procedures are aligned to current statutory guidance (including KCSIE and Working Together), are understood by staff, and are implemented consistently. Record keeping is systematic and secure, enabling timely identification of need and appropriate action. Safer recruitment is rigorous, and pre-employment checks are recorded and monitored.

Staff training is scheduled, current and role-appropriate, ensuring adults know how to recognise, record and refer concerns promptly. Development priorities: To strengthen already effective practice, we will deepen quality assurance in the high-weighted areas. This includes sharpening the evaluation of training impact (testing knowledge retention and application in supervision and casework), further standardising record-keeping quality (chronologies, thresholds, management oversight and decision rationale), and enhancing safer-recruitment assurance for supply, contractors and volunteers through more frequent spot checks.

We will refine our risk-assessment QA so actions, ownership and review cycles are consistently tight, and we will widen independent scrutiny through peer review/external audit to validate our self-evaluation. We will also continue to build staff confidence in escalating concerns beyond the school where necessary and in recording low-level concerns, ensuring our culture remains open and self-challenging. Summary: Overall, safeguarding is effective, compliant and well led, with clear assurance and a culture of vigilance and professional curiosity. Leaders act swiftly on concerns, and governance receives regular, transparent reporting to hold the school to account. Continuous improvement is integral to our approach; planned enhancements to QA, supervision and external validation will further secure consistency and resilience as risks evolve. On this basis, the school continues to meet statutory expectations and maintains a strong safeguarding culture aligned to the EIF 2025.

SEF Update (Inclusion)

Current SEF Grade: Outstanding

Last SEF Grade: Outstanding

► Inclusion

Inclusion is a strategic strength and a defining feature of our culture. Leaders place equity, SEND and disadvantage at the heart of school improvement so that inclusion drives, rather than follows, curriculum, teaching and assessment. Staff understand and enact the strategy consistently; triangulation of assessment, observation and pupil/parent voice shows that needs are accurately identified early through a clear graduated approach. Disadvantaged pupils achieve outcomes comparable to their peers because high expectations, strong attendance routines and targeted support are aligned with a well-sequenced, ambitious curriculum. Governance regularly tests the impact of our inclusion priorities, ensuring statutory duties are met and that improvement work is focused on removing barriers and raising achievement for all.

Classroom provision is underpinned by high-quality adaptive teaching and strong subject expertise so that pupils with diverse starting points, including high attainers, are appropriately stretched and supported. Curriculum materials are deliberately diverse and unbiased, and barriers to access—physical, linguistic and socioeconomic—are actively anticipated and addressed through reasonable adjustments and targeted support. Interventions and resources are evidence-based and matched to assessed need; progress is tracked and informs next steps. We recognise that timeliness and monitoring of some SEND interventions can be sharpened, so we are tightening referral-to-support timelines, improving baseline/exit assessment precision, and increasing fidelity checks to ensure impact translates back into classroom learning.

A strong sense of belonging is evident: pupils report feeling known, safe and valued, and participation in enrichment is equitable across groups. Parents and external agencies are positively engaged in planning and review, and leaders use group-level data routinely to identify and reduce disparities. Next steps are to: strengthen the whole-school intervention impact cycle (with clearer review points and greater pupil voice), accelerate access to targeted/specialist support where needed, and refine documentation of the graduated response so that adaptations, outcomes and next actions are consistently explicit. We will also extend coaching on adaptive practice for complex profiles and continue our rolling audit of representation across curriculum and enrichment. These actions will secure our already outstanding provision and further improve outcomes and access for pupils with SEND and those who are disadvantaged.

SEF Update (Curriculum)

Current SEF Grade: Outstanding

Last SEF Grade: Good

► Curriculum

The curriculum intent is exceptionally ambitious, coherent, and well-sequenced from Nursery to Year 6. Leaders have precisely mapped essential concepts, knowledge and vocabulary so pupils build cumulative understanding and make secure connections within and across subjects; cross-curricular links are deliberate and strengthen schema. As Ofsted noted, the school has “developed an extremely ambitious curriculum,” and pupils “build on this knowledge over time” and apply it to new learning. The offer is broad and balanced, enriched through visits, cultural experiences and international partnerships that widen horizons and reflect a strong commitment to social justice.

The curriculum is inclusive by design, with thoughtful adaptations and targeted support enabling pupils with SEND, including those with complex needs, to access and succeed; leaders continue to refine consistency so this is equally strong in every subject. Teaching is purposeful and evidence-informed. Staff demonstrate secure subject and pedagogical knowledge, presenting concepts with clarity and confidence. Lessons are well-structured with effective modelling and scaffolding that promote independence. Differentiation and adaptation ensure access while providing appropriate stretch for the most able. Questioning and retrieval practice are consistently used to probe thinking, address misconceptions, and secure long-term retention. High-quality professional development underpins consistent implementation of curriculum expectations and shared approaches across subjects.

Assessment practice supports progression and informs responsive teaching. Teachers use assessment to check understanding, adapt instruction and track progress, with feedback that is timely, precise and actionable. Retrieval routines strengthen memory, enabling pupils to recall and apply the right knowledge at the right time, which leads to strong engagement and positive outcomes across a wide range of subjects. Curriculum leadership is evaluative and improvement-focused, utilising pupil voice, work scrutiny, lesson visits, and assessment evidence to review and refine provision. Where areas have been identified for improvement, leaders have acted swiftly to strengthen consistency. Technology is used judiciously where it adds value, and its impact is continually evaluated. Overall, the curriculum extends beyond statutory requirements and prepares pupils exceptionally well for the next stage of their education.

SEF Update (Achievement)

Current SEF Grade: Outstanding

Last SEF Grade: Outstanding

► Achievement

Achievement is outstanding. Pupils, including those with SEND and those who are disadvantaged, make strong and sustained progress from their starting points across the curriculum. Attainment in the core subjects meets or exceeds national standards and gaps between key groups are narrowing securely. Leaders analyse attainment by group and at class level to pinpoint strengths and underperformance, and targeted teaching, adaptive strategies and pre/post-teach support are improving outcomes for pupils who need to catch up. High expectations are evident in pupils' work and attitudes; they take pride in their learning and respond positively to challenge, reflecting the school's ambition for all. Trends over time show sustained or improving standards, corroborated by triangulation of assessment information with work scrutiny and lesson visits. Pupils' work demonstrates depth, secure knowledge and increasing independence, indicating that they know more and remember more over time.

Our assessment systems are coherent and increasingly consistent; internal moderation and external benchmarking provide validation of outcomes, though we are continuing to strengthen cross-phase and cross-subject reliability and to extend external moderation to further secure comparability. Pupils are very well prepared for their next stages, with strong subject foundations, effective study habits and the personal qualities to succeed. Enrichment and wider participation in arts, sport and community activity contribute to confidence, leadership and resilience, complementing academic achievement. Interventions have a measurable impact on attainment and progress; we are refining our evaluation so that impact is captured with even greater precision and is replicated swiftly where most effective. Our priorities are to sustain rising trends, further close any remaining within-school gaps for specific cohorts, and deepen the reliability of assessment through enhanced moderation and sharper, real-time use of data to trigger timely support and stretch.

SEF Update (Attendance & Behaviour)

Current SEF Grade: Outstanding

Last SEF Grade: Outstanding

► Attendance and Behaviour

Attendance is a sustained strength. It is high across all year groups, persistent absence is low and improving, and gaps between groups are narrowing. Leaders maintain robust, timely tracking and analysis that identify emerging patterns early and direct proportionate action. Targeted interventions, coupled with constructive work with pupils and families, address specific barriers and are evaluated for impact, ensuring attendance improvements are secured and sustained. The behaviour culture is purposeful and respectful. Expectations are clear, fair and applied consistently, underpinned by strong relationships between staff and pupils. Bullying and harassment are rare and addressed promptly and proportionately; we also work with families to clarify the distinction between bullying and friendship issues when concerns arise. Transitions and movement are calm and orderly, and pupils increasingly demonstrate self-regulation and responsibility.

We have welcomed several pupils with known behavioural needs from other settings and have supported them and their families to understand and meet our expectations. Behaviour incidents and exclusions are analysed rigorously and inform policy, practice and staff development. Next steps focus on consolidating what works and closing the remaining gaps. We will sustain high attendance by further sharpening early identification and targeted plans for the small number at risk of persistent absence, and by continuing to monitor and narrow group gaps. To strengthen behaviour, we will deepen pupils' self-regulation through consistent routines and reinforcing expectations, and ensure absolute consistency of adult responses, including for newly arrived pupils. We will refine communication with families to build shared understanding of bullying versus normal peer dynamics, and continue to embed calm, orderly movement at all times of day through ongoing review and coaching.

SEF Update (Personal Development & Well-Being)

Current SEF Grade: Outstanding

Last SEF Grade: Outstanding

► Personal Development & Well-being

Personal development and well-being are judged Outstanding. Our intent is to provide a coherent, age-appropriate entitlement that develops pupils' character, confidence, and citizenship, underpinned by statutory RSHE and a sequenced PSHE/citizenship spine woven through the wider curriculum, assemblies, and tutor time. Provision is designed to promote respect, tolerance, and empathy, and to equip pupils with the knowledge and language to discuss sensitive issues with maturity. A whole-school approach to mental health and emotional well-being prioritises early identification, timely support, and clear pathways to help. Pupil leadership and voice are embedded so that pupils can influence decisions, contribute to improvement, and lead their peers.

Taken together, intent and provision ensure pupils are well prepared for life in modern Britain and able to make informed, ethical choices. Beyond the taught curriculum, enrichment, cultural capital, and service to others are integral to our offer. Provision enables pupils to understand risk and safety (including online and in the community) and to make healthy choices, with learning sequenced to revisit and deepen key concepts over time. Life skills, resilience, and independence are promoted through age-appropriate experiences, responsibilities, and reflection, ensuring pupils can set goals and evaluate personal growth. Engagement with wider community partners broadens horizons and builds social responsibility. This breadth and coherence support strong personal outcomes and readiness for next steps in education and life.

Next steps focus on consolidating impact and equity. We will sharpen how endpoints for personal development are defined and evidenced, strengthening assessment of impact through portfolios, participation analysis, and pupil voice, and ensuring consistency in goal-setting and reflection across classes. We will further remove barriers to enrichment so that disadvantaged and SEND pupils participate and benefit at least in line with peers, and deepen community and employer partnerships to extend real-world life skills and social action. We will refine our whole-school mental health approach by expanding staff training and evaluating interventions with validated tools, while continuing to enhance staff well-being through workload review, supervision, and access to support. We will refresh and publish equality objectives, strengthen curriculum representation, and routinely monitor take-up and outcomes to secure inclusion, fairness, and sustained excellence.

SEF Update (Early Years At School)

Current SEF Grade: Outstanding

Last SEF Grade: Outstanding

► Early Years At School

Strengths: Our EYFS provision is underpinned by a well-sequenced, ambitious curriculum that prioritises communication and language, early literacy and mathematics, and personal, social and emotional development. Knowledge builds cumulatively across Nursery and Reception through carefully planned continuous provision and targeted enhancements that reflect children's interests and next steps. Pedagogy is consistently high quality: adults skilfully balance child-initiated learning with responsive, well-timed adult guidance, using sustained shared thinking to extend vocabulary and reasoning. Systematic synthetic phonics is introduced in Reception and underpinned by strong phonological awareness and language-rich story time. Early mathematics is embedded in play and explicit teaching, with regular opportunities for subitising, composition of number and spatial reasoning. The environment is inclusive, calm and purposeful, with clear routines that promote independence and access for all learners, including those with SEND.

Assessment is accurate and proportionate: on-entry assessments and ongoing observations inform daily planning and targeted support; internal moderation ensures consistency; and information is shared effectively to tailor provision. Transitions are a strength, supported by home visits and stay-and-play, a robust key-person approach, careful information exchange with feeder settings, and collaborative handover to Year 1 to maintain continuity of learning and well-being. Areas for development: To build on this strong practice, we will deepen parental partnership in learning by broadening strategies to reach hard-to-engage families and strengthening practical home-learning guidance, including for EAL and disadvantaged pupils. We will refine precision teaching and intervention for disadvantaged and SEND children by sharpening entry/exit criteria and ensuring adaptations are consistently visible in continuous provision as well as adult-led sessions.

We will continue to invest in staff development, with a focus on advanced early mathematics (pattern, spatial reasoning) and communication strategies, including AAC and sensory regulation, to further enhance inclusive practice. We will streamline assessment recording to reduce workload while preserving rich, useful information, and embed child voice and parent feedback more systematically in evaluation. Outdoor learning will be extended to offer greater challenge and language development across the seasons, with deliberate opportunities for mathematical thinking and early writing woven through. Finally, we will work with Year 1 colleagues to co-plan the first half-term to sustain play-based pedagogy and vocabulary progression, strengthening curriculum continuity. Summary: Our self-evaluation for EYFS is Outstanding. The curriculum intent, consistently strong pedagogy, inclusive learning environment, rigorous assessment, and well-managed transitions combine to secure high-quality experiences that nurture curiosity, confidence and independence. Children communicate effectively, engage deeply in purposeful play, and build strong foundations in early literacy and mathematics within a safe and caring culture. The identified developments are focused on further enhancing consistency, reach and impact, ensuring our outstanding provision remains ambitious, inclusive and continuously improving.

SEF Update (Leadership and Governance)

Current SEF Grade: Outstanding

Last SEF Grade: Outstanding

► Leadership & Governance

Leadership articulates a clear, ambitious vision that is tightly aligned to school priorities and translated into coherent, evidence-led improvement plans. Senior leaders model professionalism, collaboration and accountability, with clear lines of sight from strategic intent to classroom practice. Governors hold leaders to account effectively for performance and compliance, and statutory and safeguarding duties are consistently met. Resources are purposefully aligned to priorities; Ofsted noted “very strong support for pupils with special educational needs and/or disabilities (SEND)” and a “specialist provision for its pupils with complex needs,” evidencing that prior investment has been well targeted and has had a positive impact.

In response to recent staffing and financial pressures, leaders have undertaken a rigorous review of SEND need, provision and deployment, demonstrating adaptive, contextually aware leadership and ensuring plans to redeploy expertise, strengthen professional development in adaptive practice, refine timetabling/interventions, and draw on external specialists. Development priorities now focus on optimising resource deployment and sharpening impact evaluation. Leaders will further strengthen monitoring of outcomes, attendance and inclusion by tightening success criteria, milestones and evaluation cycles to secure robust evidence of impact for different groups, including those with SEND. Capacity-building will include continued investment in high-quality professional development, alongside targeted governance development to deepen strategic scrutiny of resource use and SEND provision.

Leadership will also refine stakeholder engagement and communication to ensure feedback informs implementation at pace, and continue to nurture a culture of trust, innovation and staff wellbeing so that adaptations are consistently embedded across the curriculum. Overall, leadership and governance are highly effective and demonstrate strong moral purpose and integrity. Strategic direction is clear, accountability is secure, and compliance is robust. Despite reduced SEND support staff, proactive planning and realignment of staffing, time and finance give the school strong capacity to sustain excellence in inclusive provision and maintain high-quality teaching across the curriculum. The self-evaluation of leadership and governance as outstanding is supported by evidence of sustained impact and the school’s proven ability to adapt strategy to context without loss of ambition or standards.