



AUSTHORPE PRIMARY SCHOOL

School Self-Evaluation Summary - aligned to Ofsted Revised Education Inspection Framework (January 2026)

Context: This self-evaluation aligns with the November 2025 Ofsted Education Inspection Framework and presents a summary view of current performance and priorities.

Summary Report Card (December 2025 Framework)

Judgement Area	Self-Evaluation	Headline Evidence Summary
Curriculum and Teaching	Strong Standard	Curriculum intent and sequencing are coherent and ambitious. Over 90% of teaching is either effective or highly effective. Reading, (including phonics), writing, Mathematics and Science are embedded; along with PSHE, some variation remains in ICT, RE and foundation subjects.
Behaviour and Attendance	Strong Standard	Behaviour is consistently very strong. Low-level disruption is rare. Attendance is very good, c.97%, above National Average. Persistent absence, for some learners, has been targeted, and is improving due to interventions.
Personal Development and Wellbeing	Strong Standard	An inclusive curriculum builds confidence, resilience, and ambition. Enrichment and wellbeing provision are deeply embedded and regularly evaluated.
Achievement	Strong Standard	Outcomes are above national average in all subjects. Gaps for disadvantaged and SEND learners are closing. GLD in the Early Years, is a key focus
Leadership and Governance	Strong Standard	Leadership is reflective and developmental. Governance provides robust accountability. CPD, workload management, and staff wellbeing are strong.
Early Years	Expected → Strong Standard	The Early Years team offers high-quality early education, including those who face a barrier to their learning. Leaders are effective in actions, leading to better than National outcomes and an upward trajectory.
Inclusion and Equity	Strong Standard	SEND and disadvantaged pupils achieve well due to targeted interventions and effective partnerships. Inclusion practice is improving further through adaptive teaching.
Safeguarding	Met	Safeguarding culture is embedded, proactive, and well understood by all staff. Procedures are robust, with strong external partnerships.

Curriculum and Teaching

The curriculum is broad, ambitious, and carefully sequenced to ensure progression from Early Years, Key Stage One, and Key Stage Two. Teachers understand curriculum intent and implement it with increasing consistency. Over 90% of teaching is judged effective or highly effective. Subject strengths include Mathematics, Reading (including phonics), writing, and PSHE and Science; pedagogy and curriculum coherence lead to excellent outcomes. Reading and literacy and oracy are

well embedded, enabling all students to access complex texts and deepen subject understanding. Regular CPD, informed by research, strengthens adaptive teaching.

Vulnerabilities

- Some variability remains in ICT and foundation subjects.
- Assessment precision and feedback consistency vary in foundation subjects

Areas for Development

- Secure greater consistency in practice of all subjects
- Further refine assessment for learning (SC4U) to identify and close gaps swiftly.
- Continue to develop subject Leadership

Behaviour and Attendance

Behaviour is a strong feature of the school. The behaviour policy is well understood and implemented consistently. Students display respect, self-regulation, and positive attitudes to learning. Data indicates low levels of disruption and positive conduct across the school. Attendance is very strong, top 3 when compared with like schools, DfE dashboard. c.97% Persistent absence, mainly due to holidays, and some SEND children are reducing due to targeted strategies and strong collaboration with families and local services.

Vulnerabilities

- Persistent absence among a small number of disadvantaged and SEND learners remains above target.
- Term time holidays

Areas for Development

- Further, reduce persistent absence through strengthened early intervention and multi-agency collaboration.

Personal Development and Wellbeing

Personal development is exceptional and integral to the school's ethos, 'A Place to SHINE.' The personal development curriculum is coherent and delivered across the school. It promotes the school's core values and addresses the themes of: Success, Happy & Healthy, Inclusion, Nurturing and Enrichment

Vulnerabilities

- Cross-curricular links to our One Life PSCH Curriculum, are not yet embedded.

Areas for Development

- Deepen integration of personal development across all subjects.
- Continue to enhance Social, Emotional and Mental Health support, for all pupils.

Achievement

Student outcomes are very strong. Achievement is above national average in all subjects. Disadvantaged and SEND learners perform above national benchmarks. A focus area continues to be an achievement of some SEND and vulnerable learners.

Vulnerabilities

- Gaps for small cohorts of SEND learners and vulnerable learners

Areas for Development

- Continue to refine interventions for SEND learners in practical subjects.

- Embed consistent assessment in all subjects.

Early Years Foundation Stage Provision

Leaders know the strengths and areas for development in the EYFS; they are effective in implementing actions to improve it. The Curriculum is ambitious for all; children gain the necessary skills for the rest of their schooling.

Vulnerabilities

- Ensure all children on entry are school-ready.
- That GLD continues to be on an upward trajectory, and above National Average, despite the changing profile of new starters.

Areas for Development

- Ensure parent/carer engagement for all learners, particularly those that are disadvantaged.
- Speech Language and communication strategies improve CLLD for learners.

Leadership and Governance

Leadership is strong and reflective, underpinned by a clear strategic plan focused on excellence, inclusion, and staff development. Leaders at all levels take ownership of improvement priorities, and governance provides challenge and support. CPD is evidence-informed and highly valued by staff. Workload and wellbeing are monitored regularly.

Vulnerabilities

- Some Subject Leaders are new to their subject, so their leadership is developing.
- Curriculum leaders' use of impact can vary.

Areas for Development

- Continue to develop the role of subject Leadership, especially where roles are new

Inclusion

Inclusion is central to the school's culture. SEND and disadvantaged learners are well supported through adaptive teaching, targeted interventions, and close pastoral oversight. Partnerships with external agencies enhance provision for pupils facing barriers to learning.

Vulnerabilities

- Attendance among some SEND learners, though improving, remains a priority.
- Some teaching needs further development in adaptive practice and Systematic Checking for Understanding (SC4U)

Areas for Development

- Continue to refine adaptive teaching and curriculum access for SEND learners.
- Deepen evaluation of SEND and disadvantaged provision to measure impact.

Safeguarding

Safeguarding arrangements meet statutory requirements and are embedded within the school's culture. Staff receive regular, high-quality training and understand their responsibilities. Safeguarding systems are robust, with effective monitoring, governor oversight, and strong multi-agency collaboration.

Vulnerabilities

- Nonsignificant; ongoing vigilance and staff development are maintained.

Areas for Development

- Continue to update training in line with emerging local and national trends.
- Maintain regular review of safeguarding cases and early help referrals.

Next Steps (Strategic Priorities for 2025–26)

- Embed consistently high-quality teaching and assessment across all subjects, particularly foundation.
- Further, reduce persistent absence, especially for SEND and disadvantaged learners.
- Strengthen early intervention, adaptive teaching, and Social, Emotional and Mental Health Support, through the 'One life' Curriculum.
- Continue to develop leadership capacity and accountability in all subjects
- Maintain strong, safeguarding culture and staff well-being focus.