

| OVERALL EFFECTIVENESS          | Overall Grade: 1   |
|--------------------------------|--|
|                                | <p><b>Outstanding (1):</b> Teaching is outstanding and, together with a rich, relevant, broad and balanced curriculum, contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning. Exceptionally, achievement may be good and rapidly improving.</p>  |
| Teaching                       | <p>Our rigorous and triangulated monitoring and evaluation procedures demonstrate that teaching is at least consistently good across the school and is often outstanding. Pupils report that they enjoy school and are given stimulating and inspirational learning opportunities.</p> <p>We pride ourselves in achieving outstanding outcomes for our children. Our standards of achievement are excellent and we ensure that our children are well prepared for their next phase of education and for later life.</p>  |
| A rich and relevant curriculum | <p>Our curriculum is uniquely tailored to meet the all round needs of our children. We pride ourselves on the rich, relevant, broad and balanced curriculum that we offer children and this is reflected in their high levels of engagement in lessons and broader aspects of school life. We offer support and challenge in all lessons and place a high importance on academic attainment and achievement. We place equal importance on developing the whole child.</p> <p>96% of staff believe that the school tackles the curriculum well and innovatively.<br/> 96% of parents believe that their child is making good progress because the teaching is good at the school<br/> 96% of parents state that their child enjoys school.<br/> 98% of parents believe that staff encourage their child to become mature and independent.</p> |
|                                | <p><b>Outstanding (1):</b> Pupils and particular groups of pupils have excellent educational experiences at school and these ensure that they are very well equipped for the next stage of their education, training or employment.</p>  |
| All pupils                     | <p>All pupils gain great benefit from the rich experiences they receive at school e.g. residential trips throughout KS2, annual class assemblies, whole school productions, business and enterprise opportunities, global links, fundraising for charity, sporting clubs and teams, Wow starters to topics and truffle moments.</p> <p>Our children leave us as well rounded, confident individuals with a good work ethic and excellent organisational skills. They achieve excellent academic achievement and high levels of emotional intelligence; consequently, Ormiston Bushfield Academy reports that they settle quickly and easily into Year 7 and go on to make exceptional progress.</p>  |
| Groups of pupils               | <p>Pupils for whom we receive Pupil Premium made an average of 4.1 National Curriculum Points in 2013-14 across all subjects.</p> <p>SEND pupils made an average of 3.9 National Curriculum Points across all subjects in 2013-14.</p> <p>FSM pupils made an average of 3.5 National Curriculum Points across all subjects in 2013-14</p>  |

|   |   |                             |                   |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
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|   | <b>Outstanding (1):</b> There is excellent practice that ensures that all pupils have high levels of literacy and mathematical knowledge, understanding and skills appropriate to their age.  |                             |                   |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Standards in <b>reading, writing and maths.</b> | <p>Due to excellent teaching and a rich curriculum, standards of reading, writing and maths are high.</p> <table><tr><td><b>Reading</b></td><td><b>OWPS</b></td><td><b>National Expectation</b></td><td><b>Difference</b></td></tr><tr><td>Y1</td><td>12.1</td><td>12</td><td>+1</td></tr><tr><td>Y2</td><td>17.2</td><td>15</td><td>+2.2</td></tr><tr><td>Y3</td><td>20.4</td><td>18</td><td>+2.4</td></tr><tr><td>Y4</td><td>23.9</td><td>21</td><td>+2.9</td></tr><tr><td>Y5</td><td>28.4</td><td>24</td><td>+4.4</td></tr><tr><td>Y6</td><td>30.2</td><td>27</td><td>+3.2</td></tr></table><br><table><tr><td><b>Writing</b></td><td><b>OWPS</b></td><td><b>National Expectation</b></td><td><b>Difference</b></td></tr><tr><td>Y1</td><td>11.4</td><td>12</td><td>-0.6</td></tr><tr><td>Y2</td><td>16.5</td><td>15</td><td>+1.5</td></tr><tr><td>Y3</td><td>19.3</td><td>18</td><td>+1.3</td></tr><tr><td>Y4</td><td>22.2</td><td>21</td><td>+1.2</td></tr><tr><td>Y5</td><td>26.6</td><td>24</td><td>+2.6</td></tr><tr><td>Y6</td><td>29.3</td><td>27</td><td>+2.3</td></tr></table><br><table><tr><td><b>Maths</b></td><td><b>OWPS</b></td><td><b>National Expectation</b></td><td><b>Difference</b></td></tr><tr><td>Y1</td><td>11.6</td><td>12</td><td>-0.4</td></tr><tr><td>Y2</td><td>17.5</td><td>15</td><td>+2.5</td></tr><tr><td>Y3</td><td>19.5</td><td>18</td><td>+1.5</td></tr><tr><td>Y4</td><td>22.7</td><td>21</td><td>+1.7</td></tr><tr><td>Y5</td><td>27.1</td><td>24</td><td>+3.1</td></tr><tr><td>Y6</td><td>29.7</td><td>27</td><td>+2.7</td></tr></table> | <b>Reading</b>              | <b>OWPS</b>       | <b>National Expectation</b> | <b>Difference</b> | Y1 | 12.1 | 12 | +1 | Y2 | 17.2 | 15 | +2.2 | Y3 | 20.4 | 18 | +2.4 | Y4 | 23.9 | 21 | +2.9 | Y5 | 28.4 | 24 | +4.4 | Y6 | 30.2 | 27 | +3.2 | <b>Writing</b> | <b>OWPS</b> | <b>National Expectation</b> | <b>Difference</b> | Y1 | 11.4 | 12 | -0.6 | Y2 | 16.5 | 15 | +1.5 | Y3 | 19.3 | 18 | +1.3 | Y4 | 22.2 | 21 | +1.2 | Y5 | 26.6 | 24 | +2.6 | Y6 | 29.3 | 27 | +2.3 | <b>Maths</b> | <b>OWPS</b> | <b>National Expectation</b> | <b>Difference</b> | Y1 | 11.6 | 12 | -0.4 | Y2 | 17.5 | 15 | +2.5 | Y3 | 19.5 | 18 | +1.5 | Y4 | 22.7 | 21 | +1.7 | Y5 | 27.1 | 24 | +3.1 | Y6 | 29.7 | 27 | +2.7 |
| <b>Reading</b>                                  | <b>OWPS</b>   | <b>National Expectation</b> | <b>Difference</b> |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y1  | 12.1  | 12                          | +1                |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y2  | 17.2  | 15                          | +2.2              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y3  | 20.4  | 18                          | +2.4              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y4  | 23.9  | 21                          | +2.9              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y5  | 28.4  | 24                          | +4.4              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y6  | 30.2  | 27                          | +3.2              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| <b>Writing</b>                                  | <b>OWPS</b>   | <b>National Expectation</b> | <b>Difference</b> |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y1  | 11.4  | 12                          | -0.6              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y2  | 16.5  | 15                          | +1.5              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y3  | 19.3  | 18                          | +1.3              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y4  | 22.2  | 21                          | +1.2              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y5  | 26.6  | 24                          | +2.6              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y6  | 29.3  | 27                          | +2.3              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| <b>Maths</b>                                    | <b>OWPS</b>   | <b>National Expectation</b> | <b>Difference</b> |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y1  | 11.6  | 12                          | -0.4              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y2  | 17.5  | 15                          | +2.5              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y3  | 19.5  | 18                          | +1.5              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y4  | 22.7  | 21                          | +1.7              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y5  | 27.1  | 24                          | +3.1              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| Y6  | 29.7  | 27                          | +2.7              |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
|   | <b>Outstanding (1):</b> The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including the most able, disabled pupils and those with special educational needs.  |                             |                   |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| High expectations of staff                      | There is a strong dedicated team of staff with an unwavering sense of purpose, common vision and deeply held values. Staff work very hard to ensure that each individual's needs are met. We are reflective practitioners who look critically on the work of the school, challenging our preconceptions and making improvements where necessary.  |                             |                   |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |
| High aspirations for pupils                     | <p>The school is committed to raising the self esteem and aspiration of all children so that they can be proud of their achievements, in the broadest sense of the word. This is reflected in the school ethos and curriculum.</p> <p>99% of parents believe that staff expect their child to do his or her best.</p>   |                             |                   |                             |                   |    |      |    |    |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |                |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |              |             |                             |                   |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |    |      |

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|                                   | <b>Outstanding (1):</b> Best practice is spread effectively in a drive for continuous improvement.   |
| Drive for continuous improvements | <p>All staff, teaching and non-teaching are completely committed to school improvement.</p> <p>The school has exceptional systems to ensure distributed leadership. All members of the teaching staff are sharply focused on school improvement and they demonstrate a proactive and relentless approach to ensuring that the school continues to move forward.</p> <p>The school uses faculty and unit teams to evaluate the quality of learning experiences and to identify and spread best practice. As a direct consequence of this there is a strong commitment to whole school approaches which are closely monitored. The effectiveness of the cohesive and consistent approaches is shown in the sustained improvement in standards.</p> |

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|   | <b>Outstanding (1):</b> The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables them to thrive in a supportive, highly cohesive learning community.   |
| Spiritual, moral, social and cultural development across the curriculum | <p><u>Spiritual</u></p> <ul style="list-style-type: none"> <li>• The curriculum offers time for reflection with some classes offering 'reflection time' and others through circle time. Assemblies offer prayers or time for reflection following consideration of a range of moral issues.</li> <li>• Global dimensions work promotes a strong interest in the wider world and world issues.</li> <li>• Events show a consideration of others – Christmas Box appeal, Send a Cow, harvest collection for the Food Bank</li> <li>• A variety of religions are studied in depth as part of the curriculum and visitors are invited to contribute to the children's understanding</li> <li>• Collective worship is planned in line with SEAL, but is also adapted to include fundamental issues such as poverty, Fairtrade, Deafblindness, natural disasters (e.g flooding) and encourages children to think about and form an awareness and opinion for themselves.</li> </ul> <p><u>Moral</u></p> <ul style="list-style-type: none"> <li>• The school behaviour policy instils a sense of self-responsibility within the children, and children are encouraged to acknowledge their own role and responsibility in managing their own behaviour.</li> <li>• Pupils are involved in setting the sanctions for behaviour management.</li> <li>• Pupils have a clear understanding of right and wrong and can easily identify when wrong choices have been made.</li> <li>• The strong school ethos emphasises dispositions such as courage, determination, humour and good judgement as central to everything the school does for its pupils.</li> </ul> <p><u>Social</u></p> <ul style="list-style-type: none"> <li>• There is a strong emphasis on collaborative work throughout school with regular opportunities for working with others.</li> <li>• Children have established strong links with European partner schools, and enjoy sharing school-related news and projects via email and visits.</li> <li>• The Ambassador programme helps develop a commitment to others, e.g. the eco warriors are responsible for introducing their peers to sustainable living.</li> </ul> <p><u>Cultural</u></p> <ul style="list-style-type: none"> <li>• The school has been awarded the full International Schools Award three times and its practice has been identified as outstanding</li> <li>• A number of classes have been directly involved with past or present international links. These have included Folk and Traditional Tales work with Hungary, Italy and Poland; Laugh and Learn with Cultural Anecdotes with Hungary, Poland, Turkey, Romania, Bulgaria and Portugal, and story writing and art work with China.</li> <li>• The school has collaborated during Science projects – Electricity, Light and Dark, and Rainfall with linked schools in Africa.</li> <li>• As part of previous projects, pupils have had the opportunity to visit their linked European schools and have stayed with a member of a host family for a week, experiencing family life, school and culture. In March 2012, children at Orton Wistow had the opportunity to host a visiting child from one of the linked schools in Hungary, Poland, Turkey, Romania, Bulgaria and Portugal, when they visited the school.</li> <li>• Previously, the school has played host to children from Hungary, Poland and Italy. This has allowed for an exchange of cultures, and has highlighted to children the importance of not their own, but others' cultures.</li> <li>• The school promotes visits from groups not represented in the school community e.g. Hindu visitors leading collective worship about Divali</li> </ul> |