



Our School Self Evaluation Form

September 2022

Context

Tittensor CE (VC) First School is a good school – Ofsted February 2018.



We are a church of England First School under the Diocese of Lichfield. Our children are aged from 3 to 9. At Tittensor Church of England First School we aim to achieve high standards in life-long learning immersed in a positive, Christian environment that encourages confidence, self-esteem, resilience and independence. We ensure our children have opportunity and are educated for the ever-changing technological world that we live in. We welcome all children inclusively and aim to provide an enriched and challenging curriculum which encourages children to care for their own health and wellbeing, the environment and have respect for the community: locally, nationally and globally. All of this is built on the foundations of our Christian Values: Love, Hope, Faith, that underpin all that we do, and our strong links with the church and community. We celebrate and embrace our Christian heritage.

We explore our school values through key Bible stories such as the Good Samaritan and The Prodigal Son. Our belief is: 'Love your neighbour as yourself.' This is the second great commandment of Jesus. We try to practise this in our daily lives and uphold the belief that: 'No one should seek their own good, but the good of others'. (1 Corinthians 10:24)

Our School Aims

Our aim as a Church school is to support children through the teachings of Jesus in developing our three core values: Love, Faith, Hope. We aim to celebrate faith by enabling our children to make the right choices in God's eyes and to have a positive impact on those around us as part of God's family. We will not accept bullying and everyone should feel valued. We will create a happy, friendly, inclusive and caring learning environment where children love to come and learn. Everyone will succeed and have the opportunities to establish good relationships, stay healthy and look after our own wellbeing.

To all our pupils,

Every day at Tittensor CE (VC) First School we are working hard to make sure that you will:

- have every opportunity to become successful learners who enjoy being challenged in your thinking and are willing to take risks in your learning.
- know what it feels like to be good at something and have achieved your very best.
- understand just how incredible you are, believe in yourself and have confidence and resilience to follow your dreams.
- have known friendship and learned kindness.
- work and play in an environment where everyone is valued and respected.
- know how to keep a healthy body and a healthy mind.
- feel part of your community, the church, proud of your school and inspired to make a difference.



We have 83 pupils on roll, with 10% known to be eligible for Pupil Premium funding, and the school's deprivation indicator is 0.09, which is well below the national 0.18. The vast majority of our pupils (91%) are classed as 'white British'. Approximately 50% of our pupils come from the Tittensor and Barlaston area; however, an increasing percentage are from the Trentham area (15%) Stone, Swynnerton and other areas of the city.

The school has a 15 place, part time or full time Governor-run nursery. The destination for the vast majority of Year 4 children is either Christchurch Academy or Walton Middle School. There are regular opportunities for Year 4 children to visit the middle schools and a variety of transition days are arranged.

A dynamic, committed and cohesive staff team work to ensure that teaching and learning meets the needs of children as individuals. Staff members are supported by leadership and management which is good. There are clear systems and structures for all aspects of the school's work. Governors support the work of the school in a range of ways; they work with the headteacher to scrutinise, challenge and hold all to account so that there is a clear strategic direction for the school.

Currently 11% of pupils are identified as having Special Educational Needs. Our school currently has 2 EHCPs, 1 LAC and 1 adopted child.

The majority of children usually demonstrate development slightly below their age on entry to Nursery. The majority of children demonstrate development within age-related expectations on entry to Reception. Year 1 phonics screening shows children achieve higher than the national average. At the end of KS1, children achieving the expected standard in reading, writing and mathematics is higher than the national average.

Our school recognises it has a low number of pupils from an ethnic minority background and provides pupils with opportunities to learn about other cultures both in the local area and further afield. We are keen to collaborate with a variety of different schools and academies. We play an active role in the Stone Cluster of schools.



Key Statistics

Ofsted – February 2018

Key Issue One:

Teaching & learning – any gaps in pupils’ writing skills, particularly those in Year 4, are fully addressed

- *A focus on developing writing skills through planning; Joint teacher planning opportunities*
- *CPD on grammar to support staff*
- *Promotion of vocabulary and oracy development across whole school*
- *Pupils know how to correct their work – Self/Peer assessment opportunities*
- *‘In the moment’ marking enables pupils to be clearer about how to improve/correct their work*
- *Quality texts purchased to support planning*
- *CPD around phonics and spelling and an updated phonics system used (Little Wandle)*

Key Issue Two:

Teaching & learning pupils receive a greater level of challenge across the wider curriculum and are able to practice their writing skills even more, particularly in science

- *Ongoing curriculum development identifies cross-curricular opportunities*
- *Quality texts purchased to support the planning of writing opportunities across the curriculum*
- *Staff CPD has focused on challenge in writing across the school*
- *STEM focus across school – including development of scientific enquiry and Forest Schools.*
- *Cluster writing moderation events to raise teacher expectations*
- *Explicit teaching of vocabulary in all curriculum areas.*

Key Issue Three:

Teaching & learning – pupils’ presentation is of a consistently high standard.

- *Cursive handwriting explicitly taught from Year 1*
- *Presentation policy introduced*
- *Presentation Mark implemented so that children raise their own expectations around acceptable presentation*
- *Presentation CPD to raise teacher expectations and non-negotiables in writing*

School Improvement Priorities

- To enhance pedagogy - Teaching over time in all year groups is outstanding and never less than good
- Outcomes for Pupils - All pupils make substantial and sustained improvement in each year group and across the curriculum
- Leadership & Management – Leaders on all levels, motivate teaching staff to deliver high quality education for every child
- Mental Health and Wellbeing – Our school community work together to ensure that everyone feels safe, stays well and shows respect to one another.
- Curriculum - Ensure Curriculum is relevant and challenging to the children of Tittensor
- To embed our Christian distinctiveness – All children will uphold the Christian values and teachings

Our Teaching & Learning Priorities for 22/23 are:

- Curriculum Development - Explicit Knowledge
- Science – Developing scientific investigation
- Feedback, Assessment & Improvement - Mark-Plan-Teach
- Vocabulary development & oracy
- Questioning - Involve and challenge all.
- Motivation – A reason/purpose for learning
- Drive and Passion – Reinforcing and raising high expectations.
- Uphold the Christian Distinctiveness of our school

Quality of Education

The school judges the effectiveness of quality of education as:

Good



At Tittensor CE (VC) First School we have a clear vision of what learning is: *Learning is a lifelong process of active engagement with experience, involving the development or deepening of knowledge, skills, understanding, values, ideas and feelings, in order to make sense of the world and ones place in it.*

We recognise the elements which contribute to becoming an effective learner and aim to instill this in all our pupils.

The Tittensor curriculum is carefully designed so that every child has a clear journey through an ever widening sequence of essential knowledge, skills and experiences. It informs every aspect of our practice and our Christian culture: from academic content, to safeguarding , to the recruitment of adults working at the school, and to the development of the characteristics and virtues which will, hopefully, support them in living well-rounded, fulfilled and happy lives.

Pupils' learning is maximised by ensuring that key knowledge precedes all topics. Constant retrieval practice ensures that pupils can recall information. Our school ethos – 'Learning and growing together as we follow Christ' – is evident in all lessons. Pupil progress is reviewed at key points during the year and interventions identified at every level. Assessment and marking/feedback inform teacher planning; 'Mark (Feedback) -Plan-Teach' is the process that we are developing and embedding across the school. Children are aware of what they need to do to improve. Feedback strategies are strengthening.

Lessons are organised effectively resulting in adult support being deployed appropriately. Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.

Lessons have a good balance of guided and independent learning. Relationships are good between staff and children and between children and children, creating a friendly and positive environment. Teachers have high expectations – These are clear for pupils and are embedded so that pupils listen well and follow instructions

Termly pupil reports, parent workshops and reading sessions as well as termly meetings ensure that parents are well informed of how well their children are progressing and what their child needs to do to improve.

Ofsted Febraury 2018 states: *Tittensor has improved considerably since its last inspection. Staff are committed and very self-reflective. They want the very best for children. Staff embrace change and want to constantly improve what they do. This is a school with a positive and happy ethos.*

Quality of Education	Impact	Next Steps:
<ul style="list-style-type: none"> ▪ We share a clear vision for what teaching and learning looks like for our staff and pupils. ▪ Our curriculum is designed to meet the specific needs of our pupils and, as such, is subject to constant review. ▪ Our pupils are actively engaged, self-motivated and believe that effort leads to success and takes satisfaction from their successes ▪ Our pupils can increasingly articulate their learning to confirm knowledge and understanding and are confident in their own abilities to learn and improve. They can build on, and make links to, prior knowledge and can transfer knowledge and skills to other situations ▪ A programme of professional development including: lesson observations, pupil interviews, monitoring of planning and book sampling by a range of internal and external professionals ensures high standards. These monitoring systems and procedures inform quality ongoing CPD. As a result pupil outcomes are good and improving. ▪ Reading – whole class quality texts, VIPERS, texts linked to curriculum where appropriate. Early Reading taught through Little Wandle phonics sessions. ▪ Teachers' own use of good quality Speaking and Listening, reading and writing. 	<ul style="list-style-type: none"> ▪ All teaching staff have a very clear understanding of what good teaching & learning looks like ▪ All teaching is good or better ▪ The emphasis on reading knowledge through VIPERS, Little Wandle and key vocabulary has improved literacy ▪ Quality CPD has contributed to teachers' very good subject knowledge. Teachers phrase questions skillfully to deepen pupils understanding and challenge their thinking ▪ Twilight on Rosenshine's 10 Principles to embed mastery in teaching and learning ▪ Phonics strength and consistency which then promotes reading for pleasure ▪ Enhanced opportunities for mastery, through reasoning and problem solving ▪ Feedforward marking policy used to address misconceptions straight away ▪ Children can write for sustained periods of time across the curriculum ▪ On-line data tracker ensures staff know their children and can rigorously monitor gaps in learning 	<ul style="list-style-type: none"> ▪ Continue to embed mastery and reasoning ▪ All staff to roll out the 'Tittensor Thunks' to promote questions and enquiry-based learning within the curriculum ▪ Continue to embed outside learning ▪ Continue to ensure the quality of teaching and learning is good or better, so that all pupils consistently make good or better progress ▪ Ensure that the quality of teaching, particularly in English, is always of a high standard across school through sequential planning and quality writing lessons with opportunities to embed learning ▪ Improve delivery of the foundation subjects through increasingly challenging 'topic' work – Broad and balanced curriculum with explicit Maths reasoning/problem solving and English reading and writing opportunities ▪ Embed the school's Christian values: Love, Faith, Hope

Behaviour and Attitudes

The school judges the effectiveness of behaviour and attitudes as:

Good



Our school has a supportive, friendly atmosphere that ensures that all children have the optimum conditions to facilitate learning. There is a shared understanding of what constitutes 'good' behaviour. We use our Christian values of: Love, Faith, Hope to ensure that they are embedded into our actions and our words and pupils learn to celebrate their differences and similarities. Incidents of bullying are very rare.

Our pupils are polite, respectful and courteous and have an excellent attitude to learning – They are motivated to learn.

Vulnerable pupils are identified, their emotional well-being and academic progress carefully monitored and their needs addressed. Pupils with SEND are supported and suitably challenged so that they may have the same learning opportunities as their peers.

Through our links with the Stone Cluster of schools, pupils have the opportunity to develop friendships with pupils from a wide range of cultural and ethnic backgrounds. *Ofsted February 2018 states: The school is proud of its Christian ethos and has strong links with the local church. Pupils learn about all faiths and religions and say that it is 'OK to be different' at their school.*

Pupils make a positive contribution to the life of the school and the wider Christian community. Many pupils help to maintain the gardens in Tittensor. All pupils understand what it means to support those in need and offer support to others less fortunate, they work hard to raise funds for, and awareness of, a wide range of charities and organisations.

Quality of Education	Impact	Next Steps:
<ul style="list-style-type: none"> ▪ Clear routines are established in all areas of the school. These routines are regularly monitored, maintained and evaluated. ▪ There is regular teaching and reinforcement of social behaviour and behaviour that maximises learning. ▪ Clear and effective behaviour and attendance policies are established and are applied consistently and fairly ▪ Lunchtime routines / older pupils helping younger. Kindness Ambassadors – Play Leaders, Bee Active led lunch times to increase staff awareness around play. 	<ul style="list-style-type: none"> ▪ Children's behaviour for learning (and behaviour in general) is good; they have a clear understanding and appreciation of the impact of behaviour on learning and on others. ▪ Attendance is historically good. Attendance for 2021/22 was 96%. Attendance is in line with national average. ▪ Pupils continue to develop effective strategies to combat bullying and to manage risk in a range of situations. ▪ Pupil voice - 94% that say they feel safe, 6% most of the time. ▪ We have extremely low exclusion rates. ▪ Continued and regular safeguarding, e- safety and PREVENT training for all staff 	<ul style="list-style-type: none"> ▪ Continue to embed 'Tittensor's Christian Values' ▪ Ensure that Christian Distinctiveness remains a high priority ▪ Continue to develop 'purposeful' lunchtimes ▪ Continually to teach online safety alongside PSHE ▪ SENDCO to oversee the impact of interventions ▪ Ensure that child and staff wellbeing is a priority

Personal Development

The school judges the effectiveness of personal development as:

Good



Pupils of all ages enjoy school life – lessons, breaks and lunchtimes, clubs, extra-curricular competitions, indoor and outdoor environments - and are proud to be a member of Tittensor CE (VC) First School. Pupils are confident learners, and demonstrate excellent manners, respect and attitudes. This creates a positive learning environment for all. Pupils are provided with opportunities to assess and manage risk – physical, online safety, emotional and social and have a developing understanding of different behaviours and how to respond to these including when it is appropriate to involve an adult. There is a positive culture of respect. Our ‘Kindness Ambassadors’ spread positive messages and kindness across the school. Staff and pupils enjoy positive relationships. Teachers welcome pupils into the class each morning with a smile and a personal greeting – This sets a happy, purposeful tone for the day.

Our curriculum reflects our commitment to the spiritual and personal development of our pupils, and of our community. SMSC and ‘British Values’ are interwoven throughout our ‘Tittensor Values’.

Our Wellbeing Team support pupils and parents/carers in developing positive mental health.

Pupils have a positive attitude to learning and enjoy school. They know they are valued and that their achievements will be celebrated. During lesson observations, pupils consistently display good positive attitudes. There is an increasingly strong SMSC focus across the curriculum and in all assemblies. The learning environment is stimulating, purposeful and supports learning. Pupils have the opportunity to interact with children from different backgrounds and cultures through the Stone Cluster.

Quality of Education	Impact	Next Steps:
<ul style="list-style-type: none"> ▪ We have successfully ensured that there is a highly effective culture of safeguarding. From the moment visitors arrive at school, our high expectations for the safeguarding of pupils are made very clear to them. Ofsted reported (February 2018) There is a strong culture of safeguarding at Tittensor and arrangements are fit for purpose. Staff training is a priority. Leaders audit the skills and knowledge of all staff so that they can tailor ongoing training to meet needs. ▪ Teaching consistently captures pupils’ interest – Pupils have a good attitude to learning. They enjoy coming to school, work hard and join in enthusiastically. ▪ Pupils appreciate how teachers check that everyone understands what is being taught. ▪ The ‘whole-child’ is educated and nurtured. ▪ There is regular teaching and reinforcement of social behaviour and behaviour that maximises learning. ▪ Resilience is promoted. Pupils are happy to share their ‘mistakes’ with others and to discuss what they have learned from their ‘mistake’. ▪ Online safety – regular PD agenda item as well as for pupils. ▪ Extra-curricular offer is strong with good links with external agencies to provide a wide range of expertise. Pupils’ participation is tracked and pupils who are less likely / willing to join in are encouraged to attend Bee Active Festivals which are non –competitive/ Non-threatening – opportunities to try different sports with other pupils from different backgrounds. 	<ul style="list-style-type: none"> ▪ Pupils speak clearly, oracy / opportunities for quality talk and debate ▪ Pupils are explicitly taught vocabulary for all areas of the curriculum, making them eloquent and proficient learners ▪ Pupils feel safe and happy at school ▪ Forest schools/Outdoor learning has a positive impact on staff and pupils’ wellbeing ▪ Staff early identify the wellbeing and mental health needs of pupils. Profiling and interventions are put into place to ensure that all children’s needs are met. ▪ Staff CPD provides staff with the knowledge about identifying those with poor mental health and where to signpost for support. 	<ul style="list-style-type: none"> ▪ Build links with inner city schools to enhance personal development opportunities for pupils and staff ▪ Continue to build pupils vocabulary and cultural capital – provide opportunities to develop oracy/questioning skills ▪ Continue to develop opportunities to develop employability skills ▪ Continue to develop skills and profile of wellbeing team ▪ Continue to develop wellbeing within the curriculum ▪ Continue to embed Forest Schools and develop the outdoor learning environment ▪ Continue to develop/enhance parental links/ engagement post-covid ▪ Enhance playtime/lunchtime activities – Provide healthy choices/activities

Leadership and Management

The school judges the effectiveness of leadership and management as:
Good



The effectiveness of leadership and management in embedding ambition and driving improvement is good because the relentless pursuit of school improvement is shared by all stakeholders. The Headteacher has high ambitions and a clear focus on pupils' achievement and attainment. Strategic planning reflects and promotes ambitions and goals within all key areas. The Headteacher inspires, motivates and influences staff and pupils to work towards achieving the goals of the school. Leadership is increasingly devolved and draws on the strengths and expertise of staff at all levels in order to maximise pupils' achievement. Staff opinions are regularly sought and used to inform and develop provision. Best practice is modelled and shared resulting in good opportunities for pupils to learn.

Consistently high expectations and the positive learning culture of our school have enabled pupils to make good progress, have high expectations of their own and of others behaviour and have the confidence, skills and knowledge so that they are ready for Middle School when they leave us. CPD is linked to staff 'performance development' and to school improvement priorities. Leaders at all levels have a good understanding of their role and are empowered to continually search for ways to improve the outcomes for pupils. The curriculum is constantly evolving to ensure that it meets the specific needs of our pupils. There is a clear rationale for the curriculum and for each subject. Our curriculum is broad and balanced and is enriched through a full range of visits and visitors.

Leaders and governors are committed to ensuring that pupils develop a strong code of Christian values.

Workload and wellbeing of staff is high on the Headteacher's agenda and a number of initiatives have been introduced to support staff, including training a staff mental health first aider and significant changes to marking and feedback expectations.

Pupils and staff feel safe at Tittensor. Safeguarding is paramount and is constantly reviewed.

Most Governors are highly effective in their role, asking challenging questions and effectively analysing information. They are knowledgeable about the school's strengths and areas for development. Finances are monitored carefully and the impact of spending is carefully evaluated.

Quality of Education	Impact	Next Steps:
<ul style="list-style-type: none"> ▪ Quality programme of CPD aligned to performance development, school improvement priorities and curriculum needs/subject knowledge ▪ Subject leaders ensure a logical progression of knowledge and content are taught over time ▪ Effective links established with our colleagues from the Stone Cluster have enhanced our CPD provision, provided additional support in some curriculum areas and facilitated 'wow' events linked to our curriculum ▪ Workload and wellbeing initiatives have been received positively by all staff. 	<ul style="list-style-type: none"> ▪ Leadership is consistently good on all levels ▪ Staff workload is conducive to support a work-life balance and promote positive mental health ▪ Pupils have a relevant curriculum through excellent subject leadership ▪ Visits and visitors enrich the learning opportunities of the pupils ▪ The school is led strategically and purposefully to maximise the learning opportunities for all pupils ▪ Leadership opportunities have been put in place for leaders at all levels : NPQH, NPQSL, strengthening leadership styles and confidence. ▪ 	<ul style="list-style-type: none"> ▪ Continue to ensure that Pupil progress meetings (PPM) are effective – ensure that interventions are data and evidence informed ▪ Ensure that all staff are aware of every pupil's data from the last statutory benchmark ▪ Ensure that Performance Development process has positive impact on outcomes for pupils ▪ Continue to work pro-actively to reduce staff workload ▪ Embed Marking & feedback improvements

Quality of Early Years

The school judges the effectiveness of quality of early years as:

Good



Leadership and management in EYFS is good. The Key Stage Leader, who is an experienced EYFS Teacher, provides a model of high quality teaching and learning. There is a clear vision for how children will succeed and a practical understanding of what children need to experience. The Leader of the early years and staff have worked together to transform the indoor classrooms.

Teachers' planning follows observations and assessments of the children, in order to meet the children's needs and extend their learning. This is achieved through a careful balance of adult-directed and child-initiated activities. The learning environment, including continuous outdoor provision, is organised to allow children to explore and learn securely and safely in a variety of different ways. Learning opportunities are designed to encourage pupils to develop the use of their imagination and creativity, and develop curiosity in all aspects of their learning. We nurture the skills of resilience and resourcefulness aiming to empower / support children in overcoming barriers to learning.

Our EYFS children are highly motivated and keen to learn. They are inquisitive and keen to join in new activities. They develop a good understanding of how to keep themselves safe and manage risks and challenges.

Children in the early years, including boys, are encouraged to learn in the exciting and inviting indoor and outdoor classrooms. Muddy activity and construction areas are used well to encourage early writing skills. Secret words and sounds are used to fascinate and engage boys effectively.

Parents are regularly updated with progress via home-school communication books/letters, informal communication at the start and end of each day and via more formal parents' evenings. A new initiative is to provide opportunities for parents to share with school their child's achievements at home and contribute to their assessment via '2Simple'.

Quality of Education	Impact	Next Steps:
<ul style="list-style-type: none"> ▪ The Headteacher monitors EYFS provision in a variety of ways including: lesson visits, work scrutiny, planning scrutiny, data analysis, discussions with pupils, discussion with the EYFS staff and drop in visits. ▪ A comprehensive transition programme is in place to support children's social and academic transfer into school. This enables us to encourage independence from the start. ▪ Staff consistently follow behaviour and safety policies to ensure the children's health, safety and well-being. Safeguarding and pastoral systems ensure that children are well supported and concerns are acted upon immediately. 	<ul style="list-style-type: none"> ▪ The number of children reaching a good level of development at the end of Reception is above the national average. ▪ Children have a good level of communication skills upon transition to KS1. ▪ A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences ▪ Informative baseline in EYFS ensures rapid and sustained progress for all groups to attain National levels at end of Reception year, particularly for SEND starters 	<ul style="list-style-type: none"> ▪ Continue to develop open-ended continuous provision ▪ Develop ethos of 'communication friendly spaces' ▪ Continue to ensure that the learning environment (indoors and outdoors) is developed to inspire and enthuse all groups of pupils

Overall Effectiveness

Tittensor CE (VC) First School is efficient and effective. The School Community is ambitious for all its pupils and there is a determination for the School to succeed in all aspects of its work.

'Parents are full of praise for the school and its work. Despite the small size of the school, many parents contributed to both Ofsted's online survey Parent View and submitted comments via free text. Every parent that responded feels that their child is safe and happy and would recommend the school. A typical comment was, 'Tittensor is a wonderful school, with exceptional staff who go above and beyond their role every day.' Parents are particularly happy with the way the school is led and managed. school' (Ofsted 2018).

Pupils have good educational experiences at school and these help to equip them for the next stage of their education and their longer term futures. Leadership and behaviour and safety of pupils are all good.

All pupils benefit from teaching that is at least consistently good and much that is outstanding and this reflects the high expectations of staff and high aspirations for pupils including those with individual and special needs. Leaders rigorously monitor the quality of teaching and

learning and staff performance, they intervene, challenge and support underperformance effectively. Ofsted 2018: *'The level of challenge is broadly high across the school in English and mathematics. This challenge is particularly evident in mathematics. Pupils are routinely given challenges and activities that encourage them to reason and explain their mathematical thinking'*.

Performance Development of staff is rigorous and systematic reviews are planned with staff at regular times during the year with a sharp focus on pupil achievement and wellbeing.

Pupils increasingly make rapid and sustained progress across most subjects and learn well. Pupils enjoy their learning and are proud of their school. Children are offered clear guidance, excellent support and exemplary levels of care. The school's practice reflects the highest expectations of staff and the highest aspirations for pupils, including those with special educational needs.

Great emphasis is currently placed on developing a rich, relevant, broad and balanced curriculum which leads to outstanding learning and achievement and develops the pupils' spiritual, moral, social and cultural understanding. *'Pupils enjoy a rich curriculum where they learn cycling proficiency, water safety, road safety and how to spot any inappropriate emails on the internet. During the inspection, pupils of all ages were learning how to ride bikes safely.'* Ofsted 2018.

Consistent rules, rewards and consequences have a positive impact on behaviour. Incidents of bullying and/or racism are extremely rare and are dealt with swiftly. Pupils are respectful and courteous and take pride in their own and others' achievements.

**The overall effectiveness of our school at this time is
'Good'.**