

Millbrook Primary School: Self-Evaluation Form (SEF)

Academic Year: 2025-2026

Executive Headteacher: Mr Craig Hamilton **Head of School:** Mrs Pereira Barker

SEF Date: July 2025

1. Curriculum

Judgement: Secure

At Millbrook Primary School, our curriculum is **ambitious, broad, balanced, and carefully sequenced** to ensure that every pupil builds knowledge and skills cumulatively across all subjects. This progression is deliberate and coherent, enabling pupils to make meaningful connections between prior learning and new concepts, securing deeper understanding and readiness for future learning.

Our curriculum is designed to foster **confidence, resilience, and independence**, supporting pupils not only to acquire knowledge but also to develop the personal attributes necessary for lifelong learning and positive contribution to society. We believe childhood is a vital time to nurture curiosity and a thirst for knowledge, providing enriching experiences that inspire and motivate.

We demonstrate a strong commitment to **inclusion** by ensuring that the curriculum is fully accessible and ambitious for all pupils. This includes those with Special Educational Needs and Disabilities (SEND), disadvantaged pupils, learners with exceptional talents and gifts, and children who speak English as an additional language. Adaptations and scaffolding are thoughtfully planned to maintain high expectations and provide equitable opportunities for every child to succeed.

Our curriculum explicitly incorporates **community involvement and cultural capital**. We actively integrate opportunities for pupils to engage with their local community and wider society, fostering awareness of diverse cultures and global citizenship. This approach helps to prepare our pupils for the responsibilities and opportunities they will face in modern Britain and beyond.

We understand the importance of continually **reviewing and adapting** our curriculum to reflect the changing needs of our pupils and the wider context. Curriculum development is a collaborative process involving leaders, subject specialists, and teaching staff, ensuring it remains relevant, effective, and forward-thinking. This dynamic process allows us to respond to feedback, new research, and emerging best practices, enhancing the quality of education we provide.

Through this curriculum, we aim for our learners to leave Millbrook as:

- **Effective contributors** who can confidently communicate and collaborate
- **Confident individuals** who have a positive sense of self and resilience
- **Successful learners** who can apply their knowledge and skills in diverse contexts
- **Responsible citizens** who understand their role in society and respect diversity

Strengths:

- The curriculum at Millbrook is ambitious, broad, balanced, and carefully sequenced to build knowledge cumulatively across all subjects.
- Strong commitment to inclusion, ensuring accessibility and high expectations for pupils with SEND, disadvantaged backgrounds, and exceptional talents.
- Curriculum fosters pupils' confidence, resilience, and independence, preparing them well for lifelong learning.
- Effective integration of community involvement and cultural capital enriches pupils' learning experiences and prepares them for responsible citizenship.
- Collaborative curriculum development and regular review processes ensure continuous improvement and relevance to pupil needs.

Areas for Development:

- Improve instructional clarity and lesson exposition to enhance pupil understanding and engagement.
- Develop and embed more effective Assessment for Learning (AfL) strategies to provide real-time feedback and inform teaching adjustments.
- Increase use of differentiated questioning and adaptive teaching approaches to raise more lessons from "Secure" to "Strong" and beyond.
- Focus on improving the Early Years Foundation Stage (EYFS) environment and practice to achieve ECERS Gold accreditation by the end of the 2026 academic year.

Next Steps:

1. Implement targeted CPD focusing on instructional clarity and effective lesson exposition techniques.
2. Strengthen AfL strategies across the school to enable timely, precise pupil feedback and support learning progress.
3. Embed adaptive teaching strategies such as differentiated questioning to challenge all pupils appropriately and improve lesson quality.
4. Develop a clear action plan to achieve ECERS Gold accreditation in EYFS, with milestones and regular progress monitoring.

2. Developing Teaching

Judgement: Secure

At Millbrook Primary School, teaching is **secure with elements of strength**, driven by accurate self-evaluation, a responsive CPD offer, and a clear commitment to continuous improvement. Leaders have a **nuanced understanding** of teaching quality across subjects and phases. Monitoring activities, including lesson observations, book looks, and pupil voice, inform precise, targeted development.

A robust induction and support programme is in place for newly appointed staff, including Early Career Teachers (ECTs), who benefit from mentoring, subject-specific training, and exposure to best practice. Recent Ofsted feedback (May 2024) recognised **strong curriculum**

implementation, particularly in reading and phonics, and affirmed the impact of CPD on teacher practice.

To strengthen **adaptive teaching** and formative assessment, leaders have provided focused training on questioning, misconception handling, and responsive instruction. Early indications show improved pupil engagement and better progress tracking. In mathematics, teaching has been strengthened through NCETM-led training, with a focus on fluency and conceptual understanding. Reteaching core number concepts has supported access to more complex content.

Teaching is inclusive, with **well-judged adaptations** that support pupils with SEND and disadvantaged pupils. Pupils are increasingly able to explain how support helps them access the curriculum, especially through structured approaches like CPA in mathematics and targeted reading interventions.

Professional development is aligned to whole-school priorities, subject specificity, and individual teacher needs. Leaders are developing a **strong professional learning culture**, underpinned by coaching, modelling, and external expertise. The school is on a clear trajectory towards more consistently strong teaching across all phases.

Strengths:

- Leaders have an accurate and informed understanding of teaching quality across subjects and phases, supported by regular monitoring, book looks, and pupil voice.
- Newly appointed teachers, including ECTs, receive structured CPD and school-based support, aligned with curriculum priorities in reading, mathematics, and English.
- Implementation of Monster Phonics is systematic and consistent, leading to improved reading outcomes and timely interventions.
- Leaders responded to inspection feedback with precise, targeted support in AfL and adaptive teaching to address misconceptions and improve lesson delivery.
- Adaptations for pupils with SEND have improved, with pupils able to articulate how support helps them access learning, particularly in mathematics through CPA.
- Daily interventions for the lowest 20% of readers and strategic initiatives like "Read for Twenty" ensure focused reading support across the school.
- Use of NCETM-led CPD in mathematics is improving fluency and instructional confidence, particularly following the reteaching of key number concepts.

Areas for Development:

- Teaching quality remains inconsistent due to staffing changes and varying levels of teacher experience.
- Early-career teachers require ongoing support to refine adaptive teaching and develop responsive formative assessment.
- Further work is needed to ensure number fluency is securely embedded across all year groups.

Next Steps:

1. Implement targeted CPD in instructional clarity and lesson exposition, especially for early-career staff.

2. Strengthen AfL strategies to provide timely feedback and enable adaptive teaching based on real-time pupil understanding.
3. Embed differentiated questioning and high-quality modelling across subjects to increase the proportion of “Strong” teaching.
4. Ensure mathematics fluency and number sense are fully embedded, supported by NCETM coaching and in-class modelling.
5. Monitor and support the progress of new staff through coaching, phase-specific development, and joint planning.
6. Sustain and expand SEND adaptations, ensuring these continue to enable access to the full curriculum without lowering expectations.

3. Leadership and Governance

Judgement: Requires Attention

We recognise that **leadership and governance** at Millbrook Primary School currently **require attention**. Since the last Ofsted inspection in May 2024, progress has been steady, but our leadership team and governors remain fully committed to driving sustainable improvements to secure the best outcomes for all pupils.

We are committed to embedding a culture of **continuous improvement**, where leadership decisions are always taken in the best interests of pupils. By enhancing monitoring rigor and leadership communication, we will secure faster, sustained improvements across all areas.

Governance will continue to develop its role in supporting leaders’ well-being, statutory duties, and strategic oversight, ensuring that the school’s vision, values, and priorities are firmly established and realised.

Our ambition is to strengthen leadership capacity, so it consistently drives high standards, particularly for disadvantaged pupils and those with SEND, ensuring equitable and excellent educational outcomes for all.

Strengths

- **High expectations for all pupils** are embedded in daily practice, demonstrated through the warm and respectful relationships between staff and pupils noted in the Ofsted report.
- Leaders have focused on improving the quality of education in core subjects, particularly **English and mathematics**, by developing clearer curriculum plans and providing targeted professional development.
- Staff training is closely aligned with curriculum priorities to build teacher subject knowledge and pedagogical skills, encouraging greater consistency and coherence across year groups.
- **Staff well-being and workload** are actively prioritised. Leaders regularly seek staff feedback to ensure new initiatives do not cause undue burden, fostering a supportive workforce culture essential for sustained improvement.

Areas for Development

- Leadership **monitoring and feedback systems** are not yet sufficiently robust or timely. There is a need for faster, more consistent follow-up to ensure effective implementation of policies and practices by all staff.
- The wider leadership team requires clearer support through timely, actionable feedback and improved communication to enable coherent and coordinated school improvement.
- Governors and trustees remain fully engaged but must strengthen their challenge and support functions to hold leaders to account more effectively.
- Overall strategic leadership must become more responsive and adaptive to emerging priorities, underpinned by precise and regular evaluation of the school's strengths and weaknesses.

4. Behaviour and Attitudes

Judgement: Strong

Millbrook Primary School's behaviour and attitudes provision remains **secure**, with a calm and positive environment supported by a clear restorative behaviour policy and strong school values. Pupils are motivated, cooperative, and respectful, contributing to effective teaching and learning. Inclusive, tailored support ensures that pupils with additional behavioural and emotional needs are well supported.

Leadership promotes a culture where bullying and harassment are not tolerated, and incidents are managed promptly. The school community actively fosters kindness, respect, and responsibility.

The school should maintain its focus on supporting staff consistency, monitoring intervention impact, and further encouraging pupil independence to sustain and build on this strength.

Strengths:

- **Restorative Approach:** Millbrook Primary has embedded a restorative behaviour management system that promotes reflection, accountability, and repairing relationships. This approach supports a calm, orderly, and positive school climate essential for effective learning and wellbeing.
- **School Values:** Behaviour is deeply rooted in the school's core values—*Inspired, Respected, Successful, Resilient, and Heard*—which are regularly reinforced in assemblies and through pupil co-created class charters. This creates a consistent framework that encourages pupils to reflect on their behaviour and its impact on others.
- **Consistency and Clarity:** The behaviour policy is clear, consistently applied, and aligns closely with restorative principles. Pupils understand the expectations and consequences, fostering a predictable, fair, and inclusive environment where pupils feel safe and valued.
- **Positive Attitudes to Learning:** Pupils display positive attitudes to learning, showing motivation, cooperation, and resilience. Staff teach and model positive behaviour and attitudes effectively, ensuring disruption is minimal and learning time maximised.

- **Inclusive and Adapted Support:** Staff are skilled at identifying pupils who need individualised behavioural and emotional support, adapting strategies to meet their needs while maintaining high expectations for all pupils. In EYFS, frameworks such as the *Zones of Regulation* support early development of emotional regulation.
- **Leadership and Pupil Voice:** Pupils take pride in their roles as junior ambassadors, eco-warriors, and house captains. These leadership opportunities promote responsibility, motivation, and a strong sense of community.
- **Bullying and Safeguarding:** Incidents of bullying, discrimination, and harassment are reported, logged, and dealt with promptly and sensitively. The school's safeguarding systems are robust, ensuring pupils feel safe and supported. Training around harmful sexual behaviour further enhances the safe environment.

Areas for Development:

- While behaviour and attitudes remain a strength, there are ongoing challenges in fully embedding high expectations consistently across all classes. Staff training and support could be enhanced to maintain consistency in behaviour management approaches.
- Continued monitoring and evaluation of behaviour interventions will help to ensure their impact remains strong and adaptable to pupil needs.
- Further promotion of pupil independence and self-regulation strategies can deepen engagement and intrinsic motivation.

5. Attendance

Judgement: Strong

Attendance at Millbrook Primary School is carefully monitored and managed through a robust strategic approach led by senior leaders and supported by all staff. The school has a clear vision of the importance of attendance for pupils' learning, development, and well-being, which is consistently communicated to pupils, families, and staff. Admissions and attendance registers are meticulously maintained, meeting statutory expectations.

The school's attendance data shows a current overall attendance rate of 94.4%, which is slightly below both the national average of 94.8% and the local authority average of 95.0%. Persistent absence currently stands at 18.2%, indicating a key area for improvement. While several pupils have shown improvement in their attendance, there remain 20 pupils with 19+ days of absence, and a small cohort (4 pupils) with 10+ days of unauthorised absence, highlighting the need for ongoing focused interventions.

Leaders analyse attendance trends carefully, looking not only at whole-school figures but also disaggregated data by pupil groups including disadvantaged pupils and those with SEND. This analysis informs tailored strategies and early interventions, ensuring that the barriers specific to different groups are identified and tackled. Pastoral staff play a vital role in maintaining close contact with families and pupils who are vulnerable to poor attendance. Their proactive and sensitive approach supports pupils to overcome challenges such as illness, anxiety, or complex home circumstances.

The school's inclusive attendance culture promotes a sense of community and belonging, with efforts to make the school a welcoming and supportive environment. Staff are well trained and confident in having challenging but supportive conversations with families.

However, there is recognition that further strengthening of attendance culture and promotion is necessary to shift attendance into the 'strong' or 'exemplary' category.

Part-time timetables, while rare, are used thoughtfully as a short-term strategy for pupils unable to attend full-time due to health or other needs. Leaders ensure plans are in place for rapid reintegration to full-time attendance. Alternative provision is accessed by a small number of pupils, but leaders acknowledge the need for closer monitoring to ensure engagement and attendance are optimised.

Effective collaboration with families is a priority, and the school has developed strong working relationships with the local authority and partner schools. These partnerships enhance capacity to support families facing barriers and to share best practice. Engagement with external agencies ensures that additional needs are met promptly.

Going forward, Millbrook will build on this strong foundation by sharpening targeted interventions for persistent absentees and improving the monitoring and impact evaluation of all attendance-related strategies. Leaders are committed to sustaining improvement through embedding attendance as a shared responsibility across the school community, thereby ensuring every pupil has the best opportunity to attend regularly and punctually.

Strengths:

- Leaders prioritise attendance and punctuality with clear, well-embedded systems to monitor, analyse, and follow up on absences daily.
- Attendance registers and data management are accurate and comply with statutory requirements.
- School staff understand the importance of attendance and engage in regular, supportive conversations with pupils and families to promote good attendance.
- Leaders analyse attendance data closely to identify patterns and trends at whole-school and subgroup levels, including disadvantaged pupils and those with SEND.
- Good partnerships exist with families, local schools, the local authority, and external agencies to address barriers to attendance.
- Individualised support and reasonable adjustments are provided for pupils with health needs or SEND to support their attendance.
- Pastoral staff work closely with pupils at risk of persistent absence, offering tailored support to improve attendance and punctuality.
- Improvements have been seen for some pupils previously classified as persistently absent.

Areas for Development:

- Persistent absence remains above national average and needs ongoing focused intervention.
- Some pupils' attendance and punctuality have recently declined and require targeted follow-up.
- Use of part-time timetables needs clearer monitoring and time-limiting to ensure pupils' swift return to full-time education.

- Attendance at alternative provision requires closer oversight to ensure pupils fully engage and benefit.

Next Steps:

1. Strengthen targeted support for pupils at risk of or currently persistently absent, with sharper use of attendance data to pre-empt deterioration.
2. Review and tighten procedures around part-time timetables, ensuring they are short-term and effective.
3. Develop more rigorous monitoring of pupils in alternative provision, with clearer communication and support structures.
4. Enhance attendance promotion activities across school to build a strong, positive culture valuing punctuality and presence.
5. Continue to build and sustain strong, proactive partnerships with families and external agencies to remove barriers to attendance.

6. Personal Development

Judgement: Strong

Millbrook Primary School has a clearly articulated and inclusive approach to personal development that is strongly embedded across the curriculum and wider school life. The provision reflects the school's ambition to develop well-rounded, responsible, and resilient young people who are equipped for the next stages of life. Pupils benefit from a rich and carefully sequenced PSHE and RSE curriculum that is closely aligned with statutory guidance and reflects local and global contexts. Through these programmes, pupils explore key themes such as diversity, equality, healthy relationships, digital safety, and emotional regulation.

Character education is a visible strength. Pupils are explicitly taught, and routinely demonstrate, traits such as respect, perseverance, and kindness. Leadership opportunities—including eco leaders, school council, digital leaders, and peer mentors—are offered widely and taken up by pupils across all backgrounds, with efforts made to ensure disadvantaged pupils and those with SEND are represented. The school provides a range of enrichment and extra-curricular opportunities, including music, sports, and arts, with take-up increasing year on year. Staff work proactively to remove barriers that may prevent access, making this offer as inclusive as possible.

Pastoral care at Millbrook is robust and responsive. Staff are vigilant and nurturing, with strong referral pathways and effective partnerships with parents, carers, and external agencies. Pupils report feeling safe, listened to, and confident that adults in school will help them. Where additional support is needed—such as for anxiety, social skills, or trauma—leaders act swiftly to offer tailored provision, including 1:1 or small group support.

Careers education is developing, particularly in the upper years, where pupils begin to explore future pathways. However, leaders recognise that this provision requires further structure and consistency to ensure all pupils, especially those with SEND, access high-quality, meaningful experiences. Strategic links with secondary schools such as Haileybury Turnford are a growing strength and support transition effectively through curriculum links, shared CPD, and co-curricular projects.

Millbrook also benefits from sustained community engagement. Projects such as the CHEX partnership provide wraparound support for vulnerable families, removing barriers to full engagement in education. Collaboration with Cheshunt Football Club fosters a sense of community pride and supports positive role modelling, physical activity, and aspiration. Together, these partnerships reflect a strategic commitment to personal development as central to the school's culture and values.

Going forward, leaders aim to further refine the tracking and targeting of opportunities to ensure personal development is equally impactful for all learners, including those with SEND or disadvantage. The strong foundation now in place gives confidence that Millbrook is on a path to achieving exemplary practice in this area.

Strengths:

- The personal development curriculum is broad, inclusive and embedded across PSHE, RSE, RE, assemblies, and the wider curriculum.
- Pupils understand British values and apply them in school life through democratic processes like school council elections and pupil leadership roles.
- A wide range of enrichment opportunities—including trips, clubs, partnerships and leadership roles—support pupils' confidence, teamwork, and cultural capital.
- Character education is well-integrated; pupils demonstrate resilience, integrity, and empathy in their learning and relationships.
- RSE is age-appropriate and carefully taught; pupils are confident discussing healthy relationships, consent, and staying safe online and offline.
- Strong links with Cheshunt FC, Haileybury Turnford, and CHEX provide targeted personal development, including for disadvantaged pupils and those with SEND.

Areas for Development:

- Some aspects of the careers education programme need greater consistency and strategic oversight across all year groups.
- Not all pupils with SEND or other vulnerabilities yet access or benefit equally from the full breadth of the wider offer.

Next Steps:

1. Strengthen the careers programme by mapping Gatsby Benchmarks across all phases and ensuring consistent delivery.
2. Increase the tracking of pupil engagement in wider curriculum offers to ensure equitable access for all groups.
3. Embed pupil voice more systematically in reviewing personal development provision and identifying emerging needs.

7. Inclusion

Judgement: Attention Needed

Inclusion at Millbrook Primary School is improving but remains an area requiring attention. SEND provision has developed significantly this year, with clear structures, rising EHCP numbers, and a wider range of interventions now embedded. However, inconsistencies in practice and challenges in

early identification and strategic planning continue to limit impact. Leaders are committed to inclusive education and are working to ensure that every pupil—especially those with SEND or who are disadvantaged—feels known, supported, and successful. Continued focus on consistency, early intervention, and impact evaluation will be key to ensuring sustained improvement and equity for all learners.

Strengths:

- The SEND Learning Plan process is now embedded, ensuring SMART targets, pupil voice, and regular review in partnership with families.
- EHCP provision has increased significantly, ensuring tailored and legally supported interventions for those with the highest level of need (11 EHCPs now in place, with more pending).
- A range of targeted interventions—including phonics, reading, maths, SALT, and nurture—are in place and beginning to show measurable impact on learning and well-being.
- Inclusion strategies such as individual workstations, brain breaks, and visual supports are helping pupils to self-regulate and engage in learning.
- Staff confidence and capability in delivering inclusive practices have increased, supported by CPD and collaborative planning.

Areas for Development:

- Systems for early identification of SEND need further refinement, particularly at initial admission points and in transitions.
- There is inconsistency in the implementation of Learning Plans across staff, affecting the precision and impact of classroom adaptations.
- Strategic monitoring and evaluation of SEND interventions require strengthening to ensure all adaptations lead to improved pupil outcomes.
- SEND outcomes at Millbrook lag expectations; attainment gaps remain wide for some disadvantaged and SEND pupils.

Next Steps:

1. Improve consistency in the quality and implementation of Learning Plans across all staff through targeted CPD and coaching.
2. Strengthen identification processes through earlier collaboration with families, clear referral pathways, and improved data tracking.
3. Use EHCP targets and other diagnostic data to drive planning, teaching, and support strategies.
4. Build further parental trust through regular, transparent communication and shared problem-solving.
5. Ensure SEND and disadvantaged pupil outcomes are central to all leadership planning, progress tracking, and evaluation.

8. Achievement

Judgement: Attention needed

Achievement at Millbrook is improving but remains below national averages overall, particularly in KS2 outcomes for Reading, Writing and Maths combined. While early attainment in EYFS and KS1 shows clear strengths and positive trajectories—especially in phonics and grammar—gaps emerge and widen through Key Stage 2, particularly for disadvantaged pupils. The school has identified the need for sharper curriculum alignment, targeted intervention, and consistent writing pedagogy to address underperformance. Leaders are focused on closing gaps quickly, raising expectations, and ensuring all pupils are well prepared for their next stage of education.

Strengths:

- Children in Early Years consistently make a strong start, with Good Level of Development (GLD) outcomes above national average in 2021 and broadly in line since.
- Phonics outcomes in Year 1 have steadily improved over time, with Year 2 re-check success closing the gap by the end of KS1.
- Key Stage 1 outcomes in 2023 showed marked improvement across all subjects, particularly in pupils working at greater depth.
- Grammar, Punctuation and Spelling (GPS) results at the end of KS2 are strong, with above national average attainment in higher standards.
- Disadvantaged pupils and those with SEND are identified quickly and supported through targeted interventions.

Areas for Development:

- Outcomes in Reading, Writing and Maths combined at KS2 remain significantly below national averages.
- Attainment and progress of disadvantaged pupils, especially at the end of KS2, continue to fall well behind national peers.
- Writing outcomes across the school are inconsistent and below national benchmarks, especially at greater depth.
- Fluency and confidence in arithmetic and mathematical reasoning require strengthening in upper KS2.

Next Steps:

1. Refine assessment and teaching sequences in reading, writing and maths to secure improved outcomes by the end of Key Stage 2.
2. Sharpen strategies for supporting disadvantaged pupils to close attainment and progress gaps rapidly.
3. Embed moderation, gap analysis and responsive intervention strategies in writing to raise outcomes across all key stages.
4. Develop precision teaching in arithmetic and fluency to support improved scaled scores in maths at KS2.

9. Early Years

Judgement: Strong

Early Years at Millbrook Primary School is a significant strength and plays a pivotal role in laying the foundation for lifelong learning. The statutory requirements of the EYFS are met fully and confidently by skilled staff. Children benefit from a well-planned and ambitious curriculum, tailored to their developmental stage and interests. Leaders ensure all children are known, safe, and supported to thrive—particularly those who are disadvantaged or have SEND. Consistent high-quality teaching, purposeful play, and carefully structured adult interactions enable children to develop strong communication, language, early literacy and numeracy skills. Children leave Reception well prepared for Year One with secure routines, resilience, independence and confidence in their learning.

Strengths:

- Early reading and phonics practice are embedded well through a systematic and cumulative approach.
- Staff have high expectations and expertly support children's learning across all areas of development.
- The EYFS curriculum is carefully sequenced, supporting vocabulary development, mathematical fluency, and school readiness.
- Children enter Key Stage 1 with secure foundational skills in communication, literacy, and number.
- Effective use of outdoor learning enhances holistic development.
- Strong relationships with parents and carers support emotional wellbeing and continuity of care.

Areas for Development:

- Opportunities exist to further develop home learning partnerships and parental engagement, particularly in support of curriculum continuity.

Next Steps:

1. Expand parent workshops to strengthen school-home curriculum connections.
2. Embed play-based formative assessment to inform planning more precisely.
3. Support transition into KS1 with shared CPD and moderation of outcomes.

10. Safeguarding

Judgement: Met

Safeguarding is a key priority at Millbrook Primary School. There is a strong, embedded culture where all staff understand their responsibility to keep children safe and adopt a proactive attitude of *"it could happen here."* Policies and procedures fully align with *Keeping Children Safe in Education* and *Working Together to Safeguard Children*, and leaders ensure compliance with the Prevent Duty.

All staff receive regular, high-quality training and confidently follow clear procedures when concerns arise. The Designated Safeguarding Lead and deputies are well-trained and supported through regular supervision. Safeguarding is regularly monitored by governors through audits and review, ensuring it remains high profile and responsive to emerging issues such as online harm and exploitation.

The school maintains a fully compliant single central record and applies safer recruitment practices rigorously. Referrals are made promptly, and leaders work effectively with external agencies to secure the right support for pupils.

Pupils are taught how to stay safe, both in and out of school, and know who to speak to if they are worried. Staff, pupils, and parents report a high level of confidence in the school's ability to keep children safe.

Millbrook Primary continues to reflect, review, and strengthen its safeguarding practices to ensure the safety and wellbeing of all pupils.

Strengths:

- A strong safeguarding culture is embedded across the school, with the welfare of pupils clearly prioritised.
- Policies and procedures fully align with *Keeping Children Safe in Education (KCSIE)* and the Prevent Duty.
- All staff receive regular training, are confident in identifying concerns, and follow procedures consistently.
- Leaders are open to scrutiny and challenge. Governors actively monitor safeguarding through regular reviews and reports.

Areas for Development:

- No current weaknesses identified. Ongoing vigilance and regular review are essential to sustaining high standards.

Next Steps:

1. Continue to carry out **termly safeguarding audits and peer reviews** to ensure robust compliance and improvement.
2. Ensure **CPD remains responsive to statutory changes** and current safeguarding risks, including online safety and county lines.
3. Maintain **regular supervision for DSLs** to support wellbeing and enhance leadership effectiveness in safeguarding.