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|  **School Name** |

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| --- |
| **Context** |
| * NoR
* CE
* Location
* SEND
* PP
* Significant groups
* Reputation for
* Changes
* Leadership
* Community
* Work with other schools +
* Staff
* Vision
* Awards
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| **Quality of Education** |
| Intent |
| * Ambitious curriculum – designed and adapted
* Knowledge and skills
* **Curriculum breadth of subjects**
* Full – not narrowed
* Curriculum for the future Careers guidance
* **Curriculum for all pupils (SEND**)
* Coherent, sequenced curriculum plan
* Cultural capital
* Brave curriculum choice to enable all to flourish
 |
| Implementation |
| * Teacher subject knowledge
* Leadership support on subject expertise
* Appropriate subject discussion
* Check understanding / misconceptions
* Accurate challenge for all pupils
* Clear direct feedback – leads to adapting teaching
* Long term memory of learning
* Integrate new knowledge into larger areas
* Asking big questions
* Assessment used well – embed and use knowledge. Timely and purposeful.
* Environment focussed on pupils
* Materials clearly support intent
* Knowledge and skills coherently cumulative
* Reading prioritised – rigorous, sequential approach
* Fluency, confidence and enjoyment of reading
* Reading assessed at all stages – gaps addressed
* Reading books connect closely to phonics
* Focus – phonic knowledge, language comprehension, skills to communicate
* Teachers own English speaking, writing, reading and listening supports language and vocabulary well
* Teaching is consistently good or better
 |
| Impact |
|  * Detailed knowledge across curriculum
* Detailed skills across curriculum
* Achieve well
* National tests – compared to national
* Readiness for next stage of education/life
* SEND achievement
* Good quality work across curriculum
* Read widely and often, with fluency and comprehension
* Apply maths knowledge, concepts and procedures
 | **Reading KS1 KS2**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | EXS | N | GDS | N | EXS | N | GDS | N |
| 19 |  | 74.9 |  | 25 |  | 73.1 |  | 26.9 |
| 18 |  | 76 |  | 26 |  | 75.8 |  | 28.4 |
| 17 |  |  |  |  |  | 72.2 |  | 24.8 |

**Writing KS1 KS2**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | EXS | N | GDS | N | EXS | N | GDS | N |
| 19 |  | 69.2 |  | 14.8 |  | 78.4 |  | 20.1 |
| 18 |  | 70 |  | 16 |  | 78.8 |  | 20.0 |
| 17 |  |  |  |  |  | 76.8 |  | 17.8 |

**Phonics Y1 Y2 GPS KS2**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Met | N | Met | N | EXS | N | GDS | N |
| 19 |  | 81.9 |  |  |  | 78.0 |  | 35.6 |
| 18 |  | 82.5 |  |  |  | 78.1 |  | 34.6 |
| 17 |  | 70.7 |  |  |  | 77.5 |  | 31.2 |

 | **Mathematics KS1 KS2**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | EXS | N | GDS | N | EXS | N | GDS | N |
| 19 |  | 75.6 |  | 21.7 |  | 78.6 |  | 26.6 |
| 18 |  | 76 |  | 22 |  | 75.9 |  | 23.7 |
| 17 |  |  |  |  |  | 75.3 |  | 22.8 |

**Combined RWM KS1 KS2**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | EXS | N | GDS | N | EXS | N | GDS | N |
| 19 |  | 64.9 |  | 11.2 |  | 64.7 |  | 10.5 |
| 18 |  | 65 |  | 12 |  | 64.9 |  | 10.0 |
| 17 |  |  |  |  |  | 61.6 |  | 8.8 |

**EYFS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | GLD | N | Exceed | N |  |
| 19 |  | 71.8 |  |  |  |
| 18 |  | 71.5 |  |  |  |
| 17 |  | 70.7 |  |  |  |

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| **Behaviour and Attitudes** |
| * High expectations of behaviour
* Bullying – not tolerated. Dealt with effectively
* **Behaviour** improvement
* No low-level disruption
* Leaders support staff well in dealing with behaviour
* Appropriate routines
* Positive respectful culture. Learn to disagree well Positive attitudes to education. Commitment to learning
* All are valued and listened to Study effective, resilient, pride in achievements
* Feel safe and are safe
* Attendance high. Attendance improvement
* School action on poor attendance and punctuality
* Punctual – to school and lessons
* Exclusions (FT and P) used effectively
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| **Personal Development** |
| * High expectations of all
* Curriculum broader than academic
* Curriculum supports confident, resilient, independent
* **SMSC high quality**
* Social action – local, national and global
* Meaningful opportunities for responsible citizenship
* **Character strength** and development
* PSHCE – healthy eating, active lifestyle, physical and mental health
* Healthy relationships (RSE) (VAGC)
* Stretch, nurture pupils’ talents and interests
* Pastoral support
* Living well – make positive choices
* **Fundamental British values C**ultural heritage
* Promote Diversity – respect and appreciate difference – cultural, religious, ethnic and socio-economic communities
* Promote Equality – protected characteristics. Engage with differing views, beliefs and opinions. No discrimination tolerated
* Parental involvement
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| **Leadership and Management** |
| * High expectations shared and embodied in leaders and staff
* Leaders focus on education which leads to better outcomes
* High ambitious vision for all pupils, including harder to reach and use of PPG (no off-rolling)
* Strong shared values, policies and practice
* SLT and GB understand respective roles which enhances effectiveness of school
* Leadership at different levels
* CPD aligned with curriculum leading to better teaching, pedagogy and consistent expectations
* Subject knowledge and practice improve over time, incl NQTs
* Impact of external support
* Realistic and constructive management of staff workload and well-being, whilst strengthening quality of workforce
* Dealing with underperforming staff is done with dignity and respect
* Protect staff from harassment and bullying
* Leaders draw boundaries on what is taught
* High quality education for all
* GB – confident strategic leadership
* GB robust accountability and oversight – vison, ethos and strategic direction
* GB assurance for educational performance and PM of staff
* GB financial performance, including PPG
* GB impact on decisions about curriculum
* GB fulfil statutory duties (Equality Act 2010, plus ‘Prevent’ duty and safeguarding
* PPG impact, including in published data
* Inclusive culture and alternative provision (no off-rolling or gaming)
* Off-site provision
* Equality – no segregation
* Wise spending choices which fit vision
* Support to staff to allow all pupils to complete Programmes of Study
* Safeguarding Culture
* Act in best interests of pupils to protect them on and off line
* Identify pupils at risk of harm, feel safe at all times
* Secure help from experts in timely way for pupils
* Manage safe recruitment and allegations
* Focussed purposive engagement with community

Whole community works together |

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| EYFS |
| * Plan and design of curriculum - knowledge, self-belief and cultural
* Implementation of curriculum
* Content, sequencing and progression in 7 areas of learning are secure
* Develop, consolidate and deepen KSU
* Content taught in logical progression, systematically, explained effectively
* Extent to which care and curriculum meet needs of range of children, esp SEND
* Progress in learning
* Readiness for next stage of learning
* Curriculum meeting needs of children
* Curriculum impact on SEND and PP
* Personal, social and emotional education
* Secure, stimulated and happy
* Feel safe
* Intent, implementation and impact of EYFS curriculum
* GLD over time
* How much children know and remember more
* How leaders check aims of EYFS are met
* How leaders check sufficient challenge in EYFS
* Teach reading systematically with synthetic phonics
* Communication and language development with songs, rhymes and games
* Wide vocabulary
* Love of reading – read aloud, tell stories and rhymes
* Fluency in number and shape, space and measure
* Attitudes and behaviour in playing and exploring
* Active meaningful learning
* Creative thinking and thinking critically
* Parent engagement on helping child to learn and improve
* Clear explanations, identify misconceptions
* Respond and adapt teaching
* Assessment
 |

SIAMS Ofsted **Both**