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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**