

Newington Community Primary School

School Development Plan



2022 - 2023

Ambition, Achievement, Aspiration

We want children to be **ambitious** in what they want to achieve

We want children to **achieve** beyond their potential

We want children to **aspire** to achieve great things in their lives

Statement of Aims

“Success for All”

The aim of this development plan is to ensure that our objectives in this plan break down any barriers to learning and ensure that provision in every classroom enables and promotes success for all. We will aim to develop our vision for inclusive practice across our school curriculum so that all children, but particularly the lowest attaining 20% of each year group, can thrive academically, socially and emotionally and continue to recover lost learning.

Safeguarding

The right support, at the right time for all our families.

We expect all staff to share our commitment to safeguarding children and promoting their welfare. This is the bedrock on which we enable children to thrive both now and well into their futures.

Year on Year Objectives for Improvement

To ensure the upward trend in end of key stage results continues
To ensure that all groups of pupils achieve accelerated progress
To ensure that all children attend regularly

Key Priority 1: To further develop the school's curriculum offer so that children know more and remember more in the foundation subjects

SUMMARY OF MAIN ACTIONS

<p><u>Leadership and management</u> Hannah Tudor</p>	<ul style="list-style-type: none"> ➤ To ensure that there is a clear and collective vision for the school's curriculum held by leaders at all levels. ➤ To ensure that subject leads are fully trained and well equipped to lead their subject areas and work collaboratively as a team ➤ To ensure that there is a strategic overview to the school calendar to ensure that teaching time is prioritised across the school.
<p><u>Quality of Education</u> Curriculum: Becca Heaton Assessment, Attainment and Progress: Becky Andrews SENCO: Suzanne Legge Teaching and Learning (pedagogy): Lead Practitioners</p>	<p>Curriculum</p> <ul style="list-style-type: none"> ➤ Work with subject leads to ensure that all subjects have a clear curriculum intent that is underpinned by our school drivers ➤ Ensure that learning within and across units is progressive and leads towards an end point ➤ Begin to establish links across units of work to ensure that learning builds over time.
	<p>Assessment, Attainment and Progress</p> <ul style="list-style-type: none"> ➤ To develop low stakes testing across the foundation subjects so that children's knowledge can be assessed effectively ➤ Work alongside subject leaders to determine end points for each unit of work. ➤ To plan moderation of all foundation subjects to strengthen monitoring and develop pedagogy
	<p>SEND</p> <ul style="list-style-type: none"> ➤ To ensure that all children with SEND and those who are B20, have access to a broad and balanced curriculum that is adapted to meet their needs
	<p>Pedagogy</p> <ul style="list-style-type: none"> ➤ To develop and implement a school retention strategy so that children are able to know more and remember more across the curriculum
<p><u>Behaviour, Attitudes and Personal development</u> <u>Safeguarding</u></p>	<ul style="list-style-type: none"> ➤ To continue to teach children, and their families about the importance of healthy eating and ensure that the School Food policy is embedded in to all aspects of school life ➤ To develop After school clubs, including Wraparound provision in order to utilise valuable time to further enrich the curriculum offer
<p><u>Quality of Early Years Education</u> Olivia Wheatley</p>	<ul style="list-style-type: none"> ➤ To ensure that starting points in EYFS for all curriculum areas are identified by subject leaders and monitored effectively

Key Priority 1: To further develop the school's curriculum offer so that children know more and remember more in the foundation subjects

SUCCESS CRITERIA

<p><u>Leadership and management</u> Hannah Tudor</p>	<ul style="list-style-type: none"> ➤ The curriculum reflects the school's local context and addresses typical gaps in children's knowledge ➤ The curriculum remains as broad as possible for as long as possible for all groups of learners – the school does not offer a reduced curriculum to those who are disadvantaged or who have SEND ➤ There is a shared language surrounding the school's curriculum that is understood by all stakeholders and used consistently by all staff ➤ Governors are well trained and able to hold senior leaders to account for the quality of the curriculum and how effectively children learn it ➤ Subject Leaders are well trained and know their subject areas well. They are able to talk about Intent, Implementation and Impact from EYFS to Year 6
<p><u>Quality of Education</u> Curriculum: Becca Heaton Assessment, Attainment and Progress: Becky Andrews SENCO: Suzanne Legge Teaching and Learning (pedagogy): Lead Practitioners</p>	<p>Curriculum</p> <ul style="list-style-type: none"> ➤ The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory ➤ Subject leaders have the knowledge, expertise and practical skill to design and implement a curriculum ➤ There is a model of curriculum progression for every subject <p>Assessment, Attainment and Progress</p> <ul style="list-style-type: none"> ➤ All groups of learners achieve well across the curriculum ➤ All learning builds towards an end point and learners are well prepared for future learning in each subject ➤ Assessment is designed thoughtfully to shape future learning and assessments are reliable, <p>SEND</p> <ul style="list-style-type: none"> ➤ Subject leaders to review the foundation curriculum and how it is adapted/supports the needs of all children including children with SEND and B20. ➤ Teachers have a clear understanding of how to support the needs of children with SEND and B20 in the foundation subjects, through planning, resources and language. ➤ All children with SEND and B20 will receive additional support through a range of strategies including scaffolding, use of manipulatives and additional adults. <p>Pedagogy</p> <ul style="list-style-type: none"> ➤ Teachers have clear understanding about the substantive and disciplinary knowledge that children need to gain throughout each unit of work ➤ Hook days are used highly effectively to introduce key learning and spark the children's interest ➤ A range of strategies are used to support children to retain the substantive knowledge that they need and these are evident in classroom environments, planning and books
<p><u>Behaviour, Attitudes and Personal development</u> <u>Safeguarding</u></p>	<ul style="list-style-type: none"> ➤ Consistent messages about healthy eating run throughout our curriculum in line with the school's curriculum drivers ➤ Children and parents support the school's vision by ensuring that snacks are fruit based and children's packed lunch boxes are nutritionally balanced (increase in the number of children having school lunches)
<p><u>Quality of Early Years Education</u> Olivia Wheatley</p>	<ul style="list-style-type: none"> ➤ The curriculum is well planned from its starting points in EYFS ➤ The EYFS team know how the children will build on the knowledge they learn in Nursery/Reception and what learning will look like in Year 1 ➤ Year 1 teachers are clear about the substantive knowledge that children will have learnt throughout EYFS and will plan effectively to be able to build on this ➤ Subject leaders talk confidently about learning in EYFS and the starting points for their subject area
<p><u>Classroom Practice</u></p>	<ul style="list-style-type: none"> ➤ Working walls are used effectively to embed key knowledge for each unit ➤ Language is reinforced and children who have language difficulties are well supported to learn new vocabulary ➤ High expectations are evident in aspects of classroom teaching including: presentation, behaviour for learning and outcomes. ➤ A range of strategies are used to ensure that children remember the key knowledge for the lesson. The strategies are particularly effective for vulnerable learners.
<p><u>Book Scrutiny</u></p>	<ul style="list-style-type: none"> ➤ All books show that knowledge organisers are used consistently across the curriculum in all year groups ➤ There is clear coverage across all curriculum areas in line with class timetables ➤ Standards of presentation are consistently high across all books ➤ The journey from basic to deep learning is captured effectively and clearly evidenced for all groups of learners

Key Priority 2: To continue to develop inclusive classroom practice so that all groups of learners (particularly those who are B20) make strong progress and differences in attainment are diminished.

SUMMARY OF MAIN ACTIONS

<p><u>Leadership and management</u> Hannah Tudor</p>	<ul style="list-style-type: none"> ➤ To build meaningful collaborative partnerships with other schools to promote best practice and provide challenge to leaders at all levels (Kent Inclusion Leadership Programme)
<p><u>Quality of Education</u> Curriculum: Becca Heaton Assessment, Attainment and Progress: Becky Andrews SENCO: Suzanne Legge Teaching and Learning (pedagogy): Lead Practitioners</p>	<p>Curriculum</p> <ul style="list-style-type: none"> ➤ To ensure that progression from RW1 to Newington English is planned effectively ensuring that no child loses learning opportunities as they transition
	<p>Assessment, Attainment and Progress</p> <ul style="list-style-type: none"> ➤ To ensure assessment is effective for the purposes it fulfils and informs teaching to enable pupils to make rapid progress ➤ To continue to embed a whole school strategy that will ensure the progress of the Bottom 20% children exceeds or matches the progress made by other pupils and gaps in attainment are diminishing.
	<p>SEND.</p> <ul style="list-style-type: none"> ➤ To embed the Speech and Language provision across the whole school. ➤ To develop a whole school provision map for interventions and how these will be targeted to meet the needs of B20 learners and those with SEND ➤ To continue to develop partnership working with parents in line with the SEN Code of Practice
<p><u>Behaviour, Attitudes and Personal development</u> <u>Safeguarding</u></p>	<p>Pedagogy</p> <ul style="list-style-type: none"> ➤ To ensure that techniques to scaffold writing for less able learners are used effectively and consistently across the school ➤ To increase the planned use of manipulatives in Maths in line with the school's calculation policy ➤ To revisit the Newington Strategies and how these are used to ensure that all children are included in learning ➤ To ensure that feedback is highly effective in accelerating progress of identified groups so that gaps in attainment diminish. <ul style="list-style-type: none"> ➤ Every classroom provides a calm and purposeful learning environment for learning. Universal approaches Individual approaches ➤ To maximise attendance for all groups of learners
<p><u>Quality of Early Years Education</u> Olivia Wheatley</p>	<ul style="list-style-type: none"> ➤ To ensure that the classroom environments, both inside and outside are effectively organised and well-resourced to ensure and promote progress for every child. ➤ To develop child initiated provision to ensure that all children can access a range of provision and sustain their own play for longer

Key Priority 2: To continue to develop inclusive classroom practice so that all groups of learners (particularly those who are B20) make strong progress and differences in attainment are diminished.

SUCCESS CRITERIA

<p><u>Leadership and management</u> Hannah Tudor</p>	<ul style="list-style-type: none"> ➤ NCPS works collaboratively with schools in our partnership to review provision and action findings. ➤ Dialogue between leaders at all levels is robust and leads to the development of action plans in line with priorities
<p><u>Quality of Education</u> Curriculum: Becca Heaton Assessment, Attainment and Progress: Becky Andrews SENCO: Suzanne Legge Teaching and Learning (pedagogy): Lead Practitioners</p>	<p>Curriculum</p> <ul style="list-style-type: none"> ➤ The curriculum is adapted to meet the needs of each cohort. RWI provision is meticulously planned so that children who continue to require this provision, receive it ➤ There is equity in how all children access the curriculum and expectations are high for all
	<p>Assessment, Attainment and Progress</p> <ul style="list-style-type: none"> ➤ The progress of vulnerable children (particularly those who are B20) is accelerated in Reading, Writing and Maths ➤ Attainment gaps are narrowing, particularly in Writing
	<p>SEND</p> <ul style="list-style-type: none"> ➤ Teachers are clear about the Mainstream Core Standards and how these can support inclusive provision ➤ Interventions are targeted and timed. They have a clear impact on children’s outcomes, are streamlined and compliment whole class teaching ➤ Parents are well informed about key processes to support and diagnose SEND.
<p><u>Behaviour, Attitudes and Personal development</u> <u>Safeguarding</u></p>	<p>Pedagogy</p> <ul style="list-style-type: none"> ➤ Classroom practice is highly inclusive, enabling all groups of learners to make strong progress within a lesson and over time ➤ Gaps in learning are closing through focused and precise feedback (both written and verbal) ➤ Teachers are able to adapt planning to meet the needs of the learners in their class and understand that this is their responsibility as a class teacher ➤ The Newington Strategies are consistently used and are beneficial for all groups of learners
	<ul style="list-style-type: none"> ➤ There is a consistent approach to managing behaviour which rarely results in the exclusion of children from class ➤ Routines are fully embedded – children know them and keep them ➤ Classroom learning is adapted well to ensure that all children are involved as much as possible in their learning ➤ Attendance of all groups of learners is at or exceeds the national average. B20 children attend regularly and support plans are used when attendance falls below acceptable standards
<p><u>Quality of Early Years Education</u> Olivia Wheatley</p>	<ul style="list-style-type: none"> ➤ Children have daily access to learning inside and outside regardless of weather ➤ Each area of learning is well planned and reflected in both classroom areas ➤ Resources are well used to support and develop play in line with the children’s interests ➤ All children and particularly those who are B20, make strong progress from their starting points ➤ Provision ensures that children make strong progress in language, physical development and PSE

Term 1 and 2– (July) September to December 2022

Priority	Actions	Who and When	Cost	Success Criteria
1	Hold staff meeting (teaching staff) in Term 6 regarding provision and enrichment – key messages about the NCPS curriculum/ Subject Leader Role/Lead Practitioner Role	HT – 29 th June 2022		Reduced number of school events School events do not hinder curriculum teaching time
1 and 2	Whole school INSET day -	HT - 1 st Sept 22		All staff are clear of SDP priorities for the year Clear vision shared around NCPS curriculum Introduction to shared language for NCPS curriculum Timetables enable a broad and balanced curriculum for all groups of learners
1	Work with subject leads to review the consistency of knowledge organisers across the curriculum.	BH and identified leads Term 1		Each topic has clearly defined outcomes/end points There is a clear expectation for the content of knowledge organisers and how these are presented in books
1	Work with subject leaders to review the use of Hook Days. How are these informed by knowledge organisers? How do they “hook” the children in to learning? What are our expectations?	BH and Subject Leaders July 22		School value activities are progressive across the school and planned by PD leads Hook Days inform children of the key knowledge/vocabulary
1	Subject leaders have clearly planned the intent for their subject. A clear progression document is in place showing what is being learnt in each year group An overview details how each unit of work is taught, ordered and how it progresses	BH and Subject Leaders October 2022		A clear progression document is in place showing what is being learnt in each year group An overview details how each unit of work is taught, ordered and how it progresses

1	Work with subject leaders to review how to support children with SEND and who are B20 across the foundation curriculum.	SL/BH/subject leaders Beginning of Term 2		'How are children currently supported and what changes do we need to make?
1	Subject leaders and SENCO meet to discuss action plan of how to further support children with SEND and those who are B20.	SL and subject leaders		SEND/B20 support overview which details action plan for further support eg training, planning, resources.
2	Ensure all identified children with speech and language needs are assessed.	ED/GP/DT By Week 4 Term1		Early identification of children with speech and language needs in Reception using NELI. Children in Year 1- 6 assessed using Speech and Language link. Intervention timetable created for targeted children.
2	All identified children with speech and language needs undertake targeted intervention support.	ED/GP/DT Commence Week 5 Term 1		Children receive targeted intervention 3 x 15 minutes a week for 2 terms.
2	All TA's receive CPD training to enable them to deliver high quality interventions.	SL Term 6 June 2022		Deliver Precision teaching spelling training and monitor impact.
2	Provide whole school training on the Newington Strategies – how can these support inclusion? How can we develop these fully through our planning? BA to work with Lead Pracs to provide follow up coaching	Masterclass Lead Pracs Term 1		Newington strategies are adapted to meet the needs of all learners TMDIs shows that strategies are embedded and all children are included in learning B20 and SEND children make faster progress (KPIs are met)
2	Ensure that the expectations from the previous academic year are embedded in to practice and provide coaching where expectations are not met.	End of Term 1 BA/HH		Priority Readers are identified PoS for English are in place and planning is clearly aligned Reading Records are used consistently. Expectations of children's reading behaviour is high and frequency of home reading is monitored in every class Shared reading is embedded in to the class timetable and taught to a consistently high standard in line with previous CPD
2	Attend launch of Inclusive Leadership Programme and develop the East Kent Partnership group.	End of Term 1 HT		Roles of Reviewer and Improvement Champions are allocated East Kent Partnership is established Online learning is attending and being used to support discussions with SLT and Governors
2	To establish a clear set of principals for outdoor learning in the EYFS and begin to develop provision in line with those principals	SLT and EYFS team		Provision is planned around children's main areas of need Planning and resourcing is robust and supports and develops sustained play for the majority Children develop independence and CI learning requires less

				adult support
1 and 2 EYFS	Develop collaboration for good practice visits with a focus on “enabling environments”. Establish a clear vision and expectation for outdoor learning in the EYs Make outdoor learning, progression from Nursery to Year 1 a focus for the autumn LA adviser visit	HT SLT LPs		

Term 1 and 2 – IMPACT

December 2022

Priority 1 KPIs	Classroom Practice:	Book Scrutiny:
--------------------	---------------------	----------------

SUCCESS CRITERIA – July 2023

Priority 2 KPIs	Classroom Practice:	Book Scrutiny:
--------------------	---------------------	----------------

Outcomes	Attainment of B20 compared to non B20 – DRAFT!	Proportion of children making expected progress - B20 compared to non B20																																																																																																																																																																								
	<table border="1"> <thead> <tr> <th>BASELINE</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> </thead> <tbody> <tr> <td style="background-color: blue;">September 22</td> <td>B20</td> <td>Non</td> <td>B20</td> <td>Non</td> <td>B20</td> <td>Non</td> </tr> <tr> <td>Year 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>MILESTONE 1</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> </thead> <tbody> <tr> <td style="background-color: blue;">December 22</td> <td>B20</td> <td>Non</td> <td>B20</td> <td>Non</td> <td>B20</td> <td>Non</td> </tr> <tr> <td>Year 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	BASELINE	Reading		Writing		Maths		September 22	B20	Non	B20	Non	B20	Non	Year 1							Year 2							Year 3							Year 4							Year 5							Year 6							MILESTONE 1	Reading		Writing		Maths		December 22	B20	Non	B20	Non	B20	Non	Year 1							Year 2							Year 3							Year 4							Year 5							Year 6							<table border="1"> <thead> <tr> <th>MILESTONE 1</th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> </thead> <tbody> <tr> <td style="background-color: blue;">December 22</td> <td>B20</td> <td>Non</td> <td>B20</td> <td>Non</td> <td></td> <td></td> </tr> <tr> <td>Year 1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 3</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 4</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 5</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 6</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	MILESTONE 1	Reading		Writing		Maths		December 22	B20	Non	B20	Non			Year 1							Year 2							Year 3							Year 4							Year 5							Year 6						
BASELINE	Reading		Writing		Maths																																																																																																																																																																					
September 22	B20	Non	B20	Non	B20	Non																																																																																																																																																																				
Year 1																																																																																																																																																																										
Year 2																																																																																																																																																																										
Year 3																																																																																																																																																																										
Year 4																																																																																																																																																																										
Year 5																																																																																																																																																																										
Year 6																																																																																																																																																																										
MILESTONE 1	Reading		Writing		Maths																																																																																																																																																																					
December 22	B20	Non	B20	Non	B20	Non																																																																																																																																																																				
Year 1																																																																																																																																																																										
Year 2																																																																																																																																																																										
Year 3																																																																																																																																																																										
Year 4																																																																																																																																																																										
Year 5																																																																																																																																																																										
Year 6																																																																																																																																																																										
MILESTONE 1	Reading		Writing		Maths																																																																																																																																																																					
December 22	B20	Non	B20	Non																																																																																																																																																																						
Year 1																																																																																																																																																																										
Year 2																																																																																																																																																																										
Year 3																																																																																																																																																																										
Year 4																																																																																																																																																																										
Year 5																																																																																																																																																																										
Year 6																																																																																																																																																																										

Year 4							
Year 5							
Year 6							

OFSTED EIF Judgements

Leadership and Management

Outstanding:

The school meets all the criteria for good in leadership and management securely and consistently.

Leadership and management are exceptional.

In addition, the following apply:

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff consistently report high levels of support for well-being issues.

Good:

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or offrolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

Quality of Education

Outstanding:

The school meets all the criteria for a good quality of education securely and consistently.

The quality of education provided is exceptional.

In addition, the following apply.

- The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.
- The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils' work across the curriculum is consistently of a high quality.
- Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

Good:

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, 79 and good progress has been made towards this ambition.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Behaviour and Attitudes

Outstanding:

The school meets all the criteria for good in behaviour and attitudes securely and consistently.

Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties.
- Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Good:

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils'

behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.

- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately⁸² as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Personal development (includes SMSC)

Outstanding:

The school meets all the criteria for good in personal development securely and consistently.

Personal development is exceptional.

In addition, the following apply:

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Good:

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.

- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks⁸⁷ to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Quality of Early Years Education

Outstanding:

The school meets all the criteria for good in the effectiveness of early years securely and consistently.

The quality of early years education provided is exceptional.

In addition, the following apply:

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.

- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

Good:

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation

- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.

- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

Impact

- Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.