

# School Improvement and Development Plan

September 2019 Onwards

**Note: amended from September 2021**



*Learning to bring out the best in everyone.*

Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit. Consequently, our vision is to bring out the best in everyone – our children, our staff and the members of our whole-school community. Our aim is to develop happy, healthy, confident, responsible and respectful children who delight in learning and to enable each child reach his or her full, God-given potential.

# What we are developing and who will monitor?

## Notes:

Areas of responsibility have been highlighted using the following colours;

|        |                 |
|--------|-----------------|
| Blue   | Teachers        |
| Green  | Subject Leaders |
| Yellow | Head of School  |
| Orange | SLT             |
| Brown  | Headteacher     |
| Purple | Governors       |

## Milestones – Quality of Education (Intent, Implementation and Impact)

### 1. Intent

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| <b>General Objectives</b> | Providing an inspirational and fun environment and curriculum to stimulate a life-long love of learning and enthuse our children and staff in their exploration of knowledge (see vision statement) |
| <b>Objective 1</b>        | Continue to develop the curriculum so that it gives all children needed to succeed in life.   |
| <b>Objective 2</b>        | Ensure all teachers have the subject knowledge and assessment skills needed to deliver a highly effective curriculum  |
| <b>Objective 3</b>        | Due to effectiveness of the curriculum and teaching children achieve well and are ready for their next steps in their life and educational journey  |

| Objectives (what do we want to achieve)  | Success Criteria (what will the impact be?)  | Specific Actions (how are we going to do it?)  | Person Responsible | Resources                 | Monitoring and Evaluation                     | Milestone 1  | Milestone 2   | Milestone 3  | Evaluation and Impact  |
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| <p>1.1 With mixed KS classes (Year 2/3) being created the curriculum needs to be adapted to accommodate this to ensure there is equal entitlement and progression through the school for all children.</p> <p>Note:<br/>Continue to check following the lifting of COVID restrictions.</p> | All children in each year group will experience the same curriculum offer if appropriate to their needs. | <ul style="list-style-type: none"> <li>- Subject leaders and headteachers to review each teachers timetable to ensure coverage</li> <li>- Non-negotiables built into each lesson to ensure the children meet the challenges of the NC</li> <li>- Success criteria taken from the NC</li> <li>- Next steps are small and manageable for children</li> <li>- TA used effectively for pre-teaching and to help fill gaps in children's knowledge and learning</li> <li>- Clear intervention plan detailing</li> </ul> | HT/Teachers        | Meeting and planning time | HT/subject leaders<br><br>Standards Governors | <p><b>Sept 20</b></p> <p>Curriculum alignment check. Short and medium term plans have commonality.</p> <p>Support is in place for SEND pupils.</p> | <p><b>Dec 20</b></p> <p>Book looks confirm continuity in relation to NC outcomes</p> <p>Support for less able is effective.</p> | <p><b>Jul 21</b></p> <p>All Year 2's have been exposed to expected NC expected and GD outcomes. Progress is good or better across both Ys classes.</p> | <p><b>Dec 19:</b><br/>Colorado class following mainly KS2 curriculum. NS are moving the children forward and assessment data suggests children of a similar ability are making progress. Support plans are in place for the less able.<br/><b>NS:</b> Conduct another book look and SEND check as part of pupil progress meetings in January 20.<br/><b>Dec 20:</b><br/>Support plans are in place for those that need them. Book look and pupil perceptions confirm that the curriculum is having a positive impact upon children's learning.<br/><b>Jan 21:</b><br/>The progressions in all areas are aligned with the exception of humanities and geography due to Colorado class following the KS2 programme of study. Due to operating a four year cycle at KS2 the children in Danube class will not miss out on any topic area.</p> |

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|   |  | support for all children   |             |                           |  |  |   |  | <b>Jan:22</b> Fully in place.   |
| 1.2 The curriculum needs to be fully reviewed and implemented by September 2020!<br><br>Note:<br>Ensure full implementation following lifting of COVID restrictions | Our school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.                             | <ul style="list-style-type: none"> <li>- Plan in time during the academic year to review, plan and implement</li> <li>- Involve all staff and governors</li> <li>- Explore curriculum models and pedagogy before implementation</li> </ul> | HT/Teachers | Meeting and planning time | HT/Teachers/<br>Subject Leaders<br><br>Full Governors  | <p><b>Dec 19</b></p> <p>Curriculum pedagogy finalised.</p> <p>Curriculum drivers established for each subject.</p> | <p><b>Easter 20</b></p> <p>Curriculum overview completed</p> <p>Curriculum initially costed.</p>        | <p><b>Sept 20</b></p> <p>Curriculum fully ready for implementation and costed.</p>                     | <p><b>Dec19:</b><br/>Curriculum overview finalised, but longer term planning still needs work, particularly at KS1. Curriculum drivers finalised for all subjects.<br/><b>NS:</b><br/>Finalise long term plan for KS 1.<br/><b>Dec 20:</b> The curriculum is being fully implemented with the exception of computing, music and PE due to Covid restraints.<br/><b>NS:</b> fully implement curriculum (except Art and PE) from Jan 2021.<br/><b>Jan 21:</b> The curriculum is fully in place although some amendments have been made due to COVID – these are in PE and Music.<br/><b>Sep 21:</b> Post COVID restrictions the curriculum is to be fully followed.<br/><b>Jan:22</b> Fully in place.</p> |
| 1.3 There needs to be even greater embedding of school trips to support learning across a range of subjects.  | 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. | <ul style="list-style-type: none"> <li>- Teacher plan ahead at the start of the year</li> </ul>  | HT/Teachers | Meeting and planning time | HT/Teachers/<br>Subject Leaders<br><br>Ethos Governors | <p><b>Oct ½ term 20</b></p> <p>Trips and visits to support the year's curriculum timetabled and costed.</p>        | <p><b>Jul 21</b></p> <p>All children to have experienced a trip or theme related day for each theme</p> | <p><b>Sept 21</b></p> <p>Thematic days to be programmed into the curriculum using online resources</p> | <p><b>Dec 20:</b> Thematic days and trips have been programmed into long term plans and an online day took place for KS2 in the Autumn term.<br/><b>Jan 21:</b> Implement trips again post COVID restrictions. There have been some online virtual visits for KS 2 children.<br/><b>NS:</b> Continue to check implementation of days.<br/><b>Sep 21:</b> There were some trips for KS2 children during the summer term – these were for outdoor adventurous activities and well-being.<br/><b>Jan 22:</b> Residentials still going ahead along with other planned trips.</p>  |

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| <p>1.4 A broadening of children's aspirations needs to be increased through the structuring of visitor in to school or through trips, possibly through university visits.</p> | <p>Our 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</p> | <ul style="list-style-type: none"> <li>- Clear objectives to be set at the beginning of the year for each class</li> <li>- Clear progression to run through the school and linked to the curriculum</li> <li>- Links to be made with HE providers</li> </ul> | <p>HT/Teachers/<br/>Subject<br/>Leaders</p> | <p>Meeting and planning time</p> | <p>HT/Teachers/<br/>Subject<br/>Leaders<br/><br/>Standards<br/>Governors</p> | <p><b>Oct ½ term 19</b></p> <p>A plan of visitors in relation to the topics/subjects in place.</p> <p>University linked formed.</p> | <p><b>Dec 21</b></p> <p>All children have come into contact with at least one adult from outside the school in relation to the topic/subject.</p> <p>University trip planned.</p> | <p><b>July 22</b></p> <p>All children have come into contact with at least 3 adults from outside the school in relation to the topic/subject.</p> <p>University trip conducted.</p> | <p><b>Dec19:</b><br/>Curriculum overview finalised, but longer term planning still needs work, particularly at KS1.<br/><b>opportunity to invite adults into school</b></p> <ol style="list-style-type: none"> <li>1. Trips and visits need further confirmation and approximate costing</li> <li>2. Visitors still need planning into long term plans!</li> <li>3. University trip still needs planning</li> <li>4. Alternatives to trips need to have been sourced</li> </ol> <p><b>Dec 20:</b> Still partially on hold due to Covid 19 and, although a KS topic day did take place.<br/><b>NS:</b> Find safe ways of using online systems to facilitate adults talking to the children.<br/><b>Jan 21:</b> Due to COVID restrictions there has been limited progress.<br/><b>NS:</b> Review and put above in place for summer term 2021<br/><b>Sep 21:</b> Renew contact with universities (MT)<br/><b>Jan 22:</b> Uni visit provisionally booked for April/May 2022. There was some restriction on visitors in the Autumn term due to serious Covid outbreak.</p> |
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a. Implement

| Objectives (what do we want to achieve)  | Success Criteria (what will the impact be?)  | Specific Actions (how are we going to do it?)  | Person Responsible              | Resources                  | Monitoring and Evaluation                | Milestone 1   | Milestone 2   | Milestone 3   | Evaluation and Impact   |
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| 2.1 Even more explicit support is needed from subject leaders across all subject areas for other colleagues. | Our teachers have good knowledge of the subject(s) and courses they teach. Our leaders provide effective support for those teaching outside their main areas of expertise. | <ul style="list-style-type: none"> <li>- All subject leaders to have carried out the following:               <ol style="list-style-type: none"> <li>1. Analysis of their subject for 2018/19</li> <li>2. Development plan to be completed identifying key action points</li> <li>3. Termly monitoring to ensure impact against actions</li> </ol> </li> <li>- All teachers to undertake peer observations</li> <li>- All teachers to be fully responsible for the tracking and monitoring of data for their class</li> <li>- Peer coaching to be in place for all teachers Release time for SL to monitor during lessons</li> </ul> | Subject Leaders                 | Meeting Time/Directed Time | HT / SLT/<br>Standards / Chair Governors | <b>Sep 21</b><br>All subject leaders can articulate the key next steps for the next academic year and beyond. | <b>Dec 21</b><br>There is a clear implementation evident for all subject areas.                           | <b>Jan 22</b><br>There is clear impact evident in relation to subject leader plans.                   | <b>Jan 21:</b><br>The peer to peer in class work has been delayed due to COVID and bubbles.<br>Subject leaders are focusing on knowledge and skills progression in the Spring term.<br><b>NS:</b> Review when more peer to peer work can be conducted in the summer term.<br><b>Sep 21:</b> Most skill progressions reviewed, but time needed for Humanities at KS2.<br><b>Jan 22:</b> All progressions reviewed and appropriate actions being taken. |
| 2.2 The foundation subject analysis needs to be clearly acted upon by all                                    | Our teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.                  | <ul style="list-style-type: none"> <li>- Time in staff meetings at the end of each half term</li> <li>- Actions of subject leaders shared with all staff</li> </ul>  | HT/Teachers/<br>Subject Leaders | Meeting Time/Directed Time | Subject Leaders<br>Standards Governors   | <b>Sept 21</b><br>Foundation subject analysis used to plan NS for forthcoming years.                          | <b>Dec 21</b><br>Analysis of foundation subjects are positively impacting upon the outcomes for children. | <b>Feb 22</b><br>There is clear evidence that the outcomes for children have been positively impacted | <b>Dec 20:</b><br>Foundation subject data needs updating ASAP in Jan 21 to support subject leaders understanding of what is going on in their areas.<br><b>NS:</b>  |

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| subject leaders. This needs to be fully embed by Dec 21.   |   |   |                                    |                            |   |   |  | upon by the use of foundation subject analysis.  | ASAP in Jan update foundation subject assessment.<br><b>Jan 21:</b> Further review foundation subject data with teachers from Autumn term.<br>Sep 21: Subject leaders are effectively liaising with teachers across the school.<br><b>Jan 22:</b> Amendments made to provision based upon subject leader analysis.  |
| 2.3 Independent learning opportunities need to be clearly evident across all subject areas to maximise all learning opportunities. | Over the course of study, our teaching is designed to help pupils to remember long term the content they've been taught and to integrate new knowledge into larger ideas.   | <ul style="list-style-type: none"> <li>- Independence planned for by all teachers</li> <li>- Clear classroom routines</li> </ul>  | HT/Teachers/<br>Subject<br>Leaders | Meeting Time/Directed Time | HT / SLT<br>Standards<br>Governors              | <b>Oct ½ term 20</b><br>There are clear routines in each class that build upon the schools structures.                        | <b>Dec 21</b><br>The level of independence within all classrooms positively enhances the outcome for all children.<br>No teaching time is lost.  | <b>Feb 22</b><br>The independence of the children leads to improved outcomes for children and provides additional learning opportunities for all children, | MT to review timetables with teachers in Jan to enhance learning opportunities for all children.<br><b>Jan 21:</b> Autumn term lesson obs identified greater pupil independence and if children were stuck they used strategies to support their own learning including ELLI characters.<br><b>Jan 22:</b> Observations and pupil perceptions indicate greater independence. Also, Rosenshines CPD undertaken by staff, |
| 2.4 The monitoring and associated actions of reading needs to be more clearly defined.   | We have a rigorous and sequential approach to the reading curriculum, this develops pupils' fluency, confidence and enjoyment in reading.<br>At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. | <ul style="list-style-type: none"> <li>- Review of current policies</li> <li>- Clear plan devised by and shared with all staff</li> <li>- Targeted monitoring time by subject leader</li> </ul> | HT/Teachers/<br>English Lead       | Meeting Time/Directed Time | English<br>Leader<br><br>Standards<br>Governors | <b>Oct ½ term 21</b><br>The process of recording reading to be conducted. Further analysis of reading resources to conducted. | <b>Dec 21</b><br>Teacher and pupil reading records clearly demonstrate children are reading a wide range of texts across subjects. Records are closely monitored and interventions are implemented quickly | <b>Dec 21</b><br>All children are being exposed to a wide range of texts across the curriculum that significantly increase their cultural capital.         | <b>Jul 21:</b><br>The guided reading books have been added to and the topic based curriculum has relevant texts included.<br>NS: Cost reading project which funds high quality reading resources across all curriculum areas.<br><b>Jan: 22:</b> Analysis of reading has led to Phonics Bug being introduced along with appropriate phonics texts – these need to be added to through Spring and Autumn terms,          |
| 2.5 Reading is embedded across the curriculum.   | Reading is prioritised to allow pupils to access the full curriculum offer.   | <ul style="list-style-type: none"> <li>- Monitoring by subject leader and SLT</li> </ul>  | HT/Teachers/<br>English Lead       | Meeting Time/Directed Time | English<br>Leader                               | <b>Sep 21</b><br>There is a clear plan of reading books   | <b>Dec 21</b><br>There is evidence that children's   | <b>Dec 12</b><br>Children can confidently talk about the   | <b>Jul 21:</b><br>The guided reading books have been added to and the topic   |

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|   |  |   |                              |                            | Standards Governors                               | in place mapped across the curriculum  | comprehension of texts has significantly increased their cultural capital.                                      | texts they've been reading, including fiction and non-fiction books.   | based curriculum has relevant texts included.<br>NS: Cost reading project which funds high quality reading resources across all curriculum areas.<br><b>Jan 22:</b> Cross curricular books have been added to but this needs continuing as we progress through the curriculum.   |
| 2.6 Writing quality to be improved across the school and          | Writing to be prioritised so that all children become more confident writers | - Monitoring by subject leader and SLT  | HT/Teachers/<br>English Lead | Meeting Time/Directed Time | English Leader<br>Standards Governors             | <b>Sep 21</b><br>A full review of writing has been conducted and clear NS are in place | <b>Dec 21</b><br>All children are observed and report to feel more confident with their writing.                | <b>Jul 22</b><br>The outcomes for children in writing have increased.  | <b>Jan 22:</b> Writing has been reviewed. Additional catch-up provision for literacy had a positive impact upon the confidence and quality of writing produced by those taking part. Teachers have also had training on Rosenshiines principles of effective practice. Children report feeling more confident writing but admitted it was harder to write at home during the lockdown periods. |
| 2.7 The presentation in books needs to be excellent all the time. | Pupils' work across the curriculum is of good quality.                       | - Monitoring by subject leaders and SLT | Teachers/<br>Subject Leads   | Meeting Time/Directed Time | HT/SLT/<br>Subject Leaders<br>Standards Governors | <b>Sep 21</b><br>All children are clear of the non-negotiables regarding presentation. | <b>Oct 21</b><br>Presentation of books and other materials is of a high quality and in line with school policy. | <b>Dec 21</b><br>All children demonstrate clear pride in their books and are happy to show this to adults and peers. | <b>Jul 2021:</b><br>The presentation of books has increased, but there needs to be greater consistency across foundation subjects.<br><b>NS:</b> Continue to refine the presentation of books.<br><b>Jan 22:</b> The presentation in books is general very good and where there have been issues they've been addressed.   |

## b. Impact

| Objectives (what do we want to achieve)  | Success Criteria (what will the impact be?)   | Specific Actions (how are we going to do it?)  | Person Responsible         | Resources                  | Monitoring and Evaluation                             | Milestone 1   | Milestone 2   | Milestone 3   | Evaluation and Impact  |
|--|---|--|----------------------------|----------------------------|---|---|---|---|--|
| 3.1 KS1 maths needs to be reviewed and changes made to ensure all children make expected progress                            | All children are able to apply mathematical knowledge, concepts and procedures appropriately for their age. | - The maths teaching and processes need to be reviewed and changes made to ensure all children make expected progress. | HT/Teachers/<br>Maths Lead | Meeting Time/Directed Time | HT/ Maths Leader<br><br>Standards Governors           | <b>Sept 21</b><br>Full review of current Maths plan between subject leader and SLT. | <b>Nov 21</b><br>Major changes made and acted upon. Evidence that changes are impacting upon children's learning. | <b>Dec 21 onwards</b><br>An increased % of KS1 children are making expected progress. | <b>Jul 21:</b> All staff from KS1 up are using White Rose maths. EYFS have adapted a numeracy scheme which is having a positive impact. SLT and staff are confident the quality of Maths teaching and outcomes have improved, but the data evidence is not available due to COVID. There is possibly an over reliance on worksheets for Maths as a legacy of home learning resourcing.<br><b>Jan 22:</b> Manipulatives are being used more often again and the teaching of maths is adapted to the Rosenshines principles should help to support this improvement. |
| 3.2 Ensure expected progress is made by all children, but particularly Years 2, 4 and 6, across all areas of the curriculum. | Our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.      | - Monitoring by subject leaders and SLT<br>- Mentoring and interventions for targeted children                         | Teachers/<br>Subject Leads | Meeting Time/Directed Time | HT/SLT/<br>Subject Leaders<br><br>Standards Governors | <b>Sept 21</b><br>Catch up plan drawn up. Initial actions implemented.              | <b>Nov 21</b><br>Major changes made and acted upon. Evidence that changes are impacting upon children's learning. | <b>Jul 22</b><br>An increased % of children are making expected progress.             | <b>Jul 21:</b> PUMA and PIRA data identify a reduction in outcomes for children in English. Particularly writing, and Maths, but this is due to COVID lockdowns. Catch-up literacy delivered through NTP during summer term with a positive impact.<br><b>Jan 22:</b> Children are making good progress and teaching time is being used effectively. There are still some concerns regarding some year groups and their progress (see data).   |

### c. Behaviour and Welfare

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| <b>General Objectives</b> | Valuing and supporting every child and member of staff as a unique individual within a caring, safe and happy school (see vision statement) |
| <b>Objective 1</b>        | Develop more nurture opportunities for children with low self-esteem.   |
| <b>Objective 2</b>        | Fully embed RRS and assess its impact since implantation.   |
| <b>Objective 3</b>        | Increase attendance to and beyond pre-COVID levels (98%)  |

### 4. Milestones – Behaviour and Welfare

| Objectives (what do we want to achieve)  | Success Criteria (what will the impact be?)  | Specific Actions (how are we going to do it?)   | Person Responsible            | Resources  | Monitoring and Evaluation                         | Milestone 1  | Milestone 2  | Milestone 3  | Evaluation and Impact  |
|--|--|---|-------------------------------|--|---|--|--|--|--|
| 4.1 Develop more nurture opportunities for children with low self-esteem.  | We have high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in our pupils' positive behaviour and conduct. Low-level disruption isn't tolerated and pupils' behaviour doesn't disrupt lessons or the day-to-day life of the school. | <ul style="list-style-type: none"> <li>- Review break and lunchtime staffing levels</li> <li>- Build upon Thrive activities</li> <li>- Build upon Talk About activities</li> </ul>                            | HT / SLT                      | Meeting Time/Directed Time<br>Time for TA's at break and lunch times | HT/SLT<br>Subject Leaders<br>Standards Governors  | <b>Sept 21</b><br>Children benefitting from break and lunch provision identified. Provision costed and planned for. All staff feel confident in supporting children's needs. | <b>Nov 21</b><br>The percentage of disruptive incidents is reduced and along with the time lost at the start of lessons. | <b>Dec 21</b><br>Disruptive incidents across less structured time has been significantly reduced and the academic outcomes for the identified chn has increased.               | <b>Jul 21:</b><br>Playground dividers have been purchased and a climbing wall is being implemented.<br>A history timeline is being put up, a reading area established along with a reflective space.<br>Yangtze class has a number of children using construction toys at break and lunch.   |
| 4.2 Further increase social cohesion within the school community by extending the house system across all areas of the school. | <p>Our pupils consistently have highly positive attitudes and commitment to their education.</p> <p>Our pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.</p> <p>Our pupils actively support the wellbeing of other pupils.</p>   | <ul style="list-style-type: none"> <li>- Map out all house opportunities across the year</li> <li>- Use older pupil mentors to support younger children during events e.g. visiting the church etc</li> </ul> | HT/Teachers/<br>Subject Leads | Meeting Time/Directed Time   | HT/SLT/<br>Subject Leaders<br><br>Ethos Governors | <b>Sept 19</b><br>House competition programme drawn up across the year. Younger children have had received mentor time with older children.                                  | <b>Dec 19</b><br>There has been an increase in older children working with younger children.                             | <b>Jul 20</b><br>Children report that they have been working with their younger or older peers.<br>There has been an increase in older children working with younger children. | <b>Dec 19:</b><br>House captains in place, but delayed due to MT's absence. All children from Year 1 upwards are taking part in intra school, house competition, during PE lessons.<br><b>NS:</b><br>MT and teachers to draw up house programme for spring and summer terms.<br>Ways of working together online are being looked at (Jul 2020) |

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|  |   |  |        |                            |                            |  |   |   | <p><b>Jan 21:</b> The house programme has not been implemented due to COVID bubbles, but house activities have run during PE lessons.</p> <p><b>NS:</b> Look to see if ARBOR can be used for collating house points.</p> <p><b>Jan 22:</b> House programme still needs updating.</p> |
| 4.3 To implement Rights Respecting Schools initiative across the whole school. | Children have a greater awareness of their place in the world and improved relationships amongst peers in school.   | - Staff to undertake training<br>School to sign up to Rights Respecting Schools (RRS)  | HoS    | Time                       | HT and Ethos committee     | <p><b>Sept 20</b><br/>JL and SP to attend online training.</p> <p>Implementati on plan put in place.</p> | <p><b>Jul 21</b><br/>Right Respecting Schools to embedded in the school vision and ethos.<br/>Initiative launched with the children and parents.<br/>Staff to be trained in RRS</p> | <p><b>Dec 21</b><br/>Bronze Award gained for RRS.<br/>RRS starting to impact upon children's views and outlook.</p> | <p><b>Jan 21:</b><br/>JL and SP are trained, and the school has signed up to RRS.<br/>RRS forms part of the school's vision and ethos.<br/><b>NS:</b> Launch with pupils and staff.<br/><b>Sep 21:</b> RRS becoming established. JL to keep promoting in school.</p>                 |
| 4.4 Increase attendance so it is above 97%.                                    | Our pupils have high attendance, come to school on time and are punctual to lessons. When this isn't the case, we take appropriate, swift and effective action. | - Review attendance policy<br>- Use all available means to reduce the amount of time children have off during term time<br>- Use fixed penalty notices were possible | HT/SLT | Meeting Time/Directed Time | HT/SLT Standards Governors | <p><b>Sept 21</b><br/>Attendance policy reviewed.</p>  | <p><b>Dec 21</b><br/>There is an increase in attendance across the school.</p>  | <p><b>Jul 22</b><br/>There is an increase in attendance across the school.<br/>Attendance is above 98%.</p>         | <p><b>Jul 21:</b> The attendance for the Autumn term was over 96%, even with the difficulties faced due to COVID.<br/><b>Jan 22:</b> Attendance at 97.4% before Covid outbreak in Nov 21. Now at 93.7%</p>   |
| 4.5 Increase children's ability to reflect upon their action.                  | All children will be highly reflective and the cases of repeated incidents will be reduced.   | -Train staff formally in the use of restorative approaches to resolve incidents between children   | HT/HoS | CPD training               | HT and Ethos committee     | <p><b>Oct 2021</b><br/>Training identified and booked</p>  | <p><b>Dec 2021</b><br/>Training attended by staff</p>   | <p><b>Jul 2022</b><br/>Reduced incidences of repeated negative behaviours</p>                                       | <p><b>Jan 22:</b> There is very good evidence of children's behaviour improving following support and interventions.<br/>NS: Find a way of linking behaviour and safeguarding reporting systems.</p>   |

## 5. Personal Development

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|---------------------------|---|
| <b>General Objectives</b> | Inspiring our children always to do and be the very best that they can (see vision statement)                       |
| <b>Objective 1</b>        | To give children an even greater sense of community, both local and regional.                                       |
| <b>Objective 2</b>        | To increase children's sense of well-being through being part of, and involved in a caring, constructive community. |
| <b>Objective 3</b>        | To recognise all children's talents across a range of school activities and events.                                 |
| <b>Objective 4</b>        | To help parents keep their children safe in the wider world.  |

### Milestone 5 – Personal Development

| Objectives (what do we want to achieve)   | Success Criteria (what will the impact be?)   | Specific Actions (how are we going to do it?)   | Person Responsible | Resources                  | Monitoring and Evaluation     | Milestone 1  | Milestone 2  | Milestone 3   | Evaluation and Impact  |
|---|---|---|--------------------|----------------------------|-------------------------------|--|--|---|--|
| 5.1 Develop reflective spaces across the school.  | Our curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. | - Source appropriate space<br>- Consult school ethos group<br>- Seek funding  | HT/ HOS            | Meeting Time/Directed Time | HT/HOS<br><br>Ethos Governors | <b>Oct 21</b><br><br>Children to start using the outdoor reflective space.               | <b>Jan 21</b><br><br>Children report that they feel better for using the reflective space.                 | <b>Jul 21</b><br><br>Chn report back the positive impact the reflective spaces have had. Children from all year groups are accessing the reflective spaces. | <b>Sep 21:</b> Sensory Garden almost complete.<br><b>Jan 22:</b> Last stage of sensory garden still needing to be completed. Another workday to be organised for the Spring term. Reflective shed is being used – analysis of impact needed. |
| 5.2 Introduce more opportunities to experience the outdoors through camping out and lower KS2 residential.<br>Note: |   | - Hold trial event with parents<br>- Consult school council<br>- Source local residential setting at a low financial rate | HOS                | Meeting Time/Directed Time | HT<br><br>Ethos Governors     | <b>Oct 19</b><br><br>School onsite camp completed.<br><br>Residential provider confirmed | <b>Sep 21</b><br><br>Dates of residential confirmed. Details of lower KS2 residential shared with parents. | <b>Jul 22</b><br><br>Lower KS2 residential completed.   | <b>Sep 21:</b> One day outdoor education visit completed by Years 4, 5 and 6 during the summer term.<br><b>Jan 22:</b> Residential for Year 4 and 6 booked and going ahead at this stage.  |

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| Held over from pre-COVID  |   |  |                         |                            |                               |   |   |  |   |
| 5.3 Provide more opportunities for parents to receive e-safety training.  | We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Our pupils know how to discuss and debate issues and ideas in a considered way.  | - Source the most up to date advice and guidance<br>- Timetable dates across the year<br>- Seek response from parents regarding further need   | ICT Subject Leader      | Meeting Time               | HT<br><br>Ethos Governors     | <b>Oct 21</b><br><br>Safeguarding lead to have received E-safety training.  | <b>Dec 21</b><br><br>Training for parents conducted.  | <b>Jul 22</b><br><br>Parents report feeling more confident in terms of keeping their children safe online.   | <b>Sep 21:</b> DSL E-safety training booked.<br><b>Jan 22:</b> DSL training up to date. Parents and staff receiving monthly support materials.  |
| 5.4 Continue to embed the opportunities for children to interact with other faiths beyond the Christian local community | We promote equality of opportunity and diversity effectively.<br><br>As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities | - Continue the programme of visiting places of worship across East Anglia<br>- Source faith leaders to come into school<br>- Link visits and visitors to the Emmanuel scheme of work | RE/PSHE Subject Leader  | Meeting Time               | HT<br><br>Ethos Governors     | <b>Sept 21</b><br><br>RE programme reflects visits to places of worship.  | <b>End of Spring ½ term 22</b><br><br>All KS2 children have had a further opportunity to visit a place of worship outside that of Christianity again. | <b>Jul 22</b><br><br>The majority of KS2 children have visited a place of worship outside that of Christianity.  | <b>Jan 22:</b> RE lead still trying to book trips but this has been hampered by Covid.<br><b>NS:</b> To book at least one trip to a place of worship by the end of the academic year. |
| 5.5 Continue to embed the house system across the school.   | Our pupils engage with views, beliefs and opinions that are different from their own in considered ways.<br><br>They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.                                       | - Draw up formal house event calendar<br>- Develop the role of house leaders<br>- Increase the opportunities for older children to work with and mentor younger children             | HT/ PSHE Subject Leader | Meeting Time/Directed Time | HT/SLT<br><br>Ethos Governors | <b>Sept 21</b><br><br>House competition programme drawn up across the year. Younger children have had received mentor time with older children. | <b>Dec 21</b><br><br>There has been an increase in older children working with younger children.  | <b>Jul 22</b><br><br>Children report that they have been working with their younger or older peers.<br><br>There has been an increase in older children working with younger children. | <b>Jan 22:</b> Hampered by bubbles but programme needed for Spring and Summer terms.  |

## 6. Leadership and Management

|                           |  |
|---------------------------|--|
| <b>General Objectives</b> | Developing an outstanding school where our children make excellent individual progress beyond the national averages and all members of our school are motivated to meet the associated challenges (see vision statement)   |
| <b>Objective 1</b>        | Ensure subject leadership is significantly improved and equally as strong across all areas.  |
| <b>Objective 2</b>        | Ensure the structure and clarity in the teaching of all subjects throughout the school pre-COVID restrictions  |
| <b>Objective 3</b>        | Leaders and governors focus on consistently improving outcomes for all pupils, but especially for the more able and disadvantaged. They are uncompromising in their ambition.<br>Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. |

### Milestones - 6. Leadership and Management

| Objectives (what do we want to achieve)   | Success Criteria (what will the impact be?)   | Specific Actions (how are we going to do it?)  | Person Responsible             | Resources                 | Monitoring and Evaluation                            | Milestone 1   | Milestone 2  | Milestone 3  | Evaluation and Impact  |
|---|---|--|--------------------------------|---------------------------|--|---|--|--|--|
| 6.1 The curriculum model needs to be fully planned and implemented by September 2020. The model must meet the current and future needs of all children attending the school.<br>Note:<br>Continued from pre-COVID | Our leaders have a clear and ambitious vision for providing high-quality education to all pupils.<br><br>This is realised through strong, shared values, policies and practice. | <ul style="list-style-type: none"> <li>- Plan in time during the academic year to review, plan and implement</li> <li>- Involve all staff and governors</li> <li>- Explore curriculum models and pedagogy before implementation</li> </ul> | HT/Teachers                    | Meeting and planning time | HT<br><br>Subject leaders<br><br>Standards Governors | <b>Sep 21</b><br><br>Full curriculum being delivered across all subjects. | <b>Dec 21</b><br><br>There is consistency in the quality and coverage across all subjects. | <b>July 22</b><br><br>All pupils are making excellent progress and learning is embedded. | <b>Jan 21:</b> Curriculum is fully in place, but not all areas can be delivered due to COVID restrictions, these include music and PE.<br><b>NS:</b> Fully implement PE and music delivery from Summer term 21 if possible.<br><b>Jan 22:</b> Curriculum model fully implemented including music and PE. |
| 6.2 Ensure subject leadership is significantly improved and equally as strong across all areas.   | Our leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in  | <ul style="list-style-type: none"> <li>- All subject leaders to have carried out the following:</li> </ul>   | HT/ Subject Leaders / Teachers | Meeting and planning time | HT<br><br>Standards Governors                        | <b>Oct 21</b><br><br>All subject leaders can articulate the               | <b>Dec 21</b><br><br>There is a clear implementation                                       | <b>Mar 22</b><br><br>There is clear impact evident in relation to                        | <b>Jul 21:</b> The collation of data and teacher assessment that can be used by subject leaders need to be refined for Autumn term.  |

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|  | order to enhance the teaching of the curriculum and the appropriate use of assessment.  | <ul style="list-style-type: none"> <li>- Analysis of their subject for 2018/19</li> <li>- Development plan to be completed identifying key action points</li> <li>- Termly monitoring to ensure impact against actions</li> <li>- Support to be offered where necessary</li> </ul> |                            |                                |   | key next steps for the next academic year and beyond.   | evident for all subject areas.   | subject leader plans.  | <p><b>NS:</b> Due to COVID demands and working practices this area need more time during the Autumn and Spring terms.</p> <p><b>Jan 22:</b> Subject leaders are having a clear impact upon the delivery of the curriculum and holding colleagues to account when needed. Release time for monitoring has proved successful for subject leaders.</p> <p><b>NS:</b> Include at least a day a term for subject leaders to conduct monitoring, in addition to short drop ins.</p> |
| 6.3 Continue to develop staff training opportunities, particularly in maths.                     |   | <ul style="list-style-type: none"> <li>- Review of training</li> <li>- Internal and external sources of training accessed where needed</li> </ul>  | HT/Teachers/<br>Maths Lead | Meeting Time/Directed Time/CPD | HT/ Maths Leader<br><br>Standards Governors | <b>Sep 21</b><br>All staff training needs identified.   | <b>Dec 21</b><br>All staff training implemented or booked if specialist training is not available. | <b>Mar 21</b><br>There is clear impact evident in relation to pupil outcomes. Staff report feeling more confident and impactful. | <p><b>Jul 21:</b> All teachers are using White Rose and have received support from the numeracy lead.</p> <p><b>NS:</b> Look at more online training resources.</p> <p><b>Jan 22:</b> Maths subject lead has led some training for teacher and TA's. TA's are all trained in catch up Maths,</p> <p><b>NS:</b> Implement next training requirement for Maths, MT to liaise with SP.</p>   |
| 6.4 Further increase formal feedback form with staff and formalise implementation of next steps. | We provide the support for staff to make this possible.<br><br>They're realistic and constructive in the way they manage staff, including their workload. | <ul style="list-style-type: none"> <li>- Update employee questionnaire and issue to staff</li> <li>- Involve staff in findings of the feedback via briefings and meetings</li> </ul>   | HT / HOS                   | Meeting Time/Directed Time     | HT<br><br>HOS<br><br>Ethos Governors        | <b>Oct 21</b><br>Discuss and agree process with staff.<br><br>Staff report positive feedback. | <b>Dec 21</b><br>Initial NS have been implemented.<br><br>Staff report positive feedback.          | <b>Jul 22</b><br>Positive feedback reported by Staff.<br><br>Staff feel increasingly valued which is impactful upon the chn.     | <p><b>Dec 19:</b><br/>We are behind with this due to MT's absence and other issues. Therefore, this will be taken forward from Jan 20!</p> <p><b>NS:</b><br/>See above.</p> <p><b>Jan 21:</b> Staff questionnaire to be conducted by the end of the Spring term 21.</p> <p><b>Jan 22:</b> Staff questionnaire acted upon and weekly briefing goes out to improve communication.</p> <p><b>NS:</b> Conduct questionnaire during Spring term 22.</p>                            |

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| 6.5 Establish areas for enquiry with governors for 2021/22.  | Our governors/trustees ensure that we have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.   | <ul style="list-style-type: none"> <li>- Continue to agree governor the monitoring schedule that runs alongside the staff one</li> <li>- Governors to assign themselves to areas of specific focus</li> </ul>                     | Governors | Meeting Time                   | HT  | <p><b>Sept 21</b></p> <p>Discuss and agree monitoring schedule and areas of responsibility.</p> <p>Governors feel confident in what needs monitoring.</p>                               | <p><b>Dec 21</b></p> <p>All governors have been involved in monitoring within school.</p> <p>Monitoring is impactful.</p> <p>The level of monitoring feels manageable to governors.</p> | <p><b>Jul 22</b></p> <p>Governors monitoring is impactful and there are improved outcomes for the children and the areas they are monitoring.</p> | <p><b>Sep 21:</b> Governors have areas to monitor.</p> <p><b>NS:</b> set up and book face to face meetings if possible</p> <p><b>Jan 22:</b> Governor training and learning walks conducted for new governors. 3 new members added to the governing committee.</p> |
| 6.6 Complete safeguarding update for all staff and volunteers.   | Those with responsibility for governance ensure that our 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. | <ul style="list-style-type: none"> <li>- Book safeguarding training for the beginning of the Autumn term</li> <li>- Continue with monthly updates at briefings and via the notice boards</li> <li>- Re-visit Prevent</li> </ul>   | HT        | Meeting Time/Directed Time/CPD | HT<br>Safeguarding Governor                   | <p><b>Sept 21</b></p> <p>All staff and volunteers have received updated safeguarding training.</p> <p>Staff and volunteers report increased confidence in this area.</p>                | <p><b>Dec 21</b></p> <p>DSL to have received E-safety training.</p>   | <p><b>Jan 22</b></p> <p>All staff and parents to have received online safety training</p>   | <p><b>Jan 22:</b> All staff have received their safeguarding training, There are still some volunteers to do before s they start coming back into school.</p>  |
| 6.7 The Governors and SLT focus needs to continue focus on developing even more rigour in monitoring and expectations. | Our governors / trustees ensure that we have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.   | <ul style="list-style-type: none"> <li>- Weekly review of monitoring schedule by staff</li> <li>- Review of monitoring schedule at HT and Chair meetings</li> <li>- Review of monitoring schedule at Governor meetings</li> </ul> | HT / HOS  | Meeting Time/Directed Time     | HT / HOS<br>Chair Governors<br>Full Governors | <p><b>Sept 21</b></p> <p>Discuss and agree monitoring schedule and areas of responsibility.</p> <p>Governors feel confident in what needs monitoring.</p> <p>Chair of governors and</p> | <p><b>Nov 21</b></p> <p>All governors have been involved in monitoring.</p> <p>Monitoring is checked against SIDP and monitoring schedule.</p>  | <p><b>Mar 21</b></p> <p>Governors monitoring is impactful and there are improved outcomes for the children and the areas they are monitoring.</p> | <p><b>Jan 22:</b> With the addition of new governors the rigor of monitoring has improved, Governors need to maintain this going forward.</p>  |

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|  |  |  |  |  |  | parent governor to be appointed. | Monitoring is impactful.<br>The level of monitoring feels manageable to governors. |  |  |
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7. Sustainability (Governor Priority Area - Grow pupil numbers and proactively explore partnerships with local schools)

| Objectives (what do we want to achieve)  | Success Criteria (what will the impact be?)  | Specific Actions (how are we going to do it?)   | Person Responsible            | Resources   | Monitoring by what, whom, and when | Milestone 1  | Milestone 2  | Milestone 3   | Milestone 4   | Evaluation and Impact  |
|--|--|---|-------------------------------|---|------------------------------------|--|--|---|---|--|
| 7.1 Ensure sustainability of the school through growth of pupil numbers        | <ul style="list-style-type: none"> <li>-The school will be at PAN</li> <li>-Increased funding for the school</li> <li>-Increased integration in the local community</li> </ul> | <ul style="list-style-type: none"> <li>Raise school profile by reports/adverts in local magazines and press</li> <li>- Research and analyse data inc. local predictions and over/under subscription to local schools</li> <li>- Foster links with preschools</li> <li>- Use community and parent surveys</li> <li>- Proactively increase out-of-hours use of school premises</li> <li>- Consider increase of PAN to 25 and single year groups</li> <li>- Research extended accommodation</li> </ul> | HT/EYFS Teachers Governors    | Local planning documentation and population predictions | Governing body                     | <p><b>End of Autumn Term 2021</b></p> <p>School profile is raised through the launch of new website, signage at the front of the school and taster days.</p> | <p><b>End of Summer Term 2021</b></p> <p>Predicted numbers for EYFS in Sept 2022 are at PAN.</p> | <p><b>End of Summer Term 2022</b></p> <p>At PAN for EYFS</p>        |   | <p><b>Jan 22:</b> Despite a Covid outbreak the school still held an open day in the Autumn term, Publicity has been increased, but there seems to be limited impact from the few new builds in the village.</p>  |
| 7.2 Ensure the children are schooled in the best possible physical environment | All aspects of the schools buildings and infrastructure will be in a   | <ul style="list-style-type: none"> <li>- CIF bid to gain for a new boiler and security fencing</li> <li>- External fencing replaced on the school field</li> <li>- New decoration programme implemented across the school</li> </ul>  | HT/Governors/Business officer | Meeting and agenda time (primarily Resources            | Resources committee                | <p><b>By End of Autumn Term 21</b></p> <p>CIF bid placed with DfE</p>  | <p><b>By End of Spring Term 22</b></p> <p>- External fencing costed and budgeted for</p>         | <p><b>By End of Summer Term 22</b></p> <p>- Broadband installed</p> | <p><b>By End of Summer Term 22</b></p> <p>- All classroom refurbished and all</p> | <p><b>Jan 22:</b> A new CIF bid has been submitted for the boiler and fence.</p> <p>£5, 600 of reserves being used for classroom furniture upgrade following approval by the MAT.</p> <p>CPW have been approached regarding increasing the broadband speed ASAP.</p> |

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| that values the children | state that fully supports the children's learning and keeps them safe. | - Increase of broadband speed |  | committe e) |  | - New broadband provider agreed<br><br>- Décor costs fully planned |  | - New fence and boiler installed | external woodwork painted and windows replaced |  |
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How are we going to Monitor?

## 1. QUALITY OF EDUCATION (KS1 AND KS2) – INTENT, IMPLEMENTATION AND IMPACT

| 1a. Intent  | Success Criteria   | Evaluation  |
|---|--|---|
| <p>a. A curriculum that is ambitious and designed to give all learners, the knowledge and cultural capital they need to succeed in life, especially those with SEND and are significantly disadvantaged</p> <p>b. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p> <p>c. There is the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs</p> <p>d. Learners study the full curriculum and are taught a full range of subjects for as long as possible, ‘specialising’ only when necessary</p> | <ul style="list-style-type: none"> <li>➤ Our leaders adopt/construct a curriculum that’s ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEN and/or disabilities, the knowledge and cultural capital they need to succeed in life.</li> <li>➤ This is either the national curriculum or a curriculum of comparable breadth and ambition.</li> <li>➤ [If this isn’t yet fully the case, it’s clear from you and your leaders’ actions that you’re in the process of bringing this about.]</li> </ul> | <ul style="list-style-type: none"> <li>• School improvement plan</li> <li>• Curriculum action plan:               <ul style="list-style-type: none"> <li>- Evidence of research taken place when developing and building your curriculum and the impact this has had</li> <li>- Evidence that school leaders are confident about the knowledge and skills pupils need in order to take advantage of opportunities, responsibilities and experiences in later life and this is embedded into your curriculum</li> <li>- Evidence that school leaders do all they can to make sure all pupils (including disadvantaged pupils and those with SEN and/or disabilities) have the best opportunities</li> <li>- Evidence that future plans for curriculum development continue to improve your curriculum provision</li> </ul> </li> <li>• Curriculum intent statement shows depth and breadth of learning taking place throughout the school</li> </ul> |
|   | <ul style="list-style-type: none"> <li>➤ Our school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this isn’t yet fully the case, it’s clear from you and your leaders’ actions that you’re in the process of bringing this about.]</li> </ul>  | <ul style="list-style-type: none"> <li>• Long-term and medium-term planning documents:               <ul style="list-style-type: none"> <li>- Evidence of character education, PSHE and SMSC embedded into plans</li> </ul> </li> <li>• Monitoring and evaluating provision: evidence of the impact the current curriculum has on pupils</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>➤ Our curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEN and/or disabilities, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</li> </ul>   | <ul style="list-style-type: none"> <li>• Curriculum action plan:               <ul style="list-style-type: none"> <li>- Evidence of your curriculum journey: where you were, where you are now and what your future plans are</li> <li>- Evidence of how you curriculum will meet the needs of all learners</li> </ul> </li> <li>• Curriculum policy</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>➤ [If this isn't yet fully the case, it's clear from you and your leaders' actions that you're in the process of bringing this about.]</li> </ul>  | <ul style="list-style-type: none"> <li>• Teaching and learning policy</li> <li>• Impact of curriculum interventions</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>➤ Our pupils study the full curriculum; it's not narrowed.</li> <li>➤ A broad range of subjects (exemplified by the national curriculum) is taught throughout each and all of years R to 6.</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum policy</li> <li>• Curriculum intent statement</li> <li>• Curriculum action plan</li> <li>• Long-term and medium-term plans</li> </ul> |

| 2a. Implementation  | Success Criteria   | Evaluation   |
|---|--|--|
| <p>a. 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</p> <p>b. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches</p> | <ul style="list-style-type: none"> <li>➤ Our teachers have good knowledge of the subject(s) and courses they teach. Our leaders provide effective support for those teaching outside their main areas of expertise.</li> </ul>   | <ul style="list-style-type: none"> <li>• Curriculum action plan to include staff training and development plans</li> <li>• Evidence of staff curriculum training: document the impact of this in classrooms</li> <li>• Evidence of senior staff/curriculum leads mentoring and supporting less experienced staff: document the impact of this</li> </ul> |
| <p>c. Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts</p> <p>d. Teachers and leaders use assessment well, for example to help learners 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 for staff or learners</p>  | <ul style="list-style-type: none"> <li>➤ Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught.</li> <li>➤ They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</li> <li>➤ In so doing, our teachers respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher on a page: evidence of support given to all teachers to improve and develop</li> <li>• Performance management targets</li> <li>• Monitoring and evaluation schedule</li> <li>• CPD: impact of staff training</li> </ul>   |
| <p>e. Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of</p>  | <ul style="list-style-type: none"> <li>➤ Over the course of study, our teaching is designed to help pupils to remember long term the content they've been taught and to integrate new knowledge into larger ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>• Curriculum leads: measuring impact of learning</li> <li>• Work scrutiny: focus on long-term learning</li> <li>• Curriculum policy</li> <li>• Teaching and learning policy</li> </ul>  |

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| <p>study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p> <p>f. A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge</p> | <ul style="list-style-type: none"> <li>➤ Our teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.</li> <li>➤ Our leaders understand the limitations of assessment and don't use it in a way that creates unnecessary burdens on staff or pupils.</li> </ul>  | <ul style="list-style-type: none"> <li>• Assessment policy: evidence of continuous assessment, assessment for learning and the impact this has on pupils' performance</li> <li>• Work scrutiny: evidence of assessment for learning</li> <li>• Marking and feedback policy: evidence of assessment for learning embedded into feedback</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>➤ Our teachers create an environment that focuses on pupils.</li> <li>➤ Our textbooks and other teaching materials that teachers select – in a way that doesn't create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study.</li> <li>➤ These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</li> </ul> | <ul style="list-style-type: none"> <li>• Curriculum statement: explaining what and how your teachers teach</li> <li>• Teaching and learning policy</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>➤ The work given to our pupils is demanding and matches the aims of our curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</li> </ul>   | <ul style="list-style-type: none"> <li>• Long-term and medium-term planning: evidence of the way the curriculum progresses throughout the school</li> <li>• Evidence in pupils' books/work</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>➤ Reading is prioritised to allow pupils to access the full curriculum offer.</li> </ul>   | <ul style="list-style-type: none"> <li>• Teaching and learning policy: explaining how reading is taught at your school</li> <li>• Class reading areas, school library</li> <li>• Learning walk and observations</li> <li>• Reading assessment data</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>➤ We have a rigorous and sequential approach to the reading curriculum, this develops pupils' fluency, confidence and enjoyment in reading.</li> <li>➤ At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.</li> <li>➤ Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</li> </ul>   | <ul style="list-style-type: none"> <li>• Teaching and learning policy: explaining how reading is taught at your school</li> <li>• School reading systems: books sent home, reading records, class reading activities: <ul style="list-style-type: none"> <li>- How does this impact on your pupils' ability to read for enjoyment?</li> <li>- How does this impact on your school reading data?</li> </ul> </li> </ul> |

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|  | <ul style="list-style-type: none"> <li>➤ We have a sharp focus on ensuring that younger children gain:</li> <li>➤ Phonics knowledge and language comprehension necessary to read</li> <li>➤ The skills to communicate which gives them the foundations for future learning</li> </ul> | <ul style="list-style-type: none"> <li>• Early reading: impact of phonics learning at school. Have your phonics screening results been improving?</li> <li>• EYFS teaching and learning policy: how does your setting teach phonics and communication and language? What's the impact of this on your results?</li> <li>• EYFS end of reception data: evidencing improvement over the last few years</li> </ul> |
|  | <ul style="list-style-type: none"> <li>➤ Our teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</li> </ul>   | <ul style="list-style-type: none"> <li>• Performance management: evidence of support and training given to staff, impact of support in lesson observations</li> </ul>   |

| <b>3a. Impact</b>  | Success Criteria   | Evaluation  |
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| <p>a. Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained</p> <p>b. Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.</p> | <ul style="list-style-type: none"> <li>➤ Our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.</li> <li>➤ This is reflected in our results from national tests and examinations that meet government expectations, or in the qualifications obtained.</li> </ul>  | <ul style="list-style-type: none"> <li>• School data compared with local and national: evidence of sustained and continuous improvement</li> <li>• School improvement plan: impact of how end of key stage results have improved</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>➤ Our 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.</li> <li>➤ Our pupils with SEN and/or disabilities achieve the best possible outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>• End of key stage assessment results</li> <li>• Impact of transition provision between key stages</li> <li>• Progress data of pupils with SEN and/or disabilities</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>➤ Pupils' work across the curriculum is of good quality.</li> </ul>   | <ul style="list-style-type: none"> <li>• Evidence of high expectations and high quality work in books across the school</li> <li>• Lesson observations: evidence of intervention and support for teachers</li> <li>• Performance management: evidence of intervention and support for teachers</li> </ul> |
|  | <ul style="list-style-type: none"> <li>➤ Our pupils read widely and often, with fluency and comprehension appropriate to their age.</li> </ul>   | <ul style="list-style-type: none"> <li>• Teaching and learning policy: explaining how reading is taught at your school</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>➤ They're able to apply mathematical knowledge, concepts and procedures appropriately for their age.</li> </ul> | <ul style="list-style-type: none"> <li>• School reading systems: books sent home, reading records. How does this impact on your pupils' ability to read for enjoyment?</li> <li>• Teaching and learning policy: explaining how maths is taught across the school</li> <li>• Evidence of learning in books</li> <li>• School assessment data: impact of teaching and learning development in school</li> </ul> |
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## 1. QUALITY OF EDUCATION (EYFS) – INTENT, IMPLEMENTATION AND IMPACT

| 1b. Intent   | Success Criteria  | Evaluation  |
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| <p>a. A curriculum that is ambitious and designed to give all learners, the knowledge and cultural capital they need to succeed in life, especially those with SEND and are significantly disadvantaged</p> <p>b. The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p> | <ul style="list-style-type: none"> <li>➤ Our 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.</li> </ul>   | <ul style="list-style-type: none"> <li>• EYFS curriculum policy: reasoning behind current curriculum decisions</li> <li>• EYFS curriculum action plan: evidence of your curriculum journey and future aims for curriculum development</li> <li>• School improvement plan</li> <li>• Impact the curriculum has on pupil attainment and progress</li> </ul> |
| <p>c. There is the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs</p>  | <ul style="list-style-type: none"> <li>➤ Our 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.</li> </ul>   | <ul style="list-style-type: none"> <li>• Long-term and medium-term plans: shows how all areas of learning are met and allows children to progress and develop throughout the year</li> <li>• Planning is logical and systematic. It builds on prior skills learnt and becomes more challenging as the year progresses</li> </ul>                          |
| <p>d. Learners study the full curriculum and are taught a full range of subjects for as long as possible, 'specialising' only when necessary</p>   | <ul style="list-style-type: none"> <li>➤ There's a sharp focus on ensuring that our 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching and learning policy: evidence of how phonics is taught in EYFS,</li> <li>• Phonic assessment data</li> <li>• Evidence of key vocabulary written in planning</li> <li>• Classroom is a language rich environment</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>➤ Our 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.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Teaching and learning policy: evidence of how phonics is taught in EYFS</li> <li>• Phonic assessment data: impact of your phonics teaching</li> <li>• Impact of continuous assessment – evidence of children's learning (e.g. books/work/observations)</li> </ul> |
|  | <ul style="list-style-type: none"> <li>➤ We have the same academic ambitions for almost all children. For children with particular needs, such as those with SEN and/or disabilities D, their curriculum is designed to be ambitious and to meet their needs.</li> </ul> | <ul style="list-style-type: none"> <li>• Challenging and aspirational targets set for all children</li> <li>• Pupil progress: evidence of progress made by children from all abilities</li> <li>• Impact of intervention support</li> </ul>  |

| <b>2b. Implementation</b>   | Success Criteria   | Evaluation   |
|---|--|--|
| <p>a. 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</p>   | <ul style="list-style-type: none"> <li>➤ Our children benefit from meaningful learning across the curriculum.</li> </ul>   | <ul style="list-style-type: none"> <li>• Long-term and medium-term planning to engage children</li> <li>• Continuous assessment: observation of children engaged in learning</li> <li>• Evidence that end of stage results are improving due to meaningful learning</li> </ul> |
| <p>b. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches</p> | <ul style="list-style-type: none"> <li>➤ Our staff are knowledgeable about the areas of learning they teach.</li> <li>➤ They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children.</li> </ul> | <ul style="list-style-type: none"> <li>• Performance management: evidence of training and supporting staff to become better practitioners</li> <li>• EYFS specific CPD: impact this has had on provision</li> </ul>  |
| <p>c. Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts</p>  | <ul style="list-style-type: none"> <li>➤ Our staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.</li> </ul>                    | <ul style="list-style-type: none"> <li>• Staff working collaboratively with alternate EYFS provision: evidence of collaborative planning, assessment moderation and the impact this has had on your provision</li> </ul>   |
| <p>d. Teachers and leaders use assessment well, for example to help learners 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 for staff or learners</p>   | <ul style="list-style-type: none"> <li>➤ Our staff present information clearly to children, promoting appropriate discussion about the subject matter being taught.</li> </ul>   | <ul style="list-style-type: none"> <li>• Phonics training for all staff working in EYFS, support given to new staff</li> <li>• Evidence of a language rich environment with an engaging reading area</li> </ul>  |
| <p>e. Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of</p>  | <ul style="list-style-type: none"> <li>➤ We communicate well to check children's understanding, identify misconceptions and provide clear explanations to</li> </ul>   | <ul style="list-style-type: none"> <li>• Lesson observations: impact on how this has improved teaching and learning in EYFS</li> <li>• Performance management: supporting individual staff members who may not be communicating with children effectively</li> </ul>           |

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| <p>study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p> <p>f. A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge</p> | <p>improve their learning. In so doing, we respond and adapt their teaching as necessary.</p>  | <ul style="list-style-type: none"> <li>• Impact of assessment for learning used in class: children making good progress and are challenged well</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>➤ Our staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Integrating books into the curriculum: evidence in planning, topics introduced through books, protected reading time each day</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>➤ Our staff are knowledgeable about the teaching of early mathematics.</li> <li>➤ We ensure that children have sufficient practice to be confident in using and understanding numbers.</li> <li>➤ Our mathematics curriculum provides a strong basis for more complex learning later on.</li> <li>➤ 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.</li> <li>➤ Our leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching and learning policy: how maths is taught in EYFS</li> <li>• Assessment policy: expectations in EYFS</li> <li>• Performance management: evidence of effective maths teaching in EYFS</li> <li>• Assessment data: good maths progress made through personalised learning.</li> <li>• Engaging and challenging maths areas: pupils able to apply skills learnt in class</li> </ul> |
|  | <ul style="list-style-type: none"> <li>➤ Our staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum.</li> <li>➤ The resources are chosen to meet the children's needs and promote learning.</li> </ul>  | <ul style="list-style-type: none"> <li>• Learning environment encourages inquiry, challenge and resilience</li> <li>• Continuous assessment: observation of children engaged in learning</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>➤ Our curriculum and care practices promote and support children's emotional security and development of their character. Our leaders and staff are particularly attentive to the youngest children's needs.</li> </ul>   | <ul style="list-style-type: none"> <li>• Evidence of personal, social and emotional development (PSED) learning in class</li> <li>• PSED area to enable children to learn and apply skills learnt through play</li> <li>• Staff role model expected behaviours and support all children, especially those with extra needs</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>➤ Our staff give clear messages to children about why it's important to eat, drink, rest, exercise and be kind to each other.</li> </ul>  | <ul style="list-style-type: none"> <li>• Healthy food and drink is accessible to children as and when they need it</li> </ul>   |
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|  | <ul style="list-style-type: none"> <li>➤ They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.</li> </ul>   | <ul style="list-style-type: none"> <li>• Continuous assessment: observation of children engaged in playing, learning, taking risks etc...</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>➤ Our staff provide information for parents about their child's progress, in line with the requirements of the EYFS.</li> <li>➤ 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.</li> </ul> | <ul style="list-style-type: none"> <li>• Effective communication with parents: termly meetings, reports and information shared with parents about children's learning</li> <li>• Parent surveys: evidence of parent satisfaction, impact of improvements made in EYFS classes as a result of the survey</li> </ul> |

| 3b. Impact   | Success Criteria  | Evaluation  |
|--|---|---|
| <p>a. Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained</p> <p>b. Learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.</p> | <ul style="list-style-type: none"> <li>➤ Our children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way.</li> <li>➤ Our children develop their vocabulary and use it across the EYFS curriculum.</li> <li>➤ By the end of reception our children use their knowledge of phonics to read accurately and with increasing speed and fluency.</li> </ul>     | <ul style="list-style-type: none"> <li>• Assessment data: evidence of attainment and progress made by the end of EYFS</li> <li>• External moderation: evidence of agreed judgements from local authority moderators</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>➤ Our children are ready for the next stage of education, especially year 1 in school, if applicable.</li> <li>➤ They have the knowledge and skills they need to benefit from what school has to offer when it's time to move on.</li> <li>➤ By the end of reception our children achieve well, particularly those children with lower starting points.</li> </ul> | <ul style="list-style-type: none"> <li>• End of reception data showing pupils meeting or exceeding expectation</li> <li>• Transition arrangements from reception to year 1</li> <li>• Improved assessment data over the past few years</li> </ul>                     |
|  | <ul style="list-style-type: none"> <li>➤ By the end of reception our children have the personal, physical and social skills they need to succeed in the next stage of their education.</li> <li>➤ Most children achieve the early learning goals, particularly in mathematics and literacy</li> </ul>   | <ul style="list-style-type: none"> <li>• End of reception data showing pupils meeting or exceeding expectation</li> <li>• Good level of development data (average pupils who have met or exceeded expectation in the prime areas of learning) is improving</li> </ul> |

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|  |   | <ul style="list-style-type: none"> <li>• Evidence of how children know and remember what they have learnt</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>➤ Our children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.</li> <li>➤ Our children develop their vocabulary and understanding of language across the seven areas of learning.</li> </ul>                              | <ul style="list-style-type: none"> <li>• Continuous assessment: evidence children's engagement with learning</li> <li>• Planning: new topics introduced through stories, rhymes and songs</li> <li>• Evidence of language used in the classroom to support learning in all 7 areas</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>➤ Our children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment.</li> <li>➤ They listen intently and respond positively to adults and each other.</li> <li>➤ Our children are developing their resilience to setbacks and take pride in their achievements.</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson observations: evidence of children engaged in learning (through play, exploration, active learning and creative/critical thinking) and staff encouraging and supporting learning</li> <li>• Continuous assessment: evidence of children showing engagement to learning, developing resilience and taking pride in work</li> </ul> |
|  | <ul style="list-style-type: none"> <li>➤ Our children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others.</li> <li>➤ They're developing a sense of right from wrong.</li> </ul>   | <ul style="list-style-type: none"> <li>• PSED assessments</li> <li>• Impact of intervention and support for pupils who are struggling in this area</li> <li>• Continuous assessment: observations of pupils communicating and playing together</li> <li>•</li> </ul>  |

#### 4. BEHAVIOUR AND WELFARE

| <b>Improve the quality of personal development, behaviour and welfare by:</b>   | <b>Success Criteria</b>   | <b>Evaluation</b>   |
|---|---|---|
| <b>BEHAVIOUR AND WELFARE</b> <ul style="list-style-type: none"> <li>• The provider has high expectations for learners’ behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners’ behaviour and conduct</li> <li>• Learners’ attitudes to their education or training 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</li> <li>• Learners have high attendance and are punctual</li> <li>• Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Behaviour and attitudes are exceptional in our school.</li> </ul>  | <ul style="list-style-type: none"> <li>• School behaviour policy: impact of improved and consistent behaviour throughout the school</li> <li>• Behaviour logs: showing positive trends</li> <li>• Lesson observations: impact of high pupil engagement in lessons and positive behaviour and conduct</li> <li>• Impact of whole school behaviour initiatives</li> </ul> |
|   | <ul style="list-style-type: none"> <li>➤ Our pupils behave with consistently high levels of respect for others.</li> <li>➤ 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.</li> </ul>   | <ul style="list-style-type: none"> <li>• Relationship education: evidence of supporting pupils to know and understand how to respect each other and adults</li> <li>• Behaviour logs: bullying logs</li> <li>• Case studies: evidence of bullying incidents and the impact of your intervention</li> </ul>  |
|   | <ul style="list-style-type: none"> <li>➤ Our pupils consistently have highly positive attitudes and commitment to their education.</li> <li>➤ They’re highly motivated and persistent in the face of difficulties.</li> <li>➤ Our pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.</li> <li>➤ Our pupils actively support the wellbeing of other pupils.</li> </ul> | <ul style="list-style-type: none"> <li>• Impact of support given to pupils with particular needs</li> <li>• Intervention groups: case studies showing impact on a pupil level</li> <li>• Processes to monitor attendance and engaging with pupils with high levels of absence or lateness: impact of interventions</li> </ul>   |
|   | <ul style="list-style-type: none"> <li>➤ Our pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.</li> <li>➤ If our pupils struggle with this, we take intelligent, fair and highly effective action to support them to succeed in their education.</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupils’ work and books: evidence of consistently good presentation, pride in work and feedback from staff continuing to enable this</li> <li>• Lesson observations: evidence of pupils taking their learning seriously, showing pride in their work, motivated and able to show resilience</li> </ul>                          |
|   | <ul style="list-style-type: none"> <li>➤ We have high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.</li> </ul>  | <ul style="list-style-type: none"> <li>• School attendance policies and procedures: rigorous systems in place to monitor attendance and punctuality</li> <li>• School attendance data: attendance and punctuality</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>➤ This is reflected in our pupils' positive behaviour and conduct. Low-level disruption isn't tolerated and pupils' behaviour doesn't disrupt lessons or the day-to-day life of the school.</li> <li>➤ Our leaders support all staff well in managing pupil behaviour. Our staff make sure that pupils follow appropriate routines.</li> </ul> | <ul style="list-style-type: none"> <li>• Impact of school attendance initiatives</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>➤ Our leaders, staff and pupils create a positive environment in which bullying isn't tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and aren't allowed to spread.</li> </ul>   | <ul style="list-style-type: none"> <li>• Behaviour logs: evidence of any fixed-term and internal exclusions</li> <li>• Evidence of success stories: pupils who have been excluded and are now in school and making good progress</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>➤ There's demonstrable improvement in the behaviour and attendance of our pupils who have particular needs.</li> </ul>   | <ul style="list-style-type: none"> <li>• Observations of the interaction between pupils and staff: in class, around school and in the playground</li> <li>• Pupil survey</li> <li>• Discussions with pupils about safety</li> <li>• Safeguarding/child protection policy: evidence of all systems in place throughout school</li> </ul>                                 |
|  | <ul style="list-style-type: none"> <li>➤ Our pupils' attitudes to their education are positive.</li> <li>➤ They're committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements</li> </ul>  | <ul style="list-style-type: none"> <li>• School behaviour policy: impact of improved and consistent behaviour throughout the school</li> <li>• Behaviour logs: showing positive trends</li> <li>• Lesson observations: impact of high pupil engagement in lessons and positive behaviour and conduct</li> <li>• Impact of whole school behaviour initiatives</li> </ul> |
|  | <ul style="list-style-type: none"> <li>➤ Our pupils have high attendance, come to school on time and are punctual to lessons. When this isn't the case, we take appropriate, swift and effective action.</li> </ul>   | <ul style="list-style-type: none"> <li>• Relationship education: evidence of supporting pupils to know and understand how to respect each other and adults</li> <li>• Behaviour logs: bullying logs</li> <li>• Case studies: evidence of bullying incidents and the impact of your intervention</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>➤ Fixed-term and internal exclusions are used appropriately.</li> <li>➤ We reintegrate excluded pupils on their return and manage their behaviour effectively.</li> </ul>  | <ul style="list-style-type: none"> <li>• Impact of support given to pupils with particular needs</li> <li>• Intervention groups: case studies showing impact on a pupil level</li> <li>• Processes to monitor attendance and engaging with pupils with high levels of absence or lateness: impact of interventions</li> </ul>   |

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|  | ➤ Permanent exclusions are used appropriately as a last resort.   |  |
|  | ➤ Relationships among our pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. | <ul style="list-style-type: none"> <li>• Pupils' work and books: evidence of consistently good presentation, pride in work and feedback from staff continuing to enable this</li> <li>• Lesson observations: evidence of pupils taking their learning seriously, showing pride in their work, motivated and able to show resilience</li> </ul> |

## 1. PERSONAL DEVELOPMENT

| PERSONAL DEVELOPMENT  | Success Criteria  | Evaluation   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• The curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents</li> </ul>   | Our curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development.                                     | <ul style="list-style-type: none"> <li>• School SMSC policy</li> <li>• Evidence of how your school enhances pupils' SMSC and the impact of this: how do pupils reflect their own beliefs whilst having respect for others?</li> </ul>  |
| <ul style="list-style-type: none"> <li>• The curriculum and the provider's wider work support learners to develop their character <ul style="list-style-type: none"> <li>– including their resilience, confidence and independence</li> <li>– and help them know how to keep physically and mentally healthy</li> </ul> </li> </ul> | Our work to enhance pupils' SMSC development is of a high quality.  | <ul style="list-style-type: none"> <li>• Character education is systematically planned for all pupils: evidence of opportunities and experiences pupils have and the impact of these</li> <li>• School improvement plan: impact of school initiative to develop pupils' strength of character</li> </ul>   |
| <ul style="list-style-type: none"> <li>• At each stage of education, the provider prepares learners for future success in their next steps</li> <li>• The provider prepares learners for life in modern Britain by:</li> </ul>  | Our curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. | <ul style="list-style-type: none"> <li>• Evidence of PSHE policy: impact this has on pupils</li> <li>• Relationships and sex education (RSE) policy: impact this has on your pupils</li> <li>• Impact of whole school initiatives to eat healthy, maintain an active lifestyle and keeping physically and mentally healthy</li> <li>• Pastoral provision in school: impact of support given to pupils</li> </ul> |

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| <ul style="list-style-type: none"> <li>- equipping them to be responsible, respectful, active citizens who contribute positively to society</li> <li>- developing their understanding of fundamental British values</li> <li>- developing their understanding and appreciation of diversity</li> </ul> <p>- celebrating what we have in common and promoting respect for the different protected characteristics as defined in law.</p> | <p>We provide high-quality pastoral support.</p>  | <ul style="list-style-type: none"> <li>• Evidence of extra-curricular provision in school improvement plan: what are your short-term, medium-term and long-term plans?</li> </ul>  |
|   | <p>Our 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.</p>                    | <ul style="list-style-type: none"> <li>• Impact of school fundamental British values learning opportunities and initiatives</li> </ul>   |
|   | <p>We provide a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.</p>  | <ul style="list-style-type: none"> <li>• Equality policy: how has this supported your promotion of equality and diversity in school</li> <li>• PSHE policy: long-term and medium-term planning</li> </ul>  |
|   | <p>Our pupils appreciate these and make good use of them.</p>   | <ul style="list-style-type: none"> <li>• Opportunities for pupils to meet and work with a range of pupils and adults: impact this has had on your pupils</li> <li>• Evidence of speakers, inter-school opportunities along with the opportunities for your pupils to communicate/work with pupils from other schools</li> <li>• RSE education: pupils understanding how to respect others, few incidents of discrimination recorded</li> </ul> |
|   | <p>We prepare pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.</p> | <ul style="list-style-type: none"> <li>• School council: impact this has on the school, local and national environment</li> <li>• Peer leadership responsibilities for pupils to role model positive behaviours</li> <li>• Whole-school charity events: impact this has had on pupils</li> </ul>   |

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|  | <p>We promote equality of opportunity and diversity effectively.</p> <p>As a result, our pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities</p> | <ul style="list-style-type: none"> <li>• School SMSC policy</li> <li>• Evidence of how your school enhances pupils' SMSC and the impact of this: how do pupils reflect their own beliefs whilst having respect for others?</li> </ul>  |
|  | <p>Our pupils engage with views, beliefs and opinions that are different from their own in considered ways.</p> <p>They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</p>                                       | <ul style="list-style-type: none"> <li>• Character education is systematically planned for all pupils: evidence of opportunities and experiences pupils have and the impact of these</li> <li>• School improvement plan: impact of school initiative to develop pupils' strength of character</li> </ul>   |
|  | <p>We provide pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Our pupils know how to discuss and debate issues and ideas in a considered way.</p>  | <ul style="list-style-type: none"> <li>• Evidence of PSHE policy: impact this has on pupils</li> <li>• Relationships and sex education (RSE) policy: impact this has on your pupils</li> <li>• Impact of whole school initiatives to eat healthy, maintain an active lifestyle and keeping physically and mentally healthy</li> <li>• Pastoral provision in school: impact of support given to pupils</li> </ul> |

## 2. LEADERSHIP AND MANAGEMENT

| Improve leadership and management by making sure that:  | Success Criteria  | Evaluation  |
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| <ul style="list-style-type: none"> <li>• Leaders check that actions taken to improve teaching and learning are having a clear and sustained impact on pupils' progress and standards</li> <li>• Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils</li> <li>• Subject leaders have a greater understanding of progress and attainment in their subjects. Subject Leaders need to be supported to monitor their subjects so that they can perform the role more independently and with greater impact</li> <li>• Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged and more able pupils. They are uncompromising in their ambition.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Our leaders have a clear and ambitious vision for providing high-quality education to all pupils.</li> <li>➤ This is realised through strong, shared values, policies and practice.</li> <li>➤ Our 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.</li> <li>➤ The practice and subject knowledge of our staff, including NQTs, build and improve over time.</li> <li>➤ Our leaders aim to ensure that all pupils successfully complete their programmes of study.</li> <li>➤ We provide the support for staff to make this possible.</li> <li>➤ We create an inclusive culture and don't allow gaming or off-rolling.</li> <li>➤ Our leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.</li> <li>➤ Engagement opportunities are focused and purposive.</li> <li>➤ Our leaders engage with their staff and are aware and take account of the main pressures on them.</li> <li>➤ They're realistic and constructive in the way they manage staff, including their workload.</li> </ul> | <ol style="list-style-type: none"> <li>1. School improvement plan: evidence of involving the whole school community in developing and writing the plan. What are short-term, medium-term and long-term plans for your school?</li> <li>2. School vision and aims: what impact has this had on school improvement?</li> <li>3. School policies are effective and reviewed regularly</li> <li>4. CPD: impact on school improvement. Evidence of how your CPD programme has enabled teachers to develop their knowledge and understanding of the curriculum, teaching and learning. What impact has this had on school improvement?</li> <li>5. NQT induction: impact of the support given to NQTs</li> <li>6. Performance management: impact on school improvement</li> <li>7. Impact of school interventions for pupils who have SEN and/or disability</li> <li>8. Impact of support given to pupils who are at the risk or have been excluded</li> <li>9. Progress and attainment data for pupils who have completed programmes of study. Impact of support they have been given</li> <li>10. School surveys: impact this has on school improvement planning</li> <li>11. Governance: evidence of working collaboratively with governors to develop school improvement plans</li> <li>12. Evidence of parent meetings to share learning; involve parents in school improvement</li> </ol> |

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|  | <ul style="list-style-type: none"> <li>➤ Our leaders protect staff from bullying and harassment.</li> <li>➤ Those responsible for governance understand their role and carry this out effectively.</li> <li>➤ Our governors/trustees ensure that we have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</li> <li>➤ Those with responsibility for governance ensure that our 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.</li> <li>➤ We have a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> <li>Identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation</li> <li>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</li> </ul> </li> <li>➤ Manage safe recruitment and allegations about adults who may be a risk to pupils</li> </ul> | <ol style="list-style-type: none"> <li>13. Impact of working with members of the local community (professionals, local schools, local services) to support school improvement</li> <li>14. Staff surveys: impact this has on school improvement planning</li> <li>15. Performance management: impact this has on supporting the performance, mental health and wellbeing of staff</li> <li>16. Mentoring/pastoral support: impact this has on mental health and wellbeing of all staff</li> <li>17. Impact of performance management and pastoral support: to enable all staff to continually develop professionally</li> <li>18. School improvement plans to take into account staff mental health and wellbeing</li> <li>19. Impact of governance involvement in school improvement planning and school self-evaluation</li> <li>20. Statutory functions of governance: impact of supporting your school:</li> <li>21. Developing vision, ethos and strategic direction</li> <li>22. Holding school leaders to account for the educational performance of school and performance management of staff</li> <li>23. Overseeing the financial performance of the school, making sure money is well spent including pupil premium</li> <li>24. Evidence of governance support in checking your school fulfils all statutory duties. Impact this has on school improvement</li> <li>25. Safeguarding/child protection policy: evidence that all processes and procedures are in place</li> <li>26. Pupil surveys: evidence that pupils feel safe at school</li> <li>27. Evidence of staff safeguarding training and impact this has had on safeguarding in school</li> </ol> |
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|  |  | <p>28. Evidence of relationships and health education and the impact this has on pupils</p> <p>29. Evidence that your school follows the safer recruitment expectations: staff and governors interviewing have up-to-date training, school single central record is accurate and up-to-date, staff personnel files are complete</p> <p>30. Evidence of staff allegations recorded and due process followed</p> |
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