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| Strategic Impact Plan 2017-19 |
| Montpelier Primary School |
| **Improving Outcomes through Self-Evaluation and Strategic Planning** |

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# Screen Clipping

**Evaluating Whole School Effectiveness Using the Ofsted Evaluation Handbook- 2017/2018**

**2017/2018**

# Self-Evaluation and Strategic Planning Cycle - Securing Impact on Outcomes for Learners

Evaluating Impact

Self-Evaluation

Monitoring

Strategic Planning

**Part 2 - Contextual Information**

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| **Characteristics of the school:** | |
| Montpelier is a much larger than average primary school (almost 700 pupils). There is a lower than average proportion of Pupil Premium children. Very few pupils are from ethnic minority backgrounds, and fewer whose first language is not English. A small proportion of pupils receive SEND support but those with EHCPs is comparatively high. The school population is stable with a mixed catchment as it sits between two distinct areas of Plymouth, one of which is relatively deprived. | |
| **Most recent Ofsted inspection outcomes:** | |
| **Inspection date: 02/03 July 2014** | **Overall Grade: Requires Improvement** |
| **Key Action Points:**   Improve teaching so that it is consistently good or better by making sure that:   * Pupils are given work that is demanding enough to move them on to higher levels more quickly. * Teachers use assessment information to plan and deliver lessons that close gaps in pupils’ learning and enable them to speed up progress further.    Raise achievement in writing by making sure that:   * Phonics are consistently well taught and pupils are given sufficient opportunities to use their phonic knowledge when reading and writing. * Pupils have regular, motivating opportunities to develop their writing. * Adults have consistently high expectations of pupils’ use of spelling, punctuation and grammar.    Improve leadership and management by making sure that:   * Middle leaders and the most experienced teachers monitor how well teaching impacts on pupils’ learning and supports the progress being made by different groups of pupils. * Governors’ oversight of the curriculum ensures that it supports all pupils to make good progress, particularly in writing. | |
| **Accreditations and awards** | |
| * Sainsbury’s Gold Award for Sport (3 years) * Healthy School Award (planned) | |

**Organisation of the Strategic Impact Plan (SIP)**

**The SSDP is organised into three sections:**

1. **An overview of key Improvement Priorities for three years**

* This is a concise grid of the current years priorities under the four themes which can be shared with all stakeholders

1. **Current Year Key Improvement Priorities (1 year)**

* These are the specific initiatives and targets that have been identified for action over the course of the school year. Each of the focused priorities has an individual action plan which may reflect one, two or three years work.

1. **Performance Management Priorities**

* A number of “Performance Management Priorities” under the four Ofsted Evaluation Schedule areas have been identified. These priorities are **not** necessarily associated with the key Improvement Priorities within the School Strategic Development Plan.

**Primary School Three Year Key Improvement Priorities Overview**

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| --- | --- | --- | --- | --- |
|  | **Grade** | **2017/18** | **2018/19** | **2019/20** |
| **Outcomes for Pupils** | | | | |
| **Progress across the curriculum** | **2** | **Key Priority 1** | | |
| **Disadvantaged pupils’ progress** | 2/3 | Narrow existing attainment gap for groups; esp. PP, SEND, & boys. Improve outcomes for HAPs. | More effectively adapt learning opportunities for individual pupils. | Ensure higher than national pupil attainment targets are achieved. |
| **Above Average Progress** | 2/3 |
| **Progress in comparison to national** | 2 |
| **Reading & phonics skills** | **2** | **Key Priority 2** | | |
| **Pupils’ ability to communicate their learning** | 2 | Effectively implement/consolidate key strategies for raising progress and attainment in core subjects. | Further develop understanding of learning behaviours and ability to critically reflect on feedback. | Quality first teaching, interventions and incisive support ensures pupils reach aspirational outcome targets. |
| **Attainment** | 2 |
| **Preparation for next stage of education** | 2 |
| **The Quality of Teaching, Learning & Assessment** | | | | |
| **Teachers’ subject knowledge & questioning** | **2** | **Key Priority 3** | | |
| **Teachers’ planning & management in lessons** | 2 | Implementation of Visible Learning initiative by providing a common language for learning across the school community, making pupil learning morevisible to teachers (so they know what impact they’re having on learning), and also making teachingmore visible to our pupils | Consolidate and further develop Visible Learning across the school.  Ensure a minimum of all teaching being at least good and one third being outstanding and develop practice across the school through the identification and effective sharing of exemplary practice. | Ensure Visible Learning is firmly embedded and best practice in this is being shared across the MAT.  Deliver first-class in-service training identified through insightful assessment of individual professional development and school-wide improvement need. |
| **Teachers’ high expectations** | 2 |
| **Deepening, challenging & supporting learning** | 2 |
| **Impact of assessment & feedback on learning** | 2 |
| **Impact of homework** | 2 |
| **Teaching of key subjects & skills** | 2 |
| **Resilience, enjoyment of & interest in learning** | 2 |
| **Teachers’ promotion of equality & diversity and the impact of this on pupils’ learning** | 2 |
| **Support for parents** | 2/3 |
| **Personal Development, Behaviour and Welfare** | | | | |
| **Attitudes to learning & impact on progress** | **2** | **Key Priority 4** | | |
| **Preparation for next stage of their education** | 2 | Ensure all parents, specifically PP, are more proactively engaged in supporting their children’s learning by increasing opportunities to engage in school. Specifically target support with homework, listening to children read and attending parents – teacher consultation evenings. | Embed positive attitudes towards British Values, ensuring the curriculum is developed to heighten pupil awareness and understanding of cultural diversity. | Pupils are confident and self-assured learners who know how their behaviours and attitudes impact upon others. The driving ethos of the school will be the development of reflective and outstanding learning behaviours. |
| **Pupils’ attendance** | 2 |
| **Pupils’ conduct, self-discipline & behaviour** | 2 |
| **Pupils’ health, welfare, well-being & safety** | 2 |
| **Impact of anti-bullying approaches** | 2 |
| **Pupils’ SMSC & British Values** | 2 |
| **The Effectiveness of the Early Years Provision: the quality and standards** | | | | |
| **Pupils rates of progress and development of key skills** | **2** | To diminish the differences in attainment for all groups from different starting points.  Outcomes for attainment in the Foundation Stage at least meet national expectations, especially in writing.  Develop the FS learning environment in order to create a better balance between child-initiated and teacher-led learning. | The learning environment will be adapted to reflect a space that is accessible and does not place limitations on what, where and when the children learn.  Maintain and further develop pupils’ rates of progress from entry to end of Foundation Stage to ensure ELG achievement remains strong. | Outcomes for all pupils are better than national expectations.  Differences in attainment are no longer attributable to particular groups of pupils. |
| **Attainment Gaps closing** | 2 |
| **Pupils’ interest, motivation and attitudes to learning** | 2 |
| **Learning Environment,**  **curriculum & imaginative experiences** | 2 |
| **Teaching impact** | 2 |
| **Assessment, quality of observations & planning** | 2 |
| **Positive behaviour, health, safety, well-being** | 2 |
| **Engagement with parents and carers** | 2 |
| **Impact on pupil outcomes, including securing improvement in quality of teaching** | 2 |
| **Pupils rates of progress and development of key skills** | 2 |
| **Effectiveness of Leadership and Management** | | | | |
| **High expectations, direction, positive impact** | **2** | **Key Priority 5** | | |
| **Robust self-evaluation & strategic planning Improvement in teaching, learning, outcomes** | 2 | Providing high quality in-service training to ensure middle leaders (especially newly appointed teaching and learning leaders) effectively fulfil their roles, and their impact is reflected in improved outcomes for pupils. | Further embed the teaching and learning leader roles and strengthen the development and support mechanisms available to middle leaders. This drive to grow and develop aspirant leaders from within, will be underpinned by a culture of excellence in practice. | Leaders at all levels demonstrate a comprehensive knowledge and understanding of outstanding leadership in their area of responsibility evidenced in their robust monitoring, support and accountability. |
| **Monitoring for improvement in teaching: performance management & professional standards** | 2 |
| **Governors deployment of their duties** | 2 |
| **Pedagogy, positive climate and innovation** | 2 | **Key Priority 6** | | |
| **Impact of the curriculum** | 2 | The efficient and effective deployment and use of human resources developed within a financially sustainable structure. | Further develop the staffing structure to ensure the most effective deployment of staff at all levels.  Ensure the curriculum appropriately reflects MAT priorities. | Ensure best practice (developed through the MAT) is embedded so that robust self-evaluation and strategic planning practices are securely in place. |
| **SMSC & British Values** | 2 |
| **Equality of opportunity for all** | 2 |
| **The effectiveness of safeguarding procedures** | 2 |
| **Protecting pupils from radicalisation & extremism** | 2 |

**Primary School – 2017-18 Key Priorities Overview**

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| **STRATEGIC IMPACT PLAN** | **Grade** | **Key Priorities in 2017-18** | **Staff member responsible**  **(red denotes lead member)** | **Governor responsible** |
| **Outcomes for Pupils** | | | | |
| * **Progress across the curriculum** * **Disadvantaged pupils’ progress across the curriculum** * **Above average progress** * **Progress in comparison to national** * **Reading & phonics skills** * **Pupil ability to communicate learning** * **Attainment** * **Preparation for the pupils’ next stage of education** | **2** | **Key Priority 1** |  |  |
| Improve outcomes for specific groups of pupils.   * Narrow any existing attainment gap for groups; especially Pupil Premium children, SEND, and gender disparities. * Improve outcomes for Higher Attaining Pupils (HAP). | SLT  Middle Leaders | WT, LF, RN, |
| **Key Priority 2** |  |  |
| Key strategies for raising progress and attainment in the core subjects are effectively implemented and consolidated.   * AET Mathematics. * Development of oracy, vocabulary, and spelling. | SLT, ST, KN  Middle Leaders | ND |
| **Quality of Teaching, Learning & Assessment** | | | | |
| * **Subject knowledge & questioning** * **Planning & management in lessons** * **Teachers’ high expectations** * **Teachers’ deepening, challenging & supporting learning** * **Impact of teacher assessment & feedback on pupils’ learning** * **Impact of homework** * **Teaching of key subjects & skills** * **Pupils’ resilience, enjoyment of & interest in learning** * **Promotion of equality & diversity and the impact of this on pupils’ learning** * **Support for parents** | **2** | **Key Priority 3** |  |  |
| Implementation of Visible Learning initiative by providing a common language for learning across the school community, making pupil learning morevisible to teachers (so they know what impact they’re having on learning), and also making teachingmore visible to our pupils. | SLT  Middle Leaders | WT |
| **Personal Development, Behaviour and Welfare** | | | | |
| * **Attitudes to learning & its impact on progress** * **Preparation for next stage of learning** * **Pupil attendance** * **Conduct, self-discipline & behaviour** * **Health, welfare, well-being & safety** * **Impact of anti-bullying approaches** * **SMSC & British Values** | **2** | **Key Priority 4** |  |  |
| Ensure all parents, specifically PP parents, are more proactively engaged in supporting their children’s learning by increasing opportunities to engage in school. Specifically target support with homework, listening to children read, attending parents’ evening, and willingness to approach staff directly. | DHT & AHT  All staff | WT, RC |
| **The Effectiveness of the Early Years Provision: the Quality and Standards** | | | | |
| **ACHIEVEMENT**   * **Rates of progress & achievement** * **Attainment gaps closing** * **Pupils’ needs & attitudes to learning**   **TEACHING**   * **Learning environment, programmes and imaginative experiences** * **Teaching impact** * **Assessment, observations & planning**   **BEHAVIOUR & SAFETY**   * **Behaviour, health, safety, well-being**   **LEADERSHIP & MANAGEMENT**   * **Engagement with parents & carers** * **Impact on pupil outcomes, including improvement in quality of teaching** | **2** | To diminish the differences in attainment for all groups from different starting points.  Outcomes for attainment in the Foundation Stage at least meet national expectations, especially in writing.  Develop the FS learning environment in order to create a better balance between child-initiated and teacher-led learning. | DHT & AHT and Unit Leader | JE |
| **Effectiveness of Leadership and Management** | | | | |
| * **High expectations, direction & impact** * **Robust self-evaluation and strategic planning: securing improvement in teaching, learning and outcomes** * **Monitoring for improvement in teaching: performance management & the professional standards** * **Governors deployment of their duties** * **Pedagogy, positive climate, innovation** * **Impact of the curriculum** * **SMSC & British Values** * **Equality of opportunity for all** * **Effectiveness of safeguarding** * **Protecting pupils from radicalisation and extremism** | **2** | **Key Priority 5** |  | WT & ND |
| Providing high quality in-service training to ensure that middle leaders (especially the two teaching and learning leaders) effectively fulfil their roles, and their impact is reflected in improved outcomes for pupils. | SLT, ST, KN  Middle Leaders |
| **Key Priority 6** | SLT | WT, ND |
| The efficient and effective deployment and use of human resources developed within a financially sustainable structure. |

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| **Early Years Action Plan 2017-18** | | | | | | | | | | | |
| **Key Priorities**   * To diminish the differences in attainment for all groups from different starting points. * Outcomes for attainment in the Foundation Stage at least meet national expectations, especially in writing. * Develop the FS learning environment in order to create a better balance between child-initiated and teacher-led learning. | | | | | **Year 2017-18**  Lead person accountable for the plan: Aaron West (Deputy Headteacher) and Charlotte Johnson (FS Unit Leader). | | | **Finance Plan**  How much will the plan cost -  Which account code/s will fund the plan - | | | |
| **Success criteria:** | | **Focus on outcomes. Specific, measurable impact on pupils (write this before you identify the actions to be taken).**   * FS GLD data moves just above national and % FSM remains above national. 70+%+ ELG in writing. | | | | | | | | | |
| **Action** | | | | | **Lead person accountable** | | **Time scale**  **start & end dates** | | | **Training &**  **CPD needs** | **Resources,**  **costs & time** |
| Baseline> Move from Early Excellence to a self-designed system linked to development matters to provide an increasingly accurate judgement of individual starting points. | | | | | Unit Leader &  Teaching Staff | | By 06.10.2017 | | | Staff INSET September 4th | Nil |
| Ensure Class groupings are established to ensure a balance across the unit. (Gender, PP, DOB). | | | | | EYFS Team | | By 29.09.17 | | | Nil | Nil |
| Ensure early identification and appropriate interventions in EYFS minimise gaps developing between PP and other children. | | | | | EYFS Team  DHT & AHT | | Throughout 2017-18 | | | As interventions are identified | £ PP Funding |
| EYFS team to implement through a series of small amendments a balance between child initiated and focused learning. The learning environment will be adapted to provide a space that is accessible and does not place limitations of what, where and when the children learn. | | | | | EYFS Team & DHT | | Throughout 2017-18 | | | Staff INSET | TBC |
| To provide more writing opportunities both indoors and outdoors – to raise the achievement of EYFS children achieving >70% of ELG in Literacy by 2018. | | | | | EYFS Team & subject leaders | | Throughout 2017-18 | | | Nil | Nil |
| To develop the outdoor area in the EYFS learning environment to enhance the learning experience of the children and impact GLD. | | | | | EYFS Team | | Throughout 2017-18 | | | Nil | TBC |
| **Monitoring** | | | | | | | | | | | |
| **Who** | **What** | | **Where** | | | **When** | | | **External Validation** | | |
| *Staff member responsible* | *What monitoring activities will be taking place?* | | *Where will these be reported?* | | | *When will you review/ report the outcomes of monitoring activities* | | | *Will there be any external validation of your work*  *(e.g. School Improvement Partner, Governors etc.)* | | |
| SLT and middle leaders | Parent questionnaire | | SLT and middle leaders | | | Parent questionnaire | | | Governors and Reach (monthly) | | |
| SLT meetings | | | Weekly | | |
| Pupil Profile meetings | | | Termly | | |
| **Impact** *What will the outcomes on pupils be?* | | | | **Update** *How close are you to the stated outcomes?* | | | | **Final Evaluation**  *Have the intended outcomes been achieved?* | | | |
| End of EYFS attainment is in line or better than targets set for national Age Related Expectations (GLD). | | | |  | | | |  | | | |

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| **Leadership & Management Action Plan 2017-18** | | | | | | | | | | | |
| **Key Priorities 5 & 6:**   1. Facilitate high quality in-service training to ensure that middle leaders (especially the two teaching and learning leaders) effectively fulfil their roles, and their impact is reflected in improved outcomes for pupils. 2. Ensure the efficient and effective deployment and use of human resources are developed within a financially sustainable structure. | | | | | **Year 2017-18**  Lead person accountable for the plan: Jason Holland (Headteacher) | | | **Finance Plan**  How much will the plan cost -  Which account code/s will fund the plan - | | | |
| **Success criteria:** | | **Focus on outcomes. Specific, measurable impact on pupils (write this before you identify the actions to be taken).**   * The impact of effective leadership, management and governance is reflected in improved outcomes for pupils. | | | | | | | | | |
| **Action** | | | | | **Lead person accountable** | | **Time scale**  **start & end dates** | | | **Training &**  **CPD needs** | **Resources,**  **costs & time** |
| Embed Shadow Leader positions; ensuring clearly defined roles, are mentored and supported, and are held to account for these. | | | | | Subject Leaders  ST/KN | | Throughout autumn term | | | Leadership training from SLT | Scheduled release time |
| All leaders demonstrate robust monitoring/ support/accountability towards their teams. Shadow leaders increase responsibilities. | | | | | Senior Subject &  Unit Leaders | | By 04.2018 | | | Support from SLT and T&L Leaders | Nil |
| Succession planning review: shadow leaders demonstrate a growing independence in their respective roles. | | | | | DHT & AHT | | By 04.2018 | | | Support from T&L and Middle Leaders | Nil |
| Mid-year reviews of staff appraisals refers to quality of T&L of individuals and specific targets are set for continued improvement. | | | | | Unit Leaders  Senior Leaders | | By 04.2018 | | | Ongoing support through appraisers | Conducted in staff meetings |
| Review effectiveness of TA structure and seek to make any necessary amendments in order to maximise the potential for support. | | | | | Senior Leaders | | By 04.2018 | | | None identified | Nil |
| Develop relationships within REAch South and seek to expand areas of mutual school improvement support. | | | | | Headteacher | | Throughout spring and summer terms | | | As identified through process | Nil |
| Review Schools Direct placements and begin process of early succession planning for 2018-19 academic year. | | | | | DHT | | May 2018 | | | DHT involvement in SD process | Nil |
| Review effectiveness of MLT structure and seek to make any necessary amendments in order to maximise the potential for support. | | | | | Senior Leaders | | Review between 03.18 to 06.18 | | | Identify middle leader training opportunities | Nil |
| Secure Schools Direct placements for 2018-19 academic year. Identify how placements will be supported. | | | | | SLT-M | | June 2018 | | | DHT involvement in SD process | £? |
| **Monitoring** | | | | | | | | | | | |
| **Who** | **What** | | **Where** | | | **When** | | | **External Validation** | | |
| *Staff member responsible* | *What monitoring activities will be taking place?* | | *Where will these be reported?* | | | *When will you review/ report the outcomes of monitoring activities* | | | *Will there be any external validation of your work*  *(e.g. School Improvement Partner, Governors etc.)* | | |
| SLT and middle leaders | Monitor and review work of middle leaders and their shadows every month. | | Governors meetings | | | Fortnightly & monthly | | | Governors and Reach (monthly) | | |
| SLT meetings | | | Weekly | | |
| Pupil Profile meetings | | | Termly | | |
| **Impact** *What will the outcomes on pupils be?* | | | | **Update** *How close are you to the stated outcomes?* | | | | **Final Evaluation**  *Have the intended outcomes been achieved?* | | | |
| Outcomes for pupils in KS1 and KS2 being at least in line with, but preferably above, national ARE data. | | | |  | | | |  | | | |
| Effective middle leader deployment and development has led to school-wide high quality teaching and learning practices. | | | |  | | | |  | | | |

**Primary School**

**Part 3 - Performance Management Priorities**

**Whole School Performance Management Priorities**

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| **SCHOOL STRATEGIC IMPACT PLAN** | **Whole School Performance Management Priorities**  **Two whole school targets are set plus one individual, personalised target.** | **Priority**  **Achieved** |
| **Outcomes for pupils** | **Target 1 – SIP Key Priority 1: Improve outcomes for specific groups of pupils.**   * **Narrow any existing attainment gap for groups; especially Pupil Premium children, SEND, and gender disparities.** * **Improve outcomes for Higher Attaining Pupils (HAP).**   Teaching Standards (1, 2 and 6):  1) Set high expectations which inspire, motivate & challenge pupils by being accountable for pupils’ attainment, progress & outcomes.  2) Promote good progress and outcomes for pupils by being accountable for pupils’ attainment, progress and outcomes.  6) Make accurate and productive use of assessment. Making use of formative & summative assessment to secure pupils’ progress. |  |
| **The Quality of Teaching, Learning & Assessment** | **Target 2 – SIP Key Priority 3: Implementation of Visible Learning initiative by providing a common language for learning across the school community, making pupil learning more visible to teachers (so they know what impact they’re having on learning), and also making teaching more visible to our pupils.**  Teaching Standards (2, 4 and 5):  2) Promote good progress and outcomes by pupils by being aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these.  4) Promote a love of learning and children’s intellectual curiosity and reflect systematically on the effectiveness of lessons and approaches to teaching.  5) Adapt teaching to respond to the strengths and needs of all pupils by knowing when and how to differentiate appropriately; using approaches which enable pupils to be taught effectively; having a clear understanding of the needs of all pupils (including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities) and be able to use and evaluate distinctive teaching approaches to engage and support them. |  |
| **Personal Development Behaviour & Welfare** | **AW (DHT) Target: Ensure all parents, specifically PP, are more proactively engaged in supporting their children’s learning by increasing opportunities to engage in school. Specifically target support with homework, listening to children read, attending parents’ evening, willingness to approach staff directly.** |  |
| **Early Years** | **Foundation Stage Team Targets:** **(1) To diminish the differences in attainment for all groups from different starting points. (2) Outcomes for attainment in the Foundation Stage at least meet national expectations, especially in writing. (3) Develop the FS learning environment in order to create a better balance between child-initiated and teacher-led learning.** |  |
| **Leadership & Management** | **Leadership Team Targets: (1) Facilitate high quality in-service training to ensure that middle leaders (especially the two teaching and learning leaders) effectively fulfil their roles, and their impact is reflected in improved outcomes for pupils. (2) Ensure the efficient and effective deployment and use of human resources are developed within a financially sustainable structure.** |  |

**Individual Performance Management Priorities**

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| **SCHOOL STRATEGIC IMPACT PLAN** | **Individual Performance Management Priorities** | | | **Staff Member Responsible** | | **Priority**  **Achieved** | | |
| **Outcomes for Pupils** | | | | | | | | |
| **Progress across the curriculum** | |  |  |  | | |  | |
| **Disadvantaged pupils’ progress** | |  |  |  | | |  | |
| **Above Average Progress** | |  |  |  | | |  | |
| **Progress in comparison to national** | |  |  |  | | |  | |
| **Reading & phonics skills** | |  |  |  | | |  | |
| **Pupils’ ability to communicate their learning** | |  |  |  | | |  | |
| **Attainment** | |  |  |  | | |  | |
| **Preparation for next stage of education** | |  |  |  | | |  | |
| **The Quality of Teaching, Learning & Assessment** | | | | | | | | |
| **Teachers’ subject knowledge & questioning** | |  |  |  | | |  | |
| **Teachers’ planning & management in lessons** | |  |  |  | | |  | |
| **Teachers’ high expectations** | |  |  |  | | |  | |
| **Teachers deepening, challenging & supporting learning** | |  |  |  | | |  | |
| **Impact of assessment/feedback on learning** | |  |  |  | | |  | |
| **Impact of homework** | |  |  |  | | |  | |
| **Teaching of key subjects & skills** | |  |  |  | | |  | |
| **Pupils’ resilience, enjoyment of & interest in learning** | |  |  |  | | |  | |
| **Teachers’ promotion of equality & diversity and the impact of this on pupils’ learning** | |  |  |  | | |  | |
| **Support for parents** | |  |  |  | | |  | |
| **Personal Development, Behaviour and Welfare** | | | | | | | | |
| **Attitudes to learning & impact on progress** | |  |  |  | | |  | |
| **Preparation for next stage of their education** | |  |  |  | | |  | |
| **Pupils’ attendance** | |  |  |  | | |  | |
| **Pupils’ conduct, self-discipline & behaviour** | |  |  |  | | |  | |
| **Pupils’ health, welfare, well-being & safety** | |  |  |  | | |  | |
| **Impact of anti- bullying approaches** | |  |  |  | | |  | |
| **Pupils’ SMSC & British Values** | |  |  |  | | |  | |
| **The Effectiveness of the Early Years Provision: the Quality and Standards** | | | | | | | | |
| **Pupils rates of progress and development of key skills** | |  |  |  | | |  | |
| **Attainment Gaps closing** | |  |  |  | | |  | |
| **Pupils’ interest, motivation and attitudes to learning** | |  |  |  | | |  | |
| **Learning Environment,**  **curriculum & imaginative experiences** | |  |  |  | | |  | |
| **Teaching impact** | |  |  |  | | |  | |
| **Assessment, quality of observations & planning** | |  |  |  | | |  | |
| **Positive behaviour, health, safety, well-being** | |  |  |  | | |  | |
| **Engagement with parents and carers** | |  |  |  | | |  | |
| **Impact on pupil outcomes, including securing improvement in quality of teaching** | |  |  |  | | |  | |
| **The Effectiveness of Leadership and Management** | | | | | | | | |
| **High expectations, direction, positive impact** | |  |  | |  | | |  |
| **Robust self-evaluation & strategic planning Improvement in teaching, learning, outcomes** | |  |  | |  | | |  |
| **Monitoring for improvement in teaching: performance management & professional standards** | |  |  | |  | | |  |
| **Governors deployment of their duties** | |  |  | |  | | |  |
| **Pedagogy, positive climate and innovation** | |  |  | |  | | |  |
| **Impact of the curriculum** | |  |  | |  | | |  |
| **SMSC & British Values** | |  |  | |  | | |  |
| **Equality of opportunity for all** | |  |  | |  | | |  |
| **The effectiveness of safeguarding procedures** | |  |  | |  | | |  |
| **Protecting pupils from radicalisation & extremism** | |  |  | |  | | |  |