



CHAPEL ALLERTON PRIMARY SCHOOL SCHOOL DEVELOPMENT PLAN 2023/24

Nurturing a Lifelong Love of Learning

Our Ambitions for 2021-2025

- **Equality and Diversity** – Children embrace equality and diversity, believe anything is possible and have the skills, self-belief and drive to combat societal attitudes, barriers and challenges.
- **Curriculum** – Children absorb and are inspired by a wide range of high quality, arts opportunities to dream, imagine, experiment, and create.
- **Outdoor Learning and Play** – Children enjoy abundant opportunities for Learning and Play throughout the school, and local environment and have a keen sense of their role as a global citizen with a responsibility for protecting and preserving the natural world.
- **SEND** – Children with SEND make excellent personal progress, and their needs are met by a staff team of skilled, knowledgeable, and confident practitioners.
- **More Able** - Children's learning potential is uncapped, those with particular strengths are always challenged and they have the desire stretch themselves.
- **Writing** – Children progressively build their writing skills and confidence to become creative and imaginative writers with a firm grasp of grammar, spelling patterns and a broad vocabulary which they deploy with purpose.
- **Teaching, Learning and Behaviour** - Children's learning journey through school is highly structured and facilitated by seamless, proven, impactful delivery of Restorative Practice, Growth Mindset and carefully selected teaching techniques delivered by a unified professional teaching team of inspiring practitioners.

Next Steps from Ofsted (Dec 2018):

Leaders and those responsible for governance should ensure that:

- A. They build on the improvements in teaching, learning and assessment to raise achievement still further by making sure that differences between disadvantaged pupils and other pupils nationally continue to diminish in reading, writing and mathematics by the end of KS2
- B. The way in which behavioural incidents are recorded, including those involving allegations of bullying, is improved, so that patterns of behaviour can be easily identified and pupils' confidence in reporting incidents increases
- C. They continue to embed the improvements in the early years so that a greater proportion of children achieve a good level of development at the end of their Reception year.



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Our Mission Statement:

Through collective dedication we will develop children who:

- Are creative, imaginative, independent lifelong learners
- Enjoy challenges, anticipate success and achieve the highest possible standards
- Instill pride in the local community through their excellent behaviour, attitude and sense of citizenship
- Believe in mutual understanding, trust, tolerance and respect
- Are physically active and have developed the habits which ensure good mental, spiritual and emotional health

Our Core Values:

At Chapel Allerton we will:

- Develop a love of learning which will remain with children for life
- Develop lively, enquiring minds which question and argue rationally
- Enable children to apply themselves to tasks and physical skills
- Enable children to use language and numbers effectively
- Promote British values and encourage children to have respect for all cultures and beliefs
- Enable all children to fully access the curriculum
- Ensure children understand the modern world and the interdependence of individuals, groups, communities and nations
- Appreciate achievements and aspirations
- Ensure children know right and wrong and develop high moral values.

Growth Mindset – ‘can do’ attitudes and aspirational thinking permeate every day

Restorative Practice – children who are self aware and emotionally intelligent

ASPECT 1: Quality of Education

Ambitions: **Writing, Outdoor Learning and Play, Equality and Diversity, Curriculum, SEND, More Able and Teaching, Learning and Behaviour.** OFSTED priorities Dec 2018: A and C

Leaders: SLT/All
Governors:

Objective :

Overarching Objectives (which are also the Headteacher Appraisal targets);

- **1. Continue to finalise/review the curriculum plans, including the assessment processes for each subject area. Ensure that the plans are being implemented and embedded through supporting SLs with time to carry out regular monitoring activities, including classroom observations.**
- **2. To check that the school's agreed principles and practice set out in its Teaching and Learning policy and other associated documents are being implemented consistently by all staff. Identify where further training, development and support is needed and put in place.**
- **3. To improve outcomes by identifying the provision in place for those children working just below or working towards age related expectations and monitoring their progress carefully and regularly.**

Success Criteria:

- **Writing Standards rise, more purposeful learning outdoors, playtimes are exciting and children regulate their behaviour, the curriculum reflects the diversity of our community, both SEND and More Able children make good progress, teaching standards are cohesive and consistent maths calculations and fluency lead to accelerated progress rates.**

Resources:

Staff meeting/training commitment
Release time for monitoring/feedback
Shared CPD opportunities

Specific Actions

Progress/Impact:

	Autumn Term Red/Amber/Green	Spring Term Red/Amber/Green	Summer Term Red/Amber/Green
<ul style="list-style-type: none"> • Writing – Following the introduction of the reinvigorated T4W process last academic year, the focus now is to embed and further improve the quality of writing teaching throughout school. Consistency, the importance of spelling, the development of vocabulary (in conjunction with EAL pedagogy and practice) and the relationship between reading for pleasure and quality writing will be priorities. 	<p>Revised Writing units have been delivered inline with the new approach. The opening session of the day has been dedicated to English. Monitoring indicates greater consistency of practice and more individuality with end products. Nb embedding core, basic skills has been focus with greater challenge to come. Reading lesson and Reading for pleasure are impacting.</p>		
<ul style="list-style-type: none"> • Outdoor Learning and Play – Following significant training and investment in physical space and resources, the focus this year is on monitoring and feedback to develop a level of quality and consistency throughout the school. 	<p>Floorbook monitoring indicates new Forest School space is being utilised however, Biodome links to other curriculum areas are not being fully exploited and need development.</p>		

<ul style="list-style-type: none"> Equality and Diversity –Continue our work to improve outcomes for Pupil Premium Pupils through additional review meetings and monitoring Work collaboratively with the LLA and as a learning community to build subject knowledge and expertise in EAL pedagogy and practice. Further develop our curriculum particularly from the perspective of SEND, BAME and EAL learners. 	<p>Successful EAL training morning ensured consistency of understanding of possible barriers and effective approaches. Wider range of diverse library books popular with ch'n. Training required on SEND reasonable adjustments across the curriculum.</p>		
<ul style="list-style-type: none"> Curriculum – To further develop the match between objectives and learning outcomes across all subjects. To develop vocabulary and assessment accuracy. To focus upon Art, training staff to ensure skills are progressively taught. Arithmetic skills and fluency will be prioritised in Maths with training priorities decided following a Maths review on 4.10.23. 	<p>BP takes leadership of Art, staff impressed by new scheme. Maths consultant wrote very positive report - additional lessons, tests and fluency consistently delivered Jan' staff meeting to address improvement areas. Productive Cluster work to raise confidence of Subject Leaders. Developing vocabulary and stretch across the curriculum work in progress</p>		
<ul style="list-style-type: none"> SEND – Building on the training and developments made over the last two years, monitoring and feedback will develop consistency and adaptive teaching that increases outcomes for all pupils with SEND and those on our monitoring list. In addition, guiding the evolution of our new provision, 'The Hub' will enable more varied and personalised learning opportunities. Training to better support sensory needs and dyslexia will be prioritised. 	<p>While staff dyslexia training delivered, Clicker resource increasingly used to help writers with difficulties, 'The Hub' provides quality, alternative environment including targeted Breakfast club, increased capacity for S&L grps, more dyslexia teaching, more 'reasonable adjustments', positive parental feedback</p>		
<ul style="list-style-type: none"> More Able -Challenge across the curriculum will be promoted, monitored and support/training delivered. The outcome of the 24.10.23 SEND and More Able focussed T&L review will be used to determine training needs. 	<p>Consultant report reflects some good More Able provision particularly in Maths. Striking right balance and providing More Able writers with stretch opportunities is work in progress.</p>		
<ul style="list-style-type: none"> Teaching, Learning and Behaviour – Refresh all staff on Rosenshine principles and monitor for consistency of practice. Continue to build excellent learning behaviours. 	<p>Appraisal observations and other monitoring indicated almost all staff consistently utilising</p>		

<p>Develop the quality of questioning. Extra focus on interventions – selection, delivery and impact.</p>	<p>Rosenshine, strong relationships and effective interventions. Updated behaviour policy leading to clear expectations and improved behaviour across school. Impactful interventions research/development. Writing need</p>		
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Outstanding (1)

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

In addition, the following apply.

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

454. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the inspection team's professional judgement.

Good (2)

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils (including pupils with SEND), the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.
- The curriculum may undergo necessary changes (for example, following a review by leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Pupils study the full curriculum; it is not narrowed:
 - in primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6
 - in secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.
- The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.
- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.
- Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.
- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.
- Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

- NB Descriptors for Early Years can be found at the back of this document.

ASPECT 2: Behaviour and Attitudes

Growth Mindset Restorative Practice

OFSTED priorities Dec 2018: B

Leaders: SLT/All
Governors:

Objective :

- The way in which behavioural incidents are recorded, including those involving allegations of bullying, is improved, so that patterns of behaviour can be easily identified and pupils' confidence in reporting incidents increases (Ofsted Dec 18)
- Improvements achieved with attendance rates (especially Persistent Absentees) and punctuality
- Children's behaviour standards outdoors match those indoors – children become self-regulating

Success Criteria:

- Pupil interviews, monitoring and relevant statistics prove pupils are displaying self-regulating behaviour, staff are dealing with issues proactively, consistently and PA figures improve.

Resources:

Staff meeting/training commitment
Release time for monitoring/feedback
Shared CPD opportunities

Specific Actions	Progress/Impact:		
	Autumn Term Red/Amber/Green	Spring Term Red/Amber/Green	Summer Term Red/Amber/Green
1. Training/Monitoring/Feedback/Evaluation to achieve a 'Positive and respectful culture issues dealt with quickly and effectively' New Ofsted framework,2019 (SLT)	CPOMS and Dojo interactions evidence swift responses addressing matter which do not meet our expectations.		
2. Restorative Practice, Growth Mindset, self-regulating behaviour, Peer and collaborative learning training and monitoring (BP, ST and Phase Ldrs)	Refresher training delivered. Maths consultant commented on 'impeccable' behaviour in lessons. Continue to work on total consistency and most effective use of learning partners. Some pupils require support to be self-regulating (especially some younger ch'n post-Covid).		
3. Pupil voice and School Council make a meaningful difference to school priorities and progress (BP)	The use of Talking Mats continues to be embedded. School Council have addressed pupil voice boxes and also brought year group issues to discuss e.g. gaps in toilet doors, taps not working properly		

	and hand dryer issues that have been resolved. DHT developing pupil-led assemblies. Language Ambassadors introduced by DHT.		
4. British Values – Consistently delivered and having impact through school	Monitoring indicates consistency of practice. Consultant noted ch'n responded very well on BV matters at Pupil Interview. Alternate week Picture News assemblies with BV focus.		
5. Monitor attendance, punctuality systems , rewards and sanctions. Consistently report and evaluate. (NS)	Attendance and punctuality standards are solid. Extra communication with lowest 10%, BME and PP. Cluster involved in 2 cases.		
6. Mindmate embedded (KM) plus development of inter-school relationship building and mutually beneficial activities (All)	Mindmate included pupil involvement in assemblies very consistent.		
7. 'Assemblies' promote SMSC and British values , school values, RP and GM (All SLT) – Pupil feedback indicates impact of assemblies	PSHE and GM themes added into whole school programme with phase assemblies featuring BV fortnightly – more comprehensive coverage.		
8. Monitoring cycle for transition, behaviour, attendance, punctuality, RP, GM, observation, data analysis, pupil and staff interviews (NS, SLT,GB)	New expectations and routines introduced, Rigorous monitoring schedule, shared responsibility for all pastoral elements leads to improved, more consistent standards.		
9. Governors Pupil Support Sub Committee Agenda challenges and links academic and pastoral development (BT/LT)	Governors provide challenge on attendance, behaviour and curriculum. All vulnerable groups data discussed in detail.		

In order for behaviour and attitudes to be judged outstanding, it must meet all of the good criteria securely and consistently and it must also meet the additional outstanding criteria.

ASPECT 2: Behaviour and Attitudes

Outstanding (1)

- The school meets all the criteria for good in behaviour and attitudes securely and consistently.
- Behaviour and attitudes are exceptional.

In addition, the following apply:

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

456. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the inspection team's professional judgement.

Good (2)

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see [statutory guidance on school exclusion](#)).
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

ASPECT 3: Personal development

OFSTED priorities Dec 2018: B Restorative Practise and Growth Mindset

Leaders: NS
Governors: BG

Objective:

- Quality and consistency in personal development offer for all pupils. Children have high aspirations, understand British Values, appreciate the importance of Healthy Bodies and Healthy Minds, have a Growth Mindset, behave respectfully and restoratively.

Success Criteria:

- Pupil interviews and other monitoring prove children are highly aware of British Values, interact restoratively, have a positive Growth Mindset and high aspirations.

Resources:

Staff meeting/training commitment
Release time for monitoring/feedback
Shared CPD opportunities

Specific Actions			Progress/Impact:
	Autumn Term Red/Amber/Green	Spring Term Red/Amber/Green	Summer Term Red/Amber/Green
1. Growth Mindset, Restorative Practice and British Values - Quality, Consistency and Communication (SLT, AH)	Monitoring indicates training provided is being put into practice consistently – strong evidence in Floorbooks.		
2. Governors understand new Ofsted framework re. Personal Development and how the Chapel Allerton curriculum prepares children for the future (BP/BG)	Governors have received more information on what PD is and how it will be inspected.		
3. Pupil survey and interviews utilised in monitoring cycle (all SLT/ST/Governors)	SLT, Consultants and Governor visits regularly include Pupil Voice. Subject Leader annual schedule includes Pupil Voice.		
4. PSHE & MINDMATE – Quality and Consistency of delivery throughout school, (ST&KM)	Monitoring indicates training provided is being put into practice consistently.		
5. Opportunities – school provides a wide range of opportunities to nurture, develop and stretch pupils talents and interests.	Autumn term clubs included Rocksteady, Spanish, KS1 multi-sports, kS2 dodgeball, KS2 football, KS1 football, Girls football club, Athletics, Homework, KS1 music club, Cooking, Craft, Coding, Cross country, Choir, SEND Music club, Chess, Rubix cube Club, School magazine, librarians, Language Ambassadors.		

Outstanding (1)

- The school meets all the criteria for good in personal development securely and consistently.
- Personal development is exceptional.

In addition, the following apply:

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

458. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the inspection team's professional judgement.

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.
- The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
- Secondary schools prepare pupils for future success in education, employment or training. They use the [Gatsby Benchmarks](#), a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

ASPECT 4: Leadership and Management

Leaders: NS
Governors: AS

Objective:

- To provide training, monitoring and feedback which enables all staff to improve and develop their practice (A,C)

Success Criteria:

- Progress across year groups in the full range of subjects is consistently strong and evidence in pupils' work indicates that they achieve well.
- The achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or is rising.
- Each ambition is delivered to the best of their ability by all staff

Resources:

Staff meeting/training commitment and budget
Release time for monitoring/feedback
Shared CPD opportunities

Specific Actions	Progress/Impact:		
	Autumn Term Red/Amber/Green	Spring Term Red/Amber/Green	Summer Term Red/Amber/Green
1. Valuable collaboration via Learning Alliance and cluster (NS) - foci tbc.	Governors received presentation from LLA - now full members. SEND network influential with development of our 'Hub'.		
2. Monitoring programme focussed on Quality and Consistency. Cultural change embraced enabling more frequent, personalised monitoring moving practice from Good to Outstanding. (SLT/All)	Extensive monitoring conducted. Teachers understand need and benefits, however leadership recognise genuine challenge of adapting and improving across several areas simultaneously at pace while achieving work-life balance and understanding individual circumstances.		
3. TAs training programme delivered at least half-termy to upskill TAs appropriate to their role and new initiatives (SLT)	SEND and effective support of Teaching and Learning training delivered to all TAs – occasional examples of TAs over supporting/complicating tasks but strong will to learn and improve.		
4. Links with governors embedded (GB, SLT)	Quality of involvement within meetings plus additional school visits indicate synthesis throughout leadership.		
5. Safeguarding – training in child abuse and domestic violence plus half-termy refreshers (NS/ZL)	HT leadership refresher, all staff complete Child on Child Abuse training plus regular autumn term reading/agreement and quiz check.		

6. CPD upskills all staff enabling needs of SEND children to be met and More Able to be challenged

Collective dyslexia, Clicker and Sensory
Circuit training plus personalised support
specific to individual/class needs.

Grade descriptors for Leadership and Management

In order for the leadership and management of a school to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

- The school meets all the criteria for good in leadership and management securely and consistently.
- Leadership and management are exceptional.

In addition, the following apply:

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

460. In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the inspection team's professional judgement.

Good (2)

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
- Leaders protect staff from bullying and harassment.
- Governors/trustees understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and **strategy, that resources are managed well** and that leaders are held to account for the quality of education.
- Governors or trustees ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- Safeguarding is effective

ASPECT 5: Additional Elements

Leaders: NS, DH
Governors:

Objective 5a:

- All non-academic elements of the school business operate efficiently and enhance the standard of teaching and learning
- School budget is maximised and additional funding is sourced

Success Criteria:

- Budget is on track for 22/23
- Grounds developments are well utilised enhancing curriculum and play

Resources:

Staff meeting/training commitment
Release time for monitoring/feedback
Shared CPD opportunities

Specific Actions			Progress/Impact:
	Autumn Term Red/Amber/Green	Spring Term Red/Amber/Green	Summer Term Red/Amber/Green
1. Resources ; mid-year budget review, staff scenarios for 2024, staff development and wellbeing	Budget challenges shared with governors following exit of bulge cohort and scale of reductions outlined. Cohesive CPD programme in place including specific time for year groups with leaders of Science, History, Writing and Geography. Balance between monitoring/feedback/Ofsted preparation and wellbeing is not straightforward but is constantly evaluated.		
2. Asset management – RAG rating and mid-year review including next phase of roof replacement, refurbishment rolling programme and new provision space evaluation (NS/DH)	Current information is that next phase of roof replacement will happen in the summer. Likely to reduce original scope of school decoration due to reduced budget.		
3. Cleaning, catering, wraparound care – termly evaluation of quality/value for money (DH).	Satisfied with standards throughout autumn term.		
4. Admin/Facilities/Technician evaluation and forward planning (NS/DH)	PM retired and Lisa Harrison joined the Admin' team – training plan in place. Full Health and Safety audit arranged for January.		

<p>5. Communication – constant review and evaluation of Class Dojo, Facebook and other communication methods</p>	<p>Class Dojo proving very effective for teacher-parent communication with well over 90% of families active. Potential parents/carers refer to Facebook as a good means of gaining an understanding of the range of experiences offered at school.</p>		
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Monitoring and Data Targets:

Sept 2023	Nov 2023	Dec 2023	Jan 2024	Feb 2024	Mar 2024	April 2024	May 2024	July 2024
Induction training Monitoring cycle begins	Monitoring cycle continues	Review target setting PP meetings re Autumn data	Monitoring cycle continues	Monitoring cycle	PP meetings re Spring data	Monitoring cycle	SATs	Data review Monitoring summary
Milestones								

Targets		
Autumn 2023	Spring 2024	Summer 2024
Monitoring evidence (Data, Lesson Obs, Planning, Marking) indicates 100% Good, (50%+ Outstanding) Data Targets: EYFS GLD on track for 78% GLD Y2 RWM on track for 75% At Standard and 18% At Greater Depth Y2 Reading on track for 80% At Standard and 28% At Greater Depth Y2 Writing on track for 75% At Standard and 25% At Greater Depth Y2 Maths on track for 78% At Standard and 20% At Greater Depth Y6 RWM on track for 75% At Standard and 25% At Greater depth Y6 Reading on track for 80% At Standard and 40% At Greater Depth Y6 Writing on track for 73% At Standard and 25% At Greater Depth Y6 Maths on track for 80% At Standard and 35% At Greater Depth Y6 SPAG on track for 80% At Standard and 45% At Greater Depth	Monitoring evidence (Data, Lesson Obs, Planning, Marking) indicates 100% Good, (55%+ Outstanding) Data Targets: EYFS GLD on track for 78% GLD Y2 RWM on track for 75% At Standard and 18% At Greater Depth Y2 Reading on track for 80% At Standard and 28% At Greater Depth Y2 Writing on track for 75% At Standard and 25% At Greater Depth Y2 Maths on track for 78% At Standard and 20% At Greater Depth Y6 RWM on track for 75% At Standard and 25% At Greater depth Y6 Reading on track for 80% At Standard and 40% At Greater Depth Y6 Writing on track for 73% At Standard and 25% At Greater Depth Y6 Maths on track for 80% At Standard and 35% At Greater Depth Y6 SPAG on track for 80% At Standard and 45% At Greater Depth	Monitoring evidence (Data, Lesson Obs, Planning, Marking) indicates 100% Good, (60%+ Outstanding) Data Targets: EYFS GLD on track for 78% GLD Y2 RWM on track for 75% At Standard and 18% At Greater Depth Y2 Reading on track for 80% At Standard and 28% At Greater Depth Y2 Writing on track for 75% At Standard and 25% At Greater Depth Y2 Maths on track for 78% At Standard and 20% At Greater Depth Y6 RWM on track for 75% At Standard and 25% At Greater depth Y6 Reading on track for 80% At Standard and 40% At Greater Depth Y6 Writing on track for 73% At Standard and 25% At Greater Depth Y6 Maths on track for 80% At Standard and 35% At Greater Depth Y6 SPAG on track for 80% At Standard and 45% At Greater Depth
Next steps as a result: <ul style="list-style-type: none"> • 		

Early Years Grade Descriptors

Outstanding (1)

- The school meets all the criteria for good in the effectiveness of early years securely and consistently.
- The quality of early years education provided is exceptional.

In addition, the following apply:

- The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.
- The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.
- Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

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Good (2)

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly disadvantaged (including those with SEND), the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.
- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.

Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children

- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the 'Statutory framework for the early years foundation stage', which set out the personal, social and emotional development (PSED) area of learning). Leaders and other staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including details about the school's method of teaching reading and how to help their children learn to read.
- Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially for Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.
- By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.