ST Wenn School 2021-2022 SEF

**Completed by GS in conjunction with staff and governors, October, 2021**

Evaluating provision in school

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| Achieved | In Progress | Yet to Achieve |

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| Quality of education | | Evidence | RAG |
| **OUtstanding** | | | |
| ☐ | Our school meets all the criteria for a good quality of education securely and consistently. | * All statements in the good judgement are highlighted in green * Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures |  |
| ☐ | The quality of education provided at our school is exceptional. | * Evidence of outstanding teaching and learning taking place over an extended period of time * Evidence in pupil’s books and in work displayed throughout the school |  |
| ☐ | Our school’s curriculum intent and implementation are embedded securely and consistently across our school.  It’s evident from what teachers do that they have a firm and common understanding of our school’s curriculum intent and what it means for their practice.  Across all parts of our school, series of lessons contribute well to delivering the curriculum intent. | * Curriculum statement: explaining the 3i’s, based on solid educational research and pedagogy * Curriculum policy: evidence of how this is implemented consistently and securely throughout your school * Teaching and learning policy: evidence of the principles by which the school curriculum is built on and expectations of teachers and school staff when delivering the curriculum * Curriculum/subject leaders’ action plans: how these plans impact school improvement and end of key stage results * School improvement plan * Evidence of your curriculum journey: where you were, where you are now and where you plan to be next |  |
| ☐ | The work given to our pupils, over time and across our school, consistently matches the aims of our curriculum.  It’s coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | * Lesson observations: evidence of input given by senior teachers to quality assure teaching throughout the school * Evidence of book scrutiny, planning scrutiny * Curriculum/subject leaders’ action plans: what are your school’s current priorities and next steps? * School improvement plan * Assessment of where pupils have moved onto after year 13 (if applicable) | Consistently? Time evidence |
| ☐ | Pupils’ work across our curriculum is consistently of a high quality. | * Evidence of book scrutiny, planning scrutiny * Curriculum/subject leaders’ action plans: what are your current priorities and your next steps? |  |
| ☐ | Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with special educational needs (SEN) and/or disabilities achieve exceptionally well. | School data is consistently improving and better than national data/data from similar schools:   * Analyse School Performance (ASP) * Inspection data summary report (IDSR) * Internal assessment data |  |
| **GOOD** | | | |
| **INTENT** | | | |
| ☐ | 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.  This is either the national curriculum or a curriculum of comparable breadth and ambition.  [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.] | * School improvement plan * Curriculum action plan: * Evidence of research taken place when developing and building your curriculum and the impact this has had * 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 * 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 * Evidence that future plans for curriculum development continue to improve your curriculum provision * Curriculum intent statement shows depth and breadth of learning taking place throughout the school | To do  Focus on SEN opportunities for learning |
| ☐ | 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.] | * Long-term and medium-term planning documents: * Evidence of character education, PSHE and SMSC embedded into plans * Monitoring and evaluating provision: evidence of the impact the current curriculum has on pupils | Subject coordinators-plan for year  SMSC embedded? |
| ☐ | 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.  [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.] | * Curriculum action plan: * Evidence of your curriculum journey: where you were, where you are now and what your future plans are * Evidence of how your curriculum will meet the needs of all learners * Curriculum policy * Teaching and learning policy * Impact of curriculum interventions | Create curriculum action plan |
| ☐ | Our pupils study the full curriculum; it’s not narrowed.  In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of years 3 to 6.  In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout years 7 to 9.  [If this 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.]  In secondary schools: Our school’s aim is to have the EBacc at the heart of its curriculum, in line with the department for education’s ambition, and good progress has been made towards this ambition. | * Curriculum policy * Curriculum intent statement * Curriculum action plan * Long-term and medium-term plans |  |
| **IMPLEMENTATION** | | | |
| ☐ | 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. | * Curriculum action plan to include staff training and development plans * Evidence of staff curriculum training: document the impact of this in classrooms * Evidence of senior staff/curriculum leads mentoring and supporting less experienced staff: document the impact of this | SubLeads action plan inc expected monitoring, how support offered |
| ☐ | Our 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, our teachers respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.  *Yes- lesson ob, book looks, marking, purple pen and further responses, regular low level testing* | * Teacher on a page: evidence of support given to all teachers to improve and develop * Performance management targets * Monitoring and evaluation schedule * CPD: impact of staff training | More frequent observations, book looks to confirm this |
| ☐ | 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. | * Curriculum leads: measuring impact of learning * Work scrutiny: focus on long-term learning * Curriculum policy * Teaching and learning policy |  |
| ☐ | Our teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching.  Our leaders understand the limitations of assessment and don’t use it in a way that creates unnecessary burdens on staff or pupils.  *Yes-post assessment & follow up, marking, termly assessments & feedback to parents, marking and feedback policy, use of assessment for pupil progress meetings* | * Assessment policy: evidence of continuous assessment, assessment for learning and the impact this has on pupils’ performance * Work scrutiny: evidence of assessment for learning * Marking and feedback policy: evidence of assessment for learning embedded into feedback | Assessment policy, using termly testing for planning teaching and learning |
| ☐ | Our teachers create an environment that focuses on pupils.  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.  These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | * Curriculum statement: explaining what and how your teachers teach * Teaching and learning policy |  |
| ☐ | 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.  *Yes-maths mastery, interventions and small group work within class pitching learning appropriately* | * Long-term and medium-term planning: evidence of the way the curriculum progresses throughout the school * Evidence in pupils’ books/work | Greater depth- enough stretch? |
| ☐ | Reading is prioritised to allow pupils to access the full curriculum offer. | * Teaching and learning policy: explaining how reading is taught at your school * Class reading areas, school library * Learning walk and observations * Reading assessment data |  |
| ☐ | We have a rigorous and sequential approach to the reading curriculum, this develops pupils’ fluency, confidence and enjoyment in reading.  At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.  Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.  *Yes- English plan shows how reading is taught, matched phonics books sent home, monitored, tracked daily, classes read daily for enjoyment* | * Teaching and learning policy: explaining how reading is taught at your school * School reading systems: books sent home, reading records, class reading activities: * How does this impact on your pupils’ ability to read for enjoyment? * How does this impact on your school reading data? |  |
| ☐ | We have a sharp focus on ensuring that younger children gain:   * Phonics knowledge and language comprehension necessary to read * The skills to communicate which gives them the foundations for future learning   *Daily phonics from reception, increase in data* | * Early reading: impact of phonics learning at school. Have your phonics screening results been improving? * EYFS teaching and learning policy: how does your setting teach phonics and communication and language? What’s the impact of this on your results? * EYFS end of reception data: evidencing improvement over the last few years |  |
| ☐ | Our teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. | * Performance management: evidence of support and training given to staff, impact of support in lesson observations | Apart from a need to focus on handwriting |
| **IMPACT** | | | |
| ☐ | Our pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.  This is reflected in our results from national tests and examinations that meet government expectations, or in the qualifications obtained. | * School data compared with local and national: evidence of sustained and continuous improvement * School improvement plan: impact of how end of key stage results have improved |  |
| ☐ | 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.  Our pupils with SEN and/or disabilities achieve the best possible outcomes. | * End of key stage assessment results * Impact of transition provision between key stages * Progress data of pupils with SEN and/or disabilities | -impact statement- progress data for SEN pupils  Transition? |
| ☐ | Pupils’ work across the curriculum is of good quality. | * Evidence of high expectations and high quality work in books across the school * Lesson observations: evidence of intervention and support for teachers * Performance management: evidence of intervention and support for teachers | Improving but more monitoring needed |
| ☐ | Our pupils read widely and often, with fluency and comprehension appropriate to their age.  They’re able to apply mathematical knowledge, concepts and procedures appropriately for their age. | * Teaching and learning policy: explaining how reading is taught at your school * School reading systems: books sent home, reading records. How does this impact on your pupils’ ability to read for enjoyment? * Teaching and learning policy: explaining how maths is taught across the school * Evidence of learning in books * School assessment data: impact of teaching and learning development in school | Ensure all SEN/those in intervention are having high level texts read/experi-ences |
| **REQUIRES IMPROVEMENT** | | | |
| ☐ | The quality of education provided by our school isn’t good. |  |  |
| **INADEQUATE** | | | |
| The quality of education is likely to be inadequate if any one of the following applies. | | | |
| ☐ | The curriculum has little or no structure or coherence, and leaders have not appropriately considered sequencing. Pupils experience a jumbled, disconnected series of lessons that don’t build their knowledge, skills or understanding. |  |  |
| ☐ | Pupils’ experiences in lessons contribute weakly to their learning of the intended curriculum. |  |  |
| ☐ | The range of subjects is narrow and doesn’t prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain. |  |  |
| ☐ | Pupils cannot communicate, read, write or apply mathematics sufficiently well for their age and are therefore unable to succeed in the next year or stage of education, or in training or employment. (This doesn’t apply for some pupils with SEN and/or disabilities.) |  |  |
| ☐ | The progress that disadvantaged pupils make is consistently well below that of other pupils nationally and shows little or no improvement. |  |  |
| ☐ | Pupils with SEN and/or disabilities don’t benefit from a good-quality education. Expectations of them are low, and their needs aren’t accurately identified, assessed or met. |  |  |
| ☐ | Pupils have not attained the qualifications appropriate for them to progress to their next stages of education, training or employment. |  |  |

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| behaviour and attitudes | | Evidence | RAG |
| **OUtstanding** | | | |
| ☐ | Our school meets all the criteria for good in behaviour and attitudes securely and consistently | * All statements in the good judgement are highlighted in green * Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures |  |
| ☐ | Behaviour and attitudes are exceptional in our school. | * Evidence of outstanding behaviour and attitudes to learning over an extended period of time * School values are understood and upheld by all * Impact of school behaviour interventions * School behaviour policy: evidence of consistency throughout the school |  |
| ☐ | Our 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. | * School improvement plan: evidence of whole school behaviour initiatives and the impact this has had * Behaviour logs: evidence of support and intervention given to pupils and the impact of this on their learning * Impact of learning walks observing behaviour throughout the school |  |
| ☐ | Our pupils consistently have highly positive attitudes and commitment to their education.  They’re highly motivated and persistent in the face of difficulties.  Our pupils make a highly positive, tangible contribution to the life of the school and/or the wider community.  Our pupils actively support the wellbeing of other pupils. | * School improvement plan: impact of any school behaviour initiatives * Opportunities for pupils to role model behaviours for peers: evidence of peer-to-peer support and the impact this has * Evidence of learning walks, observing and communicating with pupils * Pupil surveys: evidence of listening to and supporting their needs | Pass survey |
| ☐ | Our pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.  If our pupils struggle with this, we take intelligent, fair and highly effective action to support them to succeed in their education. | * Behaviour logs: showing minimal behaviour interventions * Impact of support given to pupils: evidence of intervention groups and the impact this had on learning |  |
| **GOOD** | | | |
| ☐ | 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.  Our leaders support all staff well in managing pupil behaviour. Our staff make sure that pupils follow appropriate routines. | * School behaviour policy: impact of improved and consistent behaviour throughout the school * Behaviour logs: showing positive trends * Lesson observations: impact of high pupil engagement in lessons and positive behaviour and conduct * Impact of whole school behaviour initiatives | Monitor low level disruption |
| ☐ | 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. | * Relationship education: evidence of supporting pupils to know and understand how to respect each other and adults * Behaviour logs: bullying logs * Case studies: evidence of bullying incidents and the impact of your intervention |  |
| ☐ | There’s demonstrable improvement in the behaviour and attendance of our pupils who have particular needs. | * Impact of support given to pupils with particular needs * Intervention groups: case studies showing impact on a pupil level * Processes to monitor attendance and engaging with pupils with high levels of absence or lateness: impact of interventions | Case studies needed |
| ☐ | Our pupils’ attitudes to their education are positive.  They’re committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements | * Pupils’ work and books: evidence of consistently good presentation, pride in work and feedback from staff continuing to enable this * Lesson observations: evidence of pupils taking their learning seriously, showing pride in their work, motivated and able to show resilience | Build resilience- whole school workshops  Survey pupils |
| ☐ | 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.  *Yes-HT monitors attendance, phone calls,* | * School attendance policies and procedures: rigorous systems in place to monitor attendance and punctuality * School attendance data: attendance and punctuality * Impact of school attendance initiatives |  |
| ☐ | Fixed-term and internal exclusions are used appropriately.  We reintegrate excluded pupils on their return and manage their behaviour effectively.  Permanent exclusions are used appropriately as a last resort. | * Behaviour logs: evidence of any fixed-term and internal exclusions * Evidence of success stories: pupils who have been excluded and are now in school and making good progress | Behaviour log on CPOMS? |
| ☐ | Relationships among our pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. | * Observations of the interaction between pupils and staff: in class, around school and in the playground * Pupil survey * Discussions with pupils about safety * Safeguarding/child protection policy: evidence of all systems in place throughout school | Pupil survey  around bullying/safety |
| **REQUIRES IMPROVEMENT** | | | |
| ☐ | Behaviour and attitudes in the school aren’t good. |  |  |
| ☐ | Pupils are safe and they feel safe. |  |  |
| **INADEQUATE** | | | |
| Behaviour and attitudes are likely to be inadequate if any one of the following applies. | | | |
| ☐ | Leaders aren’t taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They don’t support staff adequately in managing behaviour. |  |  |
| ☐ | Pupils’ lack of engagement and persistent low-level and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms. |  |  |
| ☐ | A significant minority of pupils show a lack of respect for each other and/or staff and a lack of self-discipline. Pupils frequently ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school. |  |  |
| ☐ | Pupils show negative attitudes towards the value of good manners and behaviour as important factors in school life, adult life and work. |  |  |
| ☐ | Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement. |  |  |
| ☐ | Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent. |  |  |
| ☐ | Pupils have little confidence in the school’s ability to tackle harassment, bullying, violence and/or discriminatory behaviour successfully. |  |  |
| ☐ | Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements. |  |  |

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| personal development | | Evidence | RAG |
| **OUtstanding** | | | |
| ☐ | Our school meets all the criteria for good in personal development securely and consistently | * All statements in the good judgement are highlighted in green * Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures |  |
| ☐ | Personal development in our school is exceptional. | * Evidence of outstanding personal development opportunities and experiences over an extended period of time |  |
| ☐ | Our school consistently promotes the extensive personal development of pupils. We go beyond the expected, so that pupils have access to a wide, rich set of experiences.  Opportunities for our pupils to develop their talents and interests are of exceptional quality. | * Impact of your school SMSC policy: evidence of opportunities your pupils have been offered and the impact these have had * Impact of school fundamental British values learning opportunities and initiatives * Impact of enrichment activities offered to pupils throughout the school: including whole school events, before and after school opportunities * Evidence of ways your school curriculum allows all pupils to develop talents and interests |  |
| ☐ | There’s strong take-up by pupils of the opportunities provided by our school. The most disadvantaged pupils consistently benefit from this excellent work. | * Before, during and after school provision: evidence of pupil engagement, especially most disadvantaged pupils |  |
| ☐ | We provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen our school’s offer. | * Evidence of extra-curricular provision in school improvement plan: what are your short-term, medium-term and long-term plans? |  |
| ☐ | The way we develop pupils’ character is exemplary and is worthy of being shared with others. | * Evidence of collaboration with other schools * Character education is systematically planned for all pupils: evidence of opportunities and experiences pupils have and the impact of these |  |
| **GOOD** | | | |
| ☐ | Our curriculum extends beyond the academic, vocational or technical and provides for pupils’ broader development.  Our work to enhance pupils’ SMSC development is of a high quality.  *Yes- built into the curriculum, school values, promises* | * School SMSC policy * 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? | SMCS policy curriculum  Jigsaw, |
| ☐ | Our curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. | * Character education is systematically planned for all pupils: evidence of opportunities and experiences pupils have and the impact of these * School improvement plan: impact of school initiative to develop pupils’ strength of character | Growth Mindset, Rights Respecting school responsibilities in school for ch |
| ☐ | We provide high-quality pastoral support.  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.  *DT eating healthily, physical activity and sport focus,* | * Evidence of PSHE policy: impact this has on pupils * Relationships and sex education (RSE) policy: impact this has on your pupils * Impact of whole school initiatives to eat healthy, maintain an active lifestyle and keeping physically and mentally healthy * Pastoral provision in school: impact of support given to pupils | PSHE impact statement |
| ☐ | We provide a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests.  Our pupils appreciate these and make good use of them.  Yes- clubs are planned around physical activity related to current PE topic, musicals, team competition, music competition, ( add songfest- will look into whether we normally go) | * Evidence of extra-curricular provision in school improvement plan: what are your short-term, medium-term and long-term plans? |  |
| ☐ | 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.  *Yes- school rules, values, promises,* | * Impact of school fundamental British values learning opportunities and initiatives |  |
| ☐ | We promote equality of opportunity and diversity effectively.  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  We have links with Ghana, and have African dance workshops and alike | * Equality policy: how has this supported your promotion of equality and diversity in school * PSHE policy: long-term and medium-term planning | PSHE policy/  planning |
|  | Our 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.  *Yes- debates, discussions around topic,* | * Opportunities for pupils to meet and work with a range of pupils and adults: impact this has had on your pupils * Evidence of speakers, inter-school opportunities along with the opportunities for your pupils to communicate/work with pupils from other schools * RSE education: pupils understanding how to respect others, few incidents of discrimination recorded |  |
|  | 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. | * School council: impact this has on the school, local and national environment * Peer leadership responsibilities for pupils to role model positive behaviours * Whole-school charity events: impact this has had on pupils | School council needs to be set back up- speak to MC |
| **REQUIRES IMPROVEMENT** | | | |
| ☐ | Personal development in the school isn’t good |  |  |
| **INADEQUATE**  Personal development is likely to be inadequate if any one of the following applies. | | | |
| ☐ | A significant minority of pupils don’t receive a wide, rich set of experiences. |  |  |
| ☐ | Leaders and those responsible for governance, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school. |  |  |
| ☐ | Leaders and those responsible for governance aren’t protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means that pupils are at risk. |  |  |
| ☐ | Leaders and those responsible for governance are actively undermining fundamental British values and aren’t protecting pupils from radicalisation and extremist views. |  |  |
| ☐ | Pupils or groups of pupils are discriminated against, and the school isn’t taking effective action to address this. |  |  |
| ☐ | Pupils are unprepared for life in modern Britain |  |  |
| ☐ | The school doesn’t ensure that pupils get access to unbiased information about potential next steps, high-quality careers guidance and opportunities for encounters with the world of work. |  |  |

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| LEADERSHIP AND MANAGEMENT | | Evidence | RAG |
| **OUtstanding** | | | |
| ☐ | Our school meets all the criteria for good in leadership and management securely and consistently. | * All statements in the good judgement are highlighted in green * Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures |  |
| ☐ | Leadership and management are exceptional in our school. | * Evidence of outstanding leadership and management over an extended period of time leading to continued school improvement |  |
| ☐ | Our leaders ensure that teachers receive focused and highly effective professional development.  Our teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. | * Performance management targets: impact on teaching performance and pupil results * Impact of support your teachers and support staff have been offered: how has this supported school improvement? Include national professional qualifications, self-study opportunities and whole school improvement * Continuous professional development: what are your school priorities? How has this impacted your school? |  |
| ☐ | Our 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’re consistently dealt with appropriately and quickly. | * School surveys: staff, pupil and parents. How do the results impact your school improvement planning? * 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? * Impact of ways in which your school has successfully addressed staff workload |  |
| ☐ | Our staff consistently report high levels of support for wellbeing issues. | * Pastoral support offered to NQTs, middle and senior leaders: impact of this on staff performance * Staff retention: impact of support given enabling staff to continue working at your school. |  |
| **GOOD** | | | |
| ☐ | Our 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. | * 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? * School vision and aims: what impact has this had on school improvement? * School policies are effective and reviewed regularly |  |
| ☐ | 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.  The practice and subject knowledge of our staff, including NQTs, build and improve over time.  *YES-Reading training, subject coordinators, planned work with others schools, sharing good practice.* | * 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? * NQT induction: impact of the support given to NQTs * Performance management: impact on school improvement |  |
| ☐ | Our leaders aim to ensure that all pupils successfully complete their programmes of study.  We provide the support for staff to make this possible.  We create an inclusive culture and don’t allow gaming or off-rolling. | * Impact of school interventions for pupils who have SEN and/or disability * Impact of support given to pupils who are at the risk or have been excluded * Progress and attainment data for pupils who have completed programmes of study. Impact of support they have been given | Interventions need to be more targeted and evidenced  TOP UP FUNDING IS PURPOSEFUL |
| ☐ | Our leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.  Engagement opportunities are focused and purposive. | * School surveys: impact this has on school improvement planning * Governance: evidence of working collaboratively with governors to develop school improvement plans * Evidence of parent meetings to share learning; involve parents in school improvement * Impact of working with members of the local community (professionals, local schools, local services) to support school improvement | SURVEY THE COMMUNITY |
| ☐ | Our leaders engage with their staff and are aware and take account of the main pressures on them.  They’re realistic and constructive in the way they manage staff, including their workload | * Staff surveys: impact this has on school improvement planning * Performance management: impact this has on supporting the performance, mental health and wellbeing of staff * Mentoring/pastoral support: impact this has on mental health and wellbeing of all staff |  |
| ☐ | Our leaders protect staff from bullying and harassment.  *YES- ensuring respect at all times across staff and pupils.Staff supported and well being considered* | * Impact of performance management and pastoral support: to enable all staff to continually develop professionally * School improvement plans to take into account staff mental health and wellbeing |  |
| ☐ | Those responsible for governance understand their role and carry this out effectively.  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. | * Impact of governance involvement in school improvement planning and school self-evaluation * Statutory functions of governance: impact of supporting your school: * Developing vision, ethos and strategic direction * Holding school leaders to account for the educational performance of school and performance management of staff * Overseeing the financial performance of the school, making sure money is well spent including pupil premium | Governors learning their role; gov training completed |
| ☐ | 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. | * Evidence of governance support in checking your school fulfils all statutory duties. Impact this has on school improvement |  |
|  | We have a culture of safeguarding that supports effective arrangements to:   * **Identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation * **Help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help * **Manage** safe recruitment and allegations about adults who may be a risk to pupils   *YES- MONITORING OF SAFEGUARDING WHAT TO DO IF?* | * Safeguarding/child protection policy: evidence that all processes and procedures are in place * Pupil surveys: evidence that pupils feel safe at school * Evidence of staff safeguarding training and impact this has had on safeguarding in school * Evidence of relationships and health education and the impact this has on pupils * 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 * Evidence of staff allegations recorded and due process followed |  |
| **REQUIRES IMPROVEMENT** | | | |
| ☐ | Leadership and management aren’t good. |  |  |
| ☐ | Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and don’t leave children either being harmed or at risk of harm. |  |  |
| **INADEQUATE**  Leadership and management are likely to be inadequate if one or more of the following applies. | | | |
| ☐ | The capacity for improving the quality of education provided by the school, or for improving the personal development and behaviour and attitudes of pupils, is poor or leaders are overly dependent on external support (support from your MAT isn’t considered external). |  |  |
| ☐ | Leaders aren’t doing enough to tackle weaknesses in the school. |  |  |
| ☐ | The improvements that leaders and those responsible for governance have made are unsustainable or have been implemented too slowly. |  |  |
| ☐ | The school is systematically gaming its results, entering pupils for courses that aren’t in their educational best interest. |  |  |
| ☐ | There’s evidence that pupils have been removed from the school roll without a formal, permanent exclusion or by the school encouraging a parent to remove their child from the school roll, and leaders have taken insufficient action to address this. |  |  |
| ☐ | Leaders aren’t aware of, or aren’t taking effective action to stem, the decline in the attainment or progress of disadvantaged pupils. |  |  |
| ☐ | There’s a clear breach of one or more of the legal responsibilities of those responsible for governance, and that breach is serious because of the extent of its actual or potential negative impact on pupils. The proprietor/governing body either is unaware of the breach, or has taken insufficient action to correct it and/or to remedy the negative or potential negative impact on pupils and/or to ensure that a suitable system is in place to prevent a similar breach in the future. |  |  |
| ☐ | Safeguarding is ineffective. The school’s arrangements for safeguarding pupils don’t meet statutory requirements, or they give serious cause for concern, or the school has taken insufficient action to remedy weaknesses following a serious incident |  |  |

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| OVERALL EFFECTIVENESS | | Evidence | RAG |
| **OUtstanding** | | | |
| ☐ | The quality of education is in our school is outstanding. | * Evidence that you’ve meet all of the ‘good’ requirements and the ‘outstanding’ requirements * Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures |  |
| ☐ | All other key judgements are likely to be outstanding. In exceptional circumstances, one of the key judgements may be good, as long as there’s convincing evidence that the school is improving this area sustainably and securely towards outstanding. Typically this will mean meeting each and every one of the good criteria but falling short on the outstanding for that key judgement. | * Evidence that you’ve met all other outstanding requirements |  |
| ☐ | Safeguarding in our school is effective. | * Safeguarding/child protection policy: evidence that all processes and procedures are in place * Evidence that you’ve met all statutory requirements * Evidence and impact of staff safeguarding training * Safeguarding incident logs are up-to-date * Any incidents and allegations are managed effectively |  |
| **GOOD** | | | |
| ☐ | The quality of education in our school is at least good. | * Evidence that you’ve meet all of the good requirements for quality of education | evidenced |
| ☐ | All other key judgements are likely to be good or outstanding. In exceptional circumstances, one of the key judgement areas may require improvement, as long as there is convincing evidence that the school is improving this area sustainably and securely towards good. | * Evidence that you’ve met all other good requirements |  |
| ☐ | Safeguarding in our school is effective. | * Safeguarding/child protection policy: evidence that all processes and procedures are in place * Evidence that you’ve met all statutory requirements * Evidence and impact of staff safeguarding training * Safeguarding incident logs are up-to-date * Any incidents and allegations are managed effectively |  |
| **REQUIRES IMPROVEMENT** | | | |
| ☐ | Other than in exceptional circumstances, it’s likely that, when the school is judged as requires improvement in any of the key judgements, the school’s overall effectiveness will also be requires improvement. |  |  |
| ☐ | Safeguarding is effective. If there are any weaknesses in safeguarding, they are easily rectified and there are no serious failings that leave pupils either being harmed or at risk of harm. |  |  |
| **INADEQUATE** | | | |
| ☐ | The judgement on the overall effectiveness will be inadequate when any one of the key judgements is inadequate and/or safeguarding is ineffective. |  |  |

Evaluating the quality of early years education in schools

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| Quality of education of early years | | Evidence | RAG |
| **OUtstanding** | | | |
| ☐ | We meet all the criteria for good in the effectiveness of early years securely and consistently. | * All statements in the good judgement are highlighted in green * Evidence of consistently improving school data: using end of key stage/national tests in comparison to local and national figures |  |
| ☐ | The quality of early years education provided is exceptional. | * Evidence of outstanding early years education over an extended period of time leading to continued school improvement | Could always be better |
| ☐ | Our 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. | * EYFS curriculum plan: impact on children’s learning and achievement, evidence of child-centred learning which engages and meets the needs of all pupils from all backgrounds and circumstances * Evidence of high expectations for pupils in observations |  |
| ☐ | The impact of the curriculum on what children know, can remember and do is strong.  Our children demonstrate this through being deeply engaged and sustaining high levels of concentration.  Our children, including those from disadvantaged backgrounds, do well. Children with SEN and/or disabilities achieve the best possible outcomes. | * Long-term and medium-term planning: evidence of opportunities for all pupils to engage in learning * Assessment data for all pupils: how much progress has been made in early years for pupils eligible for the pupil premium, pupils with SEN and/or disabilities, EAL and any other significant group |  |
| ☐ | Our children are highly motivated and are eager to join in. They share and co-operate well, demonstrating high levels of self-control and respect for others. Our children consistently keep on trying hard, particularly if they encounter difficulties. | * Lesson observations and learning walks: evidence of engaged, motivated pupils * Evidence of staff encouraging and supporting pupils to become resilient learners |  |
| **GOOD** | | | |
| **INTENT** | | | |
| ☐ | 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. | * EYFS curriculum policy: reasoning behind current curriculum decisions * EYFS curriculum action plan: evidence of your curriculum journey and future aims for curriculum development * School improvement plan * Impact the curriculum has on pupil attainment and progress |  |
| ☐ | 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. | * Long-term and medium-term plans: shows how all areas of learning are met and allows children to progress and develop throughout the year * Planning is logical and systematic. It builds on prior skills learnt and becomes more challenging as the year progresses |  |
| ☐ | 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. | * Teaching and learning policy: evidence of how phonics is taught in EYFS, * Phonic assessment data * Evidence of key vocabulary written in planning * Classroom is a language rich environment |  |
| ☐ | 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. | * Teaching and learning policy: evidence of how phonics is taught in EYFS * Phonic assessment data: impact of your phonics teaching * Impact of continuous assessment – evidence of children’s learning (e.g. books/work/observations) |  |
| ☐ | 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. | * Challenging and aspirational targets set for all children * Pupil progress: evidence of progress made by children from all abilities * Impact of intervention support |  |
| **IMPLEMENTATION** | | | |
| ☐ | Our children benefit from meaningful learning across the curriculum. | * Long-term and medium-term planning to engage children * Continuous assessment: observation of children engaged in learning * Evidence that end of stage results are improving due to meaningful learning |  |
|  | Our 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.  Our staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge. | * Performance management: evidence of training and supporting staff to become better practitioners * EYFS specific CPD: impact this has had on provision * Staff working collaboratively with alternate EYFS provision: evidence of collaborative planning, assessment moderation and the impact this has had on your provision * Phonics training for all staff working in EYFS, support given to new staff * Evidence of a language rich environment with an engaging reading area |  |
|  | Our staff present information clearly to children, promoting appropriate discussion about the subject matter being taught.  We communicate well to check children’s understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, we respond and adapt their teaching as necessary. | * Lesson observations: impact on how this has improved teaching and learning in EYFS * Performance management: supporting individual staff members who may not be communicating with children effectively * Impact of assessment for learning used in class: children making good progress and are challenged well |  |
|  | Our staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary. | * Lesson observations * Integrating books into the curriculum: evidence in planning, topics introduced through books, protected reading time each day |  |
| ☐ | Our staff are knowledgeable about the teaching of early mathematics.  We ensure that children have sufficient practice to be confident in using and understanding numbers.  Our 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.  Our leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children. | * Teaching and learning policy: how maths is taught in EYFS * Assessment policy: expectations in EYFS * Performance management: evidence of effective maths teaching in EYFS * Assessment data: good maths progress made through personalised learning. * Engaging and challenging maths areas: pupils able to apply skills learnt in class |  |
| ☐ | Our 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. | * Learning environment encourages inquiry, challenge and resilience * Continuous assessment: observation of children engaged in learning |  |
| ☐ | 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. | * Evidence of personal, social and emotional development (PSED) learning in class * PSED area to enable children to learn and apply skills learnt through play * Staff role model expected behaviours and support all children, especially those with extra needs |  |
| ☐ | Our staff give clear messages to children about why it’s 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. | * Healthy food and drink is accessible to children as and when they need it * Continuous assessment: observation of children engaged in playing, learning, taking risks etc… |  |
| ☐ | Our staff provide information for parents about their child’s progress, in line with the requirements of the EYFS.  They provide information to parents about supporting their child’s learning at home, including detail about the school’s method of teaching reading and how to help their children learn to read. | * Effective communication with parents: termly meetings, reports and information shared with parents about children’s learning * Parent surveys: evidence of parent satisfaction, impact of improvements made in EYFS classes as a result of the survey |  |
| **IMPACT** | | | |
| ☐ | Our children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way.  Our children develop their vocabulary and use it across the EYFS curriculum.  By the end of reception our children use their knowledge of phonics to read accurately and with increasing speed and fluency. | * Assessment data: evidence of attainment and progress made by the end of EYFS * External moderation: evidence of agreed judgements from local authority moderators |  |
| ☐ | Our children are ready for the next stage of education, especially year 1 in school, if applicable.  They have the knowledge and skills they need to benefit from what school has to offer when it’s time to move on.  By the end of reception our children achieve well, particularly those children with lower starting points. | * End of reception data showing pupils meeting or exceeding expectation * Transition arrangements from reception to year 1 * Improved assessment data over the past few years |  |
| ☐ | 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.  Most children achieve the early learning goals, particularly in mathematics and literacy | * End of reception data showing pupils meeting or exceeding expectation * Good level of development data (average pupils who have met or exceeded expectation in the prime areas of learning) is improving * Evidence of how children know and remember what they have learnt |  |
| ☐ | 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.  Our children develop their vocabulary and understanding of language across the seven areas of learning. | * Continuous assessment: evidence children’s engagement with learning * Planning: new topics introduced through stories, rhymes and songs * Evidence of language used in the classroom to support learning in all 7 areas |  |
| ☐ | Our 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.  Our children are developing their resilience to setbacks and take pride in their achievements. | * Lesson observations: evidence of children engaged in learning (through play, exploration, active learning and creative/critical thinking) and staff encouraging and supporting learning * Continuous assessment: evidence of children showing engagement to learning, developing resilience and taking pride in work |  |
| ☐ | Our children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others.  They’re developing a sense of right from wrong. | * PSED assessments * Impact of intervention and support for pupils who are struggling in this area * Continuous assessment: observations of pupils communicating and playing together |  |
| **REQUIRES IMPROVEMENT** | | | |
| ☐ | The effectiveness of the early years is not yet good. |  |  |
| **INADEQUATE**  The effectiveness of the early years is likely to be inadequate if one or more of the following applies. | | | |
| ☐ | A poorly designed and implemented curriculum doesn’t meet children’s needs or provide the necessary foundations for the rest of their schooling. |  |  |
| ☐ | Leaders and/or staff have a poor understanding of the areas of learning they teach and the way in which young children learn. |  |  |
| ☐ | Assessment is overly burdensome. It’s unhelpful in determining what children know, understand and can do. |  |  |
| ☐ | By the end of reception children cannot communicate, read or spell phonically decodable words as well as they should. They don’t have basic fluency in number and shape, space and measure. |  |  |
| ☐ | Children aren’t well prepared for the next stage of their learning, particularly those who receive additional funding or have SEN and/or disabilities. Strategies for engaging parents are weak and parents don’t know what their child is learning or how to help them improve. |  |  |
| ☐ | The attainment and progress of children, particularly those who are disadvantaged, are consistently low and show little or no improvement, indicating that children are underachieving considerably. |  |  |