



EYFS	OUTCOMES	OFSTED LINK																																																																		
	All children to make at least expected attainment, with an increase in exceeded for each year group. This in turn will have increase standards in Reading, Writing and Maths.	Effective Leadership and management Outcome of pupils																																																																		
<p><b>SUCCESS CRITERIA</b></p> <ul style="list-style-type: none"> <li>F1 &amp; 2 Every EYFS child makes at least 6 step progress in all areas of learning across all groups.</li> <li>F1 All children are well prepared for their transition into F2 achieving 40-60b months Prime areas + Literacy and maths (2018-2019 64%)</li> <li>F2 all children achieving GLD (2018-2019 77%)</li> <li>Increase in the percentage of pupils achieving exceeding in all areas.</li> </ul>		<p><b>F1 2018/2019 Outcomes</b></p> <table border="1" data-bbox="819 421 1861 531"> <thead> <tr> <th>F1</th> <th>Exceeding</th> <th>Expected</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>32%</td> <td>32%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>32%</td> <td>36%</td> </tr> <tr> <td>Maths</td> <td>32%</td> <td>32%</td> <td>36%</td> </tr> </tbody> </table> <p>2019/2020 expectations</p> <table border="1" data-bbox="819 611 1861 721"> <thead> <tr> <th>F1</th> <th>Exceeding</th> <th>Expected</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><b>F2 2018/2019 Outcomes</b></p> <table border="1" data-bbox="819 801 1861 911"> <thead> <tr> <th>F2</th> <th>Exceeding</th> <th>Expected</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>22%</td> <td>55%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>58%</td> <td>22%</td> </tr> <tr> <td>Maths</td> <td>20%</td> <td>69%</td> <td>11%</td> </tr> </tbody> </table> <p>2019/2020 expectations</p> <table border="1" data-bbox="819 991 1861 1101"> <thead> <tr> <th>F2</th> <th>Exceeding</th> <th>Expected</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Maths</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			F1	Exceeding	Expected	Below	Reading	32%	32%	36%	Writing	32%	32%	36%	Maths	32%	32%	36%	F1	Exceeding	Expected	Below	Reading				Writing				Maths				F2	Exceeding	Expected	Below	Reading	22%	55%	23%	Writing	20%	58%	22%	Maths	20%	69%	11%	F2	Exceeding	Expected	Below	Reading				Writing				Maths			
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<b>ACTION</b>		<b>MONITORING - How? When? Who?</b> <b>TIMESCALE - Dates for review</b>		<b>IMPACT OF ACTIONS</b>																																																																
<b>Achievement</b>				<table border="1"> <tr> <td style="background-color: #d4edda;">Completed</td> <td style="background-color: #fff3cd;">Partial</td> <td style="background-color: #f8d7da;">Not started</td> </tr> </table>	Completed	Partial	Not started																																																													
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<ul style="list-style-type: none"> <li>Share key findings from EYFS Attainment 2018/19 and expectations for 2019/20</li> </ul>		SW/All Staff Share September 2019 Staff Meeting Termly																																																																		

<ul style="list-style-type: none"> <li>Continue to provide 'Bloom's Taxonomy' questioning to stretch and challenge pupils reflectiveness and deeper thinking for each key text.</li> </ul>	EYFS staff Ongoing Lesson delivery Ongoing	
<ul style="list-style-type: none"> <li>Identify pupils working well below age related expectation so that interventions can be put in place</li> </ul>	SW Ongoing Target Tracker Data points	
<ul style="list-style-type: none"> <li>Completion of FS baseline and gap analysis of data to inform next steps</li> </ul>	SW / SA September Baselines assessments Termly	
<ul style="list-style-type: none"> <li>Identify early those pupils working above 40-60b</li> </ul>	SW / SA September Baselines assessments Termly	
<ul style="list-style-type: none"> <li>Ensure tracking of HA pupils progress</li> </ul>	SW / SA Termly Baselines assessments July 2020	
<ul style="list-style-type: none"> <li>Carry out gap analysis of data at the end of each term to inform the 'diminishing the differences' document</li> </ul>	SW / SA Termly Target Tracker July 2020	
<ul style="list-style-type: none"> <li>Continue to differentiate activities and set 'gold star challenge' where appropriate</li> </ul>	SW / SA Ongoing Planning / lesson delivery Termly	
<ul style="list-style-type: none"> <li>Complete statutory EYFS end of year data returns</li> </ul>	SW Ongoing Target tracker June 2020	
<ul style="list-style-type: none"> <li>Carry out end of year/ termly cross key stage moderation F1 and F2 and with TMET</li> </ul>	SW / TMET teachers Termly Moderation meetings July 2020	
<ul style="list-style-type: none"> <li>New to F1 cohort has high S&amp;L and behaviour needs               <ul style="list-style-type: none"> <li>Provide regular fun time interventions</li> </ul> </li> </ul>	SW / EYFS Teachers Ongoing	

<ul style="list-style-type: none"> <li>○ Ensure all activities have an element of talk / language</li> <li>○ Develop physical skills</li> </ul>	<p>Interventions Termly</p>	
<ul style="list-style-type: none"> <li>● F2 cohort shows gender gap where boys are below age related <ul style="list-style-type: none"> <li>○ Provide more boy friendly activities in all areas</li> <li>○ Provide more opportunities for learning outside</li> <li>○ Target children with play interaction</li> </ul> </li> </ul>	<p>SW / EYFS Teachers Ongoing Interventions Termly</p>	
<b>Communication</b>		
Organise regular monitoring visits to F1	<p>SW/AB Ongoing Meetings Termly</p>	
Termly observations of AB teaching to provide opportunities to develop practise	<p>SW/AB Ongoing Meetings Termly</p>	
Organise half termly curriculum meetings to share ideas for planning	<p>SW / EYFS staff Termly Curriculum meetings Termly</p>	
Organise weekly catch up meetings with EYFS staff to ensure cover and share what went well / even better ifs of the week	<p>SW / EYFS staff Ongoing Team meetings Termly</p>	
<b>Local Governing Body</b>		
<ul style="list-style-type: none"> <li>● Compile report for Principals report 3 x academic year</li> </ul>	<p>SW/JV 3 x Year Report Termly</p>	
<ul style="list-style-type: none"> <li>● Meet with local academy councillor</li> </ul>	<p>SW/Link local academy councillor. Termly Minutes Termly</p>	
<b>Leadership</b>		
<ul style="list-style-type: none"> <li>● Promote Vision statement and 4Rs</li> </ul>	<p>SW/ EYFS Ongoing</p>	

	Lessons Termly	
<ul style="list-style-type: none"> <li>Continue to update the website via G. Penton</li> </ul>	SW/ EYFS Half termly Website Half Termly	
<ul style="list-style-type: none"> <li>Visit EYFS settings and sharing practise across the base. (Beyond TMET)</li> </ul>	SW / EYFS Exact date TBC Visit to another setting Summer Term	
<b>Curriculum</b>		
<ul style="list-style-type: none"> <li>Organise visitors/trips linked to subject area for different year groups</li> </ul>	SW/Year Groups Ongoing Twitter/Website Ongoing	
<ul style="list-style-type: none"> <li>Describe the rational for subject area design for the website</li> </ul>	SW June 2019 Website Yearly review.	
<ul style="list-style-type: none"> <li>Be aware of the strengths and weakness of subject area and groups</li> </ul>	SW Ongoing Website Half termly	
<ul style="list-style-type: none"> <li>Ensure the subject is sequenced effectively overtime</li> </ul>	SW Ongoing Learning walk/year group monitoring Half termly	
<ul style="list-style-type: none"> <li>Ensure teachers have strong subject knowledge</li> </ul>	SW Ongoing Staff Meetings/working with individuals Half termly	
<ul style="list-style-type: none"> <li>Carry out lesson study triads in own subjects to develop deeper knowledge. Highlight outcomes on year group monitoring grids: <ul style="list-style-type: none"> <li>change in pupils outcomes in specific pupils</li> <li>change in practice</li> <li>Change in confidence</li> <li>Change in resources, policies, systems , planning</li> </ul> </li> </ul>	SW/LJ/WH Termly Year group monitoring Termly.	

<ul style="list-style-type: none"> <li>Research expertise in subject area e.g. twitter, literature, visiting a setting and share</li> </ul>	SW Termly Own practice Termly	
<ul style="list-style-type: none"> <li>Consolidate assessment for the subject linked to differentiation</li> </ul>	SW Ongoing Scrutiny Termly	
<ul style="list-style-type: none"> <li>Preparing for the next stage of education</li> </ul>	SW Summer Term Professional discussion Summer Term	
<ul style="list-style-type: none"> <li>Provide evidence for the website half termly</li> </ul>	SW/GP Half termly Website Ongoing	
<ul style="list-style-type: none"> <li>Provide 'Book Talk' interventions by J. Carvell</li> </ul>	SW/JC Ongoing Interventions / Assessment Ongoing	
<ul style="list-style-type: none"> <li>Provide opportunities for Year 5 children to be 'buddy readers' with FS children</li> </ul>	SW/JH/PB/AS Ongoing Twitter/Website/Learning Walks Ongoing	
<b>Safeguarding</b>		
<ul style="list-style-type: none"> <li>Highlight to all visitors/trips to subject/school safeguarding procedures.</li> </ul>	SW Ongoing Visitors to be briefed and to be shown key DSL's in school. Spring	
<ul style="list-style-type: none"> <li>Organise induction of new EYFS staff i.e. Permission to collect; daily risk assessment if applicable. (JA, EC, AP)</li> </ul>	SW / EYFS staff Ongoing Ensure staff up to date with documentation Termly	
<ul style="list-style-type: none"> <li>Ensure all staff understand Fire procedures/ evacuation</li> </ul>	SW / EYFS staff Ongoing Ensure staff up to date with evacuation procedure	

	Termly	
<b>Family Learning / Parent links</b>		
<ul style="list-style-type: none"> <li>Provide a parent support pack updated termly to provide information and resources to further learning at home</li> </ul>	SW / Parents Half termly Assessments Ongoing	
<ul style="list-style-type: none"> <li>Organise a reading/ phonics workshop to new and current parents to support learning at home</li> </ul>	SW / Parents Half termly Website/Twitter Ongoing	
<ul style="list-style-type: none"> <li>Organise and run termly reading cafes for families across the school</li> </ul>	SW/JH/AP Termly Website/Twitter Summer	
<ul style="list-style-type: none"> <li>Organise and run family learning / play events e.g. Christmas crafts, Mother's day and Father's day morning</li> </ul>	SW/Teachers Spring/Summer Term Website/Twitter Summer term	
<ul style="list-style-type: none"> <li>Liaise with Clare Luvaglia-Gori to run 'Getting ready for school' workshop and readiness course for 2020 intake</li> </ul>	SW/JV/CLG Summer Term Website/Twitter Summer term	
<ul style="list-style-type: none"> <li>Arrange a curriculum for family learning to commence Autumn 2020</li> </ul>	SW/JV/CLG Ongoing Website/Twitter Spring Term	
<ul style="list-style-type: none"> <li>Organise a 'Greater Depth' meeting for parents</li> </ul>	SW / SA Spring term Website/Twitter Spring Term	
<ul style="list-style-type: none"> <li>Organise pre entry school visits for parents and children new to RHPS to provide relevant information/ forms etc</li> </ul>	SW Summer Term Website/Twitter Summer Term	
<ul style="list-style-type: none"> <li>Arrange a meeting with the nurse to target F1 families who need support with toileting / bed time routine etc.</li> </ul>	SW/AB/Nurse Ongoing Website/Twitter Autumn	

<b>Transition</b>		
<ul style="list-style-type: none"> <li>Organise transition meetings for parents of pupils</li> </ul>	SW/SA Summer Term Website/Twitter Summer Term	
<ul style="list-style-type: none"> <li>Liaise with other providers to arrange stay and play sessions for pupils transferring to RMPA</li> </ul>	SW/Nurseries Summer Term Stay and play Summer Term	
<b>RESOURCES/COSTS</b>		

[\*\*LINK TO OFSTED CRITERIA – Highlight areas achieved\*\*](#)

**Grade descriptors – Effectiveness of leadership and management**

**Outstanding (1)**

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.

- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

### **Good (2)**

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

## **Grade descriptors – Quality of teaching, learning and behaviour**

### **Outstanding (1)**

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.



- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

### **Good (2)**

- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.

- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

## Grade descriptors – Personal Development, behaviour and welfare

### Outstanding (1)

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

### Good (2)

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.

- In secondary schools, pupils use impartial careers guidance to make choices about the next stage of their education, employment, self-employment or training.
- Pupils are punctual and prepared for lessons. They bring the right equipment and are ready to learn.
- Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

## Grade descriptors – Outcomes for pupils

### Outstanding (1)

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject areas.
- From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

### Good (2)

- Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points.
- In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.
- Pupils' progress is above average or improving across most subject areas. Overall progress of disadvantaged pupils, disabled pupils and those with special educational needs is above average or improving.
- From different starting points, the proportions of pupils making and exceeding expected progress in English and in mathematics are close to or above national figures. The progress of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.
- Where attainment overall is low, it shows consistent improvement.
- Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.

## Grade descriptors – effectiveness of the early years provision

### Outstanding (1)

- The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period.
- Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching.
- Safeguarding is effective.
- There are no breaches of statutory welfare requirements.<sup>1</sup>
- Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.
- Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home.
- A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.
- Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.
- Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.
- Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.
- Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.

- Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress.
- Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.

### **Good (2)**

- Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's achievement.
- Leaders ensure that children's needs are identified and give children the support they need, including through effective partnerships with external agencies and other providers.
- Safeguarding is effective.
- There are no breaches of statutory welfare requirements.
- Child protection policies and procedures are implemented consistently; practice is reviewed regularly and clearly evaluated.
- The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals.
- The quality of teaching is good.
- All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children.
- Parents and carers contribute to initial assessments of children's starting points and are kept well informed about their children's progress. Parents are encouraged to support their children's learning and development at home.
- Children are motivated and interested in a broad range of activities and are keen learners. They listen carefully to adults and each other.
- Children's behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment. Children are learning to respect and celebrate each other's differences and to build their understanding of diversity beyond their immediate experience through a range of activities that teach them effectively about people in the wider world.
- Children make at least typical progress and most children make progress that is better than this from their starting points. This includes disabled children, those who have special educational needs, disadvantaged children and the most able. Children develop the key skills needed to make a positive start to the next stage of their education.
- Where children's starting points are below those of other children of their age, assessment shows they are catching up quickly. Any gaps between the attainment of groups, including those for whom the school receives additional funding and all children nationally, are closing.