



Middle Leader Action Plan

2018 to 2019

| | OUTCOMES | OFSTED LINK | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| EYFS | 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>SUCCESS CRITERIA</p> <ul style="list-style-type: none"> F1 & 2 Every EYFS child makes at least 6 step progress in all areas of learning across all groups. F1 All children are well prepared for their transition into F2 achieving 40-60b months Prime areas + Literacy and maths (2017-2018 68%) F2 all children achieving GLD (2017-2018 75%) Increase in the percentage of pupils achieving exceeded in all areas. | <p>F1 2017/2018 Outcomes</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>F1</th> <th>Exceeding</th> <th>Expected</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46%</td> <td>22%</td> <td>32%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>50%</td> <td>32%</td> </tr> <tr> <td>Maths</td> <td>18%</td> <td>50%</td> <td>32%</td> </tr> </tbody> </table> <p>2018/2019 expectations</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>F1</th> <th>Exceeding</th> <th>Expected</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>30%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> <tr> <td>Maths</td> <td>20%</td> <td>60%</td> <td>20%</td> </tr> </tbody> </table> <p>F2 2017/2018 Outcomes</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>F2</th> <th>Exceeding</th> <th>Expected</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>57%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>55%</td> <td>25%</td> </tr> <tr> <td>Maths</td> <td>25%</td> <td>61%</td> <td>13%</td> </tr> </tbody> </table> <p>2018/2019 expectations</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>F2</th> <th>Exceeding</th> <th>Expected</th> <th>Below</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33%</td> <td>49%</td> <td>18%</td> </tr> <tr> <td>Writing</td> <td>28%</td> <td>52%</td> <td>20%</td> </tr> <tr> <td>Maths</td> <td>37%</td> <td>50%</td> <td>13%</td> </tr> </tbody> </table> | F1 | Exceeding | Expected | Below | Reading | 46% | 22% | 32% | Writing | 18% | 50% | 32% | Maths | 18% | 50% | 32% | F1 | Exceeding | Expected | Below | Reading | 50% | 30% | 20% | Writing | 20% | 60% | 20% | Maths | 20% | 60% | 20% | F2 | Exceeding | Expected | Below | Reading | 23% | 57% | 20% | Writing | 20% | 55% | 25% | Maths | 25% | 61% | 13% | F2 | Exceeding | Expected | Below | Reading | 33% | 49% | 18% | Writing | 28% | 52% | 20% | Maths | 37% | 50% | 13% | |
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| ACTION | MONITORING - How? When? Who? TIMESCALE - Dates for review | IMPACT OF ACTIONS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; background-color: #d9ead3; text-align: center;">Completed</td> <td style="width: 33%; background-color: #fff2cc; text-align: center;">Partial</td> <td style="width: 33%; background-color: #f4cccc; text-align: center;">Not started</td> </tr> </table> | Completed | Partial | Not started | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Achievement</p> <ul style="list-style-type: none"> Share key findings from FS attainment 2017/18 and expectations for 2018/19 | PRM, Pupil progress document- Sept '18 | Shared 2 sets of data - 1 st those children currently on track and 2 nd those with the potential for GLD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <ul style="list-style-type: none"> Complete statutory EYFS end of year data returns | ESS data returns -June '19 | Data entered into target tracker and sent to the LA |
| <ul style="list-style-type: none"> Collate and complete the FS Attainment Analysis 2018/19 end of academic year | PRM, Pupil progress document -June '19 | |
| <ul style="list-style-type: none"> Completion of FS baseline and gap analysis of data to inform next steps | Target Tracker- Sept '18 (end of 4 th week) | All children new to RH below expectation - interventions/ ability groups created |
| <ul style="list-style-type: none"> Identify Early those pupils working above 40-60b | Baseline- Sept '18 | Children ability grouped to ensure appropriate challenge |
| <ul style="list-style-type: none"> Continue to set 'gold star challenge' for all activities | Planning- ongoing | All children are stretched and challenged through questioning. Gold star challenges given in writing, maths and topic activities. |
| <ul style="list-style-type: none"> Opportunities for self-reflection through 'Cold and hot task' | Book scrutiny -Termly | All children have completed a cold task at the beginning of the year and hot tasks termly to show progress. |
| <ul style="list-style-type: none"> Continue to provide 'Bloom's Taxonomy' questioning to stretch and challenge pupils reflectiveness and deeper thinking for each key text. | Planning - Ongoing | A bank of questions created for each key text. Suggested questions displayed for reference in the area applicable for all subject areas. |
| <ul style="list-style-type: none"> Ensure tracking of HA pupils progress | Diminishing the Differences - Termly | HA pupils tracked on diminishing the differences document. 9 children achieved greater depth in writing and maths and 10 in reading. |
| <ul style="list-style-type: none"> Carry out gap analysis of data end of each term to inform the 'diminishing the differences' document | Target Tracker, D the D - Termly progress meeting | All children apart from 2 have made accelerated progress with HA pupils achieving the Exceeding. |
| <ul style="list-style-type: none"> March PM shows Gender gap in PSHE/ CLL shows boys are significantly behind. Partly due to high levels of boy SEN in F1 continuing in F2 - <ol style="list-style-type: none"> Intervention Language group to target specific boys following advice from L.Chenery 1x weekly PSHE behaviour management strategies from Jackie D'Alberti implemented for | Review in the Summer term and new actions created for Yr1. | Weekly SALT interventions and targeted language groups have had a positive impact on the progress made. Behaviour management strategies have had some impact on behaviour in class however new strategies will be implemented in Year 1 to further improve this. Personalised behaviour chart worked well for |

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| AR, IM and DV. <ul style="list-style-type: none"> Behaviour chart set up for SVF. Shared with mum | | SVF resulting in better behaviour and participation in phonics. |
| <ul style="list-style-type: none"> Carry out end of year/ termly cross key stage moderation F1 and F2 and with TMET | Writing books, Learning Journeys - Termly | Judgements consistent across TMET |
| Local Governing Body | | |
| <ul style="list-style-type: none"> Compile report for Principals report 3 x academic year | Principal's report - Termly | Principal informed of actions carried out and impact. |
| <ul style="list-style-type: none"> Meet link governor. | Governor report - TBC | |
| Leadership | | |
| <ul style="list-style-type: none"> Promote Vision statement and 4Rs | Learning walk, scrutiny, TA appraisal - ongoing | TA learning walk carried out and findings recorded in 'Year group monitoring' |
| <ul style="list-style-type: none"> Complete a learning walk focusing on the stretch and challenge of all pupils across the school. | Autumn term | 13.11.19 Completed learning walk of years 3 and 4. Updated year group monitoring and fed back to individual members of staff. |
| Visit EYFS settings and sharing practise across the base. (Beyond RMET) | Challenge Partners review - March'19 | Review completed with personal CPD targets met. |
| Social media and networking | | |
| <ul style="list-style-type: none"> Provide video/high quality work for website via G. Penton | Website - termly | Website updated in Spring and Summer term with impact statement and photos. |
| <ul style="list-style-type: none"> Networking with TMET Leaders and collaborating | Meeting - termly | Moderation events - we have begun to create a booklet of writing to show evidence of emerging, expected and exceeding. |
| <ul style="list-style-type: none"> Promote subject via Twitter using hashtags and character muscles e.g. #rhliteracy #concentration | Twitter - ongoing | Weekly tweets of activities highlighted on Twitter |
| Curriculum | | |
| <ul style="list-style-type: none"> Organise visitors/trips linked to subject area for different year groups. | Local area trips - termly A trip to a contrasting environment - Summer term | Easter visit to Thurnby Church completed. All children engaged with learning about the Christian religion. Trip to Stonehurst Farm completed. All children experienced the animals and jobs of a farmer. |

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| <ul style="list-style-type: none"> Run a club for half a term which can be linked to any area of the curriculum | <p>Netball Club - Autumn term Wildlife gardening club - Spring</p> | <p>No children signed up for the Netball Club! Health and safety concerns of the wildlife are make this not suitable for children.</p> |
| <ul style="list-style-type: none"> Organise in house RWI training for any new staff (M.R) | Training - ongoing | M.R able to deliver Phonics to small groups |
| <ul style="list-style-type: none"> Provide 'Book Talk'/ reading sessions for all pupils including Yr 5 buddy readers. | Planning - ongoing | Timetable created and focus children identified. JC delivering 5x weekly |
| <ul style="list-style-type: none"> Provide phonics intervention for identified pupils 4 x weekly Mon - Thurs p.m | Planning - ongoing | Spring term - Phonics interventions delivered daily by LS to targeted individuals. Summer term - LA group receiving additional phonics and support packs sent home by AI. |
| <ul style="list-style-type: none"> Provide 'Fun time' groups for identified children 2 x weekly (Autumn 1) | Planning - ongoing | Focus children much more confident and showing greater independence/ resilience |
| <ul style="list-style-type: none"> Provide handwriting practise (1 x weekly, Tues p.m) | Planning - ongoing | All pupils more confident with letter formation. Targeted children receiving weekly FMS support in addition to help improve handwriting. |
| <ul style="list-style-type: none"> Introduction of purple polishing pens for identified pupils. | Planning - Summer term | Pupils have been given opportunities to edit and amend their work during follow up sessions however not using purple pens. |
| Safeguarding | | |
| <ul style="list-style-type: none"> Highlight to all visitors/trips to subject/school safeguarding procedures. | Policy - ongoing | All visitors given a leaflet on arrival to highlight key safeguarding information and procedures. |
| <ul style="list-style-type: none"> Organise induction of new EYFS staff i.e. Permission to collect; daily risk assessment if applicable. (M.R) | Induction - Sept '18 | All staff aware of policies and protocol. |
| <ul style="list-style-type: none"> Ensure all staff understand Fire procedures/ evacuation | Policy - Sept '18 | All staff aware of fire procedures. |
| Parent links | | |
| <ul style="list-style-type: none"> Provide a parent support pack updated termly to provide information and resources to further learning at home | Homework - termly | LA pupils provided with phonic sounds to practise at home and additional activities for homework to consolidate learning. |
| <ul style="list-style-type: none"> Organise a reading/ Phonics workshop to support parents in hearing their child | Meeting - October '18 | Phonics workshop delivered by SW to raise parent awareness of how to support their |

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| read at home. | | children at home. Reading café successfully delivered each term with a good turnout of families. |
| • Organise a 'Greater Depth' meeting for parents | Meeting - Individual children targeted at Parent interview. | Parents aware of children's targets to achieve greater depth in Literacy and Maths. Parents now able to support their children at home. |
| • Organise pre entry school visits for parents and children new to RHPS to provide relevant information/ forms etc | Meeting - June '19 | Meetings organised for current F1 parents and new to RHPA as well as FS1 am and pm. Good turnout at all meetings with families aware of paperwork to complete. |
| Transition | | |
| • Organise transition meetings for parents of pupils | Meeting - June '19 | Transition meetings organised and delivered for both F1 and F2 families. |
| • Liaise with other providers to arrange stay and play sessions for pupils transferring to RHPS | Stay and play sessions - June/ July '19 | Pupils visited from Tinygems day nursery and Kiddisafe to ensure a smooth transition in August |
| RESOURCES/COSTS | Budget - £2500 | |

[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.¹

- 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.