

**Checkendon School
Development Plan**



2018-19

*Checkendon Primary School is a dynamic Church of England school in which our Anglican Christian values of respect, courage, integrity, compassion and hope are at the heart of everything we do.
We give every pupil the opportunity to develop their particular capabilities in our stimulating and caring environment where creative teaching and an inspiring curriculum lead to high-quality learning and outstanding achievement.
We work in partnership with parents and the wider community to help every pupil make excellent progress, develop a lifelong love of learning and broaden their sense of citizenship, as they grow in mind, body and spirit.*

Summary of Priorities for Improvement

To improve pupils' understanding of their feelings, management of their behaviour, and social and moral development; to foster well-being

To improve governors' strategic planning for the future of the school

To introduce collaborative projects that develop an effective staff team, improve engagement of parents, and foster pupils' social, spiritual and cultural development

To improve teaching, learning and attainment in maths

To improve teaching, learning and attainment in reading and writing

To foster pupils' social and cultural development by extending the impact of class councils and the school council

To review and amend policies and procedures, curriculum, and teaching and learning strategies in line with Ofsted 2018 and SIAMS 2018

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Broaden pupils' sense of citizenship, as they grow in mind, body and spirit, in a caring environment.

1. To improve pupils' understanding of their feelings, management of their behaviour and social and moral development; to foster well-being *Lead teacher: Alison Martin Lead governor: Sarah Tunstill*

Situation There have been inconsistencies in parental support for some school policies including behaviour management, some pupils with challenging behaviour lack emotional literacy and increasing numbers of children are being diagnosed with ASD in the UK. There is growing concern about mental health; England ranked 13th out of 16 countries in a 2016 survey, with body image and school among areas of concern among eight-year-olds. *"I think schools in Britain really need to be friendlier places, more concerned with social relationships and less focused on attainment. It's interesting that Norwegians are much happier at school than we are. They don't do so well in the educational attainment league table. I think their schools are happier places, but they are perhaps not as successful in achieving attainment outcomes – there's a bit of a trade-off there. We perhaps haven't got the balance right."* Jonathan Bradshaw, University of York, co-editor of the report.

Ofsted School inspection handbook September 2018

148. The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives
- understanding of the consequences of their behaviour and actions
- ability to understand and appreciate the viewpoints of others

Grade descriptors for personal development, behaviour and welfare Good (2)

- Pupils are confident. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive.
- Pupils show respect for others' ideas and views.
- Pupils are punctual and prepared for lessons. They are ready to learn.
- Pupils value their education.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions, 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 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. They 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 enjoy learning about how to stay safe, 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.

Leadership tasks

Effectiveness of leadership and management

1. Devise schedule of actions to:
 - Improve behaviour of focus pupils
 - Improve impact of TAs in managing behaviour
 - Ensure consistency
 - Contribute to review of Behaviour Policy
 - Include Action for Happiness
 - Kind School Award
 - Include Keeping Children safe in education/ Anti- bullying Policy
 - Improve impact of ELSA
 - Include interventions for pupils not meeting ARE for managing feelings and behaviour
2. Link actions to Ofsted and SIAMs
3. Liaise with HT to agree key actions
4. Lead implementation of actions
5. Report to FGB termly
6. Evaluate impact, plan next steps

Success criteria

Personal development, behaviour and welfare

- SEF Ofsted: Good or Outstanding grade descriptors met for this area
- SEF SIAMs: Good or Excellent grade descriptors met for this area
- Audit SMSC Quality Mark: Silver
- Kind School Award

Outcomes for pupils

- Overall % attainment including those for vulnerable groups matches national figures

Evidence

- SEF documents
- Evidence submitted for Quality Mark
- TA meeting minutes and anonymised TA appraisal data
- Pupil behaviour records
- Staff, parent and pupil questionnaires and interviews
- Case studies

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Anglican Christian values of respect, courage, integrity, compassion and hope are at the heart of everything we do.

2. To improve governors' strategic planning for the future of the school *Lead governor: Tim Lowth Lead teacher: Gillian Seymour*

Situation Recruitment and retention of teachers, increasing numbers of children diagnosed with ASD in the UK and changing local demographics are some of the challenges which impacted on the school during 2017-18. There is no commitment to support for small schools from central government and there have been significant reductions in OCC staff. One local school has converted to an academy. The new funding formula will impact in the future. The three year plan to develop a Checkendon Curriculum was completed Summer 2018 and the existing 3 year strategic plan ends 2018. The majority of current governors have little experience of governance.

Ofsted School inspection handbook September 2018

152. In making this judgement in schools, inspectors will consider: the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils; whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important

159. Inspectors will consider whether governors work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition

Grade descriptors for leadership and management Good (2)

- 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 professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.

NGA Model Governor Role Description © National Governance Association 2017

Role of a school governor

To contribute to the work of the governing board in ensuring high standards of achievement for all children and young people in the school by:

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- overseeing the financial performance of the organisation and making sure its money is well spent

Leadership tasks

Effectiveness of leadership and management

1. Devise schedule of actions to:
 - Develop a strategic plan for the school
2. Link actions to Ofsted and SIAMs
3. Liaise with HT to agree key actions
4. Lead implementation of actions
5. Report to FGB termly
 - Evaluate impact, plan next steps

Success criteria

Effectiveness of leadership and management (governors)

- ensure clarity of vision, ethos and strategic direction *NGA*
- articulate the school's vision with passion and practical illustration *SIAMs: Good*
- have opportunities to develop their understanding of Church school education *SIAMs: Good*
- vision and ambition for the school is communicated to effectively to staff, parents and pupils *Ofsted*

Outcomes for pupils

- Overall % attainment including those for vulnerable groups matches national figures

All areas

- SEF Ofsted and SEF SIAMs: Good

Evidence

- FGB monitoring reports and minutes
- Questionnaires and interviews
- Tracking data, statutory assessment

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A caring environment where creative teaching and an inspiring curriculum lead to high-quality learning and outstanding achievement, in partnership with parents.

3. To introduce collaborative projects that develop an effective staff team, improve engagement of parents and foster pupils' social, spiritual and cultural development

Lead teacher: Gillian Seymour Lead governor: Sarah Tarbox

Situation There has been more pupil mobility and changes in staffing than usual, and 3 of the 4 class teachers are new appointments for September 2018. There have been inconsistencies in parental support for some school policies including home learning and behaviour management, and it has been difficult to recruit parents to FGB and the School Association.

Ofsted School inspection handbook September 2018

147. The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

149. The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

150. The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

Leadership tasks

Effectiveness of leadership and management

1. Devise schedule of actions to:

Develop an effective staff team

- Induction of new staff

Improve engagement of parents

- Parent charter
- Careers Week/ Writing Week
- Whole school awards see below

Foster pupils' social and cultural development

- Rights Respecting Schools with School Values Ambassadors
- Eco Awards with MO
- School Games Award with VT
- Arts Mark (2018-2020)
- Languages Award with MO
- Lunchtime clubs
- ESB qualifications

2. Link actions to Ofsted and SIAMs

3. Lead implementation of actions

4. Evaluate impact, plan next steps

Success criteria

Quality of teaching learning and assessment/ Personal development, behaviour and welfare

- Silver Rights Respecting Schools
- Silver Eco Awards
- Silver School Games Award
- Silver Arts Mark (2018-2020)
- Primary Languages Development Award

Outcomes for pupils

- Overall % attainment including those for vulnerable groups matches national figures

Evidence

- Evidence submitted for the awards (above)
- ESB qualifications for target groups
- Staff, parent and pupil questionnaires and interviews
- Case studies, tracking data and statutory assessment

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Creative teaching and an inspiring curriculum lead to high-quality learning and outstanding achievement, in partnership with parents.

4. To improve teaching, learning and attainment in maths *Lead teacher: Maxine Osborne Lead governor: Richard Castle*

Situation Attainment in maths across year groups is inconsistent and provision of planned opportunities for application of skills is inconsistent. Although development of key thinking skills is tracked, evidence of planning lessons to focus on this is inconsistent.

Ofsted School inspection handbook September 2018

175. Inspectors will consider how well the school is identifying and tackling inconsistency in the quality of mathematics teaching between different groups of pupils, key stages and classes
National Curriculum

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. Decisions about when to progress should always be based on the security of pupils' understanding. Pupils who grasp concepts rapidly should be challenged before any acceleration through new content. Those who are not sufficiently fluent should consolidate their understanding, including through additional practice, before moving on.

Grade descriptors for teaching, learning and assessment Good (2)

- Teachers use effective planning. Time in lessons is used productively. Teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- 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. 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 expect all pupils to work with positive attitudes so they make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more.
- Most pupils commit to improving their work. They are given time to apply their understanding in new ways that stretches their thinking and to practise key skills.
- Teachers challenge stereotypes and the use of derogatory language in lessons.

Grade descriptors for personal development, behaviour and welfare Good (2)

- Pupils are confident. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive.
- Pupils show respect for others' ideas and views. Pupils value their education.
- Pupils are punctual and prepared for lessons, bring the right equipment, are ready to learn.

Leadership tasks

Effectiveness of leadership and management

1. Audit current practice including:
 - teaching for mastery
 - pupils' times tables knowledge
 - effective assessment
 - teaching application of skills
 - home learning
 - classroom resources
 - Collins Busy Ant as key resource
 - Pre and over learning
2. Audit curriculum coverage
3. Develop schedule of actions to improve attainment, liaise with HT to agree key actions
4. Lead implementation of actions
5. Report to FGB termly
6. Evaluate impact, plan next steps

Success criteria

Quality of teaching learning and assessment

- Teaching and learning of maths has improved
- Effectiveness of home learning has improved
- Pupils' independent learning skills have improved
- Teacher knowledge and understanding of teaching *mastery* has improved

Outcomes for pupils

- More pupils at ARE maths
- Year 4 pupils on track for ARE multiplication tables test
- Overall % attainment including those for vulnerable groups matches national figures

Evidence

- Lesson planning
- Book scrutinies
- Learning walks
- Assessment tracking
- Statutory assessment

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Creative teaching and an inspiring curriculum lead to high-quality learning and outstanding achievement, in partnership with parents

5. To improve teaching, learning and attainment in reading and writing *Lead teacher: Shelley Mottram Lead governor: Jaymini Patel*

Situation Although good overall, attainment in reading is not much above national expectations as it has been in the past.

Ofsted School inspection handbook September 2018

172. Inspectors will consider the impact of the teaching of literacy on outcomes across the curriculum. They will consider the extent to which the school intervenes to provide support for improving pupils' literacy, especially for pupils at risk of underachieving.

173. Inspectors must listen to children reading. They should place a particular focus on hearing lower-attaining pupils read and should discuss their reading with them.

Grade descriptors for teaching, learning and assessment Good (2)

- Teachers use effective planning. Time in lessons is used productively. Teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- 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. 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 and writing well across the curriculum. For younger children in particular, the teaching of phonics is effective.
- Teachers expect all pupils to work with positive attitudes so they 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 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 practise key skills.
- The school gives parents accurate information about how well their child is progressing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning

Grade descriptors for personal development, behaviour and welfare Good (2)

- Pupils are confident. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive.
- Pupils show respect for others' ideas and views. Pupils value their education.
- Pupils are punctual and prepared for lessons, they are ready to learn.

Leadership tasks

Effectiveness of leadership and management

1. Audit current practice including:
 - teaching reading (including classroom resources, Take One Book learning projects, reading with adults (including Arch), reading corners, Empathy Lab)
 - teaching writing (including GPS, handwriting, extended writing, writing for a purpose and across the curriculum, writing research project, pre and over learning)
 - teaching spoken language (including assessment, interventions, ESB, drama)
2. Audit curriculum coverage
3. Develop schedule of actions to improve attainment, liaise with HT to agree key actions
4. Lead implementation of actions
5. Report to FGB termly
6. Evaluate impact, plan next steps

Success criteria

Quality of teaching learning and assessment

- Teaching and learning of reading and writing has improved
- Assessment of GPS has improved
- Opportunities to learn own misspelt words increased

Outcomes for pupils

- More pupils at ARE reading
- More pupils at ARE and GD writing
- More pupils at GD spoken language
- Overall % attainment including those for vulnerable groups matches national figures

Evidence

- Lesson planning
- Book scrutinies
- Learning walks
- Assessment tracking
- Statutory assessment

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Broaden pupils' sense of citizenship, as they grow in mind, body and spirit, in a caring environment.

6. To foster pupils' social and cultural development by extending the impact of class councils and the school council *Lead teacher: Gill Peeling Lead governor: Zoe Stott*

Situation

The diversity of pupils on roll does not reflect that of Britain as a whole and opportunities to *interact with pupils from different contexts* and *appreciate the range of different cultures within school* are limited. School and class councils are underused as teaching tools for pupils' social and cultural development including British values and sense of citizenship.

Ofsted School inspection handbook September 2018

149. The social development of pupils is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different backgrounds
- willingness to participate, cooperating well and being able to resolve conflicts effectively
- engagement with fundamental British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths; they demonstrate attitudes that will allow them to contribute positively to life in modern Britain

150. The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.

Grade descriptors for personal development, behaviour and welfare Good (2)

- Pupils show respect for others' ideas and views. They value their education.
- 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 adults promote messages about the impact of bullying and prejudice on pupils' well-being. Pupils work well with the school to tackle rare occurrences of bullying.
- Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.

Leadership tasks

Effectiveness of leadership and management

1. Audit current practice including:
 - *Resources and CPD for staff*
 - *Preparation for school council elections and timetabling meetings*
 - *Preparation for class councils and timetabling meetings*
 - *curriculum coverage*
2. Consider
 - *Ofsted 149 and 150*
 - *SIAMs May 2016*
 - *Global Neighbours*
 - *Ensemble Zohra from the Afghanistan National Institute of Music, w/c 11/3/19 tbc*
3. Develop schedule of actions to extend impact, liaise with HT to agree key actions
4. Lead implementation of actions
5. Report to FGB termly
6. Evaluate impact, plan next steps

Success criteria

Personal development, behaviour and welfare

- SEF Ofsted: Good or Outstanding grade descriptors met for this area
- SEF SIAMS: Good or Excellent grade descriptors met for this area

- Audit SMSC Quality Mark: Silver

Quality of teaching learning and assessment

- pupils in KS2 make well-informed links between Christianity and other religions
- there is a programme of visits and visitors to enhance pupil knowledge and understanding of Christianity and other religions

Evidence

- SEF documents
- Evidence submitted for Quality Mark
- Staff, parent and pupil questionnaires and interviews
- RE: Lesson planning, book scrutinies, learning walks and assessment tracking

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Help every pupil make excellent progress, develop a lifelong love of learning and broaden their sense of citizenship, as they grow in mind, body and spirit.

7. To review and amend policies and procedures, curriculum, and teaching and learning strategies in line with Ofsted 2018 and SIAMS 2018 *Lead teacher: Gillian Seymour Lead governor: Charlie Von Schmieder*

Situation The school will be due an Ofsted Inspection in 2019-20 and a SIAMS inspection in 2020-21: in order to prepare effectively for these; staff and governors need to evaluate current practice against the new (2018) inspection documents for Ofsted and SIAMS. There are a number of new members of staff and governors whose levels of knowledge and understanding of inspection procedures is unknown.

Ofsted School inspection handbook September 2018

Grade descriptors for pupil outcomes 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 and pupils who have special educational needs and/or disabilities 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. Progress from starting points of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas.
- From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points 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.

Leadership tasks

Effectiveness of leadership and management

- Audit current practice including:
 - *Relevant policies and procedures*
 - *Subject statements*
 - *Checkendon Curriculum*
 - *National Curriculum coverage*
 - *Behaviour Policy*
 - *Teaching and Learning*
 - *Pupil outcomes across subjects*
- Consider
 - *Ofsted School inspection handbook September 2018*
 - *Actions from Ofsted March 2016*
 - *SIAMS Evaluation Schedule 2018*
 - *Actions from SIAMs May 2016*
- Develop schedule of actions
- Lead implementation of actions
- Report to FGB termly
- Evaluate impact, plan next steps

Success criteria

Outcomes for pupils

- Whole school tracking shows higher % at ARE maths and writing
- Whole school tracking shows more consistency across subjects
- Y2 Statutory assessments show higher % at ARE maths
- Overall % attainment at ARE matches national figures

Personal development, behaviour and welfare

- Silver Audit SMSC Quality Mark, Rights Respecting Schools , Eco Awards, Arts Mark (2018-2020)
- Action for Happiness Member
- Kind School Award

All areas

- SEF Ofsted and SEF SIAMS: Good

Evidence

- Evidence submitted for the awards and SEF (above)
- Monitoring records, questionnaires and interviews
- Case studies, tracking data and statutory assessment