

Ofsted Evaluation	Aims & Objectives		
<p><b>Effectiveness of leadership and management</b></p>	<ul style="list-style-type: none"> <li>• The leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils.</li> <li>• 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.</li> <li>• Whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm.</li> <li>• The rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement.</li> <li>• The design, implementation and evaluation of the curriculum, ensuring breadth and balance, and its impact on pupils' outcomes and their personal development, behaviour and welfare.</li> <li>• How well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities.</li> <li>• How effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.</li> <li>• How well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values.</li> </ul>		
YEAR	CURRICULUM	OUTCOMES	LEADERSHIP, MONITORING & EVALUATION
<p><b>2015-16</b></p>	<p>Ensure curriculum is fully compliant with NC2014. Establish role of Subject Leaders to monitor and evaluate subjects.</p>	<p>Secure the best possible outcomes at end of KS1 for Y2 children assessed against new curriculum.</p>	<p>Refresh School Vision. Develop Mathematics and English Subject Leadership roles and monitoring.</p>
<p><b>2016-17</b></p>	<p>Refine curriculum to ensure high engagement with breadth and balance, led by Key Stage Leaders.</p>	<p>Improve progress in English and Mathematics. Improve outcomes in Phonics.</p>	<p>Develop Key Stage Leadership roles and activities.</p>
<p><b>2017-18</b></p>	<p>Refine monitoring of curriculum by Key Stage Leaders and Subject Champions. Prioritise with development &amp; maintenance cycle.</p>	<p>Improve progress in English (especially Writing). Improve outcomes in Phonics to match National outcomes.</p>	<p>Key Stage Leaders and Subject Leaders work (more) closely with SLT and Governors developing teaching and learning. Encapsulate philosophy to teaching and learning into new/revised policies.</p>
<p><b>2018-19</b></p>	<p><i>Explore Curriculum is fully embedded across the school. High levels of engagement and creativity evident in all pupils. Excellent use of local learning opportunities.</i></p>	<p><i>From their starting points all children make at least good progress. Many, including disadvantaged and HAP make excellent progress.</i></p>	<p><i>Leadership is distributed across the school. Governors play a full part in the life of the school and the maintenance of a culture of excellence.</i></p>
<p><b>2019-20</b></p>	<p><i>Curriculum is further enriched by increased collaboration with colleagues at other schools through membership of Multi-Academy Trust.</i></p>	<p><i>Additional benefits of School Improvement monitoring through Multi-Academy Trust.</i></p>	<p><i>Additional benefits of School Improvement monitoring within Multi-Academy Trust.</i></p>

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<p><b>Quality of teaching, learning and assessment</b></p>	<ul style="list-style-type: none"> <li>• The teachers' standards are being met.</li> <li>• Teachers and other staff have consistently high expectations of what each pupil can achieve, including the most able and disadvantaged pupils.</li> <li>• Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils.</li> <li>• Assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their parents/previous providers, as appropriate, in the early years.</li> <li>• Assessment information is used to plan appropriate teaching and learning strategies, including identifying pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.</li> <li>• Except in the case of the very young, pupils understand how to improve as a result of useful feedback, written or oral, from teachers.</li> <li>• The school's engagement with parents, carers and employers helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve.</li> <li>• Equality of opportunity and recognition of diversity are promoted through teaching and learning.</li> <li>• English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning.</li> </ul>		
YEAR	QFT, PM & CPD	USE OF ASSESSMENT	PARENTAL ENGAGEMENT
2015-16	Achievement for All – Coaching, Subject Leadership	First year of Y2 outcomes against NC2014	Achievement for All – Structured Conversations
2016-17	Achievement for All – Differentiation, Mindfulness DHT/HT Conferences EAL and Thrive	Migrate Pupil Tracking to School Pupil Tracker Online Begin to evaluate impact of Provision Mapping	Achievement for All – Structured Conversations R.E.A.L. Project, Twerton TV KS1 Museum (class assemblies)
2017-18	Review 'non-negotiables' and key policies (Reading, Writing, Mathematics & Explore) CPD on Curriculum and Pedagogy	Developing use of assessment by Senior & Middle Leaders. AfL	Establish new role of Extended Learning Coach; Governor Parental Group; EYFS Open Afternoons; KS1 Museums (x 3); SPD Priority Action Plan; Strategic use of Social Media.
2018-19	<i>Lesson Study is central to support critical reflection and professional dialogue and ongoing development.</i>	<i>Middle Leaders are confident in analysing and interpreting data relating to their area of responsibility. Middle Leaders develop action plans in response to data analysis and monitoring to address opportunities for further improvement.</i>	<i>Better engagement across the school from parents, supporting children's reading at home. Learning at home has increased (Reading Eggs, Mathletics, Gooseberry Planet).</i>
2019-20	<i>All teaching staff benefit from CPD opportunities with MAT.</i>	<i>Collaboration between local schools within MAT on all aspects of assessment increases accuracy of teachers' assessment judgements, strategies for using assessment for learning and targeting interventions.</i>	<i>Collaboration between local schools provides a wide range of workshops and support for parents.</i>

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<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Appoint a designated safeguarding lead.</li> <li>• Online safety policy.</li> <li>• Disclosure and Barring Service checks procedure.</li> <li>• Working together to keep children safe.</li> </ul>			
YEAR	CHILD PROTECTION	SAFER RECRUITMENT & WORKING	ONLINE SAFETY	PUPIL WELLBEING
<b>2015-16</b>	GS (DSL), KP (DDSL) Update Child Protection Record Keeping arrangements. Establish ABS Governor with responsibility for Attendance, Behaviour and Safeguarding.	Safeguarding Code of Conduct for Volunteers, Visitors, and Work Experience.	Acceptable Use and Code of Conduct for pupils and staff.	Introduction of Breakfast Club & Rainbow Breakfast Club Introduction of Cosy Club (lunchtime) Place2Be & Place2Talk Play Therapy
<b>2016-17</b>	WRAP and FGM training for all staff. LSCB Audit and Action Plan	Review SCR and personnel folders	CPD for Online Safety Leader (HT) Review filtering for all devices (PC, iPad, smartphones)	Place2Be & Place2Talk Thrive Room; Arts Therapy; Play Therapy Group for Parents; EYFS Dental Pilot project.
<b>2017-18</b>	Child Protection in Schools Training for all staff. HL (DDSL) LSCB Audit and Action Plan Termly SLT Review	Review Safer Recruitment training for staff. HL to undertake Safer Recruitment training.	Introduce Gooseberry Planet to KS1 in T1 and YR in T3	Arts Therapy Volunteers for Syrian Children Keeping Boys in Mind Project Whole School Food Policy
<b>2018-19</b>	<i>Migrate to online system CPOMS to manage Safeguarding reporting and recording.</i>	<i>Regular CPD and awareness of Safer Working</i>	<i>Gooseberry Planet is embedded into curriculum.</i>	<i>Peer Massage and Yoga are introduced.</i>
<b>2019-20</b>	<i>Additional benefits of working within a MAT further improve Child Protection Procedures in the school.</i>	<i>Additional benefits of working within a MAT further improve Safer Recruitment and Working.</i>	<i>Additional benefits of working within a MAT further improve Online Safety.</i>	<i>Additional benefits of working within a MAT further improve Pupil Wellbeing.</i>

<p><b>Building management</b></p>	<ul style="list-style-type: none"> <li>• Promote a safe learning environment.</li> <li>• Carry out necessary repairs/refurbishment to building.</li> <li>• Hire facilities to increase revenue.</li> </ul>		
<p><b>YEAR</b></p>	<p><b>SAFE ENVIRONMENT</b></p>	<p><b>REPAIRS</b></p>	<p><b>DEVELOPMENT WORK</b></p>
<p><b>2015-16</b></p>	<p>Add railings to the top of the front wall and raise height of gate.</p>	<p>Decorate stairwells outside KS1 classrooms.</p>	<p>Extend school office.</p>
<p><b>2016-17</b></p>	<p>Tree surgery. Finger-guards on all doors.</p>	<p>Repair front gate. Repair 2 Year Old Roof. Remove hut from playground Repair holes in tarmac in playgrounds</p>	<p>Thrive Room Feasibility Study for replacement nursery building. Set up workroom in under-croft (empty boiler room). Projector and screen in library.</p>
<p><b>2017-18</b></p>	<p>Install CCTV. Survey of integrity of school perimeter.</p>	<p>Source funding for repairs to glazing.</p>	<p>Nursery Replacement Improve acoustics in the hall by adding panels to the ceiling. Develop Forest School (toilet, canopy, yurt) Installation of Play Equipment</p>
<p><b>2018-19</b></p>	<p><i>Fob system to upgrade external doors.</i></p>	<p><i>School roofs.</i></p>	<p><i>Staffroom improvements and installation of staff shower (to encourage cycling, jogging to work).</i></p>
<p><b>2019-20</b></p>	<p><i>With academy status, additional avenues of funding are available to enable improvements to school security.</i></p>	<p><i>With academy status, additional avenues of funding are available to maintain the school.</i></p>	<p><i>With academy status, additional avenues of funding are available to develop the school site.</i></p>

<b>Overall effectiveness</b>	<ul style="list-style-type: none"> <li>The effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development (see below).</li> <li>The extent to which the education provided by the school meets the needs of the range of pupils at the school including: <ul style="list-style-type: none"> <li>Pupils who have disabilities.</li> <li>Pupils who have special educational needs.</li> </ul> </li> </ul>	
<b>YEAR</b>	<b>SMSC</b>	<b>Inclusion</b>
2015-16	SMSC Statement included on school website.	Introduce Inclusion Leader Role and include objectives in SDP. Training for 2 In-house Thrive Practitioners
2016-17	Character Virtues (Floreat Character Virtues) implemented in whole school assemblies.	Refine Provision Mapping, introduce Performance Management of SEN TAs, Review Inclusion Leader Role and increase capacity. Whole Class Thrive Screening informing class teaching activities. TAs
2017-18	<p>Embed Character Virtues across school life. Re-introduce Sharing Assemblies to promote and celebrate children's development of SMSC, alongside use of school website and social media.</p> <p>Develop CAT Team through leadership by Year 2 children.</p> <p>Add themes: Tolerance &amp; Diversity, Respect, Democracy &amp; British Values</p>	<p>Increase capacity of Inclusion Leader to 0.7FTE.</p> <p>Improve monitoring and evaluation of impact of interventions and delivery of individual plans for vulnerable pupils.</p> <p>Improve engagement of parents including those of vulnerable and disadvantaged pupils.</p>
2018-19	<i>Curriculum is enriched by opportunities to develop SMSC in every year group. SMSC is "audited" three times in the year and plans adapted to ensure breadth of opportunity for every child.</i>	<p><i>Inclusion Leader supervises programme of CPD for all staff (1:1 SEN TAs, LSAs and Teachers).</i></p> <p><i>Inclusion Leader makes effective use of SPTO pupil tracking to monitor impact of interventions.</i></p>
2019-20	<i>With academy status, additional resources to promote children's Spiritual, Moral, Social and Cultural development are available.</i>	<i>With academy status, additional resources to support vulnerable pupils and those with Special Educational Needs are available.</i>