



'Aim High Be Happy'

Appraisal Policy

Policy Control	
Responsible Person:	Amanda Norman
Responsible Governors:	George Parkin
Approved by Governors:	May 2023
Date due for review:	May 2024



Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

At Sandhurst Primary School, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best; we are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development. We want every child to be successful; to reach for success from the very first day that they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

Our School Values

Sandhurst Primary School values

Enjoyment Challenge Kindness

and all our stakeholders are encouraged to *reflect* upon their learning and their actions.

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Model Appraisal Policy

(Schools & Academies)

November 2022

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Version Control

Date	Revisions
November 2022	No Change

Please note:

This is a model policy for the effective appraisal staff in schools or academies.

This is a model policy that has been developed in partnership between key advisors from SPS and KCC's Education, Learning and Skills directorate. All trade unions and professional associations recognised by KCC have been consulted in the development of this policy.

Consequently, schools and academies considering using this model policy should ensure there is adequate consultation with their own school based trade union representatives.

The LA / KCC requires Community and Voluntary Controlled schools to use either this model policy or the national model developed and available from the DfE. It is expected that Foundation schools will not significantly depart from either of these documents. However, there are other model documents available to schools and academies to use as a reference in the drafting of their policy, for example from some trade unions/professional associations. SPS consultants will be able to fully support and advise a school or an academy irrespective of the policy/procedure that is adopted.

The Governing Body of Sandhurst Primary School adopted this performance management policy on 14th May 2023.

1. Introduction - Purpose of the Policy

In this school we are committed to continually improve the quality of teaching and learning for all our pupils and we believe that appraisal will assist our staff to achieve this aim through clarity of role and expectations, encouragement, development and feedback.

We believe that appraisal will enable a professional discussion to take place regarding workload and priorities and will give staff the appropriate focus, development and support. It will also provide staff with an opportunity to discuss in confidence any matters regarding their employment at work that may inhibit their performance.

This policy sets out the principles and framework for a clear and consistent appraisal of the overall performance of all staff and for supporting their development needs within the context of the school plan for improvement and their own professional needs.

This policy also sets out the school's approach to the link between the appraisal process and pay progression.

2. Principles

We will implement our appraisal arrangements on the following principles:

- *Equality of Opportunity:* All staff should be encouraged and supported to achieve their potential through clarity of expectations and job role, regular feedback, performance review and provision of relevant development
- *Consistency of Treatment and Fairness:* We will take action to ensure our performance appraisal process is fair, non-discriminatory and that staff are treated consistently
- *High Standards:* We believe by setting appropriate and challenging standards of performance and providing suitable feedback and development all staff have the potential to continually improve their performance
- *Work - life balance:* All staff are entitled to a satisfactory work - life balance and performance appraisal is an appropriate mechanism to facilitate this
- *Pay and Rewards:* Pay progression for staff should reflect their overall contribution to the school both as individuals and as team members.

3. Application of the Policy

This policy applies to all staff employed in this school with the exception of teachers undergoing their formal year of induction or on contracts of less than a year. The operation of this policy will be suspended for any staff whose performance merits the application of the schools' formal competency procedure.

Performance appraisal arrangements for temporary and part - time staff, including job-sharers, should apply on the same principles as for full-time, substantive staff. The same degree of challenge in the process should apply but the breadth and volume of each element in the process should be proportionate to the period of time worked.

Teachers employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

The intention is that all staff will have equivalent access to appraisal, development and support.

4. Policy Framework

4.1 General

Performance appraisal is a shared responsibility. The Governing Body has the strategic responsibility for establishing this policy, providing the Headteacher with the support to ensure it is fully implemented and ensuring the Headteacher receives appropriate performance appraisal in order to set the right framework and culture for all staff in the school.

The Headteacher will ensure that this policy, associated regulations and guidance are communicated effectively and that staff with performance appraisal responsibilities have access to appropriate training and preparation.

The performance of all staff must be reviewed on an annual basis. Appraisal planning and reviews must be for all teachers in this school and this will be completed by 31 October, in any one academic year and by 31 December for the Headteacher. (Please note schools have discretion to set different timescales following local consultation and these should be stated in this policy)

The appraisal reviews for all support staff will be completed annually in line with the academic year/ending on 31st March in each year. (Please note schools have discretion to set different timescales following local consultation and these should be stated in this policy)

Where a member of staff starts their employment at the school part-way through a cycle, the length of the first performance appraisal process will be such that the cycle can be brought into line with the appraisal process for that group of staff at the earliest opportunity.

Where a member of staff transfers to a new post within the school part-way through a cycle, the Headteacher shall determine whether the cycle shall begin again and whether to change the Appraiser.

All staff must have an up to date job description and this will form the basis for discussion at the appraisal planning and review meeting. Staff should have access to the school plan for improvement and other relevant planning documents in good time for their appraisal meeting.

Where it appears that the Appraisee is either not meeting or partially meeting the relevant professional standards then the appraisal process must clearly set out the support and training that will be provided to address the areas of concern.

Where serious weaknesses are identified in an Appraisee's performance then this procedure should cease and the issues will be managed within the school's formal capability procedure. The appraisal process will be re-commenced when the Appraisee's performance has reached the required standards.

4.2 Appointing Appraisers

The Headteacher will be appraised by the Governing Body, supported by a suitably experienced and qualified External Advisor who has been appointed by the Governing Body for that purpose.

In this school the task of appraising the Headteacher, including the setting of objectives, will be delegated to a sub-group of two/three (delete as appropriate) members of the Governing Body.

The Headteacher will determine the appropriate Appraiser for all staff covered by this policy taking due consideration of line management responsibilities and other relevant factors.

If a member of staff has a concern regarding their allocated Appraiser then this should be communicated to the Headteacher, in writing, stating the reasons. The Headteacher will exercise careful consideration of the concerns and may allocate an alternative Appraiser.

The Headteacher will ensure all Appraisers receive appropriate training and preparation for their role.

4.3 The Appraisal Meeting

It is the responsibility of the Appraiser to arrange the meeting with their Appraisee at the beginning of the cycle. This should be arranged by mutual agreement and normally with at least five working days' notice. The Appraiser must prepare for the meeting and ensure all relevant information and evidence that will be used during the meeting has been shared with the Appraisee at the earliest possible opportunity.

The Appraisal meeting should provide a two way discussion to:

- Assess performance during the previous year against the Appraisee's role and responsibilities, including performance objectives and any relevant standards
- Agree expectations for the year ahead by reviewing job description and appropriate performance objectives
- Confirm timescales for achievement of the objectives and for provision of support, including development
- Ensure the Appraisee understands the performance criteria, including relevant pay progression criteria, relevant professional standards and any other appropriate evidence to be taken into account in appraising performance including potential barriers to success
- Discuss and agree appropriate monitoring arrangements and other support for the Appraisee, including classroom observations, if appropriate to the reviewee's role
- Agree any areas of relevant training and development and related actions
- Allow the reviewee to raise any issues or concerns regarding their workload or work - life balance and potential barriers to success.

It is the appraisee's responsibility to play an active role in their review. This includes preparing for the meeting by:

- Reflecting on their performance over the past year including their performance against the relevant professional standards
- Considering how they have made a wider contribution to the school, and
- Identifying some of their future development needs.

Self-review is an important means of preparing for an appraisal meeting and a suggested framework for this is set out in Appendix 1.

4.4 Appraising Performance

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All staff will be formally assessed in respect of each appraisal period. In assessing the performance of the Headteacher, the Governing Body will consult the external adviser.

Each member of staff will receive a written appraisal report as soon as practicable and within ten working days following the appraisal meeting and have the opportunity to comment in writing. The appraisal report will include:

- Details of objectives for the appraisal period in question
- An assessment of performance of role and responsibilities against objectives and any relevant standards
- An assessment of training and development needs and identification of any action that should be taken to address them
- A recommendation on pay where this is relevant.

The assessment of performance and of training needs will inform the planning process for the following appraisal period

4.5 Links with Pay

Before, or as soon as practicable after the start of each appraisal period all staff will be informed of the standards and criterion against which individual performance in that appraisal will be assessed and on which pay decisions will be based. The criterion used must be consistent with any national or KCC determined requirements. (*This should be clearly stated in the school's pay policy*)

Where the evidence from the appraisal process appears to suggest the appraisee's performance could be below that meriting pay progression at the end of the cycle, the appraisee should be made aware of this at the earliest opportunity. There should also be a professional discussion to identify actions which could remedy the position.

4.6 Objectives

The Headteacher's objectives will be set by the Governing Body after consultation with the external adviser.

All Appraisees must have performance objectives set before, or as soon as practicable after, the start of each appraisal period. All objectives must be relevant to the Appraisee's role, responsibilities and take full account of their experience and career/professional aspirations. The number and nature of objectives must be reasonable and, if achieved will contribute positively to the education of pupils at this school and the implementation of any plan designed to improve the school's educational provision and performance.

Normally an appraisee would expect to have 3 objectives (whole school, team / department and professional development). Staff with a wider role across the school, including teachers with or without a TLR, members of the leadership team and the headteacher, would normally expect to have one or additional objectives in the relevant area.

Appraisees should be encouraged to set challenging but achievable objectives using the term SMART (specific, measurable, achievable but challenging, relevant and time-framed). Meeting or nearly meeting challenging objectives is a good way to show the level of performance required for pay progression and will also assist career development.

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As far as possible the objectives should be reached by agreement. However where a joint determination cannot be made the Appraiser will make the determination with the provision for the appraisee to record any disagreement if required.

Consideration should be given to ensure that the appraisal objectives can be used to secure good evidence for pay progression in line with the expectations in the school's pay policy

4.7 Training and Development

Performance appraisal is a developmental process and a key part of the planning discussion. It should be about the support that the Appraisee will need in order to meet identified objectives and performance criteria.

This school is committed to ensuring that all staff have access to a level of development appropriate to their role, stage of career development, performance objectives and criteria and individual aspirations.

Development and training identified from the appraisal process must be recorded using the appropriate form and then passed to the Training and Development Coordinator for the school to inform the school's program for training and development.

This school recognises that development and support may take a number of forms and a wide range of activities which may not necessarily involve a formal course.

4.8 Monitoring

The Appraiser will ensure that appropriate arrangements are in place to support the Appraisee with regular monitoring and feedback. This should be discussed in broad, flexible terms in the appraisal meeting. There should be at least one formal mid year review meeting to discuss performance, provide feedback and discuss the provision of training and development.

The Headteacher should audit mid-year reviews with Appraisers to ensure consistency of appraisal assessments

There should be further, informal follow-up and support for Appraisees.

This school believes that observation of classroom practice and other responsibilities is important both as a way of assessing performance in order to identify any particular strengths and areas for development and of gaining useful information which can inform school improvement more generally. All observation will be carried out in a supportive fashion.

(Schools are strongly encouraged to set out some clear but flexible ground rules regarding how observation is undertaken including arrangements for any notice and attach it as an appendix to this document. It would be good practice to indicate the amount of formal observation a teacher could reasonably expect during the year. Whilst there is no longer any statutory limit schools should ensure that the amount of formal observation is reasonable, proportionate and accounts for the needs of the teacher.)

In this school teachers' performance will be regularly observed but the amount and type of observation will depend on the individual circumstances of the teacher and the overall needs of the school. Formal classroom observation will only be carried out by those with QTS.

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In addition to formal observation, the Headteacher or other members of the SLT with responsibility for Teaching and Learning may "drop in" in order to enhance the standards of teaching and learning and to

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check that high standards of professional performance are established and maintained. The length and frequency of “drop in” observations will vary depending on specific circumstances. *(Schools may wish to be more specific about “drop in” observations)*

4.9 Recording Plans

Within five working days of the meeting the Appraiser will complete a draft statement and provide the Appraisee copy. The Appraisee may request changes if he/she feels the statement does not convey a fair summary of the meeting and/or may add comments. The Appraiser will prepare and sign a final statement within ten working days of the initial meeting.

The Appraiser may retain a copy of the appraisal plan, but he/she must pass a copy to the Appraisee and pass the original to the Headteacher.

5. Moderation

The Headteacher is responsible for ensuring that performance appraisal is applied fairly and consistently across the school and that there is a strong link with school improvement. The Headteacher may therefore make appropriate arrangements for the moderation of performance appraisal reviews and objectives in particular to ensure consistency of approach and expectations between Appraisers. However, this exercise will be undertaken with due regard for the need to maintain confidentiality.

6. Changes to Plans in Mid Cycle

There may be occasions when it is necessary to amend or change the content of the appraisal plan. This may include changes in the Appraisee’s circumstances, school priorities or local/national policy initiatives. In this event the Appraiser and Appraisee should discuss and ideally agree the necessary changes.

If there is no agreement to the proposed changes then the Appraiser shall amend the appraisal plan with any changes he/she thinks ought to be made and pass the revised statement to the Appraisee who may add his/her comments.

7. Confidentiality and Retention of Records

The performance appraisal process will be treated with full confidentiality at all times.

For the Headteacher’s review the statement will be held by the Chair of Governors, the Chair of the Review Committee (if not the Chair of Governors) and the Headteacher.

All plans and appraisal reports must be retained in a secure place on the school premises for a period of six years from the date the appraisal cycle ends. After this date it would be normal to dispose of these records and this must be done confidentially and the employee notified.

8. Communication of this Policy

A copy of this policy will be kept in *(location) to ensure that all staff can have access to a copy of it as needed. All new staff joining the school will be briefed on the policy as part of their induction into the school.

9. Monitoring and Evaluation

The Governing Body and the Headteacher will monitor the operation and outcomes of the performance appraisal arrangements.

10. Review of Policy


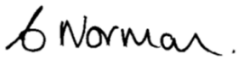
This policy is effective from May 2023 and the Governing Body will ensure the policy is reviewed no later than May 2024

The policy may be revised at other times if necessary to take account of any statutory regulation or associated guidance or changes in policy by Kent County Council's policy.

APPENDIX 1: Framework for Self Review

<i>Question</i>	<i>Notes/Evidence</i>
Over the last year what have been the most important areas of success for me?	
What areas of my role give me greatest satisfaction?	
What skills do I have that I and others consider to be a real strength?	
What has not gone as I'd hoped over the past year and what have I learnt from this?	
What areas of my practice/work or skills do I need to develop and how?	
What do I want to achieve in the year ahead, personally and professionally?	
How can I contribute further to the development of the school?	
Who can help me with my development and how?	
Are there any aspects of working in this school that I would like to see improved? What can I do to assist this?	

APPENDIX 2: Planning and Review Pro Forma

Reviewee:	Reviewer:	Date:	
Teaching Responsibility:	Subject responsibility:	Any other responsibilities:	Current position on payscale:
Objective:	Actions:	Impact and Evaluation:	Support, training and/or development required:
Pupil progress:			
Whole School:			
Personal Development/Leadership and Management:			
Reviewee's comments:			
Reviewee's signature:	Date	 Reviewer's signature:	Date:

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

Expectations	Exemplar
Establish a safe and stimulating environment for pupils, rooted in mutual respect.	
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	

2. Promote good progress and outcomes by pupils

Expectations	Exemplar
Be accountable for pupil's attainment, progress and outcomes.	
Plan teaching to build on pupil's capabilities and prior knowledge.	
Guide pupils to reflect on the progress they have made and their emerging needs	
Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.	
Encourage pupils to take a responsible and conscientious attitude to their own work and study.	

3. Demonstrate good subject and curriculum knowledge

Expectations	Exemplar
Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.	
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship	
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject	
If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.	
If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.	

4. Plan and teach well-structured lessons

Expectations	Exemplar
Impart knowledge and develop understanding through effective use of lesson time.	
Promote a love of learning and children's intellectual curiosity.	
Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.	
Reflect systematically on the effectiveness of lessons and approaches to learning.	
Contribute to the design and provision of an engaging curriculum within the relevant subject areas(s).	

5. Adapt teaching to respond to the strengths and needs of all pupils

Expectations	Exemplar
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	
Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these	
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.	
Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	

6. Make accurate and productive use of assessment

Expectations	Exemplar
Know and understand how to assess the relevant subject and curriculum area, including statutory assessment requirements.	
Make use of formative and summative assessment to secure pupils' progress.	
Use relevant data to monitor progress, set targets and plan subsequent lessons.	
Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.	

7. Manage behaviour effectively to ensure a good and safe learning environment

Expectations	Exemplar
Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.	
Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	
Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.	
Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	

8. Fulfil wider professional responsibilities.

Expectations	Exemplar

Make a positive contribution to the wider life and ethos of the school.	
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	
Deploy support staff effectively.	
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	
Communicate effectively with parents with regard to pupils' achievement and well-being.	

9. Personal and Professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by treating pupils with dignity, building relationships rooted in mutual respect, and at times observing proper boundaries

APPENDIX 3: Protocol for Lesson Observation

NB under the staffing regulations (2012) there is no longer a statutory requirement for schools to have a lesson observation protocol however it is strongly advised that a school or academy ensures that the purpose, principles and broad nature of the arrangements for observation and feedback are communicated to staff formally.

Lesson Observation

Teacher name:	Year Group:	Date of monitoring:
Area of focus:		
Initials of focus children:		

Observed Provision in Quality First teaching

Observations
Questions to challenge thinking:

Suggestions for future practice based on this lesson

Observed Targeted Support for Individuals

Book Monitoring	
Is there evidence of progress?	
Is there consistent use of AfL that has improved progress and attainment?	
Have children responded to the marking?	
Is there evidence of extended pieces of writing to challenge pupils and build their stamina?	
Impact	

Data			
Working Below	Working At	Working Above	Focus Group
Feedback			

Grade descriptors for the quality of teaching, learning and assessment

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.

Requires improvement (3)

- Teaching, learning and assessment are not yet good.

Inadequate (4)

Teaching, learning and assessment are likely to be inadequate if one or more of the following applies.

- Teaching is poorly planned.
- Weak assessment practice means that teaching fails to meet pupils' needs.
- Pupils or particular groups are making inadequate progress because teaching does not develop their knowledge, understanding and skills sufficiently.
- Pupils cannot communicate, read, write or apply mathematics as well as they should, so they do not make sufficient progress in their knowledge, understanding and skills because they are unable to access the curriculum.
- Teachers do not promote equality of opportunity or understanding of diversity effectively and so discriminate against the success of individuals or groups of pupils.

Grade descriptors for outcomes for pupils

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

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 and pupils who have special educational needs and/or disabilities 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 and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points 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, 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 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 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, 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.

Requires improvement (3)

- Outcomes are not yet good.

Inadequate (4)

Outcomes are likely to be inadequate if one or more of the following applies.

- Progress from starting points in any key subject ¹or key stage indicates that pupils are underachieving considerably.
- From their different starting points, the progress of pupils in different year groups in English or mathematics is consistently low and shows little or no improvement.
- For disadvantaged pupils, the progress from their different starting points in English or mathematics is consistently well below that of other pupils nationally and shows little or no improvement.
- There are wide differences in the progress and/or attainment of different groups from similar starting points and these are not improving.
- The school's performance regularly falls below the floor standards.² Any improvement is insufficient, fragile or inconsistent.
- Pupils' proficiency in reading, writing or mathematics is not sufficiently strong for them to succeed in the next year or stage of education, or in training or employment.
- Pupils have not attained the qualifications appropriate for them to progress on to their next stage of education, training or employment.

¹ 'Key' subjects in primary schools are English and mathematics. In secondary schools, they are English, mathematics, science and any subjects studied by a high proportion of pupils.

² Floor standards refer to the expected levels of performance at key stages 2 and 4 set by the government.

Grade descriptors for the 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.³
- 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 children who have special educational needs and/or disabilities, 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

<p>informed about their children's progress. Parents are encouraged to support their children's learning and development at home.</p> <ul style="list-style-type: none"> ■ 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 children who have special educational needs and/or disabilities, 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.
<p>Requires improvement (3)</p> <ul style="list-style-type: none"> ■ The effectiveness of the early years provision is not yet good. ■ Safeguarding is effective. ■ There are no material breaches of statutory welfare requirements.
<p>Inadequate (4) The early years provision is likely to be inadequate if one or more of the following applies.</p> <ul style="list-style-type: none"> ■ Self-evaluation is weak, with too little focus on raising achievement and improving the quality of provision. Any actions taken to tackle areas of identified weakness have been insufficient or ineffective. ■ The curriculum is too narrow. It does not offer a broad range of experiences that challenge children or promote their understanding of people and communities beyond their own experience. ■ Teachers and other adults are not knowledgeable enough and/or they are not vigilant enough to ensure that children are kept safe and that their health and welfare are promoted. ■ Safeguarding is ineffective. ■ Statutory welfare requirements are not met. ■ Leaders and/or staff have a poor understanding of how to promote children's learning and development, resulting in weak teaching that is not matched to children's needs. ■ Information from assessment is not accurate and not used well enough to enable children to make the progress they should. ■ Children's behaviour is not managed consistently. As a result, more than occasionally, lack of engagement in activities leads to a disorderly environment that hinders their learning and/or puts them and others at risk. ■ Children or specific groups of children such as children who have special educational needs and/or disabilities, those for whom the school receives additional funding, or the most able do not achieve as well as they can. Many start Year 1 without the skills and knowledge they need. ■ Low attainment of any group shows little sign of rising. Gaps between different groups show little sign of closing or may be widening. ■ Strategies for engaging parents about their child's learning and development are weak. As a result, parents do not know what their child is learning or how they can help them improve.