



'Aim High Be Happy'

Aprpraisal Policy

Policy Control	
Responsible Person:	Amanda Norman
Responsible Governor Team:	Personal Development, Behaviour and Welfare
Approved by Governors:	May 2026
Date due for review:	May 2027

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

With **kindness** in our hearts,
we find **enjoyment** in our learning and
seek **challenge** in all that we do.

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

'Aim High Be Happy'

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Appraisal

Policy & Procedure

(Schools and Academies)

October 2025

Contents

A Policy	4
1 Policy Statement	4
2 Scope	4
3 Adoption arrangements and date	5
4 Responsibilities of School	5
5 Responsibilities of the Employee (Appraisee)	5
B Procedure	5
6 Appraisal Period	5
7 Appointing appraisers	6
8 Setting Objectives	6
9 Assessment against relevant standards	7
10 Reviewing Performance throughout the appraisal cycle	7
11 Observation	8
12 Performance Concerns, Informal Support and transition to the Capability Policy and Procedure	8
13 Annual Review Meeting and Assessment	8
14 Teacher's Appraisal Report	9
15 Pay Progression decisions for Support Staff following Annual Review Meeting	9
16 Moderation	10
17 Employees not covered by this policy	10
18 Confidentiality and Record Keeping	10
Appendices	10
Appendix 1 Performance Criteria for Pay Progression for Teachers	10
Appendix 2 Performance Criteria for Support Staff	17
Appendix 3 Lesson Observation Protocol	19

Guidance Note:

This model Appraisal Policy has been developed by HR Connect for use in all Schools and Academies.

Kent Maintained Schools

The Local Authority expects that all KCC Community and Voluntary Controlled Schools will use this document as the basis for their Appraisal Policy. This document is also strongly recommended for consideration for adoption by Foundation and Aided Schools.

Kent Maintained Schools should also give careful consideration to any guidance issued by the Local Authority regarding the appraisal arrangements for teachers and support staff. The Local Authority recommends that Kent Community and Voluntary Controlled Schools maintain performance related pay for teachers.

The Local Authority has engaged with KCC's recognised Professional Associations and Trade Unions regarding the development of the pay strategy for support staff engaged on Kent Scheme Conditions of Service.

Schools are strongly advised to ensure that there is meaningful consultation with all staff and their trade union / professional representatives at a local level on the development and review of their appraisal policy where there have been material changes - prior to the document formally being adopted by Governors.

Using this model document

This document has been developed to comply with legal requirements and the provisions of the School Teachers' Pay and Conditions Document for Teachers and for Support Staff Kent Scheme Conditions of Service.

It is recommended that the School / Academy undertakes an Equality Impact Assessment on all policies for the management of staffing issues.

Version Control

Date	Revisions
October 2025	Reference to the LA document 'How to guide: Making an annual performance assessment' in relation to Kent Scheme support staff performance criteria
March 2025	Updates in relation to new Kent Pay Strategy
Sept 2024	New Policy

A Policy

1 Policy Statement

The School recognises the importance of appraisal as a mechanism to develop and support Employee performance which in turn impacts positively on the overall performance of the School and outcomes for students.

The School will seek to ensure that appraisal will be a supportive and developmental process – allowing Employees the opportunity to develop the skills and access the support they need to carry out their role effectively.

The appraisal process enables Employees and their Headteacher / Line Manager to agree objectives and identify associated learning and development requirements. It allows an opportunity for Employees to receive regular and constructive feedback on their performance and progress. It also provides a forum in which Employees can consider career aspirations and goals. Furthermore it is an opportunity for Employees to discuss the support and guidance they may require in their role.

Where performance concerns are identified through the appraisal process the School will consider what support and training may be appropriate to enable the Employee to achieve the required performance standards. Where performance concerns are sufficiently serious or persist – the School's Capability Policy and Procedure may be initiated.

Evidence from the end of year appraisal review meeting and assessment against the School's pay progression criteria will inform performance related pay decision for Teachers.

Evidence from performance reviews will inform whether a member of support staff will be awarded a 'positive' performance assessment. Progression is subject to an Employee receiving the requisite number of 'positive' performance assessments for their grade.

This policy and procedures reflects the provisions of the Education (School Teachers' Appraisal) (England) Regulations 2012 and the requirements of the relevant conditions of service for Support Staff employed under Kent Scheme Conditions of Service.

This procedure explains:

- The arrangements for determining performance objectives and appraising Employee performance
- The roles and responsibilities of the Headteacher / Line Manager and Employees in the appraisal process

2 Scope

This policy applies to teaching and support staff employed by the School.

It excludes

- those employed on contracts for less than one term
- early career stage teachers during their Statutory Induction period
- employees whose performance is being managed via the School's capability procedure

This policy also applies to Employees working on a regular supply or permanent relief basis.

3 Adoption arrangements and date

This procedure was adopted by the Governing Body of Sandhurst Primary School on 18th May 2026 and supersedes any previous appraisal policy and procedure.

This policy will be reviewed by governors every 2 years or earlier if there is a need. This will involve consultation with the recognised unions where there are material changes.

4 Responsibilities of School

- To ensure each Employee has an identified Appraiser
- To ensure performance and development objectives are set, monitored and reviewed in an objective and timely manner
- To make Appraisees aware of the standards of performance expected of them and to identify any concerns via the provision of regular feedback
- To endeavour to ensure additional workload and administration associated with appraisal is kept to a minimum for both the Appraiser and Appraisee
- To consider what training is appropriate for Appraisers and Appraisees regarding the appraisal process

5 Responsibilities of the Employee (Appraisee)

- To engage constructively with the appraisal process and conversations regarding performance
- To work with their appraiser to identify appropriate appraisal and development objectives
- Take personal responsibility for improving their own performance and personal development
- To provide evidence of performance to support appraisal discussions
- Where applicable, to appraise the performance of other identified Employees

B Procedure

6 Appraisal Period

Each appraisal period will run for 12 months.

For Teachers, Headteacher and other Leadership Teachers the appraisal cycle will commence on the first day of the Autumn term annually.

For Support Staff the appraisal cycle will commence on their 'anniversary date' as follows:

- 1st April where the Employee is in post prior to 1st April 2025
- The anniversary of their start date for all Employees in post after 1st April 2025
- 1st April where an Employee is at the top of their grade. This includes Employees on grades KSA and KSB (formerly KR3 and KR4) who are paid a single salary point.

Employees joining the School during the appraisal cycle may have a shorter appraisal period during their first year.

Consideration will be given to adjusting the time of appraisal meetings and length of the appraisal cycle where an Employee has a significant period of absence due to maternity / family related

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leave, sick leave or disability related absence. Any changes will be discussed and as far as is reasonable, agreed with the Appraisee.

7 Appointing appraisers

The Headteacher will identify an appropriate Appraiser for each Employee taking into consideration line management arrangements within the School

The Headteacher's appraisal will be delegated to a Governor Panel of 3 members. This will not include any staff governors. Governors will appoint an External Advisor to support in the Headteacher's appraisal.

The Headteacher will ensure all Appraisers have received appropriate training.

8 Setting Objectives

Appraisal and development objectives will be discussed and agreed by the Appraiser and Appraisee as soon as practicable at the start of each appraisal period.

The Headteacher's objectives will be set by the Governor Panel in consultation with the External Advisor.

The objectives for all other staff will be set by their Appraiser.

Objectives will be appropriate to the Appraisee's role, responsibilities, career stage, level of experience and will be relevant to the overall performance objectives of the School.

In setting objectives consideration will be made to the career aspirations of the Appraisee – for example where a Teacher is seeking to progress to the Upper Pay Range objectives may reflect the progression criteria required.

Objectives may be challenging but achievable. The number and nature of objectives will be reasonable and give due regard to the work- life balance of the Appraisee.

Objectives may focus on:

- Impact on the effectiveness of the team, department or whole School and contributing to the performance objectives of the School / outcomes for pupils
- Personal development - improving certain aspects of practice or performance in the job role and, where appropriate, identifying and bridging skills gaps relevant to career progression
- Meeting and / or maintaining any relevant professional standards – including the Teachers' Standards in the case of qualified teachers
- In the case of Teachers only - making a wider contribution to the work of the School, within working hours and the Appraisee's job description where relevant

Objectives will be:

- Specific
- Measurable
- Achievable
- Realistic
- Time – bound

The success criteria and evidence which will be considered for each objective will be discussed with the Appraisee at the beginning of the appraisal cycle.

It should be noted that where challenging or longer-term objectives are set – there may not be an expectation that these are fully completed within the appraisal cycle. Anticipated timescales and

targets towards completion will be discussed and the Appraisee would be expected to make good progress towards these during the review period.

Consideration will be given to any relevant training, development, coaching or mentoring the Employee may benefit from to achieve the identified objectives.

The Appraiser and Appraisee will seek to agree the objectives. The Appraiser will take reasonable steps to resolve any concerns regarding the nature of objectives, but where this is not possible the Appraiser will determine the objectives, with the provision for the Appraisee to record any disagreement in writing which will be taken into consideration at the review stage.

Objectives may be reviewed and revised during the year to reflect changes for example, to the Appraisee's job role, School priorities or local / national policy / regulatory changes. Objectives may also be revised to take into account a period of absence. Any changes will be discussed and, as far as is reasonable, agreed with the Appraisee.

9 Assessment against relevant standards

The performance of all Employees will be assessed against the requirements of their job description.

The criteria against which performance will be assessed is detailed at Appendix 1 for Teachers and Appendix 2 for Support Staff

Teachers

The performance of qualified teachers will be assessed against the requirements of their job description and the Teachers' Standards – available at [Teachers' standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/teachers-standards).

In the case of Teachers paid on the Upper Pay Range assessment will additionally be made with reference to the criteria for Upper Pay Range progression as detailed within the STPCD.

e.g. Headteachers' Standards 2020 (non statutory) / SEND Code of Practice for SENCOs

This assessment will consider in broad terms whether an individual Employee's performance is consistent with what should reasonably be expected within their role and at the relevant stage in their career.

In the case of Teachers there is no requirement to complete a checklist of performance against the Teachers' Standards.

Support Staff – The LA have shared the document 'How to guide: Making an annual performance assessment' with Schools via Kelsi - the document should be referenced here. The document can be found in Appendix 2 of this document.

10 Reviewing Performance throughout the appraisal cycle

The Appraiser and Appraisee will meet at regular intervals to review performance and progress towards their objectives.

School may wish to specify frequency of meetings – suggest no fewer than 3 per year

The meeting is an opportunity to consider progress towards objectives and review any evidence in support of this. The Appraisee will receive constructive and supportive feedback throughout the appraisal cycle on their performance and progress towards their objectives. Feedback will highlight any areas of strength as well as those where further development is required.

These meetings are also an opportunity to discuss workload and wellbeing in a supportive manner enabling the Appraiser and Appraisee to proactively identify appropriate strategies at an early stage to address any areas of concern.

11 Observation

Formal observation of classroom practice for teachers, and non teaching staff who work directly with pupils, is an important means of assessing and supporting performance in this School.

All observations will be carried out in a supportive manner with constructive feedback being provided as soon as possible to the observed activity.

The amount and type of classroom observation will depend on the individual circumstances of the Appraisee and the overall needs of the School.

Formal Observation of teaching practice will be undertaken by an individual with Qualified Teacher Status.

In addition to formal observation, the Headteacher or other leaders with responsibility for teaching standards, may “drop-in” to evaluate the standards of teaching and to 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.

12 Performance Concerns, Informal Support and transition to the Capability Policy and Procedure

Where performance concerns are identified the Appraiser will discuss these with the Appraisee at the earliest opportunity and a support plan including, informal performance targets, will be put in place. Careful consideration will be given to any support and training the Appraisee may require.

It is anticipated that most performance concerns will be successfully addressed via informal support and the Appraisee will be given a reasonable time period in which to demonstrate improvement and meet the required expectations for the role.

Where performance concerns persist or are sufficiently serious – the appraisal policy and procedure will be suspended the School’s Capability Policy and Procedure will be initiated.

Where an Employee is subject to the School’s formal capability process – pay progression will not be awarded.

The school reserves the right to move immediately to the formal stages of the Capability Policy and Procedure in cases of serious underperformance.

Please refer to the School’s Capability Policy and Procedure for further information.

13 Annual Review Meeting and Assessment

Towards the end of the appraisal cycle the Appraiser will arrange an Annual Review Meeting with the Appraisee.

In the case of the Headteacher the Annual Review Meeting will be conducted in consultation with the External Advisor.

During the discussion performance feedback will be provided and the Appraiser and Appraisee will have the opportunity to:

- Reflect on and review performance against the requirements of the job role and any relevant standards.
- Review progress towards the appraisal objectives set
- Consider the impact and effectiveness of any training or personal development which has been undertaken and any further development required

- Identify any performance objectives and personal development needs for the next appraisal cycle
- Provide an opportunity to discuss issues relating to workload / work-life balance
- To consider any career progression / aspirations
- Assess the Appraisee's overall contribution to the School over the appraisal cycle

In reviewing performance the Appraiser will give due consideration to any potential 'barriers to success' including disability, periods of absence / policy or regulatory change or other operational issues.

Prior to the meeting the Appraisee is expected to reflect on their own performance and identify appropriate evidence to demonstrate progress towards objectives and performance expectations. It should be noted that most evidence should be readily available from day to day working practice and from discussions during the review meetings over the year. There is no requirement for the Appraisee to compile a portfolio of evidence.

14 Teacher's Appraisal Report

Following the Annual Review Meeting and as soon as practicable each Teacher will receive a written appraisal report. This will usually be shared no later than 31st October for Teachers and 31st December for the Headteacher.

Teachers will have an opportunity to comment in writing on their appraisal report.

The report will include:

- Details of objectives for the appraisal period
- 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
- It should be noted that a recommendation to withhold pay progression may be made where a Teacher has not met the School's performance criteria.

15 Pay Progression decisions for Support Staff following Annual Review Meeting

For Kent Community and Controlled Schools which are required to follow the assessment arrangements set out in the Kent Scheme Pay Strategy and for other Kent Maintained Schools / Academies which have chosen to follow Kent Scheme Conditions of Service and Kent Range

Where the Appraiser determines that the Appraisee has met the expected standards of performance during the appraisal cycle they will receive a 'positive' anniversary review assessment.

Depending upon their grade an Employee may require a certain number of 'positive' assessments in order to progress to the next fixed point within their grade.

The frequency with which progression to the next fixed point may occur and the number of points within the grade is detailed within the School's Pay Policy.

16 Moderation

The Headteacher will make appropriate arrangements for the moderation of objectives and appraisal outcomes to ensure consistency of approach, expectations and judgements between Appraisers.

17 Employees not covered by this policy

Early Career Stage Teachers – (ECT)

Early Career Stage Teachers undertaking induction are exempt from appraisal and performance will be appraised in accordance with the provisions of the Statutory Induction Guidance for Early Career Teachers

[Induction for early career teachers \(England\) statutory guidance \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Induction_for_early_career_teachers_England_statutory_guidance.pdf)

Teachers engaged for less than one term

Teachers engaged for less than one term will not be appraised. Where employment is extended beyond this appropriate objectives and review arrangements will be put in place for the remainder of the current appraisal cycle.

Support Staff

All Support Staff engaged on Kent Scheme Conditions of Service are included within the appraisal requirements - including those on temporary / fixed term contracts, engaged on a permanent relief basis or those who are within their probationary period.

18 Confidentiality and Record Keeping

All parties are required to respect the confidentiality of all information relating to the Appraisal process.

The School recognises its obligations under the General Data Protection Regulation and associated legislation and the rights of Employees with regards to the personal data held on them. Appropriate records will be kept of appraisal discussions, objectives, evidence of progress and outcomes.

The School will seek to minimise any additional workload and administration associated with the performance management process.

Appendices

Appendix 1 Performance Criteria for Pay Progression for Teachers

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?	

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 2 Performance Criteria for Support Staff



Performance criteria to be used

To receive a performing, or 'yes', assessment an employee will need to meet **all** the agreed performance objectives as outlined below. If not, an employee is deemed to not be performing and will receive a 'no' assessment (unless something beyond their control prevents them from delivering). The annual performance assessment will take place on the anniversary date of an employee being in the role.

Key Elements of Performance assessment	All employees (including managers)
Work-based criteria <i>What the employee does in their job.</i>	- Standards set out in the action plan are met and there are clear examples of successful outcomes. For managers, this should also include a review of whether they have successfully delivered within budget those aspects within their control, and the successful delivery of their people management accountabilities, organisational responsibilities and workforce planning. - There is an identifiable contribution on the business, measured by the level of improvement in service delivery or customer experience. (Examples include introduction to better working practices, efficiencies, income generation, or the introduction of innovative approaches to service delivery or ideas for these being discussed with others for potential introduction by others.)

Values & behaviours <i>How the employee does their job</i>	• Performs in line with KCC values and role models these as the predominant style of working, evidenced through feedback. For management roles this should also include reference to leadership capabilities & behaviours. • Inclusion is demonstrated through day-to-day behaviours and embedded in how work is delivered. • Behaviours consistently lead to a positive impact on outputs and the success of business/service at any level from team to county or organisation wide.
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	• Takes personal responsibility and uses initiative to drive up quality standards. • Strives for improvement and puts forward ideas (not necessarily delivered themselves)
Learning & development <i>How the employee develops their capacity and capability</i>	• All organisational and role specific mandatory training is completed. • Demonstrates continuous learning to build expertise and to impact on own and team performance. • New skills or knowledge shared widely across the function or area of work. (Examples include helping other, creating opportunities to develop colleagues or making tangible changes or benefits to the workplace.)

Appendix 3 Lesson Observation Protocol

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

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.

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.

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

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

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 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.

Requires improvement (3)

- The effectiveness of the early years provision is not yet good.
- Safeguarding is effective.
- There are no material breaches of statutory welfare requirements.

Inadequate (4)

The early years provision is likely to be inadequate if one or more of the following applies.

- 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.