



## Early reading

- Well-established
- Prioritised, highly visible
- Choice of books – on all levels – shows careful consideration
- Quality texts match the school context
- Reading areas are conducive to a quality reading environment across school and are vocab rich
- Carefully mapped books – genres, time periods, range of backgrounds
- Reads link to other subject areas – eg links to science and cross-curricular vocab
- Really clear climate for reading for pleasure
- Children are immersed in book-rich environments from Nursery upwards
- Chance to express feelings and thoughts about books in reading journals
- Reading is celebrated and parents are linked in well
- There are set times for reading for pleasure and sharing reading
- High quality talk around reading, with teaching staff being the 'best voice in the room'
- VIPERS is effectively planned
- Chance for children to access a range of authors, visits libraries, have visits with authors, Zoom links, parental links and reading challenges
- There is a secure rationale for choice of systematic phonics scheme
- Suits the need of our EAL children well
- Pupils progress securely
- Lessons show implementation matching intent, with clear fidelity to the scheme (including resources used)
- Teaching staff are experts in phonics and leaders show a commitment to ensuring this is the case across school, supporting as needed
- Phonics lead is clear that all teaching staff should be experts in phonics
- Routines are clearly in place
- Clear modelling – leading to children being increasingly secure in their retention
- Masses of opportunities for practice (Me, then you)
- Work book use keeps the fidelity to the scheme but is also key practice (including of letter formation).
- Teaching staff are noted correcting in the moment consistently
- All teaching staff are well-trained, including TAs, Key Stage 2 teachers and teaching staff new to school
- New teaching staff are able to access online learning modules
- Leaders have invested a great deal into implementation – time, dedication and financially
- Books match precisely – both ELS and book band books. This is noted as robust
- Meticulous mapping of non-ELS books (book bands)

- Nursery's 'light touch' introduction to phase 2 matches need and prepares children for their next steps
- Reception baseline and starting points are appropriate and the immediate start of phonics is a strength
- Short burst intervention stops children having lesser access to the wider curriculum and therefore don't interrupt learning in the foundation subjects
- Intervention groups are monitored securely and need is identified well by precise assessment
- Bottom 20% are clearly identified. The Headteacher gave names of children who were lowest within the bottom 20% and these children showed secure GPC and had strategies they could use and skills they could apply. Although not there yet (due to current ability), they showed themselves ready for the next steps of starting to build to fluidity in their reading with expression.
- Carousel of training is in place and is continuing. This is a mentoring / coaching model and has been proved to be effective to this point
- Assessment is exceptionally well-mapped to curriculum content laid out by the programme – both for use in class (in the moment correction etc) and via use of the online assessment programme
- This allows staff to pinpoint intervention

## Maths

- Ambitious curriculum for all
- Fully covers National Curriculum
- Leaders clearly understand National Curriculum coverage
- Secure rationale for choice of mathematics scheme
- Progression is clearly mapped and builds on prior learning
- Well-sequenced curriculum
- Clear component parts identified
- Scheme is adapted at cohort level as needed – for example, re-defining sequence to match need
- Scheme is adapted at individual level effectively – for example, some SEND children accessing White Rose at a different level. These children are still on the same 'ladder' and therefore there is equality of access to the mathematics curriculum
- Leaders have a secure knowledge of their subject area
- Leaders are enthusiastic about mathematics across school
- Leaders have complete clarity in their subject intent and rationale
- Implementation is generally well-considered
- The curriculum design and implementation moves learning forward
- Recall of number facts has been systematically considered by leaders
- There are many opportunities within the curriculum design for recall and recap
- Automaticity of recall is showing as better for the children who have had the new 'diet' linked to times tables designed by the maths team – therefore

children in Years 4 and 5 are showing lots of knowledge and quick recall of multiplication facts

- SEND children access the full curriculum with appropriate adaptations
- Children are supported well in class – including SEND children with additional support
- Some children progress more quickly and opportunities are available for these children via effective extension
- Where split starts were observed, this was seen as effective practice for the more able children
- SEND children access their learning in the classroom effectively
- Use of TA group for consolidation during starter input was seen as effective practice
- Vocabulary is mapped and the curriculum is vocab rich. This is clear via leader's subject intent but also via implementation in the classrooms.
- Impressive level of detail on website around curriculum
- Secure outcomes

### **Points to consider:**

- Mathematics specific: Consider more careful consideration of information being used to present, to ensure misconceptions can be addressed as effectively as possible and content can be taught as effectively as possible.
- Non mathematics specific (see overall AFI): Essential knowledge set out clearly and assessed, allowing to re-visit and strengthen areas as needed.

### **Geography:**

- Ambitious curriculum for all
- Substantive knowledge mapped out clearly
- Substantive knowledge is well-sequenced
- Progression is mapped well through different threads
- Disciplinary knowledge included
- Full coverage of National Curriculum
- Leader clearly understands National Curriculum coverage
- Clear set out of knowledge that the lead wants the children to gain, lesson by lesson
- Mix of use of book and iPad to record learning works effectively
- Pedagogical choices in the classroom are sound
- Trips and visits are well-mapped linked to the core curriculum and is an area to be celebrated
- SEND achieve in line with non-SEND
- Suggested SEND adaptations are in place, unit by unit
- SEND adaptations are reflected back when talking with teachers
- Leader has a secure knowledge of their subject area
- Leader is enthusiastic about geography across school and also about receiving feedback to reflect on

- Leader has clarity in their subject intent and rationale

### **Points to consider:**

- Geography specific: Further mapping of disciplinary knowledge. Field work – what skills specifically in each element of the field work across school to be mapped.
- Geography specific: Consider the gap between units.
- Non-geography specific (see overall AFI): Essential knowledge set out clearly and assessed, allowing to re-visit and strengthen areas as needed. This would be set out in geography unit plans.

### **Curriculum documents (with no lesson drop ins or discussions with leaders – except via Top-Level view conversation)**

- Triangulates with approach in other subjects
- Component knowledge is clearly planned
- Well-sequenced
- Refinements can be seen that address staffing changes (music)
- Significant input into writing is apparent. This includes input from Governors and Senior Leaders into the writing curriculum from Nursery upwards
- Key component in school's current School Improvement Plan
- Clear that subject leads and Senior Leaders have prioritised writing
- Extensive work from the writing team is apparent and documents are thorough, show component parts and are well-sequenced.

### **SEND**

- Significant strength in SEND leadership
- Clear systems in place, Plan Do Review
- New refinements (Monitoring Process) show an insightful understanding regarding equality of access
- Cycle is clear and robust
- It was clear from drop ins and discussions that everyone is clear it absolutely starts from the classrooms
- Impressive adaptations at subject level
- Phase leads and subject leads working alongside SEND leadership effectively
- Important information is shared well
- Checklists devised and used to inform adaptations
- Secure progress
- Outcomes are positive
- Additional services are in place after school has been through all the classroom practices
- Insightful ways of building capacity
- Well-placed referrals in collaboration with families. Graduated response clear.
- All are sensitive to using the correct language (during monitoring phase etc) and this is set out in checklists

- Home visits for nursery and reception support early identification
- Transition points are carefully considered and there is a highly personalised approach
- Pupils with SEND are having their needs met
- Teachers highly regard the SEND team support
- Discussions with SEND leaders triangulates with support observed in the classrooms

## **Safeguarding**

- Single Central Record is compliant and is regularly reviewed
- All checks are in place, including for visitors and supply
- Governor checks are robust, including Section 128 checks
- Safeguarding culture apparent in school – open and positive
- Very experienced team, with significant strength
- Pro-active and tenacious approach
- Responsive to school need and to updates in KCSIE
- Staff are well-trained
- School know the children and their families very well
- Escalations are completed quickly and effectively, with clear chronology
- Monitoring support – even when there is a step down from social care
- Well-established at seeking support
- Half termly meetings with DSLs and half termly supervision
- Team sits on external panels in the city
- Use of Manchester audit to address areas as needed
- Staff know how to report concerns (and would be confident), including about other members of staff and the headteacher
- Outcomes of quizzes are taken into account and acted on
- Support is always sought for pupils and their families
- Pupils learn about online consent and online safety
- Children know what to do if they are contacted online, get unwanted attention and are confident to report.
- Staff are given time to understand policies
- Safeguarding culture was clear at lunchtimes – including supervision of a complex space
- Children feel safe in school

## **Behaviour**

- High expectations of behaviour are shared by staff and pupils
- Clear vision with a focus on developing classroom approach, working on a shift to children becoming 'better agents' in managing their own learning behaviours (for example, cold calling strategy)
- Policies and adaptations support pupils well, including those with SEND and there are high expectations for all

- Change of approach from reflections for some children with SEND shows insightful reflection and school making reasonable adaptations
- All staff are clear that all children should have a voice and school operates in a very inclusive way
- Clear procedures and protocols
- Alleged bullying system is clear and actions in place where there is any bullying are secure and robust
- Monitoring is in place for situations such as this for the victim, but also with appropriate support for the perpetrator and the parents are fully involved in school's actions.
- Staff have a secure understanding of the Behaviour Policy and it is now applied consistently
- Behaviour Lead has supported the lunchtime team with behaviour approaches and behaviour was good at lunchtimes
- Lunchtime team have also benefitted from additional SALT input from the Inclusion lead.
- LOs are informed if things are 'bubbling'
- Low exclusion rate and only used as last resort
- Children were positive about the behaviour in lessons
- Girls saw the playground as a more chaotic space than boys did, with boys appreciating the fairness of rotas for the treehouse, pitches etc
- Children say that staff deal with things fairly
- Children know the school rules
- Children have a very sophisticated understanding of bullying, with a wide-ranging grasp of a range of potential intricacies. They also noted they would feel comfortable to report bullying
- Children feel they can learn well at school and there is a culture of kindness and co-operation
- Children are very respectful of one another
- Children are proud of being a Rights Respecting School
- Children comment that if bullying does ever happen, teachers deal with it effectively
- In lessons, children were mostly on task. Where they weren't, teachers were seen to re-direct (using a range of strategies)
- Where children were distracted, it was noted this was not distracting others- it was around distraction of self
- No issues were noted on the football pitch during observation, however some children did talk about this being an area where more arguments happened

## **Wider Development**

- Inclusive school
- Children are proud of being a Rights Respecting School
- Children know how to get help (teaching staff, bubble box, place 2 be etc)
- All children spoken to said they value school

- Could link the value of attending school well with success in their future life and job
- Children can recognise the difference between healthy and unhealthy relationships – both when looking to the future and in friendships. Girls in particular showed an extremely sophisticated understanding of this
- Children are respectful and welcoming of same-sex parents
- Children are respectful and welcoming of different faiths
- “They don’t just understand tolerance and acceptance...they are it”
- Children understand a range of things that they do in school which supports British Values
- Children had a working knowledge of protected characteristics
- Children value the range of trips, clubs and the opportunities to take on responsibilities in school
- PSHE and RSE are well-mapped
- Personal Development in school links to school’s principles – happy, resilient and safe etc
- Builds in complexity - providing plenty of opportunities that prepare children for life in Modern Britain
- Core curriculum is supplemented in response to particular needs, issues, time of the year, issues within the area etc
- Important topics are covered and not ‘shied away from’ and done in an age-appropriate way
- There has been extensive consultation with parents – including them being invited in for meetings, to look at planning, scripts etc (RSE)
- Leaders make use of external advisers and the importance of mental and physical health is clear through the curriculum
- There is a focus on children’s understanding of their own safety – for example swimming (with Year 6 re-visits), water safety, first aid etc
- Opportunities to contribute to the wider community – including fundraising and local charities.
- Children are visible in the community and contribute to it
- Children learn and celebrate faiths and cultures and visit a range of places of worship
- Celebrations are taught, discussed and celebrated across the year – both major festivals and less known. These are mapped.
- Wide range of clubs for the children to access
- Wide range of cultural capital opportunities, including mapped trips (which are funded for Pupil Premium children)
- Rights Respecting Gold school.
- Identified many ways children ‘live and breathe’ British Values in practice
- Children are open about their experiences, have an age-appropriate understanding of different relationships and know and remember learning around keeping healthy both physically and mentally.
- Children learn about risk in an age-appropriate way.
- Children learn about consent in an age-appropriate way
- Children retain what they have learned around safety (including on line safety)

**Points to consider:**

- Children being able to pinpoint British Values specifically (and what items they do that contribute to what specific area and why: for example, getting to vote for a role in school is democratic, which is one of the British Values) with this becoming 'sticky knowledge'.

**Early Years specific:**

- Renewed focus on knowledge and skills whilst children are in Continuous Provision
- Renewed focus on key worker engagement during Continuous Provision
- Clear mapping showing progression from Nursery to Reception – ensuring progression and preparation for beyond Reception
- Environment is language and number rich
- Leaders clear on plans and key knowledge of the Early Years framework
- Addition of PE plans and delivery of PE (indoor and outdoor)
- Evidence of big arm movement etc preparing children for pencil grip
- Outdoor area in nursery looks a little tired however children are immersed in a range of material – all matched to the curriculum intent.
- Books are well-selected and match topic
- Clear via Phase Lead discussions, that writing has been highly prioritised

**Short drop-ins (learning walk, non subject-specific):**

- Meaningful learning, drawing on prior learning seen. Recap and recall (dance lesson). This was noted as a very positive learning experience
- Music lesson showing a clear focus on subject specific vocabulary – check in on understanding etc
- Some valid activities seen – for example a science practical activity

**Points to consider:**

- Ensuring at no points that the activities are put ahead of the learning
- As above (main area for improvement) – being really clear on end points and therefore a tighter focus on clarity in purpose of the activity.

**Staff voice regarding Leadership:**

- Staff feel well-supported
- SLT are approachable
- Staff feel free from bullying and harassment

- Leaders really seek to understand what works and what doesn't in terms of well-being support
- 1:1s with the Headteacher have been appreciated
- Responsive actions have been seen from the 1:1s
- Union rep meetings half termly allow for low level concerns to be addressed before they grow into anything bigger
- Proactive approach is appreciated
- Access to Employee Assistance Programme
- Clear consideration around assessment and ensuring it isn't burdensome
- Subject leads engage well with their colleagues
- Mentoring and coaching in place across school
- SEND leads have a very clear over-sight, leading to learning being accessed effectively
- School has proactive leaders
- Leaders engage positively around workload and well-being
- Tasks not set for the sake of it – staff feel really listened to around this
- PPA off site is welcomed and makes staff feel trusted
- Social events are valued
- No negative hierarchy is identified
- Open-door policy is appreciated – this is for both school related topics and also for more personal things

## **Governors**

- Governors understand statutory duty
- Trained effectively – particularly for safeguarding and Equality
- Signposted for a range of training (Virtual college, One Education, NGA etc) and this is overseen by the Chair
- Chair of Governors is meticulous and has a clear overview of skills audits
- Clear understanding of school priorities
- Fuller understanding of bigger school priorities – eg writing, wraparound care
- They support investment for curriculum, CPD, subject lead release etc
- They seek support as needed
- Link meetings, governor reports, question leaders on value for money, hold leaders to account
- Mindful to understand and support workload – including that of the Headteacher
- They accurately see strength in school's leadership
- Proactive about recruitment for the governing body (getting 'the right people on the bus') to ensure the right expertise

## **Points to consider:**

- Designing mandatory training for members of different committees.

## **Other areas covered:**

- No evidence of off-rolling or gaming
- Off-rolling processes are robust
- Developed communication with the parents