

No context items defined



Previous and Current Priorities

No priorities defined



| Summary | |
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Curriculum Embedded (MA)

The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.

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Curriculum Consistency (MA)

The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

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Quality of work (MA)

Pupils' work across the curriculum is consistently of a high quality.

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High Achievement, especially disadvantaged and SEND (MA)

Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.

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Ambitious well-designed curriculum (MA)

Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.

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Planning and sequencing (MA)

The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

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Adapted for SEND (MA)

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

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| Breadth, depth and EBACC | (MA) |
| <i>Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.</i> | |
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| Subject knowledge | (MA) |
| <i>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.</i> | |
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| Teaching for understanding | (MA) |
| <i>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</i> | |
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| Secure and deep learning | (MA) |
| <i>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</i> | |
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| Remote Education | (MA) |
| <i>Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</i> | |
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| Use of Assessment | (MA) |
| <i>Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the COVID-19 pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</i> | |
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| Environment and resources | (MA) |
| <i>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select - in a way that does not create unnecessary workload for staff - reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</i> | |
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| Challenge and development | (MA) |
| <i>The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge.</i> | |
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| Reading | (MA) |
| <i>Reading is prioritised to allow pupils to access the full curriculum offer.</i> | |
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| Reading intervention | (MA) |
| <i>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.</i> | |
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| Phonics | (MA) |
| <i>The sharp focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</i> | |
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| Teachers' Speaking and Writing | (MA) |
| <i>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</i> | |
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| Develop detailed knowledge and skills | (MA) |
| <i>Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce.</i> | |
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| Impact in national tests | (MA) |
| <i>Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.</i> | |
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| Progression for all especially SEND. CEAIG | (MA) |
| <i>Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.</i> | |
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RWCM**(MA)**

Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

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Curriculum adaptations**(MA)**

The curriculum may undergo necessary changes (for example, following a review by senior leaders or to take account of COVID-19) and certain aspects may be more developed than others. Where this is the case, these changes do not prevent all pupils having access to an appropriately broad and ambitious curriculum. Where adaptations to curriculum breadth are made for particular pupils, there is a clear rationale for why this is in those pupils' interests, and, where appropriate, there is a clear plan for returning all pupils to studying the full curriculum.

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Summary

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Strengths

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Areas for Development

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Respect, Diversity and Tolerance

(MA)

Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

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Pupil contribution, engagement and commitment

(MA)

Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.

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Pupil self control and positive attitudes

(MA)

Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

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Behaviour and disruption

(MA)

The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.

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Bullying

(MA)

Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

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Behaviour and Attitudes of SEND + AEN etc

(MA)

There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.

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Attitudes

(MA)

Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

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Attendance

(MA)

Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

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Exclusion including Internal

(MA)

Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see statutory guidance on school exclusion).

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Relationships and safety

(MA)

Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

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Summary

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Promotion of Personal Development (MA)

The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.

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Pupil engagement (MA)

There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.

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Coherent planning of extra-curricular (MA)

The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.

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Character development (MA)

The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

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Broader development and SMSC (MA)

The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.

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Qualities and Character (MA)

The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

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Pastoral care, healthy lifestyle, RSE (MA)

The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics.

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| Talents and interests | (MA) |
| <i>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</i> | |
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| British Values | (MA) |
| <i>The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</i> | |
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| Equality and diversity | (MA) |
| <i>The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.</i> | |
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| Tolerance and respect | (MA) |
| <i>Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</i> | |
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| Sexual Harassment | (MA) |
| <i>The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.</i> | |
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| CAEIG | (MA) |
| <i>Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of the of section 42B of the Education Act 1997. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.</i> | |
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| Actions Taken | Impact of Actions |
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| Strengths | Areas for Development |
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CPD for Teachers

(MA)

Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.

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Staff engagement

(MA)

Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.

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Support for well-being

(MA)

Staff consistently report high levels of support for well-being issues.

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Ambitious vision

(MA)

Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

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Improving subject knowledge and pedagogy

(MA)

Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.

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Completion of schooling

(MA)

Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.

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Community engagement

(MA)

Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.

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| Staff engagement and workload | (MA) |
| <i>Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.</i> | |
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| Protect staff | (MA) |
| <i>Leaders protect staff from bullying and harassment.</i> | |
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| Governance | (MA) |
| <i>Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</i> | |
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| Statutory duties | (MA) |
| <i>Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.</i> | |
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| Culture of safeguarding | (MA) |
| <i>The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</i> | |
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Summary

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Actions Taken

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Impact of Actions

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Strengths

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Areas for Development

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Ambitious curriculum

(MA)

The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.

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Impact through engagement

(MA)

The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.

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Motivation, cooperation and effort

(MA)

Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.

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Cultural capital and self-belief

(MA)

Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.

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Sequencing and planning

(MA)

The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.

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Vocabulary and phonics

(MA)

There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.

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Early reading

(MA)

The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.

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| Academic ambitions | (MA) |
| <i>The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.</i> | |
| Integer a nulla ac quam tempus elementum at ut est. Curabitur et vehicula odio, sit amet consequat ligula. | |
| Wide meaningful learning | (MA) |
| <i>Children benefit from meaningful learning across the curriculum.</i> | |
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| Staff knowledge and expertise | (MA) |
| <i>Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.</i> | |
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| Communicating and checking | (MA) |
| <i>Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.</i> | |
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| Reading to children | (MA) |
| <i>Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.</i> | |
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| Maths curriculum | (MA) |
| <i>Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.</i> | |
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| Environment to support learning | (MA) |
| <i>Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.</i> | |
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| Emotional development | (MA) |
| <i>The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the 'Statutory framework for the early years foundation stage', which set out the personal, social and emotional development (PSED) area of learning). Leaders and staff are particularly attentive to the youngest children's needs.</i> | |
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| Healthy lifestyles | (MA) |
| <i>Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.</i> | |
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| Parental communication | (MA) |
| <i>Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including details about the school's method of teaching reading and how to help their children learn to read.</i> | |
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| Vocabulary and reading | (MA) |
| <i>Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.</i> | |
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| Ready for next stage | (MA) |
| <i>Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.</i> | |
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| Early learning goals and development | (MA) |
| <i>By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.</i> | |
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| Stories and songs | (MA) |
| <i>Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.</i> | |
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| Attitudes to learning | (MA) |
| <i>Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.</i> | |
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| Feelings and behaviour | (MA) |
| <i>Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.</i> | |
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| Summary | |
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| Strengths | Areas for Development |
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Curriculum ambitions (MA)

The work that sixth-form students do over time embodies consistently demanding curriculum goals. It matches the aims of the curriculum in being coherently planned and sequenced towards building sufficient knowledge and skills for future learning and destinations.

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Curriculum impact (MA)

The impact of the taught curriculum is strong. Students acquire and develop high-quality skills and produce work of a consistently high standard.

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Attitudes and commitment (MA)

Sixth-form students demonstrate consistently highly positive attitudes and commitment to their education. They have consistently high levels of respect for others.

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Personal development (MA)

The sixth form consistently and extensively promotes learners' personal development. The sixth form goes beyond the expected, so that learners have access to a wide, rich set of experiences that teach learners why it is important to contribute actively to society. This is achieved through activities that strengthen considerably the sixth form's offer.

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Relevant ambitious programme (MA)

Leaders adopt or construct study programmes that are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give sixth-form students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life.

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Coherent curriculum (MA)

The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

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SEND Curriculum equally ambitious (MA)

The school is ambitious for all its sixth-form students, including those with SEND and those who have high needs. This is reflected in the curriculum. The curriculum remains ambitious and is tailored, where necessary, to meet individual needs. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

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| Full coverage of programme | (MA) |
| <i>Sixth-form students study the intended curriculum. The school ensures this by teaching all components of the full programmes of study. Any remote education is integrated into course(s) of study, and is well designed to support the wider implementation of the school's curriculum. Changes may have been made to the intended curriculum to have a short-term specific focus for some or all students. Where this is the case, there is a clear rationale for why it is in those students' best interests, and there is a clear plan for returning all students to studying to their full programme.</i> | |
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| Expert knowledge and appropriate vocational expertise | (MA) |
| <i>Teachers have expert knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise. When relevant, teachers have extensive and up-to-date vocational expertise.</i> | |
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| Teaching and feedback | (MA) |
| <i>Teachers present information and/or demonstrate skills clearly, promoting appropriate consideration of the subject matter being taught. They check students' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this, they respond and adapt their teaching as necessary without recourse to unnecessary, time-consuming, individualised approaches to subject matter.</i> | |
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| Challenge | (MA) |
| <i>The work that teachers give to sixth-form students is demanding. It ensures that students build knowledge and acquire skills, improving and extending what they already know and can do.</i> | |
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| Vocabulary | (MA) |
| <i>Teachers encourage students to use subject-specific, professional and technical vocabulary well.</i> | |
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| Deep and secure learning | (MA) |
| <i>Over the course of study, teachers design and use activities to help students to remember long term the content they have been taught, to integrate new knowledge into larger concepts and to apply skills fluently and independently.</i> | |
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| Assessment | (MA) |
| <i>Teachers and leaders use assessment well. For example, they use it to help students embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or students.</i> | |
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| Resources and environment | (MA) |
| <i>Teachers create an environment that allows sixth-form students to focus on learning. The resources and materials that teachers select and produce – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning, independent living and employment.</i> | |
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| Achievement | (MA) |
| <i>Students develop detailed knowledge across the curriculum and, as a result, achieve well in their study programmes. Students make substantial and sustained progress from their identified and recorded starting points in their study programmes. Where appropriate, this is reflected in results in national examinations that meet government expectations, or in the qualifications obtained.</i> | |
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| Progression including SEND | (MA) |
| <i>Students are ready for the next stage of education, employment or training. They have gained qualifications or met the standards that allow them to go on to destinations that meet their interests, aspirations and intended course of study. Students with high needs have greater independence in making decisions about their lives.</i> | |
| Ut metus felis, malesuada ut ornare at, gravida ut felis. | |
| Attendance and attitude | (MA) |
| <i>Students have high attendance and are punctual. Their attitudes to their education are positive. Where relevant, attitudes improve over time.</i> | |
| Integer a nulla ac quam tempus elementum at ut est. Curabitur et vehicula odio, sit amet consequat ligula. | |
| CAEIG and progression | (MA) |
| <i>The sixth form prepares its students for future success in education, employment or training. It does this through providing: unbiased information to all about potential next steps; high-quality, up-to-date and locally relevant careers guidance; and opportunities for good-quality, meaningful encounters with the world of work.</i> | |
| Curabitur mi dui, aliquet tempor aliquam et, eleifend nec turpis. Sed eget magna sit amet neque interdum ornare quis at nisi. | |
| Safety and harassment | (MA) |
| <i>Leaders and staff create an environment in which students feel safe because staff and learners do not accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively.</i> | |
| Ut metus felis, malesuada ut ornare at, gravida ut felis. | |
| RSE | (MA) |
| <i>Students develop an age-appropriate understanding of healthy relationships through appropriate relationship and sex education.</i> | |
| Integer a nulla ac quam tempus elementum at ut est. Curabitur et vehicula odio, sit amet consequat ligula. | |