



School Attendance Policy

St. Andrew's C of E Primary School

November 2016

Quality Assurance & Excellence Policy

St. Andrew's Primary School is committed to implementing effective processes of Quality Assurance in order to promote continuous improvement for all pupils, staff and parents. Our processes take full account of national and local priorities and advice.

The school is developing a range of processes for self-evaluation, which measure achievements and allow pupils, staff and parents to identify the strengths and development needs of the school. They also establish our planning priorities. Further development will ensure that an even more rigorous, systematic approach is in place.

By implementing effective quality assurance procedures we aim to raise standards of attainment and achievement, thereby enabling all children to reach their full potential. To this end a cycle of activities is carried out throughout the school year, which enables staff to translate our policy statement into practice. This is our fundamental purpose as a school and all actions within this policy are based upon our core values:

Excellence: Everyone connected with St Andrew's is expected to strive for excellence in everything that they do. Our professional and moral responsibilities to this generation of children is paramount and means that they deserve the very best that we can offer.

Nurture: We all share the responsibility of nurturing one another to ensure the best possible care, protection and growth for both pupils and adults alike.

Respect: There will inevitably be times when we let ourselves down and this will affect our relationships with one another. This shouldn't however prevent any of us from continually striving to show the highest levels of respect and understanding towards one another.

Integrity: Trust is crucial to our effective operation as a school. Trust doesn't always come naturally but has to be built on strong foundations of implicit integrity among everyone connected with our school.

Community: We want St Andrew's to be a place that serves the needs of both our local and wider community as well as benefiting from the contributions that the community can make to our own lives.

Hope: The world in which we live today can be very demanding. We can rely on our own abilities and personal characteristics but we all need hope for the future.

Aims

- The school will ensure that its pupils receive a high standard of education that meets or exceeds the needs and expectations of all.
- The standard of education provided and the methods of its deployment will be consistent and effective throughout the school and have at their core, the values of raising the aspirations and achievements of its pupils.
- The school will provide a coherent structure for monitoring, evaluating and reviewing standards across the school.

Key Processes

In order to fulfil these aims, the following processes are to be adhered to:

- Aims and Policy Making
- Self-Evaluation
- Planning for Improvement
- Staff Development
- Leadership
- Effectiveness and deployment of staff with additional responsibilities

Processes of self-evaluation

Our self-evaluation processes are effective as a result of the following actions:

- Teaching and non-teaching staff continuously check the effectiveness of their work
- Teaching and non-teaching staff recognise the necessary contribution to such checks by management, DEMAT, HMI etc.
- Self-evaluation is supported by audit sheets, based on the Quality Indicators and themes
- There is systematic coverage of key areas
- An annual broad audit of performance in the key areas is carried out with all staff
- Staff gathers evidence for evaluation from use of/ reference to
 - Pupil attainment
 - Targets
 - Parents' views
 - Pupils' views
 - Views of colleagues or promoted staff
 - National and local authority advice and reports
 - Formal assessment procedures
 - Audit sheets based on the themes of each quality indicator

Monitoring and Evaluation by Senior Leadership Team (SLT):

SLT monitor and evaluate in the following ways:

- Quality of teachers' plans through the use of monitoring sheets
- Staff agrees contents of a focused monitoring classroom practice sheet/format which will identify:
 - School Improvement Plan
 - A Quality Indicator or theme of Learning and Teaching focus
 - Conform to Risk Assessments
 - List of evidence
 - Overall comment
 - Teacher self-evaluation
 - Agreed next step
- SLT observes staff in classes, study the attainment of their pupils, discuss outcomes and share good practice on an agreed timetabled basis
- Time for dialogue and feedback is given to ensure the effectiveness of all staff
- SLT annually review management remits taking into account the job description, the development needs of the school and individual strengths
- SLT to monitor work in books, planning and teaching in order to raise standards of teaching and encourage consistency of approach across the school
- SLT monitors the effectiveness of communication within the school along with teaching and non-teaching staff, parents and pupils
- SLT use audit sheets/questionnaires focusing on Leadership and Effectiveness and Deployment of staff with additional responsibilities with all staff, parents and pupils to evaluate the effectiveness of their own performance
- SLT recognises the need for external evaluation of their performance (DEMAT, HMI)

Applying and Managing agreed actions by Middle Leadership Team (MLT):

- The MLT has responsibility for carrying out the following specific tasks:
 - To ensure the upkeep of the learning environment within their phase
 - To support staff in matters arising from their performance management
 - To plan and schedule activities to action issues identified in the SIP as appropriate to their phase
 - To support staff with issues of pupil behaviour/pupil learning behaviour/pupils who are failing to make progress/parental or family matters which are impacting on progress. These issues may be raised during or outside meeting time.

Reporting on Standards and Quality

The school produces an annual Standards and Quality report from the following actions:

- The self-evaluation process is carried out throughout the year
- Evidence of self-evaluation is recorded

- Evidence from broad and focused audits is gathered
- Statistical information is gathered and summarised
- Progress towards meeting targets is discussed
- Progress towards meeting the targets in the Development Plan is evaluated
- Standards and Quality report is written
- Standards and Quality report is submitted to the DEMAT
- Appropriate information for parents is prepared and issued
- School prospectus is updated.

Planning & Improvement

The School Improvement Plan

The school produces its Improvement Plan by taking account of the following:

- Plan contains aims, action and audit sections and links between them are apparent
- The aims are clear statements about what is important to the school taking account of the need to improve standards
- The Action section identifies manageable and specific priorities for development as a result of self-evaluation and identifying next steps.
- The Audit section contains an evaluation of the success of the development based on criteria for success and other/evidence/audit procedures.
- Next steps are identified.
- Final plan is approved and copies distributed to all relevant parties including DEMAT.

Action planning

Action plans are written for each development by taking account of the following:

- Related action plans clearly identify how priorities will be implemented and objectives met.
- Each action plan clearly identifies
 - Link to school aims
 - Key area and Quality Indicator
 - Targets
 - Criteria for success
 - Implementation strategies
 - Timescales
 - Risk Assessment as appropriate
 - Persons responsible
 - Resources
 - Staff development
 - Evaluation procedure
- Staff are consulted on the contents of action plans so that they have shared understanding of the plan and the criteria for improvement.

The Impact of Planning

The school can evaluate the impact of the Development Plan through the following actions:

- Regular progress checks are identified to evaluate how far targets are being achieved.
- There is evidence to show that the implementation of plans has improved the quality of pupils' experiences and has had a positive impact on maximising attainment.
- Staff will be fully committed to the plan through being involved in its formulation and will have shared understanding of the contents of the plan and criteria for improvement.
- Rigorous self-evaluation will ensure the plan is suited to the school's needs.

Staff Development

Links between Staff Review and development and school self-evaluation and planning

The school ensures staff development is linked to self-evaluation and planning by the following actions:

- The school's self-evaluation process informs staff development and school needs.

- Information from staff review and other sources is used to inform the school's self-evaluation and planning process.

Staff Review Procedures

Staff review procedures are implemented in the following ways:

- The school carries out procedures for review for all staff in keeping with guidelines.
- These meet or exceed the key principles of best practice highlighted in guidance.
- At an identified time in the school calendar, a programme for staff review is agreed for the forthcoming session.
- At the same time the overall success of the current year's programme is evaluated.
- Throughout the year, the programme is implemented and monitored
- The system for identifying and acknowledging successes and needs is applied at all levels.

Staff development

Staff development procedures are implemented in the following ways:

- At an identified time in the school calendar, staff development needs are submitted and a programme for staff development is agreed for the forthcoming session.
- Staff development is well planned and effectively matched to the identified needs of individuals and of the school/department/ stage section.
- The continuing professional development programme makes effective use of staff, local expertise as appropriate to the school.
- Activities are followed up, shared with other staff, evaluated and findings are used to influence future plans.
- An effective school induction process is in place for new staff, including newly appointed leaders.

Roles & Responsibilities

All members of staff have a responsibility for ensuring pupils receive an education of the highest quality.

Headteacher & SLT

The Headteacher and Deputy Headteacher have responsibility to oversee all aspects of the Quality Assurance process. It will ensure that all stakeholders are fully consulted and informed of progress at all stages of the process. They will:

- Liaise with DEMAT and other outside agencies
- Manage Quality Assurance procedures
- Audit provision
- Conduct school reviews
- Consult with stakeholders to identify development priorities
- Identify ways of consulting with, and involving pupils in decisions concerning the everyday running of the school
- Prepare a school Development Plan giving due consideration to the National Priorities and Local Improvement Objectives and taking into account existing resources
- Prepare school action plans
- Monitor implementation of action plans
- Evaluate effectiveness of development priorities
- Support whole school/stage developments
- Review Development Plans
- Monitor and evaluate developments
- Prepare Standards and Quality report
- Participate in Staff Development and Review process
- Evaluate own practice

Teaching Staff

Teaching staff will contribute to the Quality Assurance process through:

- Identification of development priorities by participating in whole school and Key Stage audits
- Implementation of the development priorities within existing resources
- Evaluation of effectiveness of the action plans
- Staff Development and review processes

- Evaluation of own practice

Non-Teaching Staff & Office Staff

Non-teaching staff will contribute to the Quality Assurance process through:

- Identification of development priorities by participating in whole school audits as appropriate
- Evaluation of own practice

The Role of Parents and Pupils

The Standards and Quality report and improvement plan is available for consultation with the Parent Council and the wider Parent forum:

The Pupil council is consulted on relevant matters

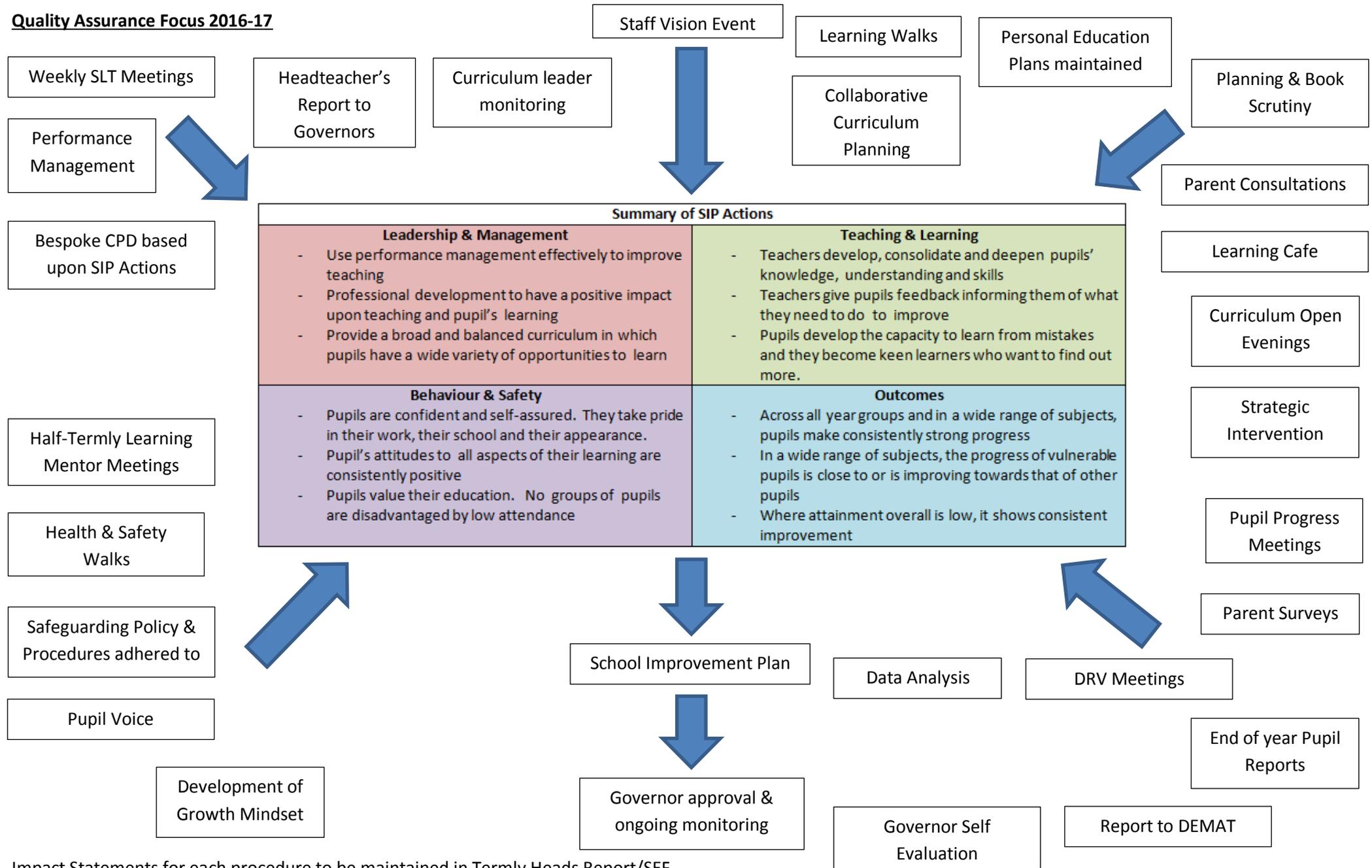
Governors

Governors will contribute to the Quality Assurance process by:

- Holding the school to account for both its statutory and non-statutory obligations.
- Overseeing performance of the school and its strengths and weaknesses.
- Participating in the strategic thinking and planning of the school.

We have an Annual Self Evaluation Calendar to support Quality Assurance.

Quality Assurance Focus 2016-17



Impact Statements for each procedure to be maintained in Termly Heads Report/SEF

Impact Statements are succinct reports that evaluate, collate evidence, make professional judgements and provide recommendations for action. They inform Leadership (SLT & Governors) of the current situation in an area of focus and where we need to be. Governors are enabled to monitor progress and question effectively. Impact Statements are the major source of evidence for the Self Evaluation Form.

Monitoring Report

An annual monitoring report is produced by the SLT to ascertain areas of strengths and where resources must be focussed in the next academic year to address areas in need of development. This report is focused solely upon teaching and learning and outcomes, of which standards will be a primary factor.

Audit	Planning	Observation	Scrutiny	Pupil interviews	AfL
<ul style="list-style-type: none"> o Teachers skills o Knowledge and Understanding of school policies & procedures o Resources o CPD needs 	<ul style="list-style-type: none"> o Quality o Is this reality? o Policy coverage o Impact upon learning 	<ul style="list-style-type: none"> o Quality of teaching and learning o Teachers subject knowledge o Toolkit o Pupils responses 	<ul style="list-style-type: none"> o Quality of recorded evidence o Class Learning 	<ul style="list-style-type: none"> o Impact 	<ul style="list-style-type: none"> o Impact and interventions

Monitoring Schedule

Monitoring Overview	Method Focus	By Whom?
Autumn Term		
Staff vision event/ What's working?	Monitor issues for school/ staff opinion/perception	Headteacher
Present SEF to Governors	Disseminate focus for SIP and actions to be undertaken over coming year	HT / DH
SLT meetings Weekly Meetings	Monitoring ongoing issues and improvement priorities	HT
Learning Mentor Half Termly Meetings	Feedback from support within classrooms	AH
Subject Action Plans	Subject Leaders to identify actions within their subject inline with SIP	Subject Leaders / DH
Curriculum Open Evening	Better Reading Partnership	Eng, DH and HT
Learning walks	Three Week Focus Cycle	SLT
Performance management meetings	School improvement target focus and pupil progress focus	HT / DH / AH / SENCO
PEPs	SENCO/Assistant (Pupil need to dictate duration of target/review cycle)	SENCO
Analysis of National / LA / School / SATs results	Comparative analysis to similar authority and Raise on Line	HT
Analysis of baseline assessments	Comparative analysis + inform planning and individual pupil targets	HT
Governor Monitoring	Obs and visit by govts focus agreed with improvement leader linked to SIP	HT / DH / Govs
Health and Safety Monitoring	H+S Governors monitoring visit complete audit with Site manager	Govs / Head
Safeguarding Monitoring	Safeguarding governor monitoring visit complete audit with designated person.	HT / Govs
Planning & Book Scrutiny	Analyse medium and short term plans / pupil work	DH / SLT

Pupil progress meetings	Monitor and take action to address underachievement and accelerate progress	All Staff
Pupil Voice	Pupil voice meeting/surveys	SLT / PSHCE Leader
Meet the Headteacher	Monitoring parent voice/ engagement	Headteacher
Parent consultations	Monitor parent voice/ ongoing pupil issues/ concerns	Teachers
Class Observations	Work sampling + obs T+L	SLT
Spring Term		
Class Observations	Work sampling + obs T+L	SLT
SIP review with governors	Update on school improvement actions to governors	HT / DH / Govs
DEMAT Mid-Year Report	School Performance report to be submitted to DEMAT with Governors approval	HT / SLT / Govs
SLT meetings	Monitoring ongoing issues and improvement priorities	HT
Learning walks	Weekly focus	SLT
Performance management meetings	School improvement target focus and pupil progress focus	HT / DH / AH / SENCO
Mid Term Pupil Progress Meeting	Monitor and take action to address underachievement and accelerate progress	All Staff
Analysis of Mid-Term assessments	Comparative analysis + inform planning and individual pupil targets	HT / DH / SLT
Governor Monitoring	Obs and visit by govs focus agreed with improvement leader linked to SIP	HT / DH / Govs
Planning & Book Scrutiny	Analyse medium and short term plans / pupil work	SLT
Subject Leader / Curriculum leader monitoring	Prioritised by School Improvement Plan – class obs/work sampling/med/ planning	Subject Leaders
Pupil progress meetings	Monitor and take action to address underachievement and accelerate progress	HT / DH / SENCO / Teachers
School Council	Pupil voice meeting	PSHCE Lead
Meet the Headteacher	Monitoring parent voice/ engagement	Headteacher
Parent consultations	Monitor parent voice/ ongoing pupil issues/ concerns	Teachers
Summer Term		
Class Observations	Work sampling + obs T+L	SLT
SLT meetings	Monitoring ongoing issues and improvement priorities	SLT
Learning walks	Weekly focus	SLT
Performance management meetings	School improvement target focus and pupil progress focus	HT / SLT
Monitoring Learning Passports	SENCO & Inclusion Team	SENCO
Mid Term Pupil Progress Meeting	Monitor and take action to address underachievement and accelerate progress	HT / SLT / Teachers
Governor Monitoring	Obs and visit by govs focus agreed with improvement leader linked to SIP	HT / DH / Govs
Planning & Book Scrutiny	Ass Heads & phase leaders analyse medium and short term plans / pupil work	HT / SLT
Pupil progress meetings	Monitor and take action to address underachievement and accelerate progress	HT / SLT / Teachers
School Council	Pupil voice meeting	AH
Meet the Headteacher	Monitoring parent voice/ engagement	Headteacher
Parent consultations	Monitor parent voice/ ongoing pupil issues/ concerns	Teachers
SIP review with Governors	Final summary of actions completed and evaluation of impact to Governors	HT / DH / Govs
Performance Management Conclusions	Staff actions against targets evaluated and next steps discussed	All staff

St Andrew's CE Primary School – Literacy Book Scrutiny



Summary of SIP Actions	
Leadership & Management <ul style="list-style-type: none"> - Use performance management effectively to improve teaching - Professional development to have a positive impact upon teaching and pupil's learning - Provide a broad and balanced curriculum in which pupils have a wide variety of opportunities to learn 	Teaching & Learning <ul style="list-style-type: none"> - Teachers develop, consolidate and deepen pupils' knowledge, understanding and skills - Teachers give pupils feedback informing them of what they need to do to improve - Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more.
Behaviour & Safety <ul style="list-style-type: none"> - Pupils are confident and self-assured. They take pride in their work, their school and their appearance. - Pupil's attitudes to all aspects of their learning are consistently positive - Pupils value their education. No groups of pupils are disadvantaged by low attendance 	Outcomes <ul style="list-style-type: none"> - Across all year groups and in a wide range of subjects, pupils make consistently strong progress - In a wide range of subjects, the progress of vulnerable pupils is close to or is improving towards that of other pupils - Where attainment overall is low, it shows consistent improvement

Date of Scrutiny	Staff Undertaking Scrutiny	Year Groups Scrutinised	RAG Rating Key	
			Outstanding	Good
			Requires Improvement	Inadequate

Year Group/Class	Quality of Evidence				Level of Challenge		Afl		Purpose & Audience		Progress	
	Sufficient evidence in books to demonstrate progress	Opportunity to practise and apply taught skills for grammar and punctuation	Clear progression in planning evident in work produced	Tasks are Completed	'Learning Without Limits' evident in books	Appropriate differentiation is evident	Marking feeds back on performance against LO and next steps. There is a good balance of more detailed next steps marking and brief acknowledgement marking	Pupils Respond to marking	Work is well presented and well organised	Final written outcomes involve pupils writing for meaningful and real audiences	Targets evident in book (where appropriate)	Progress from _____ to date of scrutiny.

St Andrew's CE Primary School – Maths Book Scrutiny



Summary of SIP Actions	
Leadership & Management <ul style="list-style-type: none"> - Use performance management effectively to improve teaching - Professional development to have a positive impact upon teaching and pupil's learning - Provide a broad and balanced curriculum in which pupils have a wide variety of opportunities to learn 	Teaching & Learning <ul style="list-style-type: none"> - Teachers develop, consolidate and deepen pupils' knowledge, understanding and skills - Teachers give pupils feedback informing them of what they need to do to improve - Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more.
Behaviour & Safety <ul style="list-style-type: none"> - Pupils are confident and self-assured. They take pride in their work, their school and their appearance. - Pupil's attitudes to all aspects of their learning are consistently positive - Pupils value their education. No groups of pupils are disadvantaged by low attendance 	Outcomes <ul style="list-style-type: none"> - Across all year groups and in a wide range of subjects, pupils make consistently strong progress - In a wide range of subjects, the progress of vulnerable pupils is close to or is improving towards that of other pupils - Where attainment overall is low, it shows consistent improvement

Date of Scrutiny	Staff Undertaking Scrutiny	Year Groups Scrutinised	RAG Rating Key	
			Outstanding	Good
			Requires Improvement	Inadequate

Year Group/Class	Quality of Evidence				Level of Challenge		Afl	Purpose & Audience		Progress		
	Sufficient evidence in books to demonstrate progress	Broad range of calculation strategies taught	Evidence of all operations seen	Tasks are Completed	'Learning Without Limits' evident in books	Appropriate differentiation is evident	Marking feeds back on performance against LO and next steps. There is a good balance of more detailed next steps marking and brief acknowledgement marking	Pupils Respond to marking	Work is well presented and well organised	Appropriate balance of activities/tasks that match LO	Targets evident in book (where appropriate)	Progress from _____ to date of scrutiny.

Performance Management 2016-17

Employee Name:

Role:

Performance Management Lead:

Date:

Summary of SIP Actions

Leadership & Management	Teaching & Learning
<ul style="list-style-type: none"> - Use performance management effectively to improve teaching - Professional development to have a positive impact upon teaching and pupil's learning - Provide a broad and balanced curriculum in which pupils have a wide variety of opportunities to learn 	<ul style="list-style-type: none"> - Teachers develop, consolidate and deepen pupils' knowledge, understanding and skills - Teachers give pupils feedback informing them of what they need to do to improve - Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more.
Behaviour & Safety	Outcomes
<ul style="list-style-type: none"> - Pupils are confident and self-assured. They take pride in their work, their school and their appearance. - Pupil's attitudes to all aspects of their learning are consistently positive - Pupils value their education. No groups of pupils are disadvantaged by low attendance 	<ul style="list-style-type: none"> - Across all year groups and in a wide range of subjects, pupils make consistently strong progress - In a wide range of subjects, the progress of vulnerable pupils is close to or is improving towards that of other pupils - Where attainment overall is low, it shows consistent improvement

Objective 1: Leadership & Management

Provide a broad and balanced curriculum in which pupils have a wide variety of opportunities to learn

<p>Within the Classroom:</p> <ol style="list-style-type: none"> 1. curriculum timetables reflect a broad and balanced curriculum in which planning for each subject fulfils the national curriculum and is in line with corresponding age related expectations 2. cross-curricular links are evident in planning and provide a variety of experiences and opportunities for pupils to learn and deepen their level of understanding 3. additional adults positively impact upon pupil's learning 	<p>Actions:</p>
<p>Within curriculum leadership role:</p> <ol style="list-style-type: none"> 1. devise a strategic action plan, in-line with the SIP, which outlines your leadership and management intentions within your subject area 2. monitor delivery, content and outcomes within your subject area 3. use allocated staff meeting time to develop identified issues within your subject area 	

Objective 2: Teaching & Learning

Fulfil expectations set out in Teachers Standards

<ul style="list-style-type: none"> - Reflect upon practice, identify aspect of your own pedagogy you would like to focus upon and develop 	<p>Actions:</p>
<ul style="list-style-type: none"> - Apply the principles of Growth Mindset, empower pupils to develop the capacity to learn from mistakes and become keen learners who want to find out more 	<p>Actions:</p>
<ul style="list-style-type: none"> - Actively participate in staff inset and complete ongoing gap tasks to refine pedagogy 	<p>Actions:</p>
<ul style="list-style-type: none"> - Positively engage in monitoring and evaluating exercises and act upon feedback accordingly 	<p>Actions:</p>

Objective 3: Behaviour & Safety

Promote Growth Mindset to develop positive attitudes to learning and encourage pupils to take pride in their work, their school and their appearance

- Develop your own and pupils' language and vocabulary to instil a growth mindset within the classroom and beyond through Circle Time, Class Council etc.	
- Refine marking and feedback to reflect language and vocabulary of growth mindset	
- Celebrate pupil success through displays and develop an environment which pupils can effectively learn	

Objective 4: Outcomes

The percentage of pupils working in line with age related expectations in reading, writing and maths combined must exceed that of the previous academic year

- Combined RWM to exceed by end of Academic Year	
- The progress of vulnerable pupils is close is close to or improving towards that of other pupils	

Mid-Year Review Summary & Agreed Actions

Objective	On Track?
Leadership & Management	
Teaching & Learning	
Behaviour & Safety	
Outcomes	

End of Year Review Summary

Objective	Achieved?
Leadership & Management	
Teaching & Learning	
Behaviour & Safety	
Outcomes	

Teaching Assistant Performance Management Record



Employee name:

Name of performance management lead:

Date: 14/09/16

Summary of SIP Actions

<p style="text-align: center;">Leadership & Management</p> <ul style="list-style-type: none"> - Use performance management effectively to improve teaching - Professional development to have a positive impact upon teaching and pupil's learning - Provide a broad and balanced curriculum in which pupils have a wide variety of opportunities to learn 	<p style="text-align: center;">Teaching & Learning</p> <ul style="list-style-type: none"> - Teachers develop, consolidate and deepen pupils' knowledge, understanding and skills - Teachers give pupils feedback informing them of what they need to do to improve - Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more.
<p style="text-align: center;">Behaviour & Safety</p> <ul style="list-style-type: none"> - Pupils are confident and self-assured. They take pride in their work, their school and their appearance. - Pupil's attitudes to all aspects of their learning are consistently positive - Pupils value their education. No groups of pupils are disadvantaged by low attendance 	<p style="text-align: center;">Outcomes</p> <ul style="list-style-type: none"> - Across all year groups and in a wide range of subjects, pupils make consistently strong progress - In a wide range of subjects, the progress of vulnerable pupils is close to or is improving towards that of other pupils - Where attainment overall is low, it shows consistent improvement

Progress on actions (from previous meeting):

Responsibilities (amount, time, duties, targets etc)

Actions to be taken:	When	Person Responsible
<ul style="list-style-type: none"> • 		

Concerns/team issues (work relationships, areas of work, safeguarding etc):

Actions to be taken:	When:	Person responsible:

Training/Development (any areas for development):

Actions to be taken:

When:

Person responsible:

Key children (progress, safeguarding, parent/carer relationships, new ideas etc):

Actions to be taken:

When:

Person responsible:

Achievements since last meeting (positive feedback, qualifications, successes etc):

Other comments (any other areas for discussion):

Date of next meeting:

Employee signature:

Performance Management Lead signature:

Learning Walk Observation Feedback

Summary of SIP Actions

Leadership & Management

- Use performance management effectively to improve teaching
- Professional development to have a positive impact upon teaching and pupil's learning
- Provide a broad and balanced curriculum in which pupils have a wide variety of opportunities to learn

Teaching & Learning

- Teachers develop, consolidate and deepen pupils' knowledge, understanding and skills
- Teachers give pupils feedback informing them of what they need to do to improve
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more.

Behaviour & Safety

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupil's attitudes to all aspects of their learning are consistently positive
- Pupils value their education. No groups of pupils are disadvantaged by low attendance

Outcomes

- Across all year groups and in a wide range of subjects, pupils make consistently strong progress
- In a wide range of subjects, the progress of vulnerable pupils is close to or is improving towards that of other pupils
- Where attainment overall is low, it shows consistent improvement

School Improvement Focus

-

Date and Time:

Observers:

Learning Walk Question

Key Indicators

Outstanding	Good	RI	Inadequate

Areas visited: 1 class in each of the following year groups – Y6,5,4,3,2,1

Summary of Strengths

-

Areas for Development

-

Required Actions

-

Key Issues Arising



Year X Date of Meeting XX SLT / Teachers

	Class		Class		Class	
	% @ ARE	% expected progress	% @ ARE	% expected progress	% @ ARE	% expected progress
Reading						
Writing						
Maths						

TEAM LEADERS:

Please use the section below to record discussions arising from the data – focussing principally on children falling below attainment or progress expectations. Remember the figure of 15% - what could impact on the data for this class/year group over the next 6-8 weeks? How will it be implemented? Have these children made progress within a level – are they close to moving up? What are the gaps in their learning? Do we need to refer out to other staff for support? Do they have a learning mentor who needs to be informed of the barriers to progress?

Target Pupils Class	
Name	Context & Action

Target Pupils Class	
Name	Context & Action

St Andrews CE Primary School – Phase Meeting Agenda



Date:

Present:

Apologies:

Minutes:

Cancelled action / postponed	Late	In progress	Complete	New action	Comment
No.	Minutes		Actions to take		Status
1					
2					
3					
4					
5					