

## School Effectiveness+ Effectiveness Diagnosis Report

This report shows the current diagnosis of school assessment and the maturity level of the characteristics grouped by dimension.

### School Information

**Headteacher:** Katrina Ware  
**Deputy Headteacher:** Anne Smith  
**Chair of Governors:** Angela Edwards  
**SE+ Adviser:**  
**Last Inspection Date:**  
**Ofsted Outcome:**  
**Annual Budget:** £0  
**Number of Staff:** 0  
**Number of form entry:** 0.0

	<b>Pupils</b>	<b>% Boys / Girls</b>	<b>% PP</b>	<b>% SEN</b>	<b>% EAL</b>	<b>% WBPP</b>
Reception	90	46.7 / 53.3	10.0	1.1	0.0	7.8
Year 1	86	47.7 / 52.3	10.5	4.7	3.5	9.3
Year 2	89	59.6 / 40.4	15.7	13.5	0.0	14.6
Year 3	64	45.3 / 54.7	10.9	9.4	0.0	7.8
Year 4	63	54.0 / 46.0	22.2	9.5	1.6	20.6
Year 5	59	44.1 / 55.9	20.3	11.9	1.7	18.6
Year 6	61	47.5 / 52.5	24.6	16.4	0.0	21.3
All	512	49.6 / 50.4	15.6	9.0	1.0	13.7

## Maturity Profile

The maturity level for each Dimension is measured from range 0 (lowest) to 3 (highest).

<b>Learners</b>	<b>Maturity: 2.4</b>
<b>Teaching</b>	<b>Maturity: 2.4</b>
<b>People management</b>	<b>Maturity: 2.5</b>
<b>Business management</b>	<b>Maturity: 2.6</b>
<b>Leadership</b>	<b>Maturity: 2.4</b>
<b>Governance</b>	<b>Maturity: 2.3</b>

## Learners

**Maturity: 2.4**

The most obvious feature of a school which is an effective learning community is learners who are motivated to learn, interested in what they are doing, and aware of the progress they are making. They have positive attitudes to learning, and are involved in understanding and monitoring their own learning objectives through a process of smart curriculum design and formative assessment. They are able to assess their own progress and are good at working with and supporting other learners. The school is seen as a learner-centred community.

## Characteristics

The priority is measured from range 0 (lowest) to 30 (highest).

The maturity level for each characteristic is measured from range 0 (lowest) to 3 (highest).

Learner-centredness	6	2.4
Learning to learn (meta-cognition)	6	2.4
Motivation and attitudes to learning	5	2.5
Peer and collaborative learning	5	2.3
Learner wellbeing	3	2.6

### Assessment Ratings - What they mean

- ☆☆☆ Not started: no evidence of this in practice
- ★☆☆ Emerging: limited evidence of practice
- ★★☆ Not consistent: evidence of practice, pockets of good practice
- ★★★ Consistent: evidence of good practice being consistently followed

## Learner-centredness

6

Learner-centredness is an attitude of mind on the part of the school's leaders, teachers and support staff which results in the school being entirely focussed around the learning needs of its pupils. It is the essential foundation for the creation of a learning community.

### Characteristics of a Mature School

- Independent learning is promoted through effective teaching, resources and the physical environment.
- The school consistently applies a 'learning policy/framework' which ensures that all aspects of school life revolve around the needs of its learners.
- The school has a systematic way of seeking and using pupil views.

### Diagnosis

Maturity level overall

2.39

School assessment

2.67

Independent learning is promoted through effective teaching, resources and the physical environment.



The school consistently applies a 'learning policy/framework' which ensures that all aspects of school life revolve around the needs of its learners.



The school has a systematic way of seeking and using pupil views.



Survey of Stakeholder views

2.11

Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Parents

2.11

The school focuses on the needs of learners.

Overall	60	141	23	6	24	254
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Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Pupils

2.05

I am asked about how to make things better in school.

Year 2	3	13	1	0	6	23
Year 3	23	14	3	1	13	54
Year 4	16	23	5	4	5	53
Year 5	9	28	8	3	9	57
Year 6	1	12	4	3	6	26
Overall	52	90	21	11	39	213

## Learner-centredness

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.38
Everything in the school is organised around the needs of its pupils as learners.							
Administrator	4	0	0	0	0	4	
Support Staff	11	17	0	0	1	29	
Teaching Staff	3	12	0	0	0	15	
Overall	18	29	0	0	1	48	

## Learning to learn (meta-cognition)

6

Pupils need a clear understanding of learning expectations and to be able to verbalise learning. Pupils' ownership of learning is the key to success and can be generated through learning conversations with clear, effective feedback. Pupils understand focussed learning objectives and targets which reflect descriptions of knowledge, understanding and skills.

### Characteristics of a Mature School

- Children are regularly involved in setting their individual learning targets.
- Learning time is maximised as a result of efficient classroom administration.
- Pupils and teachers regularly talk about learning, how they learn and what is most effective.
- Pupils feel they have ownership of their learning as a result of high quality planning and teaching and embedded Assessment for Learning.

### Diagnosis

Maturity level overall

2.38

School assessment

2.50

Children are regularly involved in setting their individual learning targets.



Learning time is maximised as a result of efficient classroom administration.



Pupils and teachers regularly talk about learning, how they learn and what is most effective.



Pupils feel they have ownership of their learning as a result of high quality planning and teaching and embedded Assessment for Learning.



Survey of Stakeholder views

2.26

Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Parents

2.26

The school enables pupils to develop the skills to be independent and successful learners.

Overall	77	141	10	3	23	254
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Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Pupils

2.63

The school helps me to be a good learner.

Year 2	13	8	1	0	0	22
Year 3	43	8	1	0	2	54
Year 4	39	11	0	0	3	53
Year 5	31	17	3	3	3	57
Year 6	13	12	0	0	1	26
Overall	139	56	5	3	9	212

## Learning to learn (meta-cognition)

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.42
The school teaches pupils to be independent thinkers and learners.							
Administrator	4	0	0	0	0	4	
Support Staff	12	17	0	0	0	29	
Teaching Staff	5	9	1	0	0	15	
Overall	21	26	1	0	0	48	

## Motivation and attitudes to learning

5

Pupil motivation is essential to their success. It is clear that an unmotivated pupil is unlikely to achieve the same results as a motivated pupil. Motivation can be either internally or externally generated. Internal motivation comes from the pupil's natural curiosity and desire to learn, which is very strong in young children, but can often appear to fade in older children and teenagers. Internal motivation also comes from a desire to achieve a reward or some other desirable outcome arising from the individual's own interests. External motivation is generally determined by society, family, or school itself - often in the form of the need to obtain a good result in an exam in order to proceed to the next phase of education or to get a good job. Not surprisingly, such motivation only works with some pupils, so the key is to try to marry the external motivation with the internal in pupils' minds.

### Characteristics of a Mature School

- High expectations are shown by leaders, teachers and learners and are reflected in targets set.
- Pupils demonstrate a positive growth mindset in relation to their own and others' potential.
- Pupils' internal motivations are identified and encouraged.
- Teachers ensure learners know how they are doing and what they are aiming to achieve.

### Diagnosis

Maturity level overall

2.53

School assessment

2.75

High expectations are shown by leaders, teachers and learners and are reflected in targets set.



Pupils demonstrate a positive growth mindset in relation to their own and others' potential.



Pupils' internal motivations are identified and encouraged.



Teachers ensure learners know how they are doing and what they are aiming to achieve.



Survey of Stakeholder views

2.30

Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Parents

2.30

The school encourages and motivates pupils to achieve their best.

Overall	92	140	12	3	6	253
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Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Pupils

2.71

I really care about my learning and want to do well at school.

Year 2	16	7	0	0	0	23
Year 3	43	8	0	0	3	54
Year 4	37	15	1	0	0	53
Year 5	40	12	1	2	1	56
Year 6	17	8	0	0	1	26
Overall	153	50	2	2	5	212



## Motivation and attitudes to learning

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.63
The school promotes positive attitudes to learning for all learners.							
Administrator	4	0	0	0	0	4	
Support Staff	16	13	0	0	0	29	
Teaching Staff	10	5	0	0	0	15	
Overall	30	18	0	0	0	48	

## Peer and collaborative learning

5

A range of approaches in which learners work collaboratively in pairs or small groups or provide each other with explicit teaching support, including pairings of older and younger pupils and shifts between roles of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success and peer assessment is built in. It is an important part of developing the school as a learning community in which everyone - pupils and staff alike - are seen as learners and able to learn from one another.

### Characteristics of a Mature School

- Collaborative group learning happens regularly as a result of good planning and teaching.
- Peer learning is being used across the school as a key teaching approach.
- The school takes a systematic approach to peer learning, including training, planning and timetabling.

### Diagnosis

Maturity level overall

2.33

School assessment

2.33

Collaborative group learning happens regularly as a result of good planning and teaching.



Peer learning is being used across the school as a key teaching approach.



The school takes a systematic approach to peer learning, including training, planning and timetabling.



Survey of Stakeholder views

2.33

Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Parents

2.33

The school encourages pupils to work together and learn with and from each other.

Overall	88	141	6	2	16	253
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Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Pupils

2.34

We work regularly with partners and in groups to learn together.

Year 2	12	10	0	0	1	23
Year 3	30	15	4	2	3	54
Year 4	25	18	3	3	2	51
Year 5	22	24	6	2	2	56
Year 6	7	15	2	0	2	26
Overall	96	82	15	7	10	210

## Peer and collaborative learning

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.56
The school encourages pupils to work together and learn with and from each other.							
Administrator	4	0	0	0	0	4	
Support Staff	16	13	0	0	0	29	
Teaching Staff	7	8	0	0	0	15	
Overall	27	21	0	0	0	48	

## Learner wellbeing

3

Wellbeing is defined by the Government Office for Science Foresight report as 'a dynamic state, in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community. It is enhanced when an individual is able to fulfil their personal and social goals and achieve a sense of purpose in their society'.

### Characteristics of a Mature School

- Spiritual, moral, social and cultural (including British values) development enables pupils to thrive and learn.
- Systems and provision are in place to identify and address physical, mental health and emotional needs (through other agencies as well as in school).

### Diagnosis

Maturity level overall

2.55

School assessment

3.00

Spiritual, moral, social and cultural (including British values) development enables pupils to thrive and learn.



Systems and provision are in place to identify and address physical, mental health and emotional needs (through other agencies as well as in school).



Survey of Stakeholder views

2.10

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Parents

2.10

The school supports pupils' physical, emotional and mental wellbeing effectively.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
Overall	62	134	21	9	27	253	

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Pupils

2.24

I feel happy when I am at school.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
Year 2	12	7	4	0	0	23	
Year 3	30	17	0	1	6	54	
Year 4	20	20	4	3	5	52	
Year 5	16	26	4	7	4	57	
Year 6	6	15	3	0	2	26	
Overall	84	85	15	11	17	212	

## Learner wellbeing

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.


	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.43
The school supports pupils' physical, emotional and mental wellbeing.							
Administrator	4	0	0	0	0	4	
Support Staff	13	14	1	0	1	29	
Teaching Staff	4	11	0	0	0	15	
Overall	21	25	1	0	1	48	


## Teaching

**Maturity: 2.4**

An effective school is a school which is full of effective teachers. Effective teachers are knowledgeable about their subject and the age group they are teaching, and know and act upon their individual pupils' needs. They are skilled in planning and using a range of techniques relevant to their pupils. They understand and use data effectively to enable pupil progress and are skilled in assessment for learning. They also understand their own strengths and weaknesses, and are constantly seeking to improve their professional practice through ongoing training, sharing with colleagues and classroom research.





## Characteristics

 The priority is measured from range 0 (lowest) to 30 (highest).

 The maturity level for each characteristic is measured from range 0 (lowest) to 3 (highest).

Pedagogy and teaching techniques	9	2.1
Formative assessment and feedback	6	2.4
Behaviour and classroom management	5	2.5
Addressing individual learning needs	4	2.4
Understanding and using pupil data	4	2.4

### Assessment Ratings - What they mean

-  Not started: no evidence of this in practice
-  Emerging: limited evidence of practice
-  Not consistent: evidence of practice, pockets of good practice
-  Consistent: evidence of good practice being consistently followed

## Pedagogy and teaching techniques

9

Good teachers have a love of learning and a deep understanding of concepts taught. They develop a variety of techniques to ensure flexibility in approach that engages all learners. Teachers are skilled at breaking down learning into manageable units and ensuring a secure understanding before moving on in order to develop mastery.

### Characteristics of a Mature School

- Clear progressive learning objectives are set out in short-, medium- and long-term curriculum plans.
- Effective teachers have good subject knowledge and structure lessons well to maximise progress in learning.
- Teaching is well-paced to create a sense of momentum within the curriculum.

### Diagnosis

Maturity level overall

2.14

School assessment

2.00

Clear progressive learning objectives are set out in short-, medium- and long-term curriculum plans.



Effective teachers have good subject knowledge and structure lessons well to maximise progress in learning.



Teaching is well-paced to create a sense of momentum within the curriculum.



Survey of Stakeholder views

2.27

Survey mean calculation excludes don't know responses.

**Strongly agree**   **Agree**   **Disagree**   **Strongly disagree**   **Don't know**   **Responses**   **Mean**

**Parents** 2.27

Teachers use a variety of strategies to ensure pupils are engaged and make progress in their learning.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
Overall	78	120	15	2	39	254	

Survey mean calculation excludes don't know responses.

**Strongly agree**   **Agree**   **Disagree**   **Strongly disagree**   **Don't know**   **Responses**   **Mean**

**Pupils** 2.54

Teaching in our school is good.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
Year 2	17	6	0	0	0	23	
Year 3	36	14	0	0	3	53	
Year 4	31	21	1	0	0	53	
Year 5	24	25	4	2	2	57	
Year 6	13	13	0	0	0	26	
Overall	121	79	5	2	5	212	

## Pedagogy and teaching techniques

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.36
Teachers have the skills and knowledge to engage all learners.							
Administrator	3	1	0	0	0	4	
Support Staff	13	13	3	0	0	29	
Teaching Staff	6	6	2	0	1	15	
Overall	22	20	5	0	1	48	



## Formative assessment and feedback

6

'Formative assessment is essentially a conversation between the teacher and the learner about what is being learnt, aimed at evidence teaching and learning to meet student needs' (Dylan Wiliam). A collection of practices with a common feature; leading to an action which improves learning, leading to increased pupil motivation and achievements. Feedback is information given to produce improvements in learning by redirecting teacher or learner actions.

### Characteristics of a Mature School

- Every teacher understands how to use Assessment for Learning effectively.
- Pupils and teachers work collaboratively to set learning targets, review progress and monitor achievements.
- Teachers are skilled in the practice of providing good quality feedback.
- Teachers engage in regular conversations with pupils about learning.

### Diagnosis

Maturity level overall

2.36

School assessment

2.50

Every teacher understands how to use Assessment for Learning effectively. ★ ★ ☆

Pupils and teachers work collaboratively to set learning targets, review progress and monitor achievements. ★ ★ ★

Teachers are skilled in the practice of providing good quality feedback. ★ ★ ☆

Teachers engage in regular conversations with pupils about learning. ★ ★ ★

Survey of Stakeholder views

2.22

Survey mean calculation excludes don't know responses.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Parents

2.22

My child understands how well they are doing in their learning and what their next steps are.

Overall	83	137	18	6	9	253	
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Survey mean calculation excludes don't know responses.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Pupils

2.44

Teachers help me understand what I am doing well and what my next steps are to be even better.

Year 2	10	12	0	0	1	23	
Year 3	29	20	3	0	2	54	
Year 4	25	25	1	0	2	53	
Year 5	22	30	1	1	2	56	
Year 6	11	15	0	0	0	26	
Overall	97	102	5	1	7	212	

## Formative assessment and feedback

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.54
The school helps pupils understand their strengths and identifies next steps in learning.							
Administrator	4	0	0	0	0	4	
Support Staff	14	15	0	0	0	29	
Teaching Staff	8	7	0	0	0	15	
Overall	26	22	0	0	0	48	

## Behaviour and classroom management

5

Behaviour is managed effectively to ensure a safe and productive learning environment. It is as much about positive role modelling and encouraging excellence as it is about dealing with poor behaviour. Broadly there are three complementary types of behaviour management programme: 1. Universal programmes which seek to improve behaviour and generally take place in the classroom; 2. More specialised programmes which are targeted at pupils with behavioural issues.; 3. School level approaches to developing a positive school ethos or improving discipline which also aims to support greater engagement in learning.

### Characteristics of a Mature School

- Early identification and robust interventions ensure the needs of those with behavioural difficulties are met.
- Effective teaching results in high levels of engagement in learning and positive behaviour.
- Staff understand and deploy effective classroom management techniques.
- There is a clear and well-communicated behaviour management policy linked to clear rules for behaviour throughout the school.

### Diagnosis

Maturity level overall

2.51

School assessment

3.00

Early identification and robust interventions ensure the needs of those with behavioural difficulties are met.



Effective teaching results in high levels of engagement in learning and positive behaviour.



Staff understand and deploy effective classroom management techniques.



There is a clear and well-communicated behaviour management policy linked to clear rules for behaviour throughout the school.



Survey of Stakeholder views

2.01

Survey mean calculation excludes don't know responses.

**Strongly agree**   **Agree**   **Disagree**   **Strongly disagree**   **Don't know**   **Responses**   **Mean**

Parents

2.01

The school manages behaviour well and ensures that incidents are dealt with.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses
Overall	61	123	37	11	22	254

Survey mean calculation excludes don't know responses.

**Strongly agree**   **Agree**   **Disagree**   **Strongly disagree**   **Don't know**   **Responses**   **Mean**

Pupils

2.04

Behaviour is good in my school and problems are dealt with.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses
Year 2	7	13	0	1	2	23
Year 3	14	32	4	0	4	54
Year 4	9	33	4	1	6	53
Year 5	10	35	8	3	1	57
Year 6	2	16	8	0	0	26
Overall	42	129	24	5	13	213

## Behaviour and classroom management

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.48
The school manages behaviour well, promotes a positive behaviour ethos, and has systems to ensure that incidents are dealt with effectively.							
Administrator	4	0	0	0	0	4	
Support Staff	15	13	1	0	0	29	
Teaching Staff	6	8	1	0	0	15	
Overall	25	21	2	0	0	48	

## Addressing individual learning needs

4

Addressing individual learning needs is essential for all learners. It provides effective interventions to give opportunities for all children to be successful. Schools need to utilise experts alongside well-developed in-school expertise.

### Characteristics of a Mature School

- Decisions on the use of staff and learning resources are clearly based on the needs of pupils.
- Effective teachers use questions skilfully to engage and challenge learners and to consolidate understanding, and use Assessment for Learning techniques effectively.
- Pupils' learning needs are systematically diagnosed and appropriate interventions are put in place.
- Teachers draw on the resources of the school community and external expertise to overcome barriers to learning.
- There are well-organised tracking systems for monitoring pupils' learning needs.

### Diagnosis

Maturity level overall

2.43

School assessment

2.80

Decisions on the use of staff and learning resources are clearly based on the needs of pupils.



Effective teachers use questions skilfully to engage and challenge learners and to consolidate understanding, and use Assessment for Learning techniques effectively.



Pupils' learning needs are systematically diagnosed and appropriate interventions are put in place.



Teachers draw on the resources of the school community and external expertise to overcome barriers to learning.



There are well-organised tracking systems for monitoring pupils' learning needs.



Survey of Stakeholder views

2.05

Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Parents

2.05

The school is good at meeting individual learning needs.

Overall	55	130	32	6	31	254
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Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Pupils

2.42

I get help when I need it to help me to learn.

Year 2	5	16	1	0	1	23
Year 3	24	17	3	1	8	53
Year 4	27	25	0	0	1	53
Year 5	23	28	4	0	2	57
Year 6	15	9	1	0	1	26
Overall	94	95	9	1	13	212

## Addressing individual learning needs

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.26
The school has an effective range of strategies and resources to ensure that the needs of all pupils are met.							
Administrator	4	0	0	0	0	4	
Support Staff	11	15	2	0	1	29	
Teaching Staff	0	13	1	0	1	15	
Overall	15	28	3	0	2	48	

## Understanding and using pupil data

4

Good teachers are data literate. Data in itself is insufficient; it is the interpretation and subsequent use of data that can impact positively on teaching and learning. The DfE Standards for Teachers (September 2012) state that teachers must 'use relevant data to monitor progress, set targets and plan subsequent lessons'. It is the job of all teachers to use data in order to keep track of the progress being made by various groups of pupils they teach and adapt teaching to ensure progression for all.

### Characteristics of a Mature School

- Teachers are well-trained in the use and interpretation of data about pupil achievement and progress.
- Teachers systematically review class, group and pupil level data to focus teaching and improve learning.
- There are clear and uncomplicated systems for tracking, recording and sharing data about pupil achievement and progress.

### Diagnosis

Maturity level overall

2.39

School assessment

2.67

Teachers are well-trained in the use and interpretation of data about pupil achievement and progress.



Teachers systematically review class, group and pupil level data to focus teaching and improve learning.



There are clear and uncomplicated systems for tracking, recording and sharing data about pupil achievement and progress.



Survey of Stakeholder views

2.12

Survey mean calculation excludes don't know responses.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Parents

2.12

The school has an accurate picture of my child's progress and gives useful feedback on next steps.

Overall	79	130	30	10	5	254	
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Survey mean calculation excludes don't know responses.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
--	----------------	-------	----------	-------------------	------------	-----------	------

Pupils

2.55

I have targets so I know what I need to do to improve.

Year 2	9	12	2	0	0	23	
Year 3	36	16	0	0	2	54	
Year 4	34	16	1	1	1	53	
Year 5	29	23	1	2	2	57	
Year 6	17	9	0	0	0	26	
Overall	125	76	4	3	5	213	

## Understanding and using pupil data

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.58
Teachers use data effectively to set targets and ensure pupils make good progress.							
Administrator	3	1	0	0	0	4	
Support Staff	15	11	0	0	3	29	
Teaching Staff	8	7	0	0	0	15	
Overall	26	19	0	0	3	48	



## People management

**Maturity: 2.5**

Mature schools review their staffing needs regularly. They make decisions to ensure that wherever possible pupils have continuity of teaching staff. Expectations are high and people are clear about what is expected of them. Performance issues are addressed promptly and professionally. Professional development is treated as an essential, not a luxury, and there is a culture of continual improvement. People feel clear about the school vision and priorities, and feel part of a team as well as accountable individually.

## Characteristics

- The priority is measured from range 0 (lowest) to 30 (highest).
- The maturity level for each characteristic is measured from range 0 (lowest) to 3 (highest).

Professional development	5	2.3
Staffing structure, recruitment and retention	4	2.5
Performance management	3	2.7

### Assessment Ratings - What they mean

- ☆☆☆ Not started: no evidence of this in practice
- ★☆☆ Emerging: limited evidence of practice
- ★★☆ Not consistent: evidence of practice, pockets of good practice
- ★★★ Consistent: evidence of good practice being consistently followed

## Professional development

5

Good CPD is linked to both the individual's development needs as well as the school development needs. It is intense, long-term, focussed on developing knowledge of subjects and how pupils learn them. Good CPD is collaborative and evidence-led.

### Characteristics of a Mature School

- Professional development is planned with the individual member of staff, is collaborative, long-term and intensive.
- School leaders champion a culture of staff learning and development, which is backed-up by time and money. All staff feel part of a professional learning community.
- The impact of professional development is systematically tracked by evaluating impact on pupil learning.
- There is a professional development policy and funded plan for staff development linked directly to the School Development Plan.

### Diagnosis

Maturity level overall

2.27

School assessment

2.25

Professional development is planned with the individual member of staff, is collaborative, long-term and intensive.



School leaders champion a culture of staff learning and development, which is backed-up by time and money. All staff feel part of a professional learning community.



The impact of professional development is systematically tracked by evaluating impact on pupil learning.



There is a professional development policy and funded plan for staff development linked directly to the School Development Plan.



Survey of Stakeholder views

2.28

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Parents

2.28

Staff in the school continually develop their skills and knowledge.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
Overall	46	91	4	1	110	252	

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Pupils

## Professional development

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.29
Professional development has a positive impact on learning in this school.							
Administrator	3	1	0	0	0	4	
Support Staff	11	15	1	0	2	29	
Teaching Staff	3	11	0	0	1	15	
Overall	17	27	1	0	3	48	
Staff in the school continually develop their skills and knowledge.							
Administrator	2	2	0	0	0	4	
Support Staff	7	21	1	0	0	29	
Teaching Staff	2	11	0	0	2	15	
Overall	11	34	1	0	2	48	

## Staffing structure, recruitment and retention

4

A staffing structure shows the accountabilities of each role and their relationships to each other. A staffing plan sets out medium-term and long-term staffing needs, linked to school improvement plans. Structures and plans enable schools to recruit staff with relevant qualifications, skills and experience; plan succession and turnover, and to train, develop and support staff to meet professional and organisational needs. Job design is a major factor in supporting employee engagement - employees need meaningful roles, with reasonable expectations, which make the best use of their skills and where they can see where they fit within the organisation.

### Characteristics of a Mature School

- School leaders systematically seek and use staff views and feedback to develop the school.
- The school has a clear succession plan for key roles, including investment in professional development and leadership skills.
- The school has a strategy to manage staff retention and turnover to maintain a high-quality workforce.
- The school has an effective strategy to cover teacher absence to ensure continuity in teaching.

### Diagnosis

Maturity level overall

2.50

School assessment

2.50

School leaders systematically seek and use staff views and feedback to develop the school.



The school has a clear succession plan for key roles, including investment in professional development and leadership skills.



The school has a strategy to manage staff retention and turnover to maintain a high-quality workforce.



The school has an effective strategy to cover teacher absence to ensure continuity in teaching.



Survey of Stakeholder views

2.50

Survey mean calculation excludes don't know responses.

**Strongly agree Agree Disagree Strongly disagree Don't know Responses Mean**

Parents

Survey mean calculation excludes don't know responses.

**Strongly agree Agree Disagree Strongly disagree Don't know Responses Mean**

Pupils

## Staffing structure, recruitment and retention

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.50
I understand how my role contributes to the success of the school.							
Administrator	4	0	0	0	0	4	
Support Staff	15	12	2	0	0	29	
Teaching Staff	7	8	0	0	0	15	
Overall	26	20	2	0	0	48	

## Performance management

3

The difference between a highly effective teacher and a poorly performing one is large. Pupils can gain up to 40% in their learning with an effective teacher (Sutton Trust). Performance Management is about helping people contribute effectively to the school's goals, by giving them clear objectives, identifying strengths and weaknesses, equipping them with the right skills and knowledge, ensuring they prioritise well, recognising their successes and addressing underperformance professionally. The Appraisal Regulations 2012 apply to all maintained schools.

### Characteristics of a Mature School

- Line managers assess teachers' performance by reference to how their pupils achieve, their objectives and how they perform against the Teaching Standards, including behaviours.
- Line managers at all levels have formal accountability for the performance of the staff they manage. They have regular one-to-ones, set clear performance objectives, identify and meet development needs. Underperformance is addressed effectively.
- Pupils are consistently taught by the same teaching staff which enables continuity.
- School leaders actively monitor and address staff absence.
- School leaders and governors regularly review the staffing structure and responsibilities to ensure they align with the school development plan and priorities.
- School leaders follow a clear and transparent approach to pay and career development, including explicit links to performance.

### Diagnosis

Maturity level overall

2.68

School assessment

3.00

Line managers assess teachers' performance by reference to how their pupils achieve, their objectives and how they perform against the Teaching Standards, including behaviours.



Line managers at all levels have formal accountability for the performance of the staff they manage. They have regular one-to-ones, set clear performance objectives, identify and meet development needs. Underperformance is addressed effectively.



Pupils are consistently taught by the same teaching staff which enables continuity.



School leaders actively monitor and address staff absence.



School leaders and governors regularly review the staffing structure and responsibilities to ensure they align with the school development plan and priorities.



School leaders follow a clear and transparent approach to pay and career development, including explicit links to performance.



Survey of Stakeholder views

2.36

Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Parents

2.36

Teaching in this school is good.

Overall	94	147	2	2	9	254
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Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
----------------	-------	----------	-------------------	------------	-----------	------

Pupils

2.58

Teachers in our school are learners too.

Year 2	13	7	2	0	1	23
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Iwade School - School Effectiveness+ Effectiveness Diagnosis Report

Year 3	37	9	2	0	6	54
Year 4	37	13	2	0	1	53
Year 5	26	24	1	0	6	57
Year 6	8	17	0	0	1	26
Overall	121	70	7	0	15	213

---

## Performance management

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.21
I regularly receive feedback on my performance and as a result my development needs are clear.							
Administrator	1	3	0	0	0	4	
Support Staff	8	10	9	1	1	29	
Teaching Staff	2	10	2	1	0	15	
Overall	11	23	11	2	1	48	
I understand what level of performance is expected of me to ensure the success of the school.							
Administrator	4	0	0	0	0	4	
Support Staff	14	13	2	0	0	29	
Teaching Staff	8	7	0	0	0	15	
Overall	26	20	2	0	0	48	




## Business management



**Maturity: 2.6**

Mature schools have good management processes and efficient systems (including finance, HR, site management etc) which enable leaders to focus on the school's core business of learning and supporting learners. Good data is available and well managed to analyse performance and target improvements. Robust safeguarding procedures are in place. Financial resources are managed well, linked clearly to the school's development priorities and the school has effective processes to ensure value for money.





## Characteristics

 The priority is measured from range 0 (lowest) to 30 (highest).

 The maturity level for each characteristic is measured from range 0 (lowest) to 3 (highest).

Safeguarding		
Financial decision making		
Systems management		

### Assessment Ratings - What they mean

-  Not started: no evidence of this in practice
-  Emerging: limited evidence of practice
-  Not consistent: evidence of practice, pockets of good practice
-  Consistent: evidence of good practice being consistently followed

## Safeguarding

3

Schools are required to comply with a wide range of statutory and regulatory requirements. Compliance with these requirements is a joint responsibility of the school's leadership and its Governing Body. Child safeguarding is a particularly important area for schools and child protection is everybody's business. Mature schools take all aspects of compliance seriously, and make sure they regularly review their procedures. They have a well-organised and documented set of procedures covering all important areas, especially child safeguarding, and back these up with regular training for relevant staff.

### Characteristics of a Mature School

- All staff understand and are trained in the safeguarding policy and procedures, including the identification and referral of risks.
- Premises are secure, all visitors are made aware of the school's safeguarding policy on arrival and all visitors sign in and out.
- Safeguarding training is undertaken annually by all staff and at the point of appointment.
- The school can evidence it has a Single Central Record of all staff, visitors and contractors accessing the school, which meets all legal requirements.

### Diagnosis

Maturity level overall

2.69

School assessment

3.00

All staff understand and are trained in the safeguarding policy and procedures, including the identification and referral of risks.



Premises are secure, all visitors are made aware of the school's safeguarding policy on arrival and all visitors sign in and out.



Safeguarding training is undertaken annually by all staff and at the point of appointment.



The school can evidence it has a Single Central Record of all staff, visitors and contractors accessing the school, which meets all legal requirements.



Survey of Stakeholder views

2.38

Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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#### Parents

2.38

Children are safe at this school.

Overall	127	113	4	1	8	253
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The school site and access to it is secure.

Overall	84	141	17	1	10	253
---------	----	-----	----	---	----	-----

Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
----------------	-------	----------	-------------------	------------	-----------	------

#### Pupils

2.55

I feel safe in school.

Year 2	11	12	0	0	0	23
--------	----	----	---	---	---	----

Year 3	35	10	1	1	7	54
--------	----	----	---	---	---	----

Year 4	34	14	3	1	1	53
--------	----	----	---	---	---	----

Year 5	23	26	1	2	5	57
--------	----	----	---	---	---	----

Year 6	14	10	1	0	1	26
--------	----	----	---	---	---	----

Overall	117	72	6	4	14	213
---------	-----	----	---	---	----	-----

I know who I need to speak to if I have a problem.

Iwade School - School Effectiveness+ Effectiveness Diagnosis Report

Year 2	16	6	1	0	0	23
Year 3	38	12	2	1	1	54
Year 4	36	15	1	1	0	53
Year 5	36	15	4	0	2	57
Year 6	7	17	1	0	1	26
Overall	133	65	9	2	4	213

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## Safeguarding

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							<b>2.78</b>
Children are safe at the school.							
Administrator	4	0	0	0	0	4	
Support Staff	19	9	1	0	0	29	
Teaching Staff	9	6	0	0	0	15	
Overall	32	15	1	0	0	48	
I have had safeguarding training and know how to identify and deal with any concerns.							
Administrator	4	0	0	0	0	4	
Support Staff	21	8	0	0	0	29	
Teaching Staff	12	3	0	0	0	15	
Overall	37	11	0	0	0	48	
Safeguarding is the responsibility of all staff.							
Administrator	4	0	0	0	0	4	
Support Staff	27	2	0	0	0	29	
Teaching Staff	14	1	0	0	0	15	
Overall	45	3	0	0	0	48	

## Financial decision making

1

Best Value is the key principle. Effective utilisation of staff and resources enhances the learning environment to enable every child to fulfil their potential.

### Characteristics of a Mature School

- School leaders actively and regularly take decisions on the number, type and salary level of staff positions based on the needs of the school, the School Development Plan and the impact on learning.
- The budget is clearly linked to the School Development Plan and items of spend are actively challenged during the annual budgeting process.
- The school adheres to Best Value principles to maximise resources, this includes seeking comparative quotes, challenging pricing and checking that service levels are delivered.

### Diagnosis

Maturity level overall

2.61

School assessment

3.00

School leaders actively and regularly take decisions on the number, type and salary level of staff positions based on the needs of the school, the School Development Plan and the impact on learning.



The budget is clearly linked to the School Development Plan and items of spend are actively challenged during the annual budgeting process.



The school adheres to Best Value principles to maximise resources, this includes seeking comparative quotes, challenging pricing and checking that service levels are delivered.



Survey of Stakeholder views

2.22

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Parents

2.22

The school uses its money well.

Overall

45

72

12

2

123

254

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Pupils

## Financial decision making

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.21
The school uses its finances well to ensure the best outcomes for pupils and staff.							
Administrator	3	1	0	0	0	4	
Support Staff	7	10	2	0	10	29	
Teaching Staff	1	8	2	0	4	15	
Overall	11	19	4	0	14	48	

## Systems management

1

Mature schools have business management processes that facilitate the learning process by releasing school leadership time to support learning outcomes rather than focussing on processes. Facilities (including finance, systems, data and compliance) are structured and managed effectively to achieve this.

### Characteristics of a Mature School

- Effective school business management ensures that the leadership team is able to focus on teaching and learning development.
- Governors, staff and parents have access to a published and regularly reviewed set of school policies, including health & safety, safeguarding, behaviour, HR policies, pay, communication and engagement.
- Regular reporting packs for leaders and governors are produced with comprehensive school data on pupil progress, budget position, staff vacancies and absence, pupil attendance, health and safety etc.

### Diagnosis

Maturity level overall

2.56

School assessment

3.00

Effective school business management ensures that the leadership team is able to focus on teaching and learning development.



Governors, staff and parents have access to a published and regularly reviewed set of school policies, including health & safety, safeguarding, behaviour, HR policies, pay, communication and engagement.



Regular reporting packs for leaders and governors are produced with comprehensive school data on pupil progress, budget position, staff vacancies and absence, pupil attendance, health and safety etc.



Survey of Stakeholder views

2.12

Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
----------------	-------	----------	-------------------	------------	-----------	------

Parents

2.12

The school is well organised.

Overall	71	148	19	11	5	254
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Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
----------------	-------	----------	-------------------	------------	-----------	------

Pupils

2.43

My school is clean and a nice place to learn in.

Year 2	12	10	1	0	0	23
Year 3	37	12	1	0	4	54
Year 4	30	19	4	0	0	53
Year 5	17	20	11	1	8	57
Year 6	11	12	2	0	1	26
Overall	107	73	19	1	13	213

## Systems management

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.21
School systems and organisation effectively support staff in focusing on learning and pupil wellbeing.							
Administrator	3	1	0	0	0	4	
Support Staff	8	19	2	0	0	29	
Teaching Staff	1	14	0	0	0	15	
Overall	12	34	2	0	0	48	




## Leadership

**Maturity: 2.4**

Effective leaders are primarily leaders of learning, who are also good at leading the management and administrative processes on which the school depends. They spend time with individual teachers, advising, monitoring and inspiring them in their work, and are also highly visible to pupils. Leaders know their school performance data well. They know their school well through self-evaluation, capturing pupil and stakeholder views and seeking an external perspective. They plan effectively and are also effective at managing performance, by setting clear goals and expectations, combining support with challenge, and rewarding excellence. They delegate well and develop leadership in others. They engage actively with other schools and communicate well with parents and the community.





## Characteristics

 The priority is measured from range 0 (lowest) to 30 (highest).

 The maturity level for each characteristic is measured from range 0 (lowest) to 3 (highest).

Engaging parents, community and other agencies	6	2.4
Data and school development planning	6	2.4
Leadership of learning	4	2.7
Curriculum leadership	4	2.5
Distributed leadership	4	2.4
Collaboration with other schools	3	2.1

### Assessment Ratings - What they mean

-  Not started: no evidence of this in practice
-  Emerging: limited evidence of practice
-  Not consistent: evidence of practice, pockets of good practice
-  Consistent: evidence of good practice being consistently followed

## Engaging parents, community and other agencies

6

Systems need to be in place to ensure that everyone has the information they need at the right time. This is reflected in a well-managed internal and external communications strategy which is as much about listening as telling. Parents are the next most important set of stakeholders after pupils. Effective home-school communications are positively correlated with pupil outcomes. Good school leadership also reaches out beyond the organisation and engages positively with outside agencies to support and enhance provision for learners and make a positive impact on the wider community in which its stakeholders exist.

### Characteristics of a Mature School

- Leaders have relationships with and clear protocols for contacting and working with other agencies, including social care, health and police.
- Leaders meet with and engage with local parent, faith and community groups.
- Staff clearly understand how and when to escalate issues regarding children in school that involve other agencies (child social care, police, health).
- The school curriculum encourages pupils to engage in extra-curricular activity and with the local community.
- The school has a communications plan to keep stakeholders well-informed including newsletters, briefings, website updates and events.

### Diagnosis

Maturity level overall

2.42

School assessment

2.80

Leaders have relationships with and clear protocols for contacting and working with other agencies, including social care, health and police.



Leaders meet with and engage with local parent, faith and community groups.



Staff clearly understand how and when to escalate issues regarding children in school that involve other agencies (child social care, police, health).



The school curriculum encourages pupils to engage in extra-curricular activity and with the local community.



The school has a communications plan to keep stakeholders well-informed including newsletters, briefings, website updates and events.



Survey of Stakeholder views

2.03

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

#### Parents

2.03

The school keeps me well informed.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
Overall	63	119	50	15	5	252	
The school works well with the local community.							
Overall	50	122	13	4	62	251	

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

#### Pupils

## Engaging parents, community and other agencies

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.37
The school helps pupils and parents/carers access support from other agencies such as health and SEN.							
Administrator	3	0	0	0	1	4	
Support Staff	15	14	0	0	0	29	
Teaching Staff	4	10	0	0	1	15	
Overall	22	24	0	0	2	48	
The school works well with the local community.							
Administrator	2	1	0	0	1	4	
Support Staff	9	17	1	0	2	29	
Teaching Staff	1	13	0	0	1	15	
Overall	12	31	1	0	4	48	

## Data and school development planning

6

School self-evaluation must be informed by regular and effective analysis of data and pupil performance and lead to effective school development planning.

### Characteristics of a Mature School

- Leaders actively engage an external critical friend perspective in self-evaluation and school development planning.
- Leaders use a range of data to produce a self-evaluation against a well-developed framework.
- Pupil data is used actively and regularly to monitor trends and identify areas for development/requiring particular attention.
- The School Development Plan and its monitoring framework are explicitly linked to the self-evaluation and analysis of data.
- The whole school community, including governors, staff, pupils and parents, contribute to the process of self-evaluation.

### Diagnosis

Maturity level overall

2.38

School assessment

2.80

Leaders actively engage an external critical friend perspective in self-evaluation and school development planning. ★ ★ ★

Leaders use a range of data to produce a self-evaluation against a well-developed framework. ★ ★ ★

Pupil data is used actively and regularly to monitor trends and identify areas for development/requiring particular attention. ★ ★ ★

The School Development Plan and its monitoring framework are explicitly linked to the self-evaluation and analysis of data. ★ ★ ★

The whole school community, including governors, staff, pupils and parents, contribute to the process of self-evaluation. ★ ★ ☆

Survey of Stakeholder views

1.95

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Parents

1.95

The school seeks feedback from parents.

Overall

52

140

38

13

9

252

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Pupils

## Data and school development planning

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.11
Staff have access to all relevant data and know how to use it proactively.							
Administrator	2	1	0	0	1	4	
Support Staff	6	18	3	0	2	29	
Teaching Staff	3	8	3	0	1	15	
Overall	11	27	6	0	4	48	

## Leadership of learning

4

Leadership of learning is the core mission of the school leader and research evidence supports the importance of placing the emphasis on leadership of learning. Effective school leaders add up to 16 percentile points to pupil achievement. The most effective school leaders prioritise learning, enjoy teaching and spend time helping their teachers to improve.

### Characteristics of a Mature School

- Leaders spend time coaching and mentoring others and enabling this across the school.
- Research is used to plan ways of improving learning outcomes.
- School leaders focus on learning, leading by example to create and sustain a positive learning culture in the school (for staff and pupils).
- Teachers, as leaders of learning, are provided with professional development to grow into middle and senior leadership roles.

### Diagnosis

Maturity level overall

2.65

School assessment

3.00

Leaders spend time coaching and mentoring others and enabling this across the school.



Research is used to plan ways of improving learning outcomes.



School leaders focus on learning, leading by example to create and sustain a positive learning culture in the school (for staff and pupils).



Teachers, as leaders of learning, are provided with professional development to grow into middle and senior leadership roles.



Survey of Stakeholder views

2.29

Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
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Parents

2.29

The school has a clear focus on learning and teaching.

Overall	82	151	4	4	11	252
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Survey mean calculation excludes don't know responses.

Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
----------------	-------	----------	-------------------	------------	-----------	------

Pupils

2.52

The leaders at my school make sure it is a good place to learn.

Year 2	10	12	1	0	0	23
Year 3	39	10	0	0	2	51
Year 4	31	16	3	0	3	53
Year 5	27	23	3	1	2	56
Year 6	8	17	1	0	0	26
Overall	115	78	8	1	7	209

## Leadership of learning

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.50
The school focuses on teaching and learning as its key priority.							
Administrator	4	0	0	0	0	4	
Support Staff	15	14	0	0	0	29	
Teaching Staff	5	10	0	0	0	15	
Overall	24	24	0	0	0	48	

## Curriculum leadership

4

The curriculum consists of all the learning experiences, both formal and informal, which the school seeks to provide for its pupils. Curriculum leadership involves ensuring that the school day is filled with worthwhile learning for each pupil, based both on the subjects which constitute the formal curriculum and on the wider activities and interactions which make up that pupil's total school experience: Essential skills, knowledge and understanding; Learning relevant to academic, social and vocational success; Learning relevant to the pupil's own interests and personal/social development.

### Characteristics of a Mature School

- Curriculum leaders are constantly developing their materials, methods and other staff to maximise impact on learning.
- Pupil opinion is regularly surveyed, in terms of whether the taught curriculum is interesting and demanding enough, and also in terms of what else they find fulfilling about school.
- Regular pupil progress tracking ensures weaknesses in learning are used as a trigger for reviewing specific areas of the curriculum.
- The school constantly reviews its curriculum to ensure that it meets the needs of its learners.

### Diagnosis

Maturity level overall

2.48

School assessment

2.50

Curriculum leaders are constantly developing their materials, methods and other staff to maximise impact on learning.



Pupil opinion is regularly surveyed, in terms of whether the taught curriculum is interesting and demanding enough, and also in terms of what else they find fulfilling about school.



Regular pupil progress tracking ensures weaknesses in learning are used as a trigger for reviewing specific areas of the curriculum.



The school constantly reviews its curriculum to ensure that it meets the needs of its learners.



Survey of Stakeholder views

2.45

Survey mean calculation excludes don't know responses.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
--	----------------	-------	----------	-------------------	------------	-----------	------

Parents

2.45

Children learn an interesting range of things.

Overall	112	135	0	0	5	252	
---------	-----	-----	---	---	---	-----	--

Survey mean calculation excludes don't know responses.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
--	----------------	-------	----------	-------------------	------------	-----------	------

Pupils

2.52

I enjoy learning about many different things at school.

Year 2	14	7	2	0	0	23	
Year 3	35	15	0	0	4	54	
Year 4	31	17	1	2	2	53	
Year 5	30	18	4	2	3	57	
Year 6	13	12	1	0	0	26	
Overall	123	69	8	4	9	213	



## Curriculum leadership

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.31
The curriculum is well-planned to meet the needs of our learners and community.							
Administrator	3	1	0	0	0	4	
Support Staff	12	15	2	0	0	29	
Teaching Staff	2	13	0	0	0	15	
Overall	17	29	2	0	0	48	

## Distributed leadership

4

Distributed leadership is more than delegation. It is a different way of looking at leadership, more as a network than a hierarchy. Distributed leadership works on the basis of mutual respect and all are empowered to take responsibility for leading on an aspect of school improvement.

### Characteristics of a Mature School

- Every member of staff is recognised as a leader in some way, with insights to share and responsibility for staying abreast of the latest development in their area.
- Leaders and teams across the school (including teaching, support staff and governors) take on and fulfil responsibilities which ensure the school meets its School Development Plan priorities.
- Leaders take a more directive approach when necessary to deal with basic quality issues and raise performance rapidly.

### Diagnosis

Maturity level overall

2.43

School assessment

2.67

Every member of staff is recognised as a leader in some way, with insights to share and responsibility for staying abreast of the latest development in their area.



Leaders and teams across the school (including teaching, support staff and governors) take on and fulfil responsibilities which ensure the school meets its School Development Plan priorities.



Leaders take a more directive approach when necessary to deal with basic quality issues and raise performance rapidly.



Survey of Stakeholder views

2.20

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Parents

2.20

I know the right person to go to when I have a question.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
Overall	79	140	21	4	10	254	

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Pupils

## Distributed leadership

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.35
The school encourages and enables leadership at all levels.							
Administrator	4	0	0	0	0	4	
Support Staff	10	14	2	0	3	29	
Teaching Staff	3	10	0	0	2	15	
Overall	17	24	2	0	5	48	

## Collaboration with other schools

3

Ofsted's evaluation of London Challenge (2010), and the sustained gains in participating boroughs, provides evidence of the positive impact of collaborative school improvement activity between schools. Research also shows that where strong schools support weaker schools, both schools benefit positively. Effective collaboration involves clear and consistent leadership, shared moral purpose, accurate needs-audit, well-targeted support involving an expert facilitator/adviser role and good use of data and tracking to focus and demonstrate impact.

### Characteristics of a Mature School

- Leaders share and view data and access case studies from other schools.
- Staff are active members of professional learning communities with staff from other schools.
- The headteacher and staff participate in a structured programme of school-to-school development and knowledge transfer, supported by experts.
- The headteacher or other leaders act as 'system leaders' supporting other schools.

### Diagnosis

Maturity level overall

2.14

School assessment

2.00

Leaders share and view data and access case studies from other schools.



Staff are active members of professional learning communities with staff from other schools.



The headteacher and staff participate in a structured programme of school-to-school development and knowledge transfer, supported by experts.



The headteacher or other leaders act as 'system leaders' supporting other schools.



Survey of Stakeholder views

2.28

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Parents

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Pupils

## Collaboration with other schools

### Diagnosis

#### Survey of Stakeholder views


Survey mean calculation excludes don't know responses.


	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.28
School staff learn from and with staff from other schools.							
Administrator	2	2	0	0	0	4	
Support Staff	10	15	1	0	3	29	
Teaching Staff	4	6	3	0	2	15	
Overall	16	23	4	0	5	48	

**Governance****Maturity: 2.3**

Mature schools have high-functioning Governing Bodies with a good balance of skills and perspectives, which are able to provide effective support and challenge to the school's leadership team. Their key focus is on the progress of pupils and they use pupil outcomes to robustly monitor and challenge leadership decisions. They engage in rigorous Headteacher Performance Management. They regularly review their skills and experience and are committed to their own ongoing development and that of the team as a whole.





**Characteristics**

 The priority is measured from range 0 (lowest) to 30 (highest).

 The maturity level for each characteristic is measured from range 0 (lowest) to 3 (highest).

Strategic direction and accountability	 8	 2.2
Governor focus on pupil progress	 5	 2.3
Governance skills and knowledge	 4	 2.4

**Assessment Ratings - What they mean**

-  Not started: no evidence of this in practice
-  Emerging: limited evidence of practice
-  Not consistent: evidence of practice, pockets of good practice
-  Consistent: evidence of good practice being consistently followed

## Strategic direction and accountability

8

The effective Governing Body rigorously holds the school to account to ensure continuous improvement in standards for pupils, linked to effective leadership, curriculum provision, teaching and assessment.

### Characteristics of a Mature School

- The Governing Body holds the school leaders to account by reviewing performance data, challenging decisions and undertaking detailed reviews of areas such as pupil progress, curriculum, staffing and pay, budgets and purchasing.
- The Governing Body sets clear, measureable headteacher performance objectives, provides appropriate support, challenge and professional development to achieve these, and takes pay decisions based on them.
- The Governing Body takes an active role in developing, approving, communicating and overseeing the vision, ethos, strategic direction and School Development Plan.

### Diagnosis

Maturity level overall

2.24

School assessment

2.33

The Governing Body holds the school leaders to account by reviewing performance data, challenging decisions and undertaking detailed reviews of areas such as pupil progress, curriculum, staffing and pay, budgets and purchasing.



The Governing Body sets clear, measureable headteacher performance objectives, provides appropriate support, challenge and professional development to achieve these, and takes pay decisions based on them.



The Governing Body takes an active role in developing, approving, communicating and overseeing the vision, ethos, strategic direction and School Development Plan.



Survey of Stakeholder views

2.15

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Parents

2.19

Governors make sure school leaders are doing the right things.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Responses	Mean
Overall	36	69	8	3	138	254	

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Pupils

## Strategic direction and accountability

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.11
Governors make sure school leaders are doing the right things.							
Administrator	0	2	0	0	2	4	
Support Staff	3	15	0	0	11	29	
Teaching Staff	0	8	0	0	7	15	
Overall	3	25	0	0	20	48	



## Governor focus on pupil progress

5

The effective Governing Body is able to use data effectively to monitor and challenge the attainment and progress of pupils at all levels: cohort, year group, sub-group.

### Characteristics of a Mature School

- Governors assure themselves that the Pupil Premium grant is used effectively to narrow the gap for disadvantaged pupils.
- The Governing Body assures itself of the rigour of the assessment process and triangulates data to hold leaders to account.
- The Governing Body challenges the school leadership to ensure that staffing, resources, finances, culture etc. are all aligned to improve progress and learning.
- The headteacher's report to the Governing Body always includes progress data for all groups of pupils, identifying priorities and actions to address them.

### Diagnosis

Maturity level overall

2.27

School assessment

2.50

Governors assure themselves that the Pupil Premium grant is used effectively to narrow the gap for disadvantaged pupils.



The Governing Body assures itself of the rigour of the assessment process and triangulates data to hold leaders to account.



The Governing Body challenges the school leadership to ensure that staffing, resources, finances, culture etc. are all aligned to improve progress and learning.



The headteacher's report to the Governing Body always includes progress data for all groups of pupils, identifying priorities and actions to address them.



Survey of Stakeholder views

2.03

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Parents

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Pupils

## Governor focus on pupil progress

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.03
Governors demonstrate a clear focus on pupil progress and attainment.							
Administrator	0	2	0	0	2	4	
Support Staff	3	14	0	0	12	29	
Teaching Staff	0	8	2	0	5	15	
Overall	3	24	2	0	19	48	

## Governance skills and knowledge

4

A highly-functioning Governing Body has a good balance of skills and perspectives which enable its members to provide effective support and challenge as part of the school's leadership team. They engage in regular training and the organisation of committees, meetings and ensure clerking processes are effective and efficient.

### Characteristics of a Mature School

- Governing Body meetings are clerked by a professionally trained clerk.
- Governors regularly audit their skills and effectiveness and undertake development or training.
- Minutes of Governing Body meetings are made available to the whole school community, except for confidential items.
- The membership of the Governing Body has the appropriate skills to ensure the proper financial, legal and educational operation of the school.

### Diagnosis

Maturity level overall

2.43

School assessment

2.75

Governing Body meetings are clerked by a professionally trained clerk.



Governors regularly audit their skills and effectiveness and undertake development or training.



Minutes of Governing Body meetings are made available to the whole school community, except for confidential items.



The membership of the Governing Body has the appropriate skills to ensure the proper financial, legal and educational operation of the school.



Survey of Stakeholder views

2.11

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Parents

2.17

The governors support the school well.

Overall

23

50

7

1

172

253

Survey mean calculation excludes don't know responses.

**Strongly agree** **Agree** **Disagree** **Strongly disagree** **Don't know** **Responses** **Mean**

Pupils

## Governance skills and knowledge

### Diagnosis

#### Survey of Stakeholder views

Survey mean calculation excludes don't know responses.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>	<b>Responses</b>	<b>Mean</b>
<b>Staff</b>							2.05
Governors understand their role and have the right skills and knowledge.							
Administrator	0	1	0	0	3	4	
Support Staff	2	8	0	0	19	29	
Teaching Staff	0	8	1	0	6	15	
Overall	2	17	1	0	28	48	