

	Outstanding (1) Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.																																																																																																
Progress of Pupils	<p>Pupils make outstanding progress in the school because they are given rich learning experiences and excellent teaching. Pupils respond enthusiastically to a creative and challenging curriculum, which is shaped to meet their particular needs. 96% of parents believe that their child is making good progress because the teaching is good at the school (2014 Parent Questionnaire).</p> <p>Outstanding teachers half the teaching staff are regularly used to support the practice of teachers in school through our Professional Partners project as well as part of action planning for teachers who have a lesson observation grade of Requires Improvement. We are also part of the Good to Outstanding teacher project with other schools in our local cluster, with one of our teachers acting as mentor for teachers in other schools.</p>																																																																																																
Monitoring of Teaching and Learning	<p>School monitoring of planning and lessons by the Senior Leadership Team, along with children's work and progress show that teaching is regularly outstanding and rarely less than consistently good.</p> <p>Lesson Observations by Senior Leadership Team</p> <table><tr><td></td><td>O</td><td>O/G</td><td>G</td><td>G/RI</td><td>RI</td><td>RI/I</td><td>I</td></tr><tr><td>AUTUMN 13</td><td>42%</td><td>8%</td><td>33%</td><td>17%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td></td><td colspan="3">83%</td><td></td><td></td><td></td><td></td></tr><tr><td>SPRING 14</td><td>50%</td><td>8%</td><td>25%</td><td>8%</td><td>8%</td><td>0%</td><td>0%</td></tr><tr><td></td><td colspan="3">84%</td><td></td><td></td><td></td><td></td></tr><tr><td>SUMMER 14</td><td>56%</td><td>11%</td><td>33%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr><tr><td></td><td colspan="3">100%</td><td></td><td></td><td></td><td></td></tr><tr><td>OVERALL</td><td>48%</td><td>9%</td><td>30%</td><td>9%</td><td>3%</td><td>0%</td><td>0%</td></tr><tr><td></td><td colspan="3">87%</td><td></td><td></td><td></td><td></td></tr></table> <p>In 2013/14, 87% of lessons observed were judged as Good or Outstanding. In 2012/13, it was 100% of lessons. In 2011/12 it was 78% of lessons.</p> <p>Although there was a decrease in the percentage of lessons judged as Good or better on the previous year, any teacher who was judged as Requires Improvement in the Autumn or Spring terms, improved for their final observation. 100 % of lessons observed in the Summer term were judged as Good or better. Any teacher who receives a grade of Requires Improvement is given individual support from a member of the SLT and re-observed within a three week period. When appropriate, they are sent on external training.</p> <table><tr><td></td><td>O</td><td>O/G</td><td>G</td><td>G/RI</td><td>RI</td><td>RI/I</td><td>I</td></tr><tr><td>AUTUMN 14</td><td>46%</td><td>8%</td><td>38%</td><td>0%</td><td>8%</td><td>0%</td><td>0%</td></tr><tr><td></td><td colspan="3">92%</td><td></td><td></td><td></td><td></td></tr></table> <p>Evidence: Lesson Observations File Teacher's Professional Development Files</p>		O	O/G	G	G/RI	RI	RI/I	I	AUTUMN 13	42%	8%	33%	17%	0%	0%	0%		83%							SPRING 14	50%	8%	25%	8%	8%	0%	0%		84%							SUMMER 14	56%	11%	33%	0%	0%	0%	0%		100%							OVERALL	48%	9%	30%	9%	3%	0%	0%		87%								O	O/G	G	G/RI	RI	RI/I	I	AUTUMN 14	46%	8%	38%	0%	8%	0%	0%		92%						
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SEND/Pupil Premium	<p>SEND children are supported through focused interventions, which are regularly monitored and evaluated for impact. These include programmes to support children with poor fine motor skills, such as Write from the Start, Hands at Work and Play and the Paston Pack; interventions to support children who have a specific learning difficulty with mathematics such as 1 plus 1, 5 Minute Box, 1st Class @ Numeracy, Catching Up and Power of 2; programmes for specific literacy difficulties including dyslexia such as Direct Phonics, Dandelion Reading Scheme, Toe by Toe and 5 Minute Box and activities for children with S&L difficulties from the Southfields Pack, Chatterbox and Achieving Speech and Language Targets. For information about all programmes used see the Wave 2 and 3 Provision Maps.</p> <p>The school has undertaken training from our Educational Psychologist on Precision Teaching Methods. Each class has a Provision map outlining Wave 1, 2 and 3 provision for pupils in the class. The map is drawn up by the class teacher and TAs each term and the targets are shared with parents. The class map is reviewed at the end of the term and new targets are set.</p> <p>The school has taken part in the Achievement for All programme for the last two years and the Headteacher is an AFA Coach for the Local Authority. There have been four AFA groups running in school. As we near the end of the programme, the school has identified children in each class who would benefit from the key elements of AFA, particularly Structured Conversations with parents, to improve their attainment.</p> <p>Pupil Premium pupils made 4.1 National Curriculum Points Progress.</p> <p>AFA pupils made 3.6 National Curriculum Points progress last year.</p> <p>SEND pupils made 3.9 National Curriculum Points progress last year.</p> <p>Pupil Premium has been used to raise standards of achievement, by providing resources, specific training and one to one support. The emotional well-being of our children is supported by a team of adults around the child – class teacher; class TA and their own MDS as well as access to our Learning Mentor. Pupil Premium provision had a marked effect on the progress all these children have made.</p>
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	Good (2) Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum.
High Expectations of Teaching Staff	<p>Teachers are aspirational for their pupils. They set tasks that extend and challenge. Pupils are expected to show commitment, resilience and determination to succeed. There is low tolerance of any lack of engagement.</p> <p>Teachers employ a broad range of techniques (Shooting Star/Lucky Star/Pick a Star, Rally Robin, Stand Up/Hands Up/Pair Up, HOTs, reference to our Learning Dispositions, etc.) to ensure that lessons have pace, are engaging and challenging.</p>
Planning and Delivery of Lessons	<p>Curriculum planning is thorough and takes into account skills as well as knowledge. Curriculum topics are selected to engage children's interests e.g. Pirates, Dinosaurs, Natural Disasters, Peterborough in World War One, and teachers ensure that the curriculum is creative, exciting, and child led. They are particularly designed to ensure children have the skills, understanding and knowledge to be confident and effective contributors in society. Coverage of National Curriculum is monitored.</p> <p>Assessment for learning is embedded practice and monitored each term through lesson observations, learning walks and book scrutiny. This enables new learning to build on prior learning, making progress achievable in small steps. Best practice is shared and our Feedback Policy updated each term accordingly.</p>

	Outstanding (1): Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
Teachers Intervention at the critical point to make an impact on learning	<p>Teachers are highly skilled at getting feedback from children about their understanding in a variety of methods. This enables them to use their detailed knowledge of each child to expertly intervene at critical moments, to move on learning, provide further challenge or support, where necessary.</p> <p>The quality of questioning of children in order to extend and challenge their learning has been recognised as a strength in lesson observations. The development of HOTS questioning has been a focus of CPD.</p>

	Outstanding (1): The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
The teaching of basic skills	<p>Reading is taught in a focused manner. In KS1 children read regularly to an adult during the week. And we use older children as reading buddies. Guided reading sessions are observed as part of our monitoring procedures and are noted for the quality of questioning and the emphasis on inference and deduction. Reading progress in Y2 (2014/15) was 5.6 Reading progress across KS2 (2014/15) was 3.1</p> <p>Phonics is taught in a systematic way across the Foundation Stage and KS1. Children in KS2 receive focused SPAG lessons.</p> <p>Writing is taught with a tightly focussed pedagogy and standards of writing are continuing to rise. We use Alan Peat's sentence types and genres to enable children to master writing skills. We have seen a 23% increase in the percentage of children achieving L5 in Writing in the last two years. (30% to 53%) Writing progress in Y2 (2014/15) was 5 Writing progress across KS2 (2014/15) was 3.53</p> <p>Progress in mathematics is outstanding as a result of teaching. Our recent focus on mathematics has seen the development of sensory and practical learning experiences, alongside a heavy focus on the rapid recall of number facts. Mathematical experiences focus on exploration and investigation promoting high levels of reasoning, dialogue and communication. Our Mathematics Leader is currently completing her Maths Advanced Skills Teacher qualification.</p> <p>Mathematics progress in Y2 (2014/15) was 6.3 Mathematics progress across KS2 (2014/15) was 3.47</p>
English and Mathematics skills are implemented across the curriculum	<p>Our curriculum is immersed in opportunities for communication and language development, with regular opportunities for collaborative talk across a range of subjects. We place emphasis on public speaking, including presentations to a range of audiences, class assemblies, iDiscover, productions, Class and School Council, Family Groups. As a result, by the end of Year 6, the vast majority of children speak confidently in public situations.</p> <p>Our curriculum approach enables communication, reading, writing and mathematics to be taught right across the curriculum and in a meaningful way, not just in isolation.</p> <p>Opportunities to apply mathematical skills are planned for in a range of topics, for example enterprise work or measuring the height and yield of vegetables that have been grown by the children as part of the East of England farming show.</p>
	Outstanding (1): Teachers and other adults authoritatively impart knowledge to ensure that pupils are engaged in learning and generate high levels of commitment to learning across the school.
Pupil Engagement	<p>Teachers are enthusiastic about learning and make it fun and relevant. The use of WOW moments at the start of topics and 'truffle moments' throughout a topic, engage the children in the subject matter and ensures a deep involvement and personal investment. Examples of these moments include:</p> <ul style="list-style-type: none"> • a meteorite buried in the field to launch a topic on Space • a visit to the Anglo Saxon village of West Stow to enable children to experience the period • an archaeological dig to develop the children's understanding of chronology prior on a topic on Ancient Greece • children taking part in WW1 army drill having taken on the identity of a soldier who had lived in Peterborough. <p>They are imaginative in the way new skills and concepts are taught and there is a sharp focus on practical and experiential learning. As a result lesson observations report high levels of pupil engagement.</p> <p>Teachers set clear learning intentions for pupils and set tasks and activities that challenge. Feedback and intervention in lessons ensure pupils know exactly what they need to do to achieve success. Achieving success is motivational.</p> <p>Teachers are reflective with children about meta learning through our 20 Learning Dispositions and HOTs (Higher Order Thinking Skills).</p>

	Outstanding (1): Consistently high quality marking and constructive feedback from teachers ensure that pupils make significant and sustained gains in their learning.
Feedback to pupils	In recent years we have focused more closely on making marking and feedback an exemplary aspect of our teaching. Our WALT slips help define the expectations of the pupils and our feedback is precise; creating a dialogue of reflection between teachers and children. Our Marking and Feedback policy is continuously updated to showcase best practice across the school. The children are given dedicated improvement and reflection time to respond to feedback (which can be conveyed through written feedback, sound pegs, adults or Y6 Ambassador). The active involvement of children in the process of feedback and marking has been shown to markedly improve the quality of children's work.

	Outstanding (1): Teachers use well-judged teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match pupils' needs accurately
Inspirational Teaching Methods	<p>Planning and teaching in the Foundation Stage is outstanding. Children are provided a tailored and vibrant curriculum with an emphasis on child led approaches, curriculum foci matched to the interests of individual children, autonomy and significant outdoor learning.</p> <p>In Key Stages 1 and 2 curriculum approaches are varied to match a range of learning styles and to promote high levels of engagement and enthusiasm for learning.</p> <p>96% of parents believe that their child is making good progress because the teaching is good at the school 93% of parents believe that here is a good range of activities that my child finds interesting and enjoyable. 96% of staff believe that the school tackles the curriculum well and innovatively.</p>
Match of work to pupil need	<p>Annotated planning shows skilled knowledge of individual children and their learning needs. High levels of differentiation are in place to meet this need. Lesson observations show that teachers organise learning well, with excellent pace and challenge, so that all abilities can achieve.</p> <p>The use of assessed success criteria to check pupil understanding, skilled questioning, mini-plenaries triangle system for self review and end of lesson plenaries are effective strategies to ensure the appropriate match of work to pupil need.</p>
Homework	<p>Weekly homework is set for all children from Y1 onwards. Following feedback from parents who commented that they would like greater guidance on how to support their child's learning at home, we worked closely with our Parents Forum to devise a Homework Cover sheet that sets out the task and provides guidance on how it can be completed. Parents have commented very favorably on this change.</p> <p>We have also introduced the opportunity for children to work on longer, extended pieces at home linked to the topic being studied in class. Parents have indicated that their children have been even more motivated by these tasks and that the longer time frame has allowed them greater flexibility about how and when to tackle the tasks.</p> <p>For a number of years we have also used a wed-based homework programme called I Am Learning where children develop their knowledge, skill and understanding through a game based learning opportunity. We are currently the school that has logged the most online hours nationally on I Am Learning.</p> <p>As part of our work with the other schools in our Collaborative (Peterborough School to School Self Improving Schools Network) we have introduced Impact in Learning, a six-week programme of daily homework tasks following a period of training for parents. In the current academic year we are focusing on mathematics.</p>

Assessment	<p>Summative assessment procedures are robust and evaluative. Children are assessed in reading, writing and mathematics once a term during assessment week. These assessments are then used alongside a range of other evidence to provide a teacher assessment. Teacher assessments are discussed and moderated at pupil progress meetings. Pupil progress meetings are used to monitor the individual pupil progress towards set targets. Children failing to make adequate progress or who are working below age expectations are made target children and their progress is closely monitored.</p> <p>Children take part in a weekly mathematics assessment as part of our Assertive Mentoring programme and the outcomes inform the focus of the weekly Big Maths lesson, where children work in small, ability based groups to focus on an element of number and number operations.</p> <p>Moderation in core subjects is regular and established as a robust and accurate system for teacher assessment across the school.</p> <p>We have been moderated three times in the last three years by the Local Authority (2012 – Y2, 2013- Y6, 2014 – EYFS). On each occasion we have been praised for the accuracy of our leveling of pupil attainment and samples of our work have been taken to be used with other schools.</p>
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