

	<p>Outstanding (1): Pupils' attitudes to learning are of an equally high standard across subjects, years and classes and with different staff. Incidences of low-level disruption in lessons are extremely rare.</p> <p>Pupils consistently display a thirst for knowledge and understanding and a love of learning, including when being taught as a whole class or working on their own or in small groups. This has a very strong impact on their progress in lessons.</p> <p>Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.</p>																					
Learning Attitudes	<p>Children apply themselves diligently and their learning behaviours are an outstanding feature of their progress. Through a range of evidence lesson observations, learning walks, curriculum events etc., it is clear they are totally engaged in the creative and challenging curriculum they receive. They demonstrate complete concentration, resilience and pride in all they do.</p> <p>Staff, parents and Governors developed the School Vision Statement which is underpinned by the PRIDE Code (Polite, Respect, Independent, Do your best, Everybody Matters). All stakeholders understand each element of the PRIDE Code and any discussions with children relating to poor choices is always brought back to the code.</p> <p>In addition, the school uses the Dispositions of an Active Thinker and Learner (see below) to define the skills that children should master whilst at the school.</p> <table><tr><td>1. Cooperation and collaboration</td><td>8. Good judgement</td><td>14. Perseverance/tenacity</td></tr><tr><td>2. Concentration</td><td>9. Humility</td><td>15. Precision</td></tr><tr><td>3. Courage/self-belief</td><td>10. Humour</td><td>16. Reflectiveness</td></tr><tr><td>4. Curiosity/enthusiasm</td><td>11. Imagination</td><td>17. Resilience</td></tr><tr><td>5. Direction</td><td>12. Independence/initiative</td><td>18. Responsibility</td></tr><tr><td>6. Empathy</td><td>13. An open mind</td><td>19. Risk-taking</td></tr><tr><td>7. Flexibility</td><td></td><td>20. Self discipline</td></tr></table> <p>Shining Star Awards, given in the weekly Celebration Assembly, and Honours Awards, given to one child in each class at ten assemblies across the year, are usually awarded to children who have exemplified the PRIDE Code or Dispositions. In addition, PRIDE Postcards are sent home through the post in recognition of behaviour linked to the PRIDE Code that is above and beyond our expectations.</p> <p>Since 2013, the school has introduced Collaborative Learning Strategies which has led to even greater pupil involvement in tasks and more highly developed skills of collaboration.</p> <p>The Orton Wistow curriculum is designed to have a meaningful context so that children are hooked into it through 'WOW starters' and 'truffle moments'. It is designed to create memorable learning experiences and draws heavily on the children's interests and the locality of the school. Children at Orton Wistow acquire highly developed skills of collaboration, presentation, communication, independence etc. as they work towards an end product for an audience. Opportunities to work collaboratively and to engage with parents through 2 Can Learn and iDiscover sessions encourages our pupils to be completely engaged and motivated because it is real for them and they are involved in the design and direction of their curriculum.</p> <p>They have a growing respect for each other because of the increased opportunities to work collaboratively as part of a team. As a result, pupils at the school are confident and articulate.</p> <p>Parents support our view: 98% believe that staff encourage their child to become mature and independent.</p>	1. Cooperation and collaboration	8. Good judgement	14. Perseverance/tenacity	2. Concentration	9. Humility	15. Precision	3. Courage/self-belief	10. Humour	16. Reflectiveness	4. Curiosity/enthusiasm	11. Imagination	17. Resilience	5. Direction	12. Independence/initiative	18. Responsibility	6. Empathy	13. An open mind	19. Risk-taking	7. Flexibility		20. Self discipline
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	Outstanding (1): Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
Stakeholder Views	<p>Positive behaviour is an outstanding feature of school life. Children take responsibility for their own behaviour and are respectful to staff and peers.</p> <p>The School uses a behaviour system which is called the Raise Responsibility System because it promotes a desire for responsible behaviour. This is different from the usual approach aimed at promoting obedience. Simply stated, obedience does not create desire. However, when you promote responsibility, you get obedience as a natural by-product.</p> <p>Through the Raise Responsibility System, children are encouraged to decide whether they are acting at level A, B, C or D (Anarchy, Bothering, Cooperating, Democracy) and to take appropriate action if at Levels B or A. Children are encouraged to reflect on the choices they have made and to take responsibility for them.</p> <p>Should behaviour not improve after a warning, children complete a Stage Form with an adult to give them time to reflect on their choices. Stage 1 forms are kept in class and are not shared with parents. Parents are sent a copy of any Stage 2 or 3 forms.</p> <p>Children choose their own sanctions following behaviour at Levels B or A and demonstrate an astute understanding of what they should do differently.</p> <p>Since introduction of the system, staff and children have a lower tolerance of what is considered poor behaviour and this is often reflected in their grades.</p> <ul style="list-style-type: none"> 89% of staff believe that pupil behaviour is good. <p>The approach is implemented consistently across the whole school and begins when the children enter the Foundation Stage</p> <p>Parents support our view.</p> <ul style="list-style-type: none"> 96% of parents say that high standards of behaviour are encouraged at all times 93% believe that behaviour is good at the school 98% of parents feel that their child is safe and well cared for at the school. <p>Pupil behaviour has been a consistent strength of classroom practice and is evident in lesson observations as strength.</p> <p>When support staff identified an issue that a minority of children showed less respect for non-teaching staff, it was agreed that parents would be informed immediately if a child acted in this way.</p>

	Outstanding (1): Pupils' behaviour outside lessons is impeccable. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality.
Behaviour management	<p>Problems with behaviour in class are rare because learning opportunities are challenging and fun.</p> <p>Teachers and support staff are adept at creating a positive climate for learning. This is underpinned by high quality teaching and an ethos of mutual trust and respect between all adults and children. There is a strong emphasis across the whole school that excellent behaviour, attitude and effort is what should be expected at all times and as such we only reward exceptional achievement and behaviour linked to the PRIDE Code and our Learning Dispositions. For this reason, these rewards have significant value to our children.</p> <p>Since the introduction of the Raise Responsibility System in 2011, behaviour has improved considerably.</p> <p>As result of our consistent approach to behaviour management and children being encouraged to make appropriate choices, there are very few incidences of fixed term exclusions (2012/13 – none, 2013/14 – 1)</p>

Behaviour outside lessons	<p>All Teaching Assistants and Midday Supervisors have been trained in the Raise Responsibility System and are consistent in their approach. When children act at Level B or A out of the classroom, the adult who deals with them employs the Stage Forms that are part of the system. Parents are notified if their child acts at receives a Stage 2 or 3 forms.</p> <p>Break out spaces are provided at playtime and lunchtimes for children to reflect on their behaviour with a member of staff.</p> <p>Children have worked with staff to identify how and why problems might occur with their own behaviour at playtimes or lunchtime and are instrumental in choosing sanctions as well as developing strategies to avoid further occurrences.</p>
Conduct, manners and punctuality	Children's conduct around school is excellent and they reflect the PRIDE Code in both their attitude and their conduct. Manners are highly regarded and valued by the whole school community. Pupils are punctual for lessons, so that lessons start promptly.

	Outstanding (1): Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are very rare and dealt with highly effectively.
Bullying	<p>Bullying rarely occurs and when it does, is dealt with in a proactive and effective way. We work closely with parents to ensure that there is no reoccurrence. Pupils learn about bullying in PSHE and through Collective Worship. Assembly themes are chosen to reinforce concepts around bullying and have included; each aspect of the PRIDE Code, Justice, World Peace Day, Friendship, Trust.</p> <p>Through the Raise Responsibility System, any child who hurts another child's feelings is encouraged to reflect on their actions and to see the impact of what they have done.</p> <p>Any form of prejudice-based name-calling is dealt with seriously. A record of the incident is kept and the parents of the victim and perpetrator are informed in writing and through personal contact from a senior member of staff. The school makes a return each term to the LA to record any form of prejudice related incidents.</p> <p>A recent pupil survey (October 2014) has highlighted that children have a misconception about what constitutes bullying. Follow up discussions showed that children perceive any negative behavior directed at them by another child as bullying. (We believe that the high expectations of our Raise Responsibility System has led to an intolerance of any negative behavior.) Having identified this issue, the school has chosen to focus anti-bullying week (November 2014) on defining bullying and reinforcing school procedures for dealing with concerns.</p> <p>95% of children indicated that they could name an adult that they would talk to if they were feeling upset and in one to one discussions could give examples of the circle of adults they would approach.</p>

	Outstanding (1): All groups of pupils are safe and feel safe in school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.
Safety	<p>The vast majority of pupils report that they feel safe in school (92%). The school has identified that further work should be undertaken in family groups to explore the issue of feeling safe.</p> <p>All classes have taken part in an e-safety lesson (Autumn 2014) and every child has signed a Responsible User Agreement.</p>
Personal safety awareness	<p>In Years 1-6, we use the Cambridgeshire Primary Scheme of Work which looks at Safety Contexts and Personal Safety. The school uses all usints pertaining to personal safety e.g.</p> <p>Units 4g and 4h have a particular focus on personal safety and cover:</p> <ul style="list-style-type: none"> Learning how to say no Recognising what is bad touching When to tell someone you trust