

7. The Quality of Leadership and Management of the School

Overall Grade: 1

	<p>Outstanding (1): The pursuit of excellence in all of the school's activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.</p>
Pursuit of Excellence	<p>Leadership and Management were judged to be good by Ofsted in 2011. Since then the school has relentlessly continued to develop the quality of leadership at all levels through broadening the role of Senior Leaders and enabling less experienced staff to develop their leadership skills through shadowing and being mentored by others.</p> <p>The school is uncompromising in the pursuit of its core vision and holds a strong moral purpose in all that it does. The school is highly reflective; taking pride in what it does well whilst asking what it can do better. At the heart of the vision is a desire to ensure that all children can be confident and successful as individuals and have the skills and knowledge necessary to be able to make an effective contribution in life. Alongside high academic achievement we ensure high self-esteem and high aspiration through a rewarding curriculum full of memorable experiences.</p> <p>The Senior Leadership Team is highly successful in developing a strong shared sense of purpose, so that all staff recognise the role they play in the continued success of the school. Since the last inspection, we have worked at clearly articulating our priorities and and gaining the full commitment of everyone. There is an embedded structure of distributed leadership, with opportunities for all staff to contribute their ideas. Everyone is, and willingly commits to be, accountable for the success of the school.</p> <p>Staff at the school are driven by a determination to make a child's time a memorable, rewarding and enjoyable experience. Staff work really hard to ensure the very best experiences for the children and great time and effort are invested in planning and organising activities, which enable the children to thrive.</p>
	<p>Outstanding (1) All leaders and managers, including those responsible for governance, are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.</p>
Understanding the Performance of the School	<p>The school has sharply focused and robust systems for judging its own performance. The results of all monitoring processes are quickly fed back to staff and governors so that they are used highly effectively to drive school improvement. All teaching staff, the Senior Leadership Team and Governing Body are involved in the monitoring and evaluation processes as well as the resulting action planning.</p> <p>There is a clear cycle to the evaluation process, which ensures issues raised are systematically acted upon. All stakeholders are aware of what the school is doing well and what needs to be achieved, as it is routinely discussed and updated.</p>
	<p>Outstanding (1) Governors, or those with a similar responsibility, stringently hold senior leaders to account for all aspects of the school's performance.</p> <p>Outstanding (1) Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.</p>
The Role of the Governing Body	<p>The Governing Body are very knowledgeable about the work of the school. They are well informed of strengths and areas needing improvement. They challenge Senior Leaders holding them to account, by asking pertinent questions and seeking information.</p> <p>The governing body has an exceptional range of experience and expertise to support and challenge the school. Competencies include, accountancy, business leadership, ICT, construction, engineering, Health and Safety, clergy. This has been an invaluable support as the school has moved to become a two form entry school in a radically improved and extended building, but also enables them to truly challenge the school from a position of deep understanding.</p> <p>This broad range of expertise helps make the two committees (Accounting for Resources, Performance and Standards) as well as the Full Governing Body highly effective in holding the school to account in all areas.</p> <p>The governors monitor standards, finance, health and safety and the well being of staff and pupils. They play an integral part in staff recruitment. They are involved in learning walks to monitor the effectiveness of policies and the impact of spending decisions. Visits to the school and subsequent questions for Senior Leadership are recorded in line with policy</p> <p>The Clerk to Governors has achieved the Accredited Clerk qualification (with merit)</p>

Financial Stability	<p>A termly finance meeting enables the governing body to monitor the financial practices and stability of the school.</p> <p>The governing body has expertise in business leadership and accountancy and they make judgements about the effectiveness of spending decisions.</p> <p>A member of the Governing Body undertakes a termly visit in their capacity as Responsible Officer and checks that the school is following its financial standards correctly.</p> <p>The School Business Manager holds the Advanced Diploma in School Business Management. She is chair of the Peterborough School Business Manager's groups and supports another local school.</p> <p>The Headteacher has been a member of the Local Authority's Schools Forum for five years.</p> <p>The school manages its budget efficiently and has never posted a deficit budget or built up a carry forward that would incur a claw back by Schools Forum.</p> <p>Pupil Premium has been used to raise standards of achievement, by providing resources, specific training and one to one support. Governors know that Pupil Premium has had a marked effect on the progress of the children for whom we receive it. Pupil Premium pupils made 4.1 National Curriculum Points Progress.</p>
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	Outstanding (1): Excellent policies underpin practice that ensures that pupils have high levels of literacy, or pupils are making excellent progress in literacy.
Standards of Literacy	<p>Our policy demonstrates a clearly thought out whole school approach, which is progressive and highly structured. There is a strong emphasis on speaking and listening skills across the curriculum which are often developed through opportunities to take part in drama activities or Kagan Cooperative Strategies.</p> <p>Pupils demonstrate high levels of literacy. Year 6 children made 13.7 National Curriculum points progress across their time in KS2. (12.9 in Reading, 14.4 in Writing).</p> <p>Reading 100% of children made expected progress in Reading. 83% of children who gained a 2a in their Reading in Y2 achieved a L5 in Y6.</p> <p>Writing 97% of children made expected progress in Writing. 100% of children who gained a 2a in their Writing in Y2 achieved a L5 in Y6.</p>

	Outstanding (1) Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, the overall quality of teaching is at least consistently good and improving.
Improving Teaching and Learning	<p>There is an established and highly effective commitment to distributed leadership. All teaching staff play a proactive and reflective role in making judgements and improving teaching and learning, which gives an exceptional contribution to the sustained improvements the school has made and continues to make.</p> <p>Performance management targets always focus on improving standards in teaching and learning. Progress in achieving targets is closely monitored. All teaching staff who have progressed through the threshold have a proven track record of high performance and impact at a whole school level. Training and innovations in teaching practice are implemented at a whole school level (including support staff) so that there is a cohesive approach to all we do.</p>

The school actively engages in Action Research projects with outside agencies and other schools in order to shape and improve its practice. We are currently working with two other Peterborough schools and the Institute of Education to examine how to develop the most able writers to make progress as well as what are effective ways to promote oral literacy.

The school is involved in a Good to Outstanding teacher programme with other schools in the cluster (Primary, Secondary and a Special School). As part of the programme outstanding teachers coached good teachers in other schools and helped develop an individualised support programme.

All teachers at the school are involved in our Professional Partners programme. Each term, teachers identify key areas for their personal development and partner with other staff. These groups coach one another and conduct lesson observations. During the autumn term 2014 our focus groups will look at;

- embedding ICT,
- improving the quality of feedback to pupils,
- developing cooperative learning strategies
- developing phonics and SPAG practice across the school

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.

- The quality of teaching and learning is the core purpose of the school and there have been sustained improvements in outcomes for children's achievement.
- Monitoring and evaluation of teaching and learning is a continual process. A schedule for the year is established. Governors monitor that the policy and schedule are implemented.
- Lesson observation is a key strategy. Lesson feedback and next steps for development form the focus for future observations and often align with performance management targets.
- Subject leaders undertake lesson observations as part of their monitoring and evaluation processes. Findings inform aspects of the School Development Plan for School Improvement or policy changes.
- Learning walks, planning and work scrutinies are also carried out. These focus on the consistent delivery of school policies, which link directly to teaching and learning. Any weaknesses are highlighted and used to focus future monitoring cycles.

	<p>Outstanding (1) The school's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.</p>
The Curriculum	<p>The Senior Leadership team provide a passionate, dynamic and imaginative lead on the curriculum and is backed up by a team of teachers who are committed to enabling pupils to develop a love of learning.</p> <p>There is a strong belief in developing a curriculum that is bespoke to the school, astutely planned to meet the particular needs of our pupils, whilst meeting national expectations. Imaginative topic themes and memorable learning experiences has a very positive impact on pupil engagement and personal development.</p> <p>In Spring 2014 the school consulted with parents and asked the following questions:</p> <ul style="list-style-type: none"> • What do we do well? • What could we do better? • What skills, knowledge, attitudes and values would you like your child to develop in their seven years at the school? • What key experiences would you like them to have? <p>The results of this consultation have informed the development of the new curriculum.</p> <p>The curriculum addresses all dimensions of development. As well as achieving the high academic standards, the quality of the curriculum promotes excellent behaviour, safety awareness spiritual, moral, social and cultural development.</p>
Distributed Leadership	<p>In 2011, Ofsted stated 'The school takes pride in being a single community where each individual matters.' This has been developed further in the last three years:</p> <ul style="list-style-type: none"> • Curriculum Leadership has been remodelled under a Faculty system with all teachers and Teaching Assistants belonging to one of two Faculties responsible for setting targets in our Development Plan for School Improvement (DPSI) and for monitoring progress. • Children meet each half term for a House Assembly led by the two House Captains for each House who decide on the focus for each session. Through this system, the children get to know the others in their house and this has created a greater emphasis on being part of a team. In the assemblies there is an opportunity to share the achievements of House members, discuss up and coming inter House events and this has empowered the role of the House Captains to take on their role at another level. • The leadership skills of our pupils have been developed through: <ul style="list-style-type: none"> ○ Sports Ambassadors who co-led our sports days and organised and ran a football tournament to raise money for a charity, ○ Children leading activities on Fab Friday (cross curricular day) and charity days, ○ Maths and Punctuation Ambassadors leading work with younger children ○ Children leading extra-curricula clubs of their own • In September 2013 we introduced an Ambassador Programme for all Year 6 children where they undertake different roles in school, as we believe that this will help them to develop work/life skills, leadership qualities and an understanding of the importance of making a contribution to the success of the school. Every child in Year 6 now has one or more Ambassador roles. • Since September 2014, pupil Ambassadors have undertaken leadership training from a member of the Senior Leadership Team who completed the University of the First Age training.

	<p>Outstanding (1) The school has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.</p>
Engagement with Parents	<p>This area has been recognized as Outstanding in our last two full inspections (2008, 2011) and the survey inspection we were part of (2010)</p> <p>There are numerous ways that the school works with parents for the benefit of pupils:</p> <ul style="list-style-type: none"> • We pride ourselves on the warm welcome parents receive from the moment they visit our school. Through our Parent's Charter, we make it explicit that we expect there to be a strong partnership between home and school. From the first welcome meeting we encourage parents to play an active role in the life of the school and we create time and opportunities for them to participate in events. (94% of Parents/Carers believe that there were good arrangements for their son or daughter to settle in when they started school (2014 Questionnaire). • 92% of parents and carers believe that the school seeks their view and opinions and 90% of staff feel that the school is well supported by parents in achieving the school's aims. • The Parents Forum is well established and is used as a consultative body to inform leadership decision making. They have made large impact on school policy and approaches in aspects such as uniform changes, healthy eating policy, homework, website and parent communication systems, sex and relationships education, paying for school activities. The school has adapted its approaches in light of such consultations. • We conduct consultations with parents through surveys and questionnaires. There is an annual survey, which seeks feedback on all aspects of school. Parents are provided with details of what has changed in the school as a result of their feedback. This year, the annual questionnaire has been divided in to we half termly mini-questionnaires to gauge opinion about specific issues and explore an issue in more depth. • We also seek feedback from parents following new initiatives, for example in the development of the website we have sought feedback on the relevance and usefulness of information, ease of use and other requirements. We ask for feedback following all workshops, reports to parents and induction of reception children. • We have a variety of strategies to ensure parents are kept well informed about their child's progress and the wider work of the school. These include parents' evenings, termly reports, homework cover sheets, celebration assemblies, performances, newsletters and an up to date website. The vast majority of parents (92%) report that they feel well informed about their child's progress. • Parents consultations take place in each term and are very well attended (100% March 2014). Staff make contact with parents or carers who have not made an appointment and seek to find a time that is convenient to the parents. Parents are provided with termly updates of their child's performance, progress towards targets, areas to work on as well as performance in relation to the five areas of our PRIDE Code. • We hold a variety of parent workshops over the year, which enable parents to understand our approaches and know how to best support their children at home. These are well attended and feedback is highly positive. • Parents play an active role in our school community and this is fostered from when their child joins the school. Parents of children in the Foundation Stage are invited to join their child on any day of the week once the children have settled in as part of our Stay and Play sessions. • Throughout Key stages One and Two we offer a '2 Can Learn' opportunity each term where parents can join their child in school to take part in a collaborative project e.g. baking, designing and making a puppet, testing the strongest bridge structures, choreographing a dinosaur dance. Feedback from parents/carers, staff and children has been overwhelmingly positive. • Our Annual Curriculum Evening has received renewed interest. (105 Parents attended the September 2014 event where we explained the changes to the National Curriculum and introduced them to the Impact in Learning Project.) Such workshops have included explaining the school's approach to mathematics, reading, phonics, and induction to each new school year.

	<ul style="list-style-type: none"> We work exceptionally hard to support our vulnerable parents and families. We create a substantial amount of time to support these families for the well being of their children in a non-judgemental way. We operate an open door policy. Our Learning Mentor is trained to deliver the Webster Stratton Parenting Programme and has supported a number of parents, with positive results. A broad menu of events takes place to encourage parents and carers to join us in school. These include; class assemblies, afternoon and evening performances of school productions, Honours Awards assemblies, information evenings, thank you events for parent and carers who help in class and our annual Groundforce Day where we were joined by over 50 families. The school has a flourishing Governing Body with a high percentage of posts taken by parents or carers with children at the school. We also have a very supportive Friends Association who raise vital funds for the school. We are also fortunate that ex-parents and carers still wish to be a part of the school community. Our last Ofsted survey inspection which looked at our relationship with parents/carers, judged us to be Outstanding in all respects. One of our action points was to make clear the school's expectations of how parents are to be involved in their child's learning. In order to address this, we worked with staff and parents to create our Parent's Charter, which clearly sets out what the school expects of its parent body. This was shared with all parents and is given out in our prospectus to all parents considering taking a place at the school. As part of our work with the schools in our Self Improving Schools Network, we have implemented the Impact in Learning program. We have already explained the project to our parent body. As part of the programme, parents will be trained to support their child in a subject area (this year we have chosen mathematics) and they will then work on a homework task each night for six weeks.
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	Outstanding (1) Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.
Professional Standards	<p>Teachers at the school pride themselves on maintaining high standards of professional conduct. The school is a highly effective professional learning community determined to provide the best education possible. This is evidenced in the frequent dialogues about teaching and learning. These conversations demonstrate the high expectations teachers have and their determination to do the best for children. The respect and courtesy staff have for pupils is evident in all interactions.</p> <p>All teaching staff are involved in performance management and pupil progress meetings. This is a rigorous process that challenges teaching pedagogy and pupil achievement, as well as contribution to the wider school agenda.</p> <p>We have not taken any disciplinary or capability proceedings.</p> <p>The school is fully committed to supporting the development of students coming in to the profession. It works with the majority of local teacher training institutions and is a member of the National SCITT in Outstanding Primary Schools and currently has four student teachers through the programme.</p>

	Outstanding (1) Senior leaders in the school work to promote improvement across the wider system including, where applicable, with early years providers to raise the proportion of children who are well prepared to start school.
Support for other schools	<p>The Headteacher holds the Local Leader in Education qualification. He is Chair of the Peterborough Primary Heads group, sits on Schools Forum and was the Lead Head during development of the Peterborough Self Improving School Network (PSISN).</p> <p>The Headteacher is one of five Lead Heads in the PSISN and leads a Collaborative made up of three triads of schools. He sits on the Peterborough School Improvement Board which is commissioned to undertake the LAs school improvement responsibilities in meeting the performance measures set in response to Peterborough's Educational Performance Challenge.</p> <p>The Headteacher has acted as mentor to newly appointed Heads and interim Heads.</p> <p>The Headteacher is an Achievement for All Coach for a local school, helping them to bring about improved results for SEND, Pupil Premium and vulnerable pupils.</p> <p>The SBM supports another local school to ensure that their financial procures and practices are successful.</p>

	The school's arrangements for safeguarding pupils meet statutory requirements.
Safeguarding	<p>The school has clear policies, strategies and procedures to ensure the safeguarding and welfare of all pupils. It meets all statutory duties, including the Single Central Record.</p> <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. The school integrates issues about safety, bullying and discrimination into the curriculum so that pupils have a strong understanding of how to keep themselves safe. They invite various outside agencies to reiterate safety in school and in the community. (Police, fire rescue, road crossing patrol, etc.)</p> <p>Risk assessments are in place for curriculum activities and off site visits.</p> <p>All staff know who the designated senior member of staff is and who deputies in her absence. Whole staff training has been conducted, so that all staff know the correct procedure to follow if there are concerns or disclosures.</p> <p>Attendance is monitored by a member of the school administration team, who keep the Senior Leadership Team well informed. Any unexpected absence is proactively followed up by telephone and recorded. Patterns of poor attendance are closely monitored by the Senior Leadership Team and letters are sent and meetings held to improve attendance patterns.</p> <p>School Attendance for the summer term 2014 was 97.93%</p>