



Ronald Tree Nursery School

# Our Self Evaluation Form

Academic year 22-23





## Overall Effectiveness

Ronald Tree Maintained Nursery School fully meets all the Ofsted criteria to be a good school.

We believe we also show many outstanding elements, in particular the behaviour and attitudes of our pupils and in their personal development, inspired by our passionate, knowledgeable and experienced team of professionals who live and breathe our values and always put the needs of the children first.





### Our identified strengths:

Warm, welcoming setting with knowledgeable staff and high levels of well-being  
Provision for those pupils with SEND  
Safeguarding our pupils  
Communication skills for all pupils  
Working with families  
Curriculum knowledge and delivery

### Our areas to further develop:

Adapting provision to extend support for our rising number of pupils with complex needs  
Extending Maths opportunities within the new EYFS  
Further extending our offer of learning to our families & building on links with our community  
Shared vision of behaviour needs and approaches across the team and families



## Provision Update – May 2023

### Overview

Year	Male		Female		Total
N2	44	69%	20	31%	64
N1	20	49%	21	51%	41
E2	5	36%	9	64%	14
<b>Total</b>	<b>69</b>	<b>58%</b>	<b>50</b>	<b>42%</b>	<b>119</b>

### Key Pastoral Factors

Yr	EAL <sup>1</sup>		Medical Condition <sup>2</sup>		Looked After/Post LA		CP/CIN/ EHA <sup>3</sup>		EYPP <sup>4</sup>		SEN <sup>5</sup>	
N2	16	25%	11	17%	1	1.6%	2	1.5%	29	45%	15	23%
N1	12	29%	1	2%	2	5%	1	0%	11	27%	7	17%
E2	4	29%	0	0%	1	7%	0	0%	0	0%	2	14%
<b>Total</b>	<b>32</b>	<b>27%</b>	<b>12</b>	<b>10%</b>	<b>4</b>	<b>3%</b>	<b>1</b>	<b>1%</b>	<b>40</b>	<b>34%</b>	<b>24</b>	<b>20%</b>

<sup>1</sup>Twelve languages other than English are spoken: Greek, Hungarian, Lithuanian, Malayalam, Ndebele, Panjabi, Polish, Romanian, Russian, Shona, Spanish and Turkish. Polish is the most prolific language after English.

Ronald Tree Nursery School was built in 1934. It is the only maintained nursery school in Kettering.

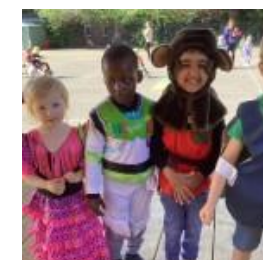
It exists in an area identified as having significant levels of deprivation. If we consider indicators of vulnerability as; living in an area of deprivation, social care involvement, holding a funded 2 year old place, being in receipt of Early Years Pupil Premium or SEND funding, then the majority of our pupils fall into one or more of these categories.

## Our context

We have a long-standing commitment to providing high quality provision and family support to the children in our local area. We have always ensured that those eligible for funded places do not have to pay a penny extra for their child and those who need a little more are able to buy extra hours at the lowest cost possible. We are proud of this social responsibility and believe our setting offers aspirational learning and a culture of self-belief and positivity.

We are fortunate to be exclusively 'Early Years' and, as such, we can focus wholly on the developmental milestones for children aged 0-5. We believe in a play based, holistic way of working with the children and have great outdoor areas and 3 room bases for the children to play in. We are developing a 4<sup>th</sup> play-space for those children who find the nursery classrooms a little overwhelming.

We have part-time and full-time places and have a full, busy breakfast club and lunch club. Numbers in the nursery increase over the year as we offer January and April intakes when children become eligible. There is not a lot of pupil movement, most children stay with us until they are ready to transition to Primary school.



# School Development

## Previous Ofsted Objectives:

1. More consistently make sure that the next steps planned for children take full account of the children's different abilities
2. Use questions more effectively to extend children's language development and thinking skills

The staff have received extensive training in these areas – in-house, with external professionals and as part of the DFE CPD programme. We now follow a 'focus child' approach and some aspects of planning in the moment to support appropriate next steps.



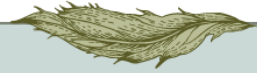
## OBJECTIVES FOR 2022-2023

achieved ongoing

Objective 1 Quality of Education	<ul style="list-style-type: none"> <li>For teaching staff to fully identify and articulate learning opportunities and curriculum progression across the 7 areas of learning</li> </ul>
Objective 2 Quality of Education	<ul style="list-style-type: none"> <li>To improve outdoor provision and ensure full curriculum coverage and opportunities for challenge can be accessed both outside and in.</li> </ul>
Objective 3 Behaviour and Attitudes	<ul style="list-style-type: none"> <li>To support pupils to develop a resilient, independent and positive attitude to their learning</li> </ul>
Objective 4 Personal Development	<ul style="list-style-type: none"> <li>To promote equality of opportunity for all and present diversity effectively, celebrating the things we share in common and respecting difference in the world and its people</li> </ul>
Objective 5 Leadership and management	<ul style="list-style-type: none"> <li>To develop and embed a structured 'pathway' to be followed for all staff, pupils and families once additional need for support or SEND is identified</li> </ul>
Objective 6 Leadership and management	<ul style="list-style-type: none"> <li>To develop a culture of well-being, collaboration and communication amongst the staff team.</li> </ul>
Objective 7 Leadership and management	<ul style="list-style-type: none"> <li>To increase the visibility of Ronald Tree Nursery School in our local community</li> </ul>

# The Quality of Education

## Intent



- The leadership team have worked with staff to construct a new curriculum to suit the needs of our pupils at Ronald Tree. This has been constantly revised and adapted as further understanding of the 2021 EYFS has developed. Observations of our pupils and their needs has helped to scaffold this curriculum. For example, the inclusion of 'life experiences' as part of cultural capital for those pupils who may not have the same opportunities as others. The focus on communication grown from our analysis of need. The emphasis on outdoor exploratory play above technology based on the attention skills, confidence and knowledge our pupils display.
- After the introduction of the new EYFS, there was a wealth of non-statutory resources to support settings. We opted to work with the revised 'Development Matters' document. This provides checkpoints and expectations for pupils at different chronological ages. However, some of the age brackets were wide and it became clear we needed a more detailed sequence of learning expectations to consistently assess whether children were on track in their attainment. Leaders developed a skills progression tool to help moderate assessments in line with developmental milestones. Key workers use this alongside development matters to moderate assessment and plan next steps for individual pupils.
- Baseline observations and historical knowledge proved that communication and language skills needed to be an area of focus in our setting. This is proving to be a national trend.. In nursery, communication and literacy skills are completely interlinked. As part of our 'Year of Experiences at Ronald Tree' we include classic texts to increase vocabulary, build a knowledge of story-telling and, most importantly – a love of books! We have implemented many of the recommendations from the DFE training staff attended and from the S&L therapist we have commissioned to include strategies and resources in the setting to support communication for all – for example; word walls, verb focus, extending language by matching child's voice and adding a new word ...We play phonic games with the children as an intrinsic part of their learning with a focus on initial sounds, alliteration and rhyme, sounds in the environment and, for those who are ready, sound building their name and other words.
- The focus child approach we have adopted allows us to provide an individualised curriculum pathway for our children. For those with SEND, we use the Portage developmental profile to measure progress and plan next steps alongside development matters. We work very closely with the SEND support service to ensure ambitious expectations and positive learning experiences for those pupils. We have a high number of pupils with English as an additional language and we work closely with their families and, most recently, our LA advisors to ensure we celebrate their achievements in their home language and recognise that in our environment and planned learning.



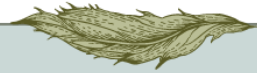
# The Quality of Education Implementation



- In 2021, we adopted parts of the 'Planning in the Moment' approach. In this way, we have moved away from many pre-set themes and follow the interests of the children based on observations of their play and interactions. On top of this, we introduce knowledge we believe they should have, for example ; how to cook, prepare and taste different foods, a variety of life-cycles – including real ducklings hatching from real eggs and how to recognise and begin to manage our emotions.
- Staff knowledge in the 7 areas of learning has been a huge part of our school development since the introduction of the new EYFS in 2021. Staff training has embedded the requirements of the areas of learning and values we want our children to learn during their time with us. As a nursery, we do not follow a reading scheme with synthetic phonics books, but teach early phonics and a love of reading.
- At Ronald Tree, we recognise that children learn best through play and concrete, sensory experiences. Lots of training has been shared on sustained shared thinking and positive interactions. As such, misconceptions and teachable moments are addressed as they happen in a responsive, individualised way.
- Every session ends with story, songs and rhymes at Ronald Tree! We have a spine of well-chosen, well-loved texts and pupils are encouraged to interact with these in several different ways. For example – going on a bear hunt in the garden, story mapping the 3 Billy Goats Gruff or making their own houses for the 3 Little pigs!
- Data snapshots have shown us that Maths was an area we needed to develop further in our setting. Staff have undertaken DFE, Local Authority and Nursery World training in early Mathematics. We recognised that we needed to identify the Maths opportunities in the setting and evaluate knowledge more readily as the children are at play rather than in 'assessment' situations. Opportunities for Maths games and provocations are now identified in weekly planning meetings and all staff contribute to focus child observations to better support the key worker's analysis of attainment. Daily group times provide regular, supported ways for pupils to explore numerical concepts in songs and interaction. The head has worked with our school improvement partner to observe and talk with staff to gain a better view of staff's understanding of the new mathematical concepts outlined in the EYFS.



# The Quality of Education Implementation



- At the end of the 21-22 academic year, staff had several twilight training sessions on enabling environments. They were given the opportunity to study different approaches – including Reggio Emilia, the Curiosity Approach and Communication Friendly settings. In pairs, they were given the responsibility to set up different areas of the nursery and work together to design some of the new outdoor spaces. We were very fortunate in that we had received some additional funding to help re-vitalise our setting. Staff used their training, combined with their knowledge of our children to work together to create an environment which allows for open-ended, child led learning which fits our curriculum intent of following children's interests and providing adult initiated provocations to promote learning.
- PSED is a huge strength of our setting and is prioritised fully in our curriculum. We work very closely with families, from stay and play sessions, home visits and constant key-worker support to ensure the children feel happy and secure here. Many of our children need guidance to regulate their emotions and collaborate with their peers and this is recognised in our school values and rules. We understand age- appropriate developmental milestones and acknowledge that behaviour is a form of communication at this early stage and should be sought to be understood. Emotional literacy is developed as an every- day skill here, but some children receive extra support to identify how they're feeling, match that to an emotion and develop strategies to express their emotions safely.
- During this academic year, we have re-deployed a member of staff to take responsibility for the rolling snack we provide. As such, she ensures a healthy diet is fully promoted and can monitor individual children's relationship with food. Both our gardens and playground areas are used fully and we encourage children to get out and move in all weathers. Staff are experienced in managing risks and supporting children to 'have-a-go' and challenge themselves.
- We use the online learning journal 'Tapestry' for key workers to communicate electronically with families. This works well, but by far the most effective way we communicate is by the close relationships staff build with families as they drop off and collect their children. Our focus child reports are shared with families online x3 a year and before the focus week is completed, they are asked to share their views or ask any questions which are all responded to as part of the report. The school website has information on our curriculum and our skills progression documents. We hold parent consultations mid-year and initial home visits alongside open evenings to explain our pedagogy. Our new app 'Reach More Parents' is taking shape and allows us to share links, provide learning support and communicate with our families.



# The Quality of Education

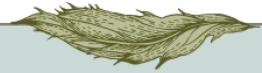
## Impact



- Data snapshots and focus child report monitoring show individual progress and a higher % of pupils on track as they move through their time at Ronald Tree. Initial focus child reports and those for our younger pupils show a main focus on the Prime areas of learning, but as the pupils move towards transition to school, the specific areas are identified.
- We send our pupils on to a number of Primary schools, sometimes as many as 13 different settings. This academic year, the head visited the 4 reception classes that the majority of our pupils move on to. We have also supported 4 families to apply for places in specialist provisions to better suit the needs of their child. Our school values promote independent, resilient children who are able to communicate their needs, collaborate with peers and are confident to be ready for the next challenge. The end of year data snapshot shows over 70% of our pupils leave nursery meeting age related expectations compared to 20-30% when they join us.
- As stories form such an intrinsic part of our curriculum, Ronald Tree readers have a good enjoyment of stories and are able to actively engage. Even our teddies love to sit and share books – we are very proud of the way we use books and stories to aid the development of language!
- At the end of their time with us, our N2 pupils are curious, positive learners who know how to be considerate to peers and adults alike. The collaboration and risk taking that many of them experience most successfully outside here at Ronald Tree helps them develop resilience and build a positive self-esteem. Visitors to the setting always comment on the high levels of engagement and security that our pupils display when they are here.
- The journey taken by the majority of 2-4 year olds necessitates constant support in managing their own feelings. Our experienced team work with the children on this continuously. Here at Ronald Tree, we believe we prepare our pupils to be considerate of their own feelings as well as those of others.



# Personal Development



- Our bespoke curriculum combines the seven areas of learning, the characteristics of effective learning and our school values to provide a holistic, playful and respectful learning journey for all the children in our care no matter what stage of the pathway they join us on. Observations of pupils show resilience, high levels of well-being and happy, secure children in our setting.
- For the team at Ronald Tree, working with families forms just as large a part of our role as working with the children. We support families with healthy food choices, toileting advice, sleep routines, positive relationships and behaviour management. We offer breakfast club and after-school club. We have employed a family support worker to extend this support from September 23.
- We actively follow children's interests as our recognised style of pedagogy. We encourage children to challenge themselves and provide positive reinforcement and nurture to help them succeed.
- We are fortunate in that we have a number of families from different countries and backgrounds here at Ronald Tree. This year, as part of our school development plan, we have worked together to ensure we recognise this and celebrate the diversity we have in our community. We have ensured images and resources represent difference, encouraging mutual respect and tolerance. Our coronation party was a huge success and followed on beautifully from our jubilee party last year...what's next?
- We have worked with a behaviour consultant to update our behaviour policy in light of the changing needs of our pupils. As such, we have re-invigorated our class rules in line with our values and looked again at how we support children when they find nursery life a little overwhelming by looking for ways to keep them safe whilst fully respecting their individual choices.



# Behaviour and Attitudes



- Ronald Tree Nursery is a happy, safe space in which our children learn and grow.. The children love coming to school. They build close relationships with their key worker and other members of staff, which starts even before they join us with stay and play sessions and home visits. Our curriculum allows us to place high importance on developing the personal and social skills of our pupils as part of the foundation for future life.
- When children enter the Nursery at whatever age, many of them find it difficult to share resources and interact effectively with others. Staff spend a great deal of time encouraging positive interactions with strategies such as support, role modelling and direct teaching through use of, for example, puppets and stories.
- Over the last academic year, we have seen a rise in the more complex needs of our children and have responded to this by increasing the training of our staff, employing new staff to increase ratios and by working with other professionals to offer guidance and support.
- Pupils are supported to take pride in themselves through positive language, specific praise and encouragement to keep trying until they achieve what they set out to do. Risk taking and collaborative play is actively encouraged to build resilience, commitment. and pride.
- We follow regular routines to enable pupils to feel secure and 'at home' while with us.
- We have introduced a more thorough behaviour log to evaluate specific challenging behaviours and track possible causes and identify ways to de-escalate these events.
- **Attendance** is not compulsory for Nursery aged children. However, attendance is good at Ronald Tree. For those few families that do not attend regularly, we call and speak to them in person and encourage them to return their child to school, listening carefully to their needs and supporting where we can. We have adjusted hours to suit changing family need, provided work ideas at home for those who cannot attend and called to collect children when parents are unable to bring them in themselves.
- We do not exclude our pupils here at Ronald tree.



# Leadership and Management



- We are a small, passionate team at Ronald Tree. As such, we work as collaboratively as possible to create our vision and ensure it lives and breathes every day. Staff met together to name our values and talk through why they are important for our children and how we realise them in our setting. Each week we have a team planning meeting, led by the nursery teacher to share observations and plan the week ahead. Each fortnight a staff meeting is held after school to train staff on current pedagogical thinking and focus on areas highlighted in the school development plan.
- Each week, the SMT meet to plan future events and discuss any matters arising within the setting. The team is made up of a representative from the office, the teddy bears room, the nursery teacher and the head. In this way, all areas of the setting can be represented.
- The head teacher is also the SENCO, after completing accreditation in 2022, the DSL, and the DT. As such, she engages regularly with other professionals and local services, such as the social care team, family support workers from local primary schools, the SEND support service, the health visitor team and the Northants Children's trust.. The head also works closely with other Early Years providers,. She is one of the founding members of the Northamptonshire Early Years Partnership(NEYP) who work with the local authorities to provide training to other settings in Northants and is on the Virtual School panel for North and West Northants to represent the voice of Early Years. Every day, the head welcomes families on the school gates and is proud to know the name of every child in the school! Despite these roles being held by the head, Ronald Tree works most effectively by creating teams; the SEND team, the office team and the safeguarding team, to ensure support, shared understanding and collaboration in all these essential components of school life.
- This year we appointed 2 well-being leads from the staff. They created a well-being policy and shared with governors before it was approved. The consideration of work-life balance is taken very seriously. Every effort is made to ensure staff are happy at work: adjusting hours for appointments, cover for staff counselling sessions, offering exercise classes after school, offering a day off for well-being Working from home sessions are given at intense times – such as end of year report writing and data snapshot input. Our October training day was out and about to work on team-building and the recognition of play!
- Our Governors are supportive but challenge us and have a clear understanding of what the school need to do to improve further. Each governor has a specific area of responsibility and works closely with the school team to understand, challenge and articulate appropriately.





## Ofsted Grade Descriptors for 'good'



### Safeguarding

- The school has a culture of safeguarding that supports effective arrangements to:
  - Identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation
  - Help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help, and manage safe recruitment and allegations about adults who may be a risk to pupils.

# Leadership and Management

## Safeguarding focus

Safeguarding remains a strength of the school. Our safeguarding team meet once a week.

We work with many agencies to support the families in our care.

The staff team all receive safeguarding updates throughout the academic year and know how to report any concerns. This procedure is followed well.

Regular H&S walks are carried out with the head & SBM and reported to Governors

We had an external safeguarding audit this year. It was very thorough and included meetings with parents, staff, the safeguarding governor and designated safeguarding lead. We have acted on the recommendations;

- recruiting and training an additional deputy safeguarding lead
- working with a behaviour consultant to update our behaviour policy
- improving our recording of challenging behaviours in school in order to track whether any incidents were prompted by prejudice.

We made the decision to recruit a family support worker who will take up post in September 2023.

# The Quality of Education

## Ofsted Grade Descriptors for 'good' – using statements from Early Years



### Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
- The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.
- There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.
- The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of reception.
- The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

### Implementation

- Children benefit from meaningful learning across the curriculum.
- Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.
- Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.
- Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.
- Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.
- Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.
- The curriculum and care practices promote and support children's emotional security and development of their character. Staff teach children the language of feelings, helping them to appropriately develop their emotional literacy (see pages 8 to 9 of the 'Statutory framework for the early years foundation stage', which set out the personal, social and emotional development (PSED) area of learning). Leaders and staff are particularly attentive to the youngest children's needs.
- Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.
- Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

### Impact

- Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Children are ready for the next stage of education, especially year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of reception, children achieve well, particularly those children with lower starting points.
- By the end of reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.
- Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the 7 areas of learning.
- Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.
- Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.



# Personal Development

## Ofsted Grade Descriptors for 'good'

- The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and **of the protected characteristics**.
  - The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.





# Behaviour and Attitudes

## Ofsted Grade Descriptors for 'good'

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see [statutory guidance on school exclusion](#)).
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.





# Leadership and Management

## Ofsted Grade Descriptors for 'good'

- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.
- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
  - Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the Prevent duty and safeguarding





Thank you

