

School Self-Evaluation – 2021/22

About Our School			
General Information			
Name of School	Cleves Academy	Headteacher	Chris Hodges
DfE Number	9365221	Website	www.cleves.co.uk
School Type	Junior – Academy	Email Address	Info@cleves.co.uk
Local Authority	Surrey	Telephone Number	01932 224 300
Address	Cleves School, Oatlands Avenue, Weybridge, Surrey, KT13 9TS		

Contextual Details											
	Boys	Girls	Pupil Premium	FSM	SEND Support	SEND EHCP	SEND Total	SEND & Pupil Premium	EAL	LAC	Total
Y3	93	87	19	19	19	3	22	3	26	0	180
Y4	85	94	22	16	14	2	16	6	16	0	179
Y5	82	97	14	6	16	4	20	1	15	0	179
Y6	85	93	15	4	23	5	28	6	13	0	178
TOTAL	349	373	70	45	72	14	86	16	71	0	716

Attendance				
	Authorised	Unauthorised	Cleves	National
2020/21	2.55%	0.6%	96.64%	TBC
2019/20	2.64%	0.74%	96.89%	94.6%
2018/19	2.55%	0.73%	96.71%	96.1%
2017/18	2.72%	0.7%	96.58%	95.8%

Strategic Aims	The Vision of Our School
<ol style="list-style-type: none"> 1) We shall maintain our high academic standards; add to our broad and balanced education provision, and further personalise our teaching so that every one of our children is helped to achieve their full potential. In particular we shall find the most advanced IT options to support teaching and learning; and we shall ensure our staff's professional development is directed at excellence and innovation. 2) We shall identify further ways to establish and develop Cleves' position in the local community. 3) We shall give priority to identifying and addressing mental health issues and the causes of these; and we shall expand our support for pupils' and staff's well-being. 4) We shall review and enhance our support to disadvantaged and/or vulnerable children so that we not only "close the gap" educationally, but also give these children a head start in all aspects of their education and development. 	<p>Our vision is that all pupils leave Cleves inspired and equipped with the skills, knowledge and emotional well-being they need to take on the challenges of a changing and ever more competitive world.</p>
Our Learning Behaviours	Our Values
<p>In order to prepare children as learners, we focus on the development of four learning behaviours and encourage our pupils to be:</p> <ul style="list-style-type: none"> • Resilient • Reflective • Responsible • Collaborative 	<p>To accompany these learning behaviours, we focus on what we consider five fundamental values which are taught and encouraged in all aspects of school life. They link closely to British Values and also form an integral part of the school ethos. These are:</p> <ul style="list-style-type: none"> • Respect • High Aspirations • Kindness • Perseverance • Inclusiveness

CLEVES SCHOOL		SEPTEMBER 2021	
SECTIONS	SUMMARY EVALUATION		
1	AREAS FOR WHOLE SCHOOL DEVELOPMENT	1. To fully embed and assess the impact of our new curriculum offer and continue to re plan and develop RSE. To develop knowledge planners for all subjects and child friendly versions to keep alongside pupil work.	
		2. To continue our training program for new staff in the delivery of mathematics with a particular emphasis of raising attainment at an earlier stage. Support staff with the reintroduction of maths ability groups and introduce a single plan approach.	
		3. To complete the training for 'Sounds Write' scheme across lower school and to then introduce the practice to Years 5 and 6.	
		4. To introduce and train all staff into our new record keeping system – INSIGHT.	
		5. To review our existing strategic aims and reset them for the next 3-5 years.	
		6. To continue to manage COVID and review our risk assessment accordingly.	
		7. To continue our COVID catch up programs with our in-school interventions, after school boosters and access to the NTP to boost identified individuals who have not made expected progress. For each year group to use prior data and question level analysis to identify key learning gaps and re-plan accordingly.	
2	PROGRESS IN PREVIOUS INSPECTION/ ANNUAL SIP REPORTS KEY ISSUES	Progress	Areas for Development
		Significant curriculum developments introduced through 2018 to 2020 with all foundation subjects re-planned to ensure skills progression, clear knowledge content and deeper learning.	Support our foundation subject coordinators with subject leadership and monitoring.
3	QUALITY OF EDUCATION	Strengths	1
		Attainment consistently above average over time. 2019 results continue to show outcomes in all areas are above other similar schools (ref. Arbor 2019) and above national average in all areas.	To ensure pupils attainment has recovered and they are at least back on their previous trajectory.
		Despite the disruptions caused by COVID, pupils continue to make good progress based on KS1 entry data and we have lower numbers working below expected and more above expected as they journey through the school.	To increase the percentage of pupils working at greater depth in reading, writing and maths across all year groups.
		IMPACT: Attainment is high across the school and pupils make excellent progress based on their starting points	For every pupil premium child to be offered tuition through NTP and all other pupils who have not made expected progress, to be offered at least one booster of intervention.
			To ensure new staff embrace our well-defined approach to maths through continued support by consultant as we return to a form of ability grouping.
	To closely monitor our new reading approach.		
	Broad and balanced skills-based curriculum incorporating a wide range of opportunities. This has been further improved with knowledge planners for each topic and now has key high dividend concepts that we return to in every topic. (i.e. climate change in geography)	Continuous whole school monitoring required to closely track the impact of our new planning, in particular the foundation subjects. Take pupil voice on a termly basis to inform any adjustments.	
	IMPACT: Pupils leave Cleves inspired and equipped with the skills, knowledge and emotional well-being they need to take on the challenges of a changing and ever more competitive world. PASS Survey demonstrates that attitudes to learning are extremely high		
	Home learning offer was continually reviewed and adapted to ensure the best possible experience and outcomes. In additional to those identified by the DfE, SEND and Pupil Premium children were invited in during the lockdown. LSAs supported pupils' learning at home through calls and direct 1:1 teaching.	Increased provision and better resources for disadvantaged pupils to accelerate progress with the offer of after school funded club for all, new Chromebook on entry and NTP	

				<p>IMPACT: Progress and attainment during the pandemic has remained strong</p> <p>High quality school environment and a vast array of extra-curricular opportunities, trips and visits. Sport offer is exceptional. 625 represented the school year 18/19. School takes a local lead in sports provision and CPD.</p> <p>IMPACT: High levels of participation, the wider curriculum is valued and celebrated. Pupils understand the importance of healthy lifestyles. Pupils targeted and equal participation from boys and girls.</p>	<p>These numbers have obviously been interrupted by COVID in 2020/21. Although we returned to some competitions, festivals and activity in summer 2021 this was limited. Therefore, this year we aim to return to pre-pandemic levels of participation in clubs, sport and music.</p>
				<p>IT provision across the whole school, management and curriculum systems is of high quality.</p> <p>IMPACT: Pupils leave Cleves with excellent IT skills as well as knowing how to behave online and the importance of Internet Safety. Pupils know what to do when feeling unsafe online</p>	
				<p>Pupil Voice is a strong component of school life and improvement.</p> <p>IMPACT: Pupils care and take pride in their school. Attendance levels are high and attainment and progress is both excellent.</p>	
	4	BEHAVIOUR AND ATTITUDES	Strengths	1	Areas for Development
5		<p>Behaviour of children is exemplary and learning attitudes are outstanding – pupils keen, motivated and committed to learning, following our Cleves learning behaviours.</p> <p>IMPACT: Pupils feel safe, incidences of bullying/poor behaviour are low and are quickly dealt with. This contributes towards excellent outcomes in all areas.</p>		<p>To fully embed the new values and ensure parents are aware of our new expectations for each year group.</p>	
		<p>Pupils participate in many different roles, supporting the school and its' values – house captains, mentors, associate governors, sports crew, peer mediators.</p> <p>IMPACT: Pupils take an active and varied role in school life and take pride in being part of the school community. Pupils enjoy coming to school; attendance is high.</p>		<p>To use study and employ information from the PASS survey with regards pupil attitudes.</p>	
		<p>Attendance is 97% and has been consistently above national average for the past four years. Racist incidents - 0 for the last 3 years. Exclusions – 1 over the last 3 years. Significant behaviour incidents – 0 over the last 3 years.</p> <p>IMPACT: Instances of low level behaviour are rare. Pupils enjoy coming to school and make excellent progress in all curriculum areas</p>		<p>To offer increased personalized support for those pupils who are identified as vulnerable.</p>	
	PERSONAL DEVELOPMENT	Strengths	1	Areas for Development	
		<p>Pupils are well cared for by the school. All and any concerns are logged on a comprehensive pastoral record and reviewed by team on a regular basis with outcomes for each case recorded.</p>		<p>To consult with staff around COVID measures and safety. Both monitor and support well-being.</p>	

		<p>IMPACT: Pupils feel safe and are well supported. Information sharing between staff is excellent leading to key barriers to learning being overcome.</p>	Introduce level 2 and level 3 vulnerable register and Surrey's new early help audit.	
		<p>Well-being to remain a whole school priority – both staff and pupils with action plan updated and new provision considered such as mindfulness course and pet therapy.</p> <p>IMPACT: Key strategic aim. Range of interventions and support in place. Pupils are well supported, feel safe and key barriers to learning are overcome.</p>	Further develop well-being agenda and package of support for staff and pupils	
		<p>Trustees fully focused on well-being and personal development offering support and close monitoring.</p> <p>IMPACT: SLT are well supported and challenged. Well being is a high priority on all levels.</p>	Introduce regular opportunities for conferencing and appoint a mentor to support and work with our most vulnerable pupils.	
		<p>Our revised curriculum offers wide ranging opportunity and activity with a curriculum guarantee, the Cleves Active Award and the opportunity to meet a range of professional and inspirational people.</p> <p>IMPACT: All pupils receive the same curriculum experience at Cleves – strong sense of equity for all. The curriculum is not narrowed in any year group and is truly broad and balanced - leading to high outcomes in all areas.</p>	Training the lunch staff to feel more confident in supporting children and intervening as required.	
6	LEADERSHIP/ MANAGEMENT	Strengths	1	Areas for Development
		<p>Trustees actively support the development of the school and work to improve the outcomes for children.</p> <p>IMPACT: SLT are well supported and challenged by a highly skilled and experienced board of Trustees</p>		To review our existing strategic aims and reset them for the next 3-5 years.
		<p>A range of support and partnership work with other local schools delivering positive impact.</p> <p>IMPACT: Leadership and development opportunities for middle leaders and staff. Staff retention is therefore high.</p>		To continue to identify opportunities for staff development through school to school support.
		<p>Experienced and effective senior leadership team with opportunities for distributed leadership</p> <p>IMPACT: School development plan is ambitious and clearly sets out the direction of the school. Leaders are quick to identify weaknesses/problem areas. Clear structures and systems are in place to ensure all strong practice is embedded.</p>		Provide support for our foundation coordinators. To monitor the delivery of our new and revised curriculum.
		<p>COVID risk assessment and management was taken collaboratively with all stakeholders and took note of staff concern.</p> <p>IMPACT: All stakeholders responded positively to end of year questionnaire. Pupils felt safe at school, staff and parents responded positively to the protocols in place.</p>		<p>Ensuring continuous and transparent communication with all stakeholder regarding COVID</p> <p>Continue to effectively manage COVID issues and risk assessments</p>
7	OVERALL EFFECTIVENESS			1

Learning at Cleves Academy

Cleves Academy is truly committed to a broad, balanced and stimulating curriculum that's maintained throughout KS2 including in Year 6.

At Cleves, Literacy lessons take place daily and throughout their time at the school, pupils are taught a range of genres and styles of writing. At the beginning of each unit, children are shown their learning journey and what the outcome of that unit will be, to bring meaning to their lessons. Each unit lasts between 1-3 weeks, resulting in pupils producing a 'hot task', in which they incorporate all that they have learnt. We have an emphasis on retrieval skills to embed the knowledge based curriculum. Finished work is written up into a Special Writing book with additional creative outcomes such as use of the iPads or drama, for example. Reading, punctuation and grammar are all taught discretely but are all linked back into the main literacy lessons. Throughout last year, we ran a trial using a whole class reading approach developed in conjunction with literacy consultant Lindsey Picton. The trial team grew over the year until, by July 2021, staff in every year group were attempting the new approach. Following strong evidence, we made the decision to adopt this as a whole school practise from September 2021. Whole class reading will take place three times a week. Vocabulary work will now be embedded into it rather than a stand-alone ability based focused groups will compliment the practise to ensure children are heard to read at an appropriate level and are stretched.

The maths provision at Cleves follows the National Curriculum 2014 such that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- daily lessons start with a retrieval session which will typically include a question from the previous week, month and term.

Using small steps of instruction, based on the resources from White Rose Maths, we use concrete and visual resources to ensure a deep understanding of concepts for all children. We focus on developing mental strategies such that children have a deep understanding of number and calculation which they can apply to increasingly complex problems.

We also use technology to enhance our maths provision including use of iPads for filming children's explanations, web-based maths games and Kahoot quizzes.

From the start of March 2020 and the start of the pandemic, maths sets have not been possible so we adopted whole class teaching with best practise guidance shared to all staff. We intend to return to a less hierarchical form of maths grouping where all pupils will receive the same key teaching content and age related objectives but at a pace and challenge level suited to their ability level.

The Science curriculum at Cleves follows the National Curriculum 2014 and aims that pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
- retrieval is also used in science to ensure pupils are retaining key knowledge. Regular repetition of key facts and information helps pupils retain this knowledge more effectively.

Our science curriculum consists of a sequence of knowledge and concepts in biology, chemistry and physics and aims to ensure secure understanding at each stage in order to progress to the next. Pupils are taught to describe processes and key characteristics in common language, as well as technical terminology, accurately and precisely. The science curriculum is also designed such that children progress in 'Working scientifically'. They learn to use a variety of approaches to answer relevant scientific questions, including: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils also seek answers to questions through collecting, analysing and presenting data.

At Cleves, we believe in developing students that are confident using a wide range of IT platforms and software. In addition to the use of IT across all subjects in the curriculum, we believe that computing itself is a vitally important concept. One hour per week is specifically timetabled for the allocation of delivering the computing curriculum which builds vital skills and confidence in the students. The curriculum we provide ensures that students develop a deep understanding of in a range of computing aspects. The curriculum builds on skills and knowledge learned in previous years and ensures that students are challenged in exciting and innovative ways.

- Digital Citizenship, which is at the core of all we do, ensures that students have a clear awareness of the issues faced when using new technologies and how to best protect themselves from negative experiences.
- Coding and programming are presented using a number of platforms and touches on different coding languages. This includes Scratch/hour of code (website) and Lego. Finally, this culminates in the use of Lego Mindstorms in year 6 where students develop a real deep understanding of coding/programming language.
- Computing skills looks at the fundamentals of using both the Google and Microsoft programmes including highlighting the similarities/differences of each.
- Music/Animation - students are challenged to be more creative using current apps to develop musical and animated projects.

Foundation subjects

We have endeavoured to create a history curriculum that will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. They will have an understanding of the history of Britain from early times to the 20th Century and how Britain has influenced and been influenced by the wider world.

We have identified a chronological narrative using concepts and themes that link learning together to help children make sense of what they learn both in History and across the curriculum. Each unit will build on the last and look to the next in a progression of knowledge and historical skills. This is to ensure that pupils retain and can retrieve prior knowledge and understanding. Aspects of world history will be linked to contemporaneous aspects of the history of Britain. Through historical study, children will understand historical concepts such as continuity and change, cause and impact, they will pose historically-valid questions and create their own structured accounts and analyses. They will understand how evidence is used rigorously to make historical claims and how contrasting arguments and interpretations of the past have been constructed.

Our Geography curriculum has been designed to inspire pupils to be curious about their world and its people. It is underpinned by the desire to develop an understanding of the global environmental issues that face us and how we can address the climate emergency. The curriculum will equip children with the knowledge of diverse places and peoples, natural and human environments and a deep understanding of the Earth's key physical and human processes as well as how Earth's features are shaped, interconnected and changed over time. Studies will be divided into 5 broad areas: study of the UK (Year 3), rainforests (Year 3), rivers (Year 4), mountains (Year 5) and oceans (Year 6). Each of these will explore geographic regions and their identifying human and physical characteristics. Comparisons between diverse regions and populations and links to relevant environmental issues will be made as appropriate (e.g. deforestation, pollution, flooding, global warming, biodiversity). Study of the local area will include a detailed study of the River Thames, how the local area has changed over time and local effects of rising sea levels. Ocean studies will focus on the effect of warming oceans, rising sea levels, ocean plastics and other environmental issues.

Geographical skills will be progressive and include the use of maps, globes and digital/computer mapping. Children will understand how to use a compass, four and six-figure grid references and Ordnance Survey maps. Fieldwork will be used to observe the local area using a range of methods.

In history, geography and science we will draw out high dividend concepts which are the important ideas that run throughout our modules. In geography themes of climate, environment, society, human activity, resources, biodiversity, economy, adaption/change are identified and in history, concepts such as 'monarchy' 'dictatorship' 'democracy' for example are explicitly drawn out.

Retrieval is once again used in these subjects to ensure pupils are retaining key knowledge. Regular repetition of key facts and information helps pupils retain this knowledge more effectively.

This is complimented by a passion and commitment for sport and pupil well-being which is enhanced with substantial extra-curricular opportunities for children of all backgrounds and abilities. Lower school, we use the REAL PE approach which focuses on key skills as opposed to specifically named sports. This encourages pupils and teachers to focus on the skills rather than their preferred sport and removes any bias or even gender stereotyping. Then in the upper school, this is developed into a broad range of popular sports and invasion games where pupils can apply the skills learnt in the lower school whilst also developing tactical awareness for a particular sport. At Cleves, we lead on a local sports partnership (WWHSP) which provides all our children with an opportunity to represent the school in sport.

Music is another real strength in the school, not only through the taught curriculum but as part of our extra curricular provision. All our pupils are encouraged to develop a love and appreciation of music through a practical based approach to the curriculum. We have recently been awarded the Music Mark which recognises the provision and opportunity in place.

All pupils experience music as an exciting and interesting part of the curriculum that continues throughout the school year. We try to build up pupils' confidence so that they leave with a wealth of experience and enjoyment from a wide musical background.

In addition to practical instrumental work, pupils are able to experience music making through the use of ICT. From Year 3 they are taught to create sounds through using a variety of instruments including handbells and to compose their own basic rhythms and melodies. Year 4 experience music through the medium of ukuleles and by the end of one term they will have experienced chords, strumming patterns and have played fun engaging songs which they sing and play at the same time. Year 5 experience handbells and learn what it is like to be part of a musical team. They also gain a basic understanding on how to read musical notation putting them in a great position should they wish to take up a musical instrument outside of school. Year 6 continue to develop their music skills and get a chance to compose their own music using iPads and the Garage Band app. They also get to play the djembe drum linking in really well with their Africa topic and their visit to see The Lion King in The West End.

All children at Cleves get a chance to perform in assemblies, services and concerts and we encourage all children to get actively involved and gain the confidence one might get from having an audience applaud them for being fantastic. As well as the school events there are several opportunities for children to perform outside of school and you can find out more about this below in the musical groups section.

We have recently adopted a new scheme and approach to the teaching of PSHE and SRE which maps out increased content, delivered across weekly lessons.

Through last year, despite the pandemic, curriculum development work continued. All subject leaders reviewed the 3Is statements which are summarised in a document, shared with trustees and our website statements have been updated accordingly. The 3Is document is available to parents. Every subject leader was linked to a trustee for a subject update meeting. Trustees submitted reports following the activity.

SATs Results						
	% achieved expected standard 2017		% achieved expected standard 2018		% achieved expected standard 2019	
	Cleves	National	Cleves	National	Cleves	National
Reading	95%	71%	93%	75%	89%	73%
SPAG	98%	77%	95%	78%	97%	78%
Writing	96%	76%	90%	78%	92%	78%
Maths	91%	75%	92%	76%	96%	79%
RWM Combined	89%	61%	86%	64%	83%	65%

	Average scaled score 2017		Average scaled score 2018		Average scaled score 2019	
	Cleves	National	Cleves	National	Cleves	National
Reading	110	104	109	105	108	104
SPAG	110.8	106	111	106	112	106
Maths	107.4	104	108	104	108	105

	Value added progress score 2017		Value added progress score 2018		Value added progress score 2019	
	Cleves	National	Cleves	National	Cleves	National
Reading	3.3	0	1.9	0		
Writing	1.3	0	0.3	0		
Maths	1.1	0	1.2	0		

SATs Comparison									
	2017			2018			2019		
	Cleves	National	Average outstanding schools	Cleves	National	Average outstanding schools	Cleves	National	Average similar schools
Achieving expected standard RWM	89.2%	61%	65%	85.9%	64%	67%	83.8%	64.8%	
Expected standard reading	95.3%	71.4%	74.9%	93.3%	75.2%	75.7%	88.8%	73.1%	78.8%
Expected standard writing	95.9%	76.3%	76.9%	88.6%	78.2%	77%	92.2%	78.4%	83.7%
Expected standard maths	91.2%	74.8%	77.7%	91.9%	75.5%	75.5%	95.5%	78.6%	83.5%
Expected standard SPaG	98%	76.9%	73.2%	94.6%	77.6%	76.7%	96.6%	78.0%	82.0%
Higher standard RWM	15.5%	8.6%	11.3%	23.5%	9.9%	13.2%	17.9%	10.5%	
Higher standard reading	50%	24.5%	29.5%	54.4%	28.1%	33%	44.1%	27.0%	32.5%
Greater depth writing	29.1%	17.7%	21.4%	32.2%	19.8%	23.8%	27.4%	20.1%	24.3%
Higher standard maths	37.2%	22.6%	27.2%	42.3%	23.6%	28%	38.5%	26.6%	30.6%
Higher standard SPaG	58.1%	35.6%	30.9%	61.7%	34.4%	38.9%	64.2%	35.7%	39.5%
Average scaled score reading	110	104.1	105.7	109.3	105.1	106.6	108.1	104.4	105.7
Average scaled score maths	107.4	104.2	105.5	108.1	104.4	105.7	108.2	105.1	105.9
Average scaled score SPAG	110.8	106	107.2	111.1	106.2	107.6	111.6	106.3	107.1
Overall progress reading	3.3	0.0	0.9	1.90	0.03	0.53	1.46	0.03	-0.31
Overall progress writing	1.3	0.0	0.4	0.26	0.03	0.14	0.29	0.03	-0.39
Overall progress maths	1.1	0.0	0.8	1.17	0.03	0.35	1.18	0.03	-0.53

Internal Data Attainment - Summer 2021										
		Reading			Writing			Maths		
		Working below	Working at	Working above	Working below	Working at	Working above	Working below	Working at	Working above
Year 3 2020 Cohort	KS1	32%	52%	16%	42%	50%	8%	31%	53%	16%
	Sum 21	27%	44%	28%	36%	42%	22%	28%	48%	24%
Year 4 2019 Cohort	KS1	21%	33%	39%	28%	53%	11%	15%	49%	28%
	Sum 21	18%	37%	45%	28%	48%	24%	15%	47%	38%
Year 5 2018 Cohort	KS1	17%	34%	41%	29%	50%	13%	16%	49%	26%
	Sum 21	17%	38%	44%	25%	54%	22%	15%	46%	38%
Year 6 2017 Cohort	KS1	19%	29%	39%	28%	39%	19%	22%	48%	17%
	Sum 21	13%	38%	48%	16%	44%	39%	17%	43%	39%

Commentary

Chart 1 shows the last reliable end of year teacher assessments prior to COVID to show previous outcomes. Chart 2 shows the cohorts attainment level on entry and then their summer 21 end of year assessment following the second year of COVID.

The following comments are not cohort specific but headline observations

- Summer 2021 % of children working below in reading, writing or maths is very close to previous % working below before COVID (e.g. reading 2019 - 22% below, reading 2021 - 27% below). This indicates that overall outcomes are typical and comparable despite the impact and disruption of 18 months of COVID.
- The only year group where the number of children working below is higher is Year 6 where we had reading 13%, writing 16% and maths 17% working below expected compared to 2019 with 8%, 7% and 10% respectively. Although more children appear to be working below, firstly the Year 6 summer 2021 cohort had a known high level of SEND regularly reported to committee and admittedly had less of a focus on SATs prep which would naturally would have been designed to boost reading, writing and maths as high as possible. Since we agreed with trustees, staff and pupil wellbeing was a priority in the academic year 2020/21, we maintained a fuller and broader curriculum to ensure pupils are enjoying school and not under SATs like pressure to achieve. Nonetheless the increase in the number of children working below is not a significant percentage.
- If we compare summer 19 to summer 21 outcomes we can see fewer children are working above expected (eg year 3 reading 2019 41% vs summer 2021 28%, year 4 reading summer 2019 51% vs summer 2021 45%) As previously reported low and mid prior attainers have continued to achieve well despite the difficulties but less mid prior attainers have made accelerated progress and pushed into the working above band (they have however made expected progress - refer to progress charts and have not fallen behind) Despite not converting as many mid prior attainers to working above expected, in all year groups and in all subjects there are now more children working above than on entry in KS1 (eg year 3 cohort reading 16% working above vs summer 2021 28%)
- Reference to chart 2, when we look at % of children working below, in all subjects and in all year groups there are now less children working below than on entry. (e.g. year 3 reading KS1 32% working below vs year 3 summer 27% working below)
- In summary our headline figures are positive and worth noting. Despite lockdown and significant limitations attainment levels remain extremely strong and even over the pandemic period we have successfully ensured that less children are working below expected based on their entry point and more children are working above expected based on their entry point.

DETAILED ANALYSIS - YEAR 3 READING

- Higher number of boys vs girls are reading below the expected level (33% vs 21%) **ACTION - targeted boys reading groups using material that they have selected in new year 4.**
- Only 11% of pupils didn't make expected progress and 26% made better than expected progress
- **ACTION - with 32% of PPG children not making expected progress, identify each child and ensure that each child has reading support provision in some form. (this is 6 pupils)**
- **ACTION - with 53% of pupils with SEND not making expected progress, identify each child and ensure they have 1:1 reading support or catch up reading support (this is 10 pupils)**
- These are small numbers of children to target and track closely with a review of progress planned for the half term point.

DETAILED ANALYSIS - YEAR 3 WRITING

- Only 7% of pupils did not make expected progress

- There is no significant difference between boys and girls progress
- **ACTION - 21% (4 pupils) of PPG pupils did not make expected progress. Identify and ensure that all are in a writing booster group and/or after school interventions**
- **ACTION - 26% of pupils with SEND did not make expected progress (5 pupils). Identify these pupils and ensure they are in a writing booster (are likely to be the same pupils with SEND)**

DETAILED ANALYSIS - YEAR 3 MATHS

- 16% of pupils did not make expected progress. **ACTION - identify these pupils but particularly if a majority come from a prior attainment category. Significantly more boys did not make expected progress which suggests there is a gender difference across the subjects. A maths after school or intervention booster might be required.**
- 68% of pupils with SEND did not make expected progress. **ACTION - identify and ensure they are all in a booster or intervention. Also, contrast this with other year groups and consider whether whole class maths rather than setting has had a negative impact on progress.**

DETAILED ANALYSIS - YEAR 4 READING

- Only 10% of pupils did not make expected progress. 16% in fact made better than expected progress. 38% of low prior attainers made better than expected progress.
- No significant difference between boys and girls
- Significant majority of PPG children did make at least expected progress. 18% (4 pupils) did not. **ACTION - identify these 4 pupils and ensure they have reading support or intervention.**
- 35% of pupils with SEND did not make expected progress which is 6 pupils. (some may also be PPG mentioned above) **ACTION - identify 6 pupils and ensure they have reading support or intervention**

DETAILED ANALYSIS - YEAR 4 WRITING

- Only 8% of pupils did not make expected progress. 21% made better than expected progress. Low prior pupils 26% made better than expected progress demonstrating the impact of the interventions that we were able to run when in school.
- 23% of PPG pupils did not make expected progress, which is 4 pupils. **ACTION - identify and ensure they are in a booster or intervention.**
- 59% of pupils with SEND did not make expected progress. This is therefore a key priority. **ACTION - establish a writing booster group and look at additional adult support in daily literacy sessions.** Consider drawing these pupils together during literacy to better target them.

DETAILED ANALYSIS - YEAR 4 MATHS

- Only 7% of pupils did make expected progress
- PPG 18% (4 pupils) not making expected progress. **ACTION - identify these pupils and ensure they attend an intervention - thirdspace learning for example.**
- 29% of pupils with SEND did not make expected progress. **ACTION - identify pupils and ensure they are in a booster or intervention (thirdspace learning)**

DETAILED ANALYSIS - YEAR 5 READING

- Only 9% did not make expected progress.
- 19% of PPG (3 pupils) did not make expected progress. **ACTION - identify and ensure all are in an intervention or booster**
- 14% of SEND pupils did not make expected progress, however 27% of the group made better than expected progress. **ACTION - identify and ensure all are in an intervention or booster**

DETAILED ANALYSIS - YEAR 5 WRITING

- Only 4% of pupils did not make expected progress with 28% making better than expected progress.
- Results across all subgroups are strong.

DETAILED ANALYSIS - YEAR 5 MATHS

- 11% of pupils did not make expected progress.
- PPG children, 31% made better than expected progress. Only 2 pupils did not make expected progress.
- Pupils with SEND 27% of pupils did not make expected progress (6 pupils). **ACTION - identify and ensure all are in an intervention or booster**
- 52% of low prior attainers have made better than expected progress

DETAILED ANALYSIS - YEAR 6 READING

- 10% of pupils did not make expected progress. However 28% made better than expected progress
- 59% of low prior attainers made better than expected progress
- 24% of SEND pupils (7 pupils) did not make expected progress.

DETAILED ANALYSIS - YEAR 6 WRITING

- 7% of pupils did not make expected progress but 40% made better than expected progress.
- Pupils with SEND - 34% did not make expected progress however this includes pupils entered school on P scales with complex needs

DETAILED ANALYSIS - YEAR 6 MATHS

- 10% of pupils did not make expected progress. 33% of SEND support, 27% of low prior attainers (mostly the same children) did not make expected progress suggesting that not running our usual small maths groups for the less able had a negative impact and needs to be re-implemented for year 6

SLT ACTIONS

- Share notes and bar data with phase leaders and year leaders.
- Phase leaders to scrutinise and identify priorities they want to monitor and support.
- Share these with Chris/Craig at a future date
- Prior and current year leader to meet to scrutinise data and create autumn term action plan. Refer to SLT notes above to direct activity. Year leaders to use the functionality within INSIGHT to identify the pupils that require support.
- Agree dates where each year leader presents to Chris/Craig and phase leaders around their thinking. Jess and Rebecca as literacy and maths coordinators to be involved to take a view on proposed actions.
- Class data sheets to be produced by Gemma Clarke so each class teacher has their data
- Leadership logs to be started up again to record activity.
- Class teacher action to be created and started ASAP
- Karen Lintin to have a days release to look at PPG data
- Share data with Jo for awareness and knowledge of the current picture.

Quality of Education

Overall judgement:	1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
	*			

Evidence & Sources	Judgements	Next steps																				
<p>Lesson observations RAISE and Arbor analysis Monitoring Log Learning Walks Book Samples Pupil Progress Meetings Appraisal INSIGHT Pupil Voice Staff, Parent and Pupil surveys</p> <p>Percentage of teachers at each grade:</p> <table border="1" style="margin-left: 20px; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>76%</td> <td>79%</td> <td>77%</td> <td>79%</td> </tr> <tr> <td>2+</td> <td>97%</td> <td>97%</td> <td>21%</td> <td>99%</td> </tr> <tr> <td>3</td> <td></td> <td>3%</td> <td>2%</td> <td>1%</td> </tr> </tbody> </table>		2017-18	2018-19	2019-20	2020-21	1	76%	79%	77%	79%	2+	97%	97%	21%	99%	3		3%	2%	1%	<ul style="list-style-type: none"> • Retrieval now embedded in maths teaching in order to ensure new skills are retained and now applied to other subjects eg pag, history/geog and science • Vocabulary sessions now embedded into whole class reading. • Prior to curriculum redesign reading and research was undertaken about teaching, learning, short term memory and long term memory. • Topics reviewed with knowledge content fully mapped out and emphasis on local study. • History and Geography fully replanned with consideration to important cultural capital that we feel all children should have. Music, Art, DT, MFL, PE, PSHE and RE all re-planned during 2019/20. Our new values have been identified on medium term plans where genuine links are evident. • Science content and assessment clearly mapped out with fuller more ambitious lessons and investigations making even greater use of our science lab. Clear progression now in place and adhered to. Typical misconceptions have now been identified on the plans. • Two INSET days spent establishing vision and understanding for the curriculum in 18/19 academic year. All staff involved in curriculum design. • Learning behaviours reviewed, made clearer and now hierarchical. Values reviewed with all stakeholders and altered. • Cleves Activity Award designed to encourage extra-curricular participation and new experiences – relaunched December 2020 • Cleves curriculum guarantee established to ensure broad, balanced and engaging curriculum over four years. • More emphasis on locality in our teaching. • Foundation coordinators heavily involved in all planning and redesign. • Local infant feeder schools and local secondary schools consulted about curriculum content to ensure we better fit in with what comes before and after. • Year 6 offer ensures broad curriculum with timetables adjusted half termly to ensure pupils that go to interventions do not always miss the same subject. • Teaching is outstanding with a consistently higher number of lessons judged to be at least good but a majority of lessons outstanding year on year. • Phase leaders and year leaders receive ½ a day a week release to support and monitor high standards. All staff are offered high quality support. • SLT regularly undertake paired observations to moderate judgements. • Members of the leadership and year leaders regularly model best practice • Outstanding learning skills embedded 	<p>Continue to develop expertise in teaching of maths with new staff.</p> <p>Introduction of the new ECT programme.</p> <p>Leadership team to visit other schools to seek best practice.</p> <p>Introduce assessment exemplars foundation subjects</p> <p>Introduction of the writing exemplar grid to aide moderation at the end of each unit. This will better inform record keeping on INSIGHT.</p> <p>Support staff to maintain records and feedback to teachers and parents</p> <p>To increase the percentage of pupils working at greater depth in all subjects across all year groups</p> <p>Continuous whole school monitoring required to closely track the impact of our new planning. Focus next on the other foundation subjects.</p> <p>Increased provision and better resources for disadvantaged pupils to accelerate progress.</p>
	2017-18	2018-19	2019-20	2020-21																		
1	76%	79%	77%	79%																		
2+	97%	97%	21%	99%																		
3		3%	2%	1%																		

Quality of Education

Overall judgement:	1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
	*			
Evidence & Sources	Judgements			Next steps
	<ul style="list-style-type: none"> • Skills and knowledge based curriculum develops cross-curricular links • Vast array of engaging opportunities to develop pupils' motivation and achievement, including innovative use of ICT. • Rigorous but supportive monitoring of the quality of teaching and learning, linked to appraisal and Ofsted criteria. • Quality of teaching and learning communicated to parents and the community through special weeks, open evenings and performances and school website • Staff meeting time for teachers to cascade information. • Introduced peer observation for all staff including support staff. • Video observation introduced for self-analysis • Pupil voice and quality of feedback and learning now included within formal observation. • More time allowed for pupils to respond to marking comments • Teachers carrying out own data analysis before pupil progress meetings • Introduced second chance teaching and used INSIGHT to identify gaps • Review target setting approach using INSIGHT • Specialist teaching rooms in place and used fully. Plans adapted. • Attainment is significantly above the national average again in reading, writing, maths and spelling, punctuation and grammar. In 2019 attainment was also higher than other similar schools in all areas. In writing, this was significantly above, demonstrating the impact on the whole school work on writing over the last three years. This teacher assessment judgement was moderated by Surrey and samples are now shared across other schools in the county. <p style="text-align: center;"><u>LAST SATS RESULTS</u></p> <p><u>READING</u> In 2019 - Reading 88.8% down by 4.5% on 2018, 15.7% above NA, 10% higher than similar schools, Only 2.1% below top quintile (4 pupils/180) 108.1 average scaled, 3.7 points above NA, 2.4 points above other similar schools, Only 0.3 below top quintile, Progress 1.46 with NA 0.03, Progress score 1.77 above other similar schools (-0.31), 44.1% achieved higher standard in reading, Higher standard 10% down on 2018, 17.1% higher than national, Still 11.6% higher than other similar schools, Three year trend on reading 92.5%</p>			<p>To embed the new approach to reading, carefully introducing a whole class guided reading approach</p> <p>To implement sounds write approach to teaching of spelling</p> <p>To introduce new comprehensive PSHE curriculum including SRE</p> <p>To share new knowledge planners for pupils' reference.</p> <p>To introduce new record keeping system – INSIGHT. Make sure staff are fully trained and confident.</p> <p>To return to maths grouping in years 4, 5 and 6 using a single weekly plan</p>

Quality of Education

Overall judgement:	1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
	*			
Evidence & Sources	Judgements			Next steps
	<p>In 2018 93.3% of pupils achieved the expected standard which is 18% above the national average and 17.6% above other outstanding schools (Arbor). Average scaled score 109.3 which was 9.8 higher than Surrey, 4.2% above national and 2.7% above outstanding schools. Progress, Cleves 1.9 which was 1.55 above Surrey, 1.87 above national and 1.37 above other outstanding schools. At the higher level, 54.4% at Cleves which was 26.3% above national and 21.4% above other outstanding.</p> <p>In 2017, reading outcomes 95.3% vs 71.4% national - therefore 23.9% above. 20.4% above the average for outstanding schools.</p> <p><u>WRITING</u></p> <p>In 2019 Writing 92.2 % up from 2017 which was 88%, 13.8 % above NA this year, 8.5% higher than similar schools, Three year trend 92.2%, Within top quintile, Progress score 0.29, 0.68 above other similar schools, 0.26 above NA, Greater depth 27.4%, 3.4% higher than other similar schools, 7.3% higher than NA</p> <p>In 2018, 89% of pupils achieved the expected standard which is 10.4% above the national average and 11.6% above other outstanding schools (Arbor). Progress was 0.73 at Cleves which was 0.26 above Surrey and 0.23 above national and 0.12 above other outstanding schools (Arbor). For greater depth, 32.2% at Cleves which was 12.4% above national and 8.4% above other outstanding schools. To improve writing outcomes further, we provided a specialist highly experienced literacy teacher to Year 6 in order to maintain and further improve these high standards</p> <p>In 2017, attainment at 95.5% school was 19.6% above national (76.3%) and 19% above outstanding schools average.</p> <p><u>MATHS</u></p> <p>In 2019 Maths Up for second year in a row to 95.5%, 16.9% above NA, 12% higher than other similar schools, 1.5% higher than top quintile, Scaled score 108.2, 3.1 points above national, 2.3 points above other similar schools, Progress 1.18 and highest over last three years, Progress 1.71 above other similar schools, 1.15 above NA, Three year trend 92.9 %,</p>			

Quality of Education

Overall judgement:	1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
	*			
Evidence & Sources	Judgements			Next steps
	<p>Top quintile, 1.5% higher the top quintile, 38.5% higher standard, 11.9% above NA, 7.6% higher than other similar schools.</p> <p>In 2018, maths outcomes 91.9% which was 16.4% above national and 16.4% above other outstanding schools (Arbor). Scaled score 108.1, which was 2.7 above Surrey, 3.7 above national and 2.4 above other outstanding schools. Progress, Cleves 1.17 which was 1.4 higher than Surrey, 1.14 higher than national and 0.82 higher than other outstanding schools (Arbor). 42.3% achieved higher standard which was 18.7% above national and 14.3 above other outstanding schools on average (Arbor)</p> <p>In 2017, attainment was well above national (91.2% vs 74.8%). This was 16.4% higher than the national average and 13.5% higher than the average for outstanding schools. In 2017/18 our practice embedded and outcomes have returned to the higher level we expect</p> <p><u>SPAG</u> In 2019 SPAG, 96.6 % up 2.0% on last year, 18.6% above national, 14.6 % higher than other similar schools, 3% higher than top quintile, Average scaled score 111.6, 5.3 points higher than national, 4.5 points higher than other similar schools, 1.1 points higher than top quintile, Higher standard 64.2%, 28.5% above NA, 24.7 % above other similar schools, 6.2% higher than top quintile</p> <p>In 2018 with 95% achieving the expected standard, 17% over the national average and 17.9% above other outstanding schools. Scaled score of 111 was 4.9 above national and 3.5 above other outstanding schools. Higher level for SPAG was 61.7% which was 27.3% above national, 22.8 above other outstanding schools (Arbor)</p> <p>In 2017, 21.1% higher than national (98% vs 76.9%).</p> <p><u>RWM COMBINED</u> In 2019 RWM RWM Combined 83.8 % which is 19% above NA, Three year trend -5.4 due to reading 2019, Only 0.6 % outside top quintile, Greater depth RWM combined 17.9% and 7.4% above national , Three year trend still increased from 2017 by 2.4%</p>			

Evidence against Ofsted Descriptors – Quality of Education

Outstanding	<p>The quality of education provided is exceptional.</p>	<p>High expectations are demonstrated throughout the school. Pupils are expected to and do perform to a high standard across all areas of the curriculum. This is evidenced and triangulated through termly data studies and a full and rigorous monitoring schedule. Termly pupil progress meetings highlight pupils who are at risk and appropriate provision is put into place (<i>see provision maps, Pupil Premium profiles, pupil progress notes.</i>) Half termly pupil progress meetings take place for the most vulnerable children.</p> <p>Detailed year group action plans identify focus areas and high levels of evidence based intervention are provided. This is carefully timetabled to ensure all pupils have access to a broad and balanced curriculum. Year teams complete mini moderations during shared PPA time.</p> <p>Writing has been a key focus for the school over the last five years and a well embedded approach is now in place. Units are engaging but focus on key literacy skills such as grammar, spelling and punctuation. Skills are mapped so they are progressive. A similar piece of work has also taken place in maths and reading which is already having significant impact. Spelling is now undergoing a similar overhaul through introduction of the Sounds Write approach.</p> <p>A wide range of evidence based interventions are in place such as Read Write Inc and Numicon are in place and taught well. Quality first teaching and in particular differentiation are now a strength and part of daily practice.</p> <p>SATs Results https://docs.google.com/document/d/1uYEM-JLLCQLRmbQUEIBq907sHj-6v2mYOSVegrYdBVc/edit</p> <p>Governors Fact sheet – click here</p> <p>School Website Curriculum Pages https://www.cleves.co.uk/our-curriculum/</p>
	<p>The school’s curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school’s curriculum intent and what it means for their practice. Across all parts of the school, series</p>	<p>Continuous professional development through twilights and whole school INSET days has ensured our whole staff have a clear understanding of our curriculum intent and structure. Subject leaders have been instrumental in redesigning and improving our planning. We have taken a highly structured approach where both skills and knowledge are clearly identified in our planning. There is an important emphasis on returning to prior learning and pupil retrieval.</p> <p>Regular whole school monitoring which includes participation by subject leaders, phase leaders, year leaders and teachers ensures the entire staff are well informed about both curriculum intent and implementation.</p>

<p>of lessons contribute well to delivering the curriculum intent.</p>	<p>Timetable – click here</p> <p>School values and behaviours – https://www.cleves.co.uk/about-cleves/ethos-and-mission/</p> <p>School Website Curriculum Pages and curriculum maps https://www.cleves.co.uk/our-curriculum/</p> <p>Pupil feedback and questionnaire results – click here and here</p> <p>High level of sporting events, participation and success https://www.cleves.co.uk/about-cleves/sports-premium/</p> <p>Choir and other musical performances https://www.cleves.co.uk/our-curriculum/music/</p>
<p>The work given to pupils, over time and across the school, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>School Website Curriculum Pages and curriculum maps https://www.cleves.co.uk/our-curriculum/</p> <p>Planning example Year 6 Victorians - https://docs.google.com/document/d/15Pes-nzVmENdaGG0Bp0LjXnH3wzT_qC0njVsvxc8h_Q/edit and https://docs.google.com/document/d/1-m4ONovFCKwzG041Mbk85BmecAzf0Y9n1De8QVc-sWA/edit</p>
<p>Pupils’ work across the curriculum is consistently of a high quality.</p>	<p>School Website Curriculum Pages and curriculum maps https://www.cleves.co.uk/our-curriculum/</p>
<p>Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p>	<p>Every child has their own individual target in reading, writing and maths Termly progress meetings take place for all pupils. Half termly meetings for those disadvantaged pupils Regular scrutiny and challenge provided by the CAWB committee SEN audit (2015) and the re-audit (2016) Individual SEN and Pupil Premium records and profiles Regular review of planning formats to ensure high standard of provision – recent focus on differentiation Regular and comprehensive LSA training Impact reports written termly based on interventions</p> <p style="text-align: center;">PUPIL PREMIUM - END OF KEY STAGE DATA</p> <p>In 2018, Reading average scaled score PPG children 108.1 vs national PPG 101.4. Also better than national average of 104.1. Our PPG children did better than national. On FSM specifically, 109.1 vs 101.4 national FSM. Also better than the national average of 104.1.</p>

		<p>For Maths, average scaled scored PPG children 103.7 vs 101.1 national PPG. Only marginally below overall national average of 104.2.</p> <p>2019 data is yet to be published but a summary of results are below:</p> <ul style="list-style-type: none"> • 14/14 pupils achieved expected in maths • 13/14 pupils achieved expected in SPaG with the one pupil below a 2C at KS1 • 11/14 pupils achieved expected in reading, the three pupils below were a level 1, 2c and 2b at KS1 • 8/14 pupils achieved expected in writing, three of those were at level 1 and three were at 2c at KS1 <p>Click here to view our PPG spending plans and impact reports</p>	
Good	Intent	<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</p>	<p>Our curriculum has placed a strong emphasis on cultural capital with key knowledge clearly identified and planned. Our approach to teaching retrieval strategies means that pupils do commit important knowledge to the long term memory and can recall it. Both disadvantaged and SEND pupils benefit from this whole school approach. In addition, we have introduced Cleves Activity Award which is intended to encourage all pupils (particularly disadvantaged) to try a range of new experiences and hobbies. Our new award recognises pupil effort and interest to ensure disadvantaged pupils can fully participate and be recognised for effort rather than achievement.</p> <p>School Website Curriculum Pages and curriculum maps https://www.cleves.co.uk/our-curriculum/</p>
		<p>The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</p>	<p>All subjects have been deliberately planned to build in both key knowledge and skills. These are progressive and extended on year on year i.e. map reading in geography.</p> <p>School Website Curriculum Pages and curriculum maps https://www.cleves.co.uk/our-curriculum/</p>
		<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]</p>	<p>A broad range of quality first teaching strategies, differentiation and support from additional adults allows all pupils to access our curriculum content.</p> <p>School Website Curriculum Pages and curriculum maps https://www.cleves.co.uk/our-curriculum/</p>
		<p>Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.</p>	<p>End of key stage SATs show continued high levels of attainment in all subjects thanks to high quality teaching throughout the school in literacy and maths. Mock papers and tests are NOT extensively used nor is last minute revision or boosters. We are focused on a high quality core subject curriculum which delivers genuine learning not short term gains for SATs.</p>

	<p>The whole school work on literacy is now in place and this can be seen by the standards of writing throughout the school. The sequence is working extremely well and the special writing books demonstrate progress. Literacy units are widely linked to the topic, providing children with a context and purpose for their writing.</p> <p>The use of technology is significant and this includes access to Chromebooks, iPads, virtual reality headsets and a school radio station.</p> <p>Maths provision has undergone a significant review and this has provided a positive impact on standards and teaching.</p> <p>For those children who have gaps in their phonics understanding, Read Write Inc. is taught well in the lower school. Data shows that these children are making rapid progress with their literacy skills. The techniques used during Read Write Inc. have also been fully adapted to whole class teaching in Year 3. Sounds Write is now being used as the whole school spelling approach with Read Write Inc used for interventions.</p> <p>However, we believe key to our high standards is maintaining access to the full curriculum including Year 6. Sport, Music, Arts, Science and the other important foundation subjects are all taught on a weekly basis without exception. In addition, our curriculum is complimented by a range of relevant trips, visitors and special events. This creative approach hooks the childrens' interest and ensures memorable teaching and learning.</p> <p>To enshrine this, we have created a Cleves guarantee – click here</p> <p>School Website Curriculum Pages and curriculum maps https://www.cleves.co.uk/our-curriculum/</p>																																
<p style="text-align: center;">Good</p>	<p style="text-align: center;">Implementation</p> <p>Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support including for those teaching outside their main areas of expertise.</p> <p>Standards of teaching are a strength at the school. Judgements are regularly moderated with joint observations and observations have also been undertaken by the school SIP. The Headteacher and Deputy have also undertaken the four day Ofsted inspection training.</p> <p>Percentage of teachers at each grade:</p> <table border="1" data-bbox="759 1027 1666 1179"> <thead> <tr> <th></th> <th>2014/15</th> <th>2015/16</th> <th>2016/17</th> <th>2017/18</th> <th>2018/19</th> <th>2019/20</th> <th>2020/21</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>63%</td> <td>82%</td> <td>83%</td> <td>76%</td> <td>79%</td> <td>77%</td> <td>79%</td> </tr> <tr> <td>2+</td> <td>100%</td> <td>99.25%</td> <td>100%</td> <td>97%</td> <td>97%</td> <td>98%</td> <td>99%</td> </tr> <tr> <td>3</td> <td></td> <td>0.75%</td> <td></td> <td></td> <td>3%</td> <td>2%</td> <td>1%</td> </tr> </tbody> </table> <p>As part of the formal observation judgements are triangulated through a book scrutiny, pupil voice feedback and where appropriate scrutiny of planning. Senior leaders discuss observations before making a judgement and feeding back to staff.</p> <p>Planning formats have been significantly improved and all stored centrally on the Hub. A particular focus on differentiation and more recently 'reasoning' in maths have proved successful. Reading objectives are now evident on the literacy plan and the foundation subjects are now planned on a unit plan as opposed to daily lesson plans.</p>		2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	1	63%	82%	83%	76%	79%	77%	79%	2+	100%	99.25%	100%	97%	97%	98%	99%	3		0.75%			3%	2%	1%
	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21																										
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		<p>Maths Action Plan – click here</p> <p>Literacy Action Plan - click here</p> <p>Sports Spending Plan - https://www.cleves.co.uk/about-cleves/sports-premium/</p> <p>Maths Coordinator data analysis – click here</p> <p>Literacy Coordinator data analysis – click here</p>
	<p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.</p>	<p>AfL is a strength of the school. The use of our tracking system (INSIGHT) is diagnostic and identifies next steps and gaps in learning. A range of techniques have been observed during formal observations and monitoring.</p> <p>Learning is widely differentiated to the needs of all pupils. This has been a considerable focus for the school and is now a strength. This is evidenced through the improvement of progress by the prior low attaining children as well as book and planning scrutinies.</p> <p>Frequent opportunities are given for children to respond to detailed feedback and marking. This is evidenced through regular book scrutinies and pupil voice feedback. All staff follow the school policy on feedback. Oral feedback through conferencing is used wherever possible.</p> <p>Children are able to clearly articulate their strengths as well as targeted areas. The literacy sequence is a powerful example where each child is given a personalised EBI target to work on and evidence before producing a final version in their special writing book.</p>
	<p>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</p>	<p>We have had a significant drive towards building in and teaching retrieval strategies which are a key part in many of our lessons and resource slides are tagged with a retrieval symbol to identify it clearly to pupils.</p> <p>School Website Curriculum Pages and curriculum maps https://www.cleves.co.uk/our-curriculum/</p>
	<p>Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<p>Throughout the pandemic and lockdowns in both 2020 and 2021, we have offered a strong, well considered provision. All pupils identified by the DfE were invited into school based provision but in addition we offered pupil premium and SEND pupils the opportunity to attend. Overall numbers 2019/20 were 130 and spring 2021 lockdown were around 180. Whether in school or at home, we ensured our curriculum offer remained broad and balanced and included art, singing assemblies, PE activities, fun challenges to engage pupils at home. High quality recorded screencastify lessons were created by all staff to allow pupils and families to access the learning at a time convenient to them. It became quickly evident that some pupils and families required flexibility throughout the days, especially with work demands for parents. Screencastify allowed more able pupils to work through slides and activities more quickly while other children could replay the content and work at a more appropriate pace. Independent work was generally differentiated. We introduced daily morning meets to ensure continued sense of school community but also an opportunity to check on the well-being/safeguarding issues. This allowed staff to motivate pupils, give guidance on the days work and allow pupils to share</p>

		<p>news and comments with each other in the meeting. Feedback suggests that this had a strong and positive impact on pupils' mental health. Teaching staff were available at two points during the day for any pupil or child that needed any additional support and guidance during the day. Pupil engagement and work was submitted on a daily basis and some form of feedback and recognition offered every evening by all teachers. Pupils that did not come to school site and had identified SEND or learning issues received additional contact from our LSAs who scheduled calls with parents and worked through screencastify and independent work, offering 1:1 guidance and tuition.</p> <p>On a weekly basis, any member of staff (teacher or LSA) was required to record and concerns they had about a pupil or their learning or lack of attendance and school staff followed up with parents to ensure there were no issues. If required, school based places were offered again or the pupil was targeted for LSA phone calls. Our school counselling offer continued with our counsellors offering calls to their usual pupils. To supplement this high quality offer, parents were also able to collect reading materials, maths text books and CGP activity booklets if they wanted to stretch their child further. 130 Chromebooks were loaned out to pupils who did not have individual access to the internet at home. Very low attainers had separate literacy and maths content and screencastifies provided by non-class based teachers whilst more able pupils could access maths and writing extensions twice a week.</p>
	<p>Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>	<p>All teaching materials are carefully selected to ensure are suitable to pupil learning and are appropriate. We benefit from being very well resourced and have an access to a wide range of materials to reduce teacher workload.</p> <p>School Website Curriculum Pages and curriculum maps https://www.cleves.co.uk/our-curriculum/</p>
	<p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Literacy Exemplar document to aide moderation - https://docs.google.com/document/d/1dpgVsYhnZ9EMkQtyQyYar4NmuXJreCDcE2EwRY7JEQI/edit?usp=sharing</p> <p>Planning example Year 6 Victorians - https://docs.google.com/document/d/15Pes-nzVmENdaGG0Bp0LjXnH3wzT_qC0njVsvxc8h_Q/edit and https://docs.google.com/document/d/1-m4ONOVfCKwzG041Mbk85BmecAzf0Y9n1De8QVc-sWA/edit</p> <p>Assessment exemplars have been created for all subjects by coordinators and are used for assessment</p>
	<p>Reading is prioritised to allow pupils to access the full curriculum offer.</p>	<p>The school has a comprehensive and highly effective approach to reading. Daily group reading sessions take place in every classroom and every year group focusing on comprehension skills as well as an enjoyment of reading. The teaching of comprehension skills is also built into every literacy unit, making the teaching contextual to the children. This class based weekly reading to the teacher is complimented by a structured colour coded reading scheme. This ensures pupils in the lower school take home additional, appropriate reading every week. On a termly basis, teachers hear each pupil read 1:1 to assess their position on the scheme.</p>

		<p>Additional support for reading is offered through interventions such as Read, Write, Inc and LEXIA and regularly early morning reading sessions take place where parents and support staff help with reading.</p> <p>Following a trial through last year and close work with literacy consultant, Lindsey Picton, we have introduced whole class reading sessions in addition to our ability based focus groups. In whole class reading sessions, all children look at the same high quality age appropriate text and study extracts and passages at great depth. Our monitoring of the trial demonstrated both pupils and staff enjoyed these sessions. Chosen text is read aloud and repeatedly in different ways with first the class teacher modelling then the whole class joining in alongside the teacher, then the teacher dips out of reading sections and on a final read, either groups or individuals will read aloud allowing the teacher to assess individuals. By repeatedly reading a text, pupils are far more confident reading aloud, expression and intonation has improved significantly. We saw much greater depth of class discussion and pupil answer with a thorough focus on the purpose and organisation of text and the author's use of language. We practiced text marking and annotating which the pupils are become proficient at. All the texts are copied and kept in an exercise book by pupils with activities to compliment.</p> <p>We've updated our recommended reads and purchased new titles and stock for the library – both fiction and non fiction.</p> <p>In 2022 we hope to introduce for the first time the Cleves literary festival which will invite a number of authors and illustrators into school for an inspirational event.</p> <p>Data is inputted and tracked using our rigorous assessment system – Classroom Monitor. The standards of reading are therefore high in the school and pupils are making outstanding progress. This is further supported by regularly monitoring activity.</p> <p>Impressive internal and end of key stage data as per above.</p> <p>Governors Fact sheet – click here</p>
	<p>A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p>	<p>As above</p>
	<p>The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</p>	<p>Where pupils from our infant feeders schools who do not come up with secure phonics knowledge, we provide Read, Write Inc and a range of other interventions. We are currently implementing the Sounds Write Phonics scheme as a whole school approach (our plan has been shared with both Infant Feeder Schools)</p> <p>Sounds Write offers a clear whole school approach and focuses on key sounding out strategies, segmenting blending which pupils can then use in the reading and spelling during writing opportunities. Sessions are varied and lively with high levels of interaction. Pupils come up to the board to build sounds and practice these skills three times a week.</p>

			<p>Our next step is to train all support staff in the sounding out strategies so they can both pre-teach and recap with small groups of children.</p> <p>Most importantly, sounds write approach (sounding out aloud) is a transferable skill when children come to do their own writing.</p>
		Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	From September 2018, we introduced a whole school approach to weekly vocab teaching. We are also involved in a research project with the Royal Holloway College. This is now blended into the whole class reading approach as opposed to it standing alone.
Good	Impact	Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.	Refer to previous information
		Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.	Governors Fact sheet – click here
		Pupils' work across the curriculum is of good quality.	<p>Planning example Year 6 Victorians - https://docs.google.com/document/d/15Pes-nzVmENdaGG0Bp0LjXnH3wzT_qC0njVsvxc8h_Q/edit</p> <p>and</p> <p>https://docs.google.com/document/d/1-m4ONOVfCKwzG041Mbk85BmecAzf0Y9n1De8QVc-sWA/edit</p> <p>Literacy exemplars grid - https://docs.google.com/document/d/1dpgVsYhnZ9EMkQtyQyYar4NmuXJreCDcE2EwRY7JEQI/edit?usp=sharing</p> <p>Home learning examples – see monitoring grid</p>
		Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.	Refer to previous answers about reading.

Behaviour and Attitudes

Overall judgement:	1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
	*			
Evidence & Sources	Judgements			Next steps
<p>Lesson observations, drop-ins, collective worship, SMSC monitoring</p> <p>Feedback from external providers (trips and activities) is consistently positive.</p> <p>School Council minutes, attitude to learning, lesson observations, homework, attendance, talking to pupils</p> <p>Reporting logs</p> <p>Values linked to British Values in place.</p> <p>PSHE Curriculum</p> <p>Behaviour & Anti-Bullying Policy in place.</p> <p>Well-being award (see evidence file)</p>	<p>Calm and positive school environment</p> <p>Pupils keen and respond well to positive behaviour reinforcements – house points, praise cards, achievement assemblies and good work etc.</p> <p>School values and learning behaviours influential and beneficial. Full and comprehensive PSHE curriculum introduced September 2020. School values have been reviewed with all stakeholders and relaunched in September 2021. Medium term plans now reflect links back to our values.</p> <p>Pupils respectful of each other, other religions and other cultures. Pupils respectful to all adults.</p> <p>Pupils extremely positive in response surveys and pupil voice discussions</p> <p>Systems and documentation demonstrate that bullying is dealt with highly effectively. Staff consistently apply behaviour policy.</p> <p>Lesson observations, both internally and through external moderators, behaviour for learning has been deemed exemplary with pupils highly motivated</p> <p>The children pride themselves on being members of our school. To this end their behaviour is exemplary in and around the school as well as when out on trips.</p> <p>Draw and Talk and school counsellors are used for children going through greater personal distress. As an additional level of service, we introduced pet therapy for the first time which benefitted six pupils.</p> <p>Similarly, self-esteem groups are in place for children who, through Pupil Progress meetings, have been identified as having a need to develop their confidence.</p> <p>Pupil Voice input into teaching and learning</p> <p>Maintained high levels of attendance.</p> <p>Following pupil feedback behavior system has been adapted to reminder/caution/consequence</p>			<p>To fully embed the new values and ensure parents are aware of our new expectations for each year group.</p> <p>SLT to monitor medium term planning to ensure values are identified and make note of any explicit links during monitoring activities.</p> <p>To use study and employ information from the PASS survey with regards pupil attitudes.</p> <p>To offer increased personalized support for those pupils who are identified as vulnerable.</p> <p>All pupil voice groups to be re-established.</p> <p>Training the lunch staff to feel more confident in supporting children and intervening as required.</p> <p>Embed new PSHE curriculum, seeking views from all stakeholders.</p> <p>Devise our own six week mentoring program</p> <p>To introduce an additional concerns log in order to identify</p>

Behaviour and Attitudes

Overall judgement:	1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
	*			
Evidence & Sources	Judgements			Next steps
	<p>Healthy schools award with new addition of nurture groups and well-being lessons. Well-being coordinator in place.</p> <p>Improved in year transition program with year groups meeting up with one another.</p> <p>Throughout the period of COVID and two lockdowns, pupil behaviour and attitudes remained an important focus and we endeavoured to maintain our high standards. During lockdown, pupils on site continued to act and behave to the same standard that we would always expect. To support those pupils working from home, we introduced daily morning meets, allowing the teachers to guide good learning behavior and support positive attitudes to work. At the end of each day, teachers offered a marking comment, to recognize the efforts that pupils were making at home in an attempt to keep them motivated. During the academic year 2020/21 our pupils behaved as per any other year. We saw no increase in behavioural issues or incidents on our logs.</p>			<p>vulnerable pupils using Surrey matrix and to assess these pupils using the 'Early Help Assessment Tool'</p> <p>Trialing a six-week block of mindfulness teaching/coaching</p>

Evidence against Ofsted Descriptors – Behaviour and Attitudes

Outstanding	Behaviour and attitudes are exceptional.	<p>Pupils develop outstanding learning behaviours and have exemplary attitudes. This evidence through formal observations and a full and varied monitoring schedule.</p> <p>Behaviour is exemplary in the school and this is evidenced through various monitoring including lesson observations and feedback from pupils. The whole school reporting log indicates very few incidences of poor behaviour.</p> <p>School Website https://www.cleves.co.uk/about-cleves/ethos-and-mission/</p>
	Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.	<p>Pupils are encouraged to actively involve themselves in all aspects of school life. Lessons are interactive and lively and encourage group work and collaboration. The school's outstanding learning behaviours provide a framework and these are explicitly taught. The children articulate and demonstrate these well both in and out of the classroom.</p> <p>We have a large number of pupils involved in posts of responsibilities, the sports crew and peer mediators support other children. Year 6 pupils as mentors play a significant role in inducting supporting younger pupils.</p> <p>We have a schedule of festivals that celebrate and recognise diversity and difference.</p> <p>Well planned PSHE and RE that provides pupils with an understanding of different cultures, opinions and views.</p> <p>School Values are about to be reviewed and updated</p> <p>Staff model positive behaviours towards each other and pupils</p> <p>Rights respecting school</p> <p>Evidence – pupil voice feedback, observations</p>
	Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.	<p>Pupils at Cleves are articulate, extremely well behaved and keen and eager to learn. This is evidenced through the reporting log, observations and pupil voice feedback. They clearly understand the behaviour policy and this is consistently enforced and promoted throughout the school. Exclusions are extremely rare.</p> <p>All pupils are proud of their school and are keen to talk and show off their achievements to parents and visitors to the school.</p> <p>See 2020/21 pupil, staff and parent feedback from questionnaires - click here and here</p>

		<p>For those very few children whose behaviour is occasionally poor, a range of support is put into place and this leads to sustained improvement. This can involve a range of professionals and agencies.</p> <p>Presentation in books is excellent – pupils take pride in their work.</p> <p>See range of pupil’s work on the Cleves Hub</p>																				
	Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.	The school has a clear policy and procedures in place to deal with the rare instances of poor behaviour. The ‘reminder’ ‘caution’ ‘consequence’ approach is effective and all incidents are logged using an electronic form. This is regularly reviewed and monitored by a number of senior leaders.																				
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 pupil behaviour. Staff make sure that pupils follow appropriate routines.	<p>See responses above</p> <p>Full questionnaire results – click here and here</p>																				
	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.	Incidents of bullying and online bullying are extremely rare (<i>see reporting log</i>) but when they do occur they are swiftly dealt with. Anti-bullying is taught throughout the year and Internet safety forms a part of every computing unit. There are annual Internet safety sessions for parents as well as regular training for staff. Pupils have created a child friendly code of conduct which is displayed around the school and referred to when appropriate.																				
	There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.	<p>There are very few incidents of either behaviour or attendance concerns.</p> <p>Attendance Figures</p> <table border="1"> <thead> <tr> <th colspan="5">Attendance</th> </tr> <tr> <th></th> <th>Authorised</th> <th>Unauthorised</th> <th>Cleves</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2020/21</td> <td>2.55%</td> <td>0.6%</td> <td>96.64%</td> <td>TBC</td> </tr> <tr> <td>2019/20</td> <td>2.64%</td> <td>0.47%</td> <td>96.89%</td> <td>95.3</td> </tr> </tbody> </table> <p>Historical, attendance has been consistently above national average</p>	Attendance						Authorised	Unauthorised	Cleves	National	2020/21	2.55%	0.6%	96.64%	TBC	2019/20	2.64%	0.47%	96.89%	95.3
	Attendance																					
		Authorised	Unauthorised	Cleves	National																	
2020/21	2.55%	0.6%	96.64%	TBC																		
2019/20	2.64%	0.47%	96.89%	95.3																		
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.	See response above																					
Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.	Attendance levels are high in the school and are at least in line with national average. Absence is normally due to parents taking their children out for holidays during term time and persistent absence is rare. However, attendance data is tracked closely by the welfare officer and Headteacher and where appropriate the EWO is involved.																					

	Authorised Absence	Unauthorised Absence	Cleves Overall	National Average
2020/21	2.55%	0.6%	96.64%	TBC
2019/20	2.64%	0.74%	96.89%	95.3%
2018/19	2.55%	0.73%	96.71%	96.1%
2017/18	2.72%	0.7%	96.58%	95.8%
2016/17	2.4%	0.84%	96.76%	96.76%
2015/16	2.57%	0.8%	96.63%	96%
2014/15	3.3%	0.6%	96.1%	96%
2013/14	2.64%	0.66%	96.7%	96.1

Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.	In 2019/20 one child was excluded for a fixed term period.
Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.	<p>Full questionnaire results – click here and here</p> <p>Internet safety is now embedded into each taught computing unit and special assemblies and workshops take place throughout the school year. Pupil voice feedback shows that pupils know exactly what to do if they feel unsafe online. The school has an excellent system in place to protect pupils and track online behaviour both in school and at home. We held a high profile internet safety week on return from the second lockdown which involved parents and addressed concerns around social media.</p> <p>There is an excellent pastoral system in place where pupils feel supported and cared for.</p> <p>Safeguarding procedures and protocols are clear and communicated regularly to all staff. All staff are appropriately trained and updates are provided regularly. The reporting logs provide an effective way of communicating and expressing a concern but additional systems are in place for more serious concerns a member of staff may have.</p> <p>Internet safety and digital citizenship is embedded into every taught computing unit and this is reinforced by termly assemblies. Parent workshops take place annually. Pupil voice feedback indicate that this is taught well with pupils clearly able to articulate what they would do if they felt unsafe online.</p>

Personal Development				
Overall judgement:	1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
	*			
Evidence & Sources		Judgements		Next steps
Sports figures Club tracking grids Pupil surveys Curriculum guarantee and activity award Pupil Voice feedback Pupil associate governors Incident/pastoral log Well-being action plan		<ul style="list-style-type: none"> Personal development of pupils is priority at Cleves. We have a clear set of whole school values and learning behaviours which we actively promote. All staff take responsibility for the development and behaviour of all pupils. There is a strong whole school positive culture. Curriculum content in PSHE particularly, reinforces personal development and stresses the importance of relationship, tolerance, supporting each other and help others. A large number of pupil roles and responsibilities encourages pupils to play an active role and assist each other. All pupils complete the PASS survey twice a year and results are closely analysed and actions put into place. Behaviour and pastoral incidents are rare but are all logged and all followed up. A recent curriculum review has improved our offer further, with a better emphasis on cultural capital to help pupils understand the world around them. Our extra-curricular activities are considerable and allow a significant range of opportunities for our pupils to develop An emphasis on sport and fitness has a significant impact on our pupils. The decision to apply for the well-being award has reinforced some of the work we do in this field. This was successfully awarded in 2020 A new curriculum guarantee sets out a rich set of experiences that all pupils will enjoy. Our Cleves activity award extends this further to encourage out of school learning and a chance for children to develop new interests. Both sport, music and the arts are all high profile at Cleves with both strong in school provision and an excellent range of extra-curricular activities. School leads locally to enhance sports provision to the benefit of Cleves pupils and others. Our pupils regularly participate in musical recitals and performances to both our parents and the wider community. 		Fully embed new PSHE, RE and SRE curriculums Further build our well-being action plan. Continued support for the sports leadership program (WWHSP) Monitoring and feedback on the Cleves Activity award.

Evidence against Ofsted Descriptors – Personal Development

Outstanding	Personal development is exceptional.	<p>See above</p> <p>Pupils at Cleves are outstanding role models, they are respectful to both adults and each other and regularly support each other in school. A number of roles promote this in the school including mentor, sports crew, buddy and peer mediator. Year leaders regularly complete monitoring to evidence this.</p> <p>Pupils are proud of their school and take every opportunity to get involved. Participation in extracurricular clubs is extremely high and pupils enjoy showcasing and talking about their school to visiting adults.</p>
	The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.	<p>Wide range of extracurricular clubs on offer - https://www.cleves.co.uk/about-cleves/sports-premium/</p> <p>625 pupils represented the school competitively in 2019/20 prior to first lockdown 605 pupils regularly attended an extra-curricular club in 2019/20</p> <p>520 attended an extra curricular lunchtime club on the return from the second lockdown as part of our recovery plan. Pupils were targeted where appropriate.</p> <p>All pupils have the opportunity to perform in front of a live audience, many do this on several occasions often outside of the school day.</p> <p>407 pupils regularly attended a music extra-curricular club in 2019/20</p>
	There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.	<p>Pupil Premium profiles updated half termly to track uptake of clubs and participation</p> <p>Example of PPG Profile template – click here</p> <p>Wide range of extracurricular clubs on offer - https://www.cleves.co.uk/about-cleves/sports-premium/</p> <p>Every PPG child to be offered NTP opportunity in additional to school interventions.</p>
	The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.	<p>Activity Award and Guarantee - https://www.cleves.co.uk/our-curriculum/</p>
	The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.	<p>Sports Crew, House Captains, Mentors, Peer Mediators, Associate Governors all provide character building opportunities and model to our younger pupils our expectations</p> <p>Links with special schools, our pupils supporting other pupils Links with other schools – working with and supporting others.</p>

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.	<p>SMSC monitoring grids completed termly</p> <p>SMSC section on observation form – feedback to staff</p> <p>New PSHE curriculum</p>
	The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.	<p>As above</p> <p>Identified learning behaviours and values</p>
	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.	<p>Keeping healthy and the importance of doing so is taught throughout the curriculum. There is a large emphasis on PE and sport with over 90% of children attending an extra-curricular club. This, for example, includes over 150 children turning up at 8am for running club every week. Competitive sport is also promoted with every child taking part in termly inter-house competitions and 625 children represented the school in competitions in 2019/20.</p> <p>520 attended an extra curricular lunchtime club on the return from the second lockdown as part of our recovery plan. Pupils were targeted where appropriate.</p> <p>Recognition of such high provision is through the award of the Platinum Sports Mark which the school has now been awarded for the fourth year. They are only 1 of 4 schools in Surrey to be awarded this.</p> <p>Cleves has also received the healthy schools award and promotes not only physical fitness but also mental well-being. This is reflected the appointment of a well-being coordinator and change team.</p> <p>All staff have completed the PREVENT and safeguarding training – January 2021</p> <p>School has excellent facilities with outstanding sports hall, multimedia room, science lab, art studio and a brand new kitchen and play areas.</p> <p>Wide range of extracurricular clubs on offer - https://www.cleves.co.uk/about-cleves/sports-premium/</p> <p>Every PPG child to be offered a funded extra curricular place and receives a chromebook on entry</p> <p>Healthy Schools Status</p>

<p>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.</p>	<p>As per the comment above</p> <p>Nurture room Inspirational speakers Wide range of trips and visits – click here to see school calendar</p>
<p>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.</p>	<p>SMSC audit, learning walks and feedback Formal observations which includes a section on SMSC British values audit, action plan and calendar of events – click here for lesson plan example Celebration and festival calendar Black History Month recognised</p> <p>Assembly rota with values built in PREVENT training completed by all staff Behaviour Policy Reporting log – low levels of incidents Half termly pastoral meetings. British values audit, action plan and calendar of events Celebration and festival calendar Assembly rota with values built in</p> <p>School Website https://www.cleves.co.uk/our-curriculum/ https://www.cleves.co.uk/about-cleves/ethos-and-mission/</p>
<p>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.</p>	<p>The recently re-planned RE and PSHE curriculum clearly support this alongside the school's identified values and learning behaviours</p> <p>Our new values support the delivery of this.</p>
<p>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.</p>	<p>https://www.cleves.co.uk/about-cleves/ethos-and-mission/</p>
<p>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.</p>	<p>https://www.cleves.co.uk/about-cleves/ethos-and-mission/</p>

Leadership and Management

Overall judgement:	1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
	*			
Evidence & Sources	Judgements			Next steps
<p>Appraisal folders Lesson observations and monitoring procedures. Internal and external data.</p> <p>Reports from external agencies and advisors. Governing Body meeting and minutes.</p> <p>HT – Accredited LLE. Head and deputy completed Tribal Inspection training. Deputy head completed NPQH. Phase leader completing NPQSL, Year Leaders NPSML</p> <p>Networking/Cross-moderation. Staff visits to other schools.</p> <p>PTA minutes, questionnaires, half termly surgeries with Headteacher, Ofsted report</p> <p>Safeguarding and Child Protection Policy and procedures in place. Safeguarding & CP records/logs, HT reports to Gobs, other agencies.</p> <p>Regular, updated training undertaken (CPD logs) Pupil voice, School council feedback, school records, Pupil surveys,</p> <p>Annual self-evaluation questionnaire. PAMs Health and Safety questionnaire.</p> <p>Health & Safety – HT/Site Manager meetings</p>	<p>Trustees are supportive yet challenging and have high expectations in the targets that they set. SDP based on whole staff SWOT analysis</p> <p>Judgments are accurate based on sound evidence base and are cross-referenced using a range of sources.</p> <p>Distributed leadership with a wide skill set. Commitment to learning together.</p> <p>School SIP ensures termly and continuous scrutiny and benchmark of judgements.</p> <p>Parents are involved fully in the life of the school. The school does all it can to ensure that communication is effective and responsive to parents.</p> <p>The school is vigilant in monitoring all aspects of Health & Safety. Trustee’s carry out visits as appropriate, are supportive/challenging though termly FGP meetings/discussions.</p> <p>British Values in place</p> <p>Whole school drive for improvement in the quality of maths teaching. Introduction of White Rose Hub</p> <p>Increased partnership work with Infant feeders. Leadership support for two schools (WA and GL)</p> <p>Monitored all new foundation plans and built in termly coordinator sampling time.</p> <p>Introduction of new speech therapist to the team</p> <p>Improved GAP provision</p> <p>Local leadership of sport (WWHSP)</p> <p>Supporting an increasing number of schools with their improvement agenda</p> <p>Part of Surrey’s SAFE improvement delivery.</p> <p>Increased numbers of staff completed NPQML and SL</p> <p>Leadership training and mentoring for phase leaders and year leaders by SIP.</p> <p>Confident management of lockdown and COVID Risk assessment around pupils return. Strong home learning offer in place.</p>			<p>Parent Forum to continue.</p> <p>Establish a program of curriculum workshops and support for parents.</p> <p>Consider retention approaches for highly capable and ambitious young staff.</p> <p>Build on closer links with infant schools that have feeder status.</p> <p>Introduction of the new ECT two year program.</p> <p>Continued work with other schools</p> <p>Embed new curriculum with continuous monitoring and review.</p> <p>With trustees, review whole school strategic aims</p>

Evidence against Ofsted Descriptors – Leadership and Management

Outstanding	Leadership and management are exceptional.	<p>SIP continues to grade school as outstanding in all areas</p> <p>Continued high SATs results – above national average and other similar schools</p> <p>Self-evaluation from parents, pupils and staff all extremely positive.</p> <p>Surrey continue to request our support for other local schools requiring improvement. An increased number of Cleves staff involved in this work</p> <p>Strong all round curriculum offer</p> <p>Healthy budget and value for money ensured</p> <p>Innovative new practice introduced i.e. google expeditions</p> <p>Large number of events for other schools organised at hosted at Cleves.</p> <p>Action research based approach to appraisal</p>																																
	<p>Leaders ensure that teachers receive focused and highly effective professional development. Teachers’ subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.</p>	<p>This is demonstrated in a range of different ways including:</p> <p>Classroom observations and quality of teaching (including learning walks)</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th></th> <th>2014 -2015</th> <th>2015 - 2016</th> <th>2016 - 2017</th> <th>2017 – 2018</th> <th>2018 - 2019</th> <th>2019- 2020</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>63%</td> <td>82%</td> <td>83%</td> <td>76%</td> <td>79%</td> <td>77%</td> <td>79%</td> </tr> <tr> <td>2+</td> <td>100%</td> <td>99.25%</td> <td>100%</td> <td>97%</td> <td>97%</td> <td>98%%</td> <td>99%</td> </tr> <tr> <td>3</td> <td></td> <td>0.75%</td> <td></td> <td></td> <td>3%</td> <td>2%</td> <td>1%</td> </tr> </tbody> </table> <p>Full questionnaire results – click here and here</p> <p>Pupil voice feedback which suggests pupils are happy and feel valued.</p> <p>Appraisal targets which are linked to the Teachers Standards and action researched for those through threshold.</p>		2014 -2015	2015 - 2016	2016 - 2017	2017 – 2018	2018 - 2019	2019- 2020	2020-21	1	63%	82%	83%	76%	79%	77%	79%	2+	100%	99.25%	100%	97%	97%	98%%	99%	3		0.75%			3%	2%	1%
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Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.	<p>Year leaders ensure PPA meetings run well with lots of debate and discussion</p> <p>Regular consultation at PPA over whole school issues</p> <p>Leadership team meets weekly</p> <p>Annual self-evaluation</p> <p>Number of trials in curriculum improvements underway</p> <p>Well-being agenda is considerate towards staff.</p>																																	
Staff consistently report high levels of support for well-being issues.	<p>Full questionnaire results – click here and here</p> <p>To view the well-being action plan, click here</p>																																	

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. This vision has been maintained throughout the pandemic and beyond/during the transitional period.	<p>All staff including support staff have clear targets for teaching, pupil progress and attainment and leadership. Mid-year documented reviews show progress and evidence. These are closely linked to the teaching standards and the SDP.</p> <p>Quality of teaching</p> <table border="1"> <thead> <tr> <th></th> <th>2014 -2015</th> <th>2015 - 2016</th> <th>2016 -17</th> <th>2017 – 18</th> <th>2018 - 19</th> <th>2019 -20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>63%</td> <td>82%</td> <td>83%</td> <td>76%</td> <td>79%</td> <td>77%</td> <td>79%</td> </tr> <tr> <td>2+</td> <td>100%</td> <td>99.25%</td> <td>100%</td> <td>97%</td> <td>97%</td> <td>98%</td> <td>99%</td> </tr> <tr> <td>3</td> <td></td> <td>0.75%</td> <td></td> <td></td> <td>3%</td> <td>2%</td> <td>1%</td> </tr> </tbody> </table>		2014 -2015	2015 - 2016	2016 -17	2017 – 18	2018 - 19	2019 -20	2020-21	1	63%	82%	83%	76%	79%	77%	79%	2+	100%	99.25%	100%	97%	97%	98%	99%	3		0.75%			3%	2%	1%
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	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. The practice and subject knowledge of staff, including ECTs, build and improve over time.	<p>Lesson observation and feedback</p> <p>Twilight and INSET day training</p> <p>Additional release for lesson research and preparation</p> <p>Release for pairs of staff to work together on a lesson plan</p> <p>Lead coordinators meeting with members from each year group to consult over planning, content and knowledge.</p> <p>Slideshows incorporate prompts and key knowledge to support teaching</p> <p>Regular use of external consultants to help develop staff knowledge and pedagogy</p> <p>NQTs offered full induction programme.</p>																																
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.	<p>Parent Forum</p> <p>Pupil Voice</p> <p>PAMs</p> <p>PASS</p> <p>Annual self-evaluation</p> <p>Strong and effective PT</p> <p>Links with church</p> <p>SLT pupil voice half termly.</p> <p>Year leaders consult with pupils on curriculum content half termly.</p> <p>Parent feedback document – click here</p>																																	
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. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period.	<p>Range of offers to support well-being</p> <p>Year group PPA coordinated for the whole team</p> <p>Generous additional release provided for duties such as policy writing.</p> <p>Additional weekly release offered for new lesson planning</p> <p>Twilights allocated for duties such as target setting, data analysis, pupil premium record keeping etc</p> <p>School counsellor available to all staff with weekly drop in sessions</p> <p>Strong welfare department with outstanding lead.</p>																																	
Leaders protect staff from bullying and harassment.	Clear whole school culture does not tolerate bullying, harassment or poor staff behaviour.																																	
Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision	<p>Experienced and highly able Chair and Vice Chairs of Trust</p> <p>Good level of support and challenge at all Trust meetings</p> <p>Regular school monitoring visits by Trustees</p>																																	

	<p>and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p>	<p>Strong and effective committee structure Highly experienced and capable school business manager who supports other schools. Surrey have previously approached Trustees to support other governing bodies and assist school improvement.</p>
	<p>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.</p>	<p>As above PREVENT and safeguarding training completed by all staff</p>
	<p>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.</p>	<p>All staff complete online safeguarding training All staff read 'keeping pupils safe in education' and sign to evidence Clear procedures in place for reporting concerns Full time welfare officer Three staff have level 3 child protection training Case conference and core group meeting minutes Use of counsellors, outreach workers and other specialists Weekly newsletter link to parents All parent volunteers undergo induction</p>

Overall Effectiveness

Overall Judgement	Outstanding	Good	Requires Improvement	Inadequate
	*			

End of key stage is outstanding year on year with attainment above and generally well above national. Average attainment across whole school is at least and often above our required standards. Progress within school is outstanding (Classroom Monitor Standard Points). Attainment gaps are closed quickly and vulnerable pupils achieve well. There are high levels of expert provision for SEND and our most vulnerable pupils. These pupils are tracked closely with individual profiles and targeted, evidence based interventions. In school data show these pupils are making excellent progress and the gap between their peers is closing. Every PPG child has individual profile and plan. Parents of SEND pupils are invited in additional to the termly parents meeting.

The quality of teaching is outstanding and the quality of pupils learning and their learning behaviour is outstanding. Cleves samples of broad and balanced curriculum requested by Surrey as an exemplar

A strong and experienced leadership team is in place and is fully focused on continuous improvement and change. This team contributes to a rigorous and in depth monitoring system with feedback and follow systems in place. Each year leader creates a personalised action plan based on thorough data analysis of their cohort. This identifies any gaps and a clear team focus.

Cleves offers a strong, broad, highly structured curriculum. Extra-curricular opportunities are significant and widely enjoyed. Support for schools looking to improve now involves many of the Cleves Leadership team.

Well established assessment and record keeping system which drives targeted support

Thorough analysis of both our internal and end of key stage data has been carried out and shared. There is real clarity and focus to the school development plan.

High levels of parent participation and support deliver real partnership work.

The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community.

We benefit from outstanding school facilities which are well utilised. Specialist teaching rooms have had a further impact on foundation subject planning and pupil outcomes.

Highly experienced team of Trustee's contribute widely to school life and improvement.

Increasingly sharing Cleves best practice by supporting other schools and hosting visits.

Strong financial management by SBM has ensured the school is in a strong and secure position.

All staff responded positively to the challenge of developing home learning. We created teaching videos to accompany our usual slides using ScreenCastify. Pupils shared work using Seesaw where teachers gave regular feedback. Teachers used Google Hangouts to ensure pupils were connected and able to talk to one another. All support staff were allocated SEND or vulnerable pupils to contact at least weekly and support remotely with their learning.