




CURRICULUM – SCHOOL SELF-EVALUATION GRID

<i>Element of Curriculum</i>		☺	☹	☹
Ethos	Pupils enjoy coming to school.			
	There are high levels of trust throughout the school.			
	Positive relationships are a strength of the school			
	The school has a positive culture in which people are prepared to take risks			
	There is a positive and effective behaviour management system			
	Staff are well supported by the headteacher in behaviour management.			
	Personalised learning is a key feature of the school			
	Pastoral support is well managed			
	Everyone in school has high aspirations for the children			
	Parenting support is embedded in school improvement with a clear link to pupil's learning.			
	Information sessions/ newsletters for parents include curriculum developments			
	Parents are active partners in their children's education.			
<u>Pupils' Attitudes</u>	Pupils are clear about the importance of learning			
	Pupils are taught how to learn and know what it is to be an effective learner.			
	Pupils use assessment for learning regularly and appropriately for their age.			
	Pupils display independent learning skills			
	Pupils are able to articulate clearly what they know and what they want to know			
	Pupils are able to choose activities which will enhance their learning			

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<i>Element of Curriculum</i>		☺	☹	☹
The Curriculum in practice	The Headteacher and Deputy Headteacher take the lead in curriculum development			
	The curriculum reflects the uniqueness of the school			
	Attention to the development of basic skills is given high priority			
	There are appropriately “strong” links across subjects (double accounting)			
	“Valuable exciting experiences” are built into the curriculum			
	Visits, visitors and 'experts' are a key feature of the school and they are tied into the curriculum as a key feature. These are well researched and prepared for by the school prior to them taking place.			
	Curriculum planning takes into account the needs of the whole child			
	The school has a broad and rich curriculum			
	The teaching of subject and learning skills is given a high priority.			
	There is a holistic approach to the curriculum where teachers plan for skills, attributes and the environment			
	Staff plan using the National Curriculum			
	A varied menu of activities as part of the school's extended core offer is targeted to support curriculum developments.			
	Targeted study support programmes are linked to personal development plans.			

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<i>Element of Curriculum</i>				
Leadership and management	The Headteacher/Senior Management Team have a very high profile in leading on the curriculum and share a common philosophy.			
	There is culture of a high expectation of standards within the school.			
	The ethos of the school is extremely strong and the headteacher articulates the school vision for its pupils passionately. There are clear “non-negotiables” on which the headteacher will never compromise.			
	There is a deep understanding of what the pupils bring to school and the areas which need compensation and the curriculum is clearly tailored to meet both these needs.			
	Performance Management is well established and valued by all with a clear focus on targets impacting on pupils’ achievement. Support staff are fully included in Performance Management process.			
	Staff value and respect each other and the quality of support staff is appreciated. Workforce reform is well developed.			
	There is a systematic tracking tool in place which is regularly used to monitor progress			
	The role of the subject leader is well-developed, subject leaders are empowered to lead their subject, and are held accountable for standards in their subject and teachers recognise and value their leadership			
	Monitoring and evaluation of every aspect of school life is rigorous and on-going			
	Staff are given opportunities to develop different approaches to an aspect of learning.			
	There are high levels of pastoral care, pupil consultation and pupil involvement in the life of the school			
	There is a general “richness” within the pupils’ experience both within the curriculum and in the learning environment. The quality of display is excellent.			
	There is evidence a variety of approaches to learning and an excitement in the attitude of pupils towards their learning			

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Teaching and Learning	The whole school has an expectation of high standards			
	There is clear evidence of very effective teaching and teachers speak positively about their work			
	Pupils are positive about their learning and find lessons exciting, challenging and enjoyable			
	Rigorous planning and differentiation match the needs of the pupils			
	Valuable exciting experiences are well planned as a key feature of learning and not as 'bolt on' experiences			
	There is a wide variety of teaching approaches			
	Teaching assistants are well used to support many different groups of children			
	There is clear evidence of systematic teaching and the application of this across every subject area			
	Rigorous assessment is a key feature of teaching and learning			
	Systematic tracking is used regularly by all class teachers to ensure all make good progress			
	Teachers respond flexibly to the children pursuing avenues that arise out of lessons			
	There is a climate for professional discussion and teachers discuss successes and failures			
	High quality CPD is available to support teaching and learning			
	Pupils are supported by teachers in pursuing their own interests and making decisions about the direction of their own learning			
	There is systematic preparation for the SATs			
	The use of specialist teachers and outside experts is well-established			
	Assessment for Learning is very well established and there is evidence of high levels of pupil involvement in their learning, for example Y6 pupils are able to level their writing.			

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	Extensive use is made of the locality and the community			
	The school is seen as a community resource and is open to reflect the needs of the community outside school hours.			
	The school is open beyond the school day to increase the opportunities for its pupils eg. For summer schools.			

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