



Curdridge Primary School

Why we are 'GOOD' at CPS

Phrases in **bold** refer to OFSTED (June 2015) and HMI Monitoring Inspection Visit (March 2016) actions.



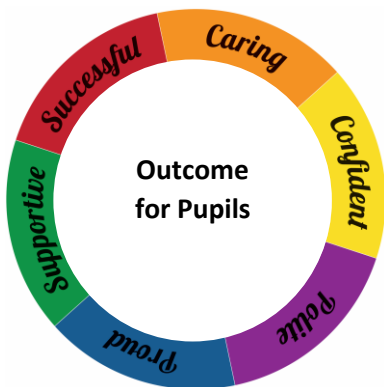
- Leaders set high expectations for pupils and staff through the promotion of the school's core values which are embedded throughout all aspects of school life.
- **Leaders and governors are ambitious for all pupils and promote improvement effectively by having an accurate and comprehensive understanding of the quality of education at the school. This is carried out by leaders and link governors for English, maths and SEND conducting joint learning walks, work scrutiny and pupil interviews.**
- Senior Leaders use Performance Management to effectively improve teaching and set aspirational targets for individuals and groups of pupils.
- **Governors hold senior leaders to account including the use of pupil premium and the primary PE and sport premium.**
- Leaders promote equality of opportunity and diversity through the implementation of the core values and school policy.
- Safeguarding is effective and leaders and staff take appropriate action towards and for pupils who might be at risk; they report concerns and support the needs of the pupils at all times.



- **Teaching is consistently good or better across the school; lesson observations, work scrutiny, learning walks and data corroborate this judgement.**
- **Teachers are secure in their subject knowledge and use this to plan effective learning that challenges thinking and addresses misconceptions.**
- **Teachers use effective AFL during and after lessons in order to give next steps and to improve or challenge learning.**
- **In KS2, the use of flexible groupings and effective marking and feedback in line with school policy tackles misconceptions and builds on pupils' strengths.**
- **The improvement in writing and maths since the OFSTED inspection in 2015 has been significant e.g. children are writing for a purpose with increased stamina and are producing high quality pieces. In maths children are now immersed in problem solving and are reasoning about the understanding.**
- Teachers expect and encourage all children to work with positive attitudes and apply themselves in all lessons through the school's core values and use of CLP (Curdridge Learning Power).
- The school's assessment policy takes into account the following assessment strategies: formative, summative and observations in order to gather information about the "unique child".



- The behaviour of pupils is good. Pupils are well mannered responsible and show consideration to others. They are highly aware of the core values and these help to make a happy place for them to learn.
- Good relationships between adults and pupils are a feature in and out of lessons; pupils need few reminders about how to behave in school.
- Children are focussed on learning within class and there is a culture of class time being learning time; lessons flow smoothly and without interruption.
- Our behaviour policy promotes good behaviour and attitude detailing sanctions and rewards for all pupils.
- Pupils' SMSC development ensures that they are prepared to be reflective about and responsible for their actions as good citizens.
- The School Council and Year 6 Southampton Civic Award give children roles and responsibility within school.
- Safeguarding, risk assessment, visits and visitors are all scrutinised for best practise and Keeping Children Safe at Curdridge.



- **Considering their different starting points, current pupils make consistently strong progress in a wide range of subjects including English and maths.**
- **From different starting points English and maths achievement is close to or above national figures (KS2 2016 Reading SS104.7; SPAG SS 107.2; Maths SS 103.5, Writing EXP 87.5%)**
- **Where attainment was low for current pupils, it shows consistent improvement as a result of the improvements in SEND provision from September 2016 with 93% of SEND pupils on target to meet individual SEND targets.**
- **2016 KS2 data showed that the attainment and progress for disadvantaged pupils was well above national average (Sig+).**
- **Accurate monitoring and reviewing of the progress and attainment of vulnerable groups including Pupil Premium and SEND is in place.**
- Data from our four data drops throughout the year is analysed in order to ensure that children maintain progress and that interventions are swiftly put in place for any children causing concerns.
- Children read widely, especially since the introduction of our guided reading sessions and reading journeys.