

1 School priorities

Judgement	Areas of strength	Main priority	Priorities
Effectiveness of leadership and management Outstanding	Leadership at Ambler is distributed effectively and the vision is shared by all stakeholders. Strategic leaders support senior and middle leaders robustly to ensure outstanding practice at all levels of leadership. The governing body is strategically involved in evaluating the school's performance and supporting improvement through the self evaluation tool. CPD provided for all staff ensures that there is a sound understanding of the school's priorities and that there are high levels of consistency throughout the school.	All leaders (strategic, senior, middle and governors) share the school and children's centre vision, accurately self evaluate and rigorously drive improvement to maintain and enhance outstanding practice.	Leaders ensure that all pupils make accelerated progress by effectively identifying the need for additional support and measuring its impact. All support given (including that from additional funding) is rigorously tracked, monitored and amended to ensure best outcomes.
			As a result of a growing school, strategic leaders work together to: create and develop new middle leadership roles that support and drive the vision of the school and, further develop senior leadership roles to effectively distribute leadership and plan for succession.
			Governors work alongside leadership to evaluate the strategic direction of the school. Through robust challenge & support, within the committees, governors develop a sound knowledge & understanding of the provision's teaching and learning, assessment & financial practices.
Quality of teaching, learning and assessment Outstanding	Teaching and learning practice at Ambler is always at least good. A large proportion of teaching and learning at Ambler is very good and outstanding. Strategic and senior leaders monitor teaching and learning robustly and ensure support is continuous, highly effective and personalised to individual staff members. Fully embedded policies and practice ensure high levels of consistency and continuity across the school for the staff and the pupils.	Staff are supported robustly and regularly in their teaching and learning to ensure consistent practice across the school which exemplifies high expectations, challenge & engagement and assessment literate pupils.	Staff are supported robustly and regularly in their teaching and learning to ensure consistent practice across the school which exemplifies high expectations, challenge & engagement and assessment literate pupils.
			Continue to develop and deliver CPD in order that staff fully understand a new way of assessing and can meaningfully measure pupils' progress and attainment both formatively and summatively.
			Pupils continue to strengthen their role as active learners through the processes of AFL, cognitive acceleration, target setting and critique in order that they are resilient and have a deep understanding of how to improve their learning.
Personal development, behaviour and welfare Outstanding	Pupils at Ambler behave impeccably in lessons and around the school. Pupils have a sound understanding of good manners and effective behaviour for learning and show this continually. The DREAMS ethos is fully embedded and supports children to Achieve more. Incidents of disruption are exceptionally rare. Robust systems of support are in place for pupils with additional behavioural needs. Attendance is rising and is well above national (97% 2014/15 academic year) demonstrating pupils' positive attitudes towards school.	All pupils' behaviour and conduct exemplifies a love of learning, thirst for knowledge and pride in themselves and their school.	To work with all stakeholders to continue to build on and drive the existing processes and practices that ensure attendance and punctuality are outstanding.
			Continue to embed a consistent approach with all staff and volunteers to positively manage behaviour in all areas of the school (including the drive of manners, behaviour for learning and DREAMS) in order that learning time is maximised and disruptions are exceptionally rare.
			All pupils - including those with particular additional or behavioural needs - benefit from an exceptionally positive climate for learning & are relentlessly supported in order that their school experience is of the highest standard & free from any form of bullying, prejudice or harassment.
Outcomes for pupils Outstanding	The strategic leadership team and other leaders interrogate achievement data relentlessly. A clear picture of pupil performance is held by all leaders and precise and effective actions are put in place for those pupils who need to make additional or accelerated progress. 'Gaps' between groups of pupils are monitored rigorously and use of additional funds is measured for impact continuously. Within day to day lessons, all teachers and support staff analyse pupils' progress effectively and alter plans accordingly.	Continue to drive and sustain the substantial progress pupils make across the school in order that attainment is markedly above national expectations and that they are exceptionally well prepared for their next stage of learning.	Staff rigorously monitor the performance of all pupils, particularly those who are disadvantaged, have SEN, EAL, are LAC or have a disability, and provide excellent teaching, intervention and support in order than any gaps (attainment & progress) between groups are slight and favourable when compared with national figures.
			A substantial proportion of pupils across the school meet and exceed age related attainment expectations (with a particular focus on driving the attainment in writing and phonics, across the school, in order that it mirrors attainment in reading and maths).
			Continue to monitor and drive the school's '60-60-60' initiative (whereby 60%+ of pupils attain above age related expectations, 60%+ make better than expected progress and 60%+ of teaching and learning is outstanding) and work towards increasing these proportions towards 75%. This initiative will be reviewed in line with the new assessment without levels in order to ensure realistically high expectations.

2 Progress on previous inspection

Ofsted 2012 areas for improvement:	Progress so far:	
1) Raise attainment in English and mathematics by: reviewing the organisation of the curriculum in order to provide more opportunities for pupils to read, write and practise their mathematical skills in subjects other than literacy and numeracy lessons.	Focused actions: 2013/14 - Developed new curriculum in line with new expectations Launched new curriculum and amended throughout the year External support (SIP) on curriculum development Launch of 'wow' days 2014/15 - Whole school CPD on maths and literacy across the curriculum Planning review with a focus on writing CPD on opportunities for extended pieces of writing in CLJ Raised expectations and clarity around use of LI/SC in CLJ - explicit maths and English skills detailed Use of targets across the curriculum What's next (Sept 2015) Rigorous book monitoring in CLJ Second planning review and support cycle	Impact: 2013/14 - Reading L4+ 95% L5+ 59% Writing L4+ 91% L5+ 32% Maths L4+ 91% L5+ 36% SPAG L4+ 77% L5+ 45% 2014/15 - Reading L4+ 93% L5+ 54% Writing L4+ 93% L5+ 36% Maths L4+ 96% L5+ 54% SPAG L4+ 93% L5+ 68%
2) Extending the thoroughness of marking and checking of pupils' progress against their targets in literacy and numeracy lessons to all other subjects of the curriculum.	Since previous Ofsted (Feb 12): The marking and checking of pupils' progress in literacy and maths is fully embedded across all phases and year groups and has been continually improved and developed since the last Ofsted. This practice has been extended to all areas of the curriculum in a way that is most appropriate to the subject. PE have created books for each child which allows the child to see its own progress and assessment. Music uses a scrap book which details learning intentions and success criteria. Evidence of children's work is signposted to practical work that is stored in an electronic file. Children's feedback and assessment is recorded. Work produced in Spanish lessons is marked in line with the other subjects. In literacy and maths the expectation for all pupils is that their books are marked with in-depth next step diagnostic marking once a week. The following lesson commences with an opportunity for the children to respond meaningfully. Targets are set from the new curriculum. Half termly targets for literacy and numeracy are set and discussed with children at pupil conferencing, they are reviewed weekly and highlighted where appropriate in the learning intention. Also, they are shared with parents at parents evening. Effective marking is evident in all curriculum books and pupils respond to marking meaningfully and can use their 'next steps' to enhance their progress in subsequent lessons. The practice of effective AFL in all subjects is implicitly written in the Ambler teaching rubric and is driven rigorously by strategic leaders. What's next (Sept 2015) Develop children's understanding and practice of self and peer assessment through principles of critique and roll this out across all curriculum subjects. Continually maintain and drive consistency across the school and across subjects including through the induction of new teachers.	