

#### **Spotlight 1 – Quality of Education:-**

- a) The implementation of the curriculum is successfully adapted to be ambitious and meet the needs of all pupils, including those with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. (Kent Inclusion Leadership Programme KILP)
- b) Assessment processes are used with rigour and teachers and leaders use assessment well to help pupils embed and use knowledge fluently, to check understanding and inform teaching, to understand different starting points and gaps and to identify next steps in learning.
- c) Reading is taught using a rigorous, sequential approach with a sharp focus on ensuring all pupils at the early stage of reading gain the phonics knowledge and language comprehension necessary to read, and skills to communicate, resulting in all pupils developing increasing fluency, confidence and enjoyment in reading.
- d) The Maths Mastery Approach across the school, is fully embedded increasing staff confidence in teaching strategies and pupil confidence and ability in foundational knowledge that enables them to grasp more complicated concepts.
- e) All pupils, including SEND and Disadvantaged, know more, remember more and can do more in all subjects and are ready for their next stage of education, resulting in the majority of pupils meeting or exceeding national expectations.

#### **Spotlight 2 – Behaviour and Attitudes :-**

- a) There is a demonstrable/ measurable improvement in the behaviour of pupils who have particular needs, resulting in all pupils feeling safe and trusting that adults will deal with any exceptions swiftly and effectively
- b) 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.
- c) Pupils' are committed to their learning, know how to study effectively and do so, are resilient to setbacks because they use metacognition and are expected to be independent learners, taking responsibility for themselves and their learning.

#### **Spotlight 3 – Personal Development:-**

- a) All pupils participate in a wide, rich set of experiences and have exceptional opportunities to develop their talents and interests.
- b) All pupils are well-prepared for life in modern Britain and develop an understanding of the fundamental British values (FBV).
- c) All pupils understand, appreciate and respect differences in the world and its people, can celebrate commonalities and engage with views, beliefs and opinions that are different from their own, showing respect for the protected characteristics as defined in law.

#### **Spotlight 4 – Leadership and Management:-**

- a) Leaders create an inclusive school culture with strong, shared values and offer an ambitious and high-quality curriculum to all pupils, who successfully complete their programmes of study.
- b) Leaders facilitate focused and highly effective professional development for all staff resulting in subject and pedagogical content knowledge consistently building over time.
- c) Leaders engage meaningfully and effectively with staff, pupils and families where engagement opportunities are focused, have purpose. and any issues are consistently dealt with appropriately and quickly.

#### **Spotlight 5 – Early Years:-**

- a) Audit needs of new cohort and design curriculum provision to quickly close gaps for new pupils (Fine motor skills, CL and L, Reading, Number).
- b) Provide training for EYFS staff to enable them to adapt the curriculum and meet the needs of the current cohort (ASD, Speech )
- c) Increase talking, communication, explaining, social skills through focused, planned opportunities for pupils to talk about their learning and develop rich vocabulary.
- d) Provide opportunities to increase parental involvement in learning through weekly drop-in sessions, regular workshops / individual targeted support/ stay and play sessions