User Manual
IMMERSE · DISCOVER · IMPROVE

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'All that is impossible, remains to be accomplished.'

Jules Verne

Welcome onboard the Nautilus!

The Nautilus online school leadership platform is designed to help you and your team to efficiently capture and evaluate the great work that you do Our experienced team of school leaders and software developers understand the challenges of good, sustainable leadership.

All of your views will be presented on your dashboard with instant analysis, feedback and reports. In the communal Gallery, your curriculum is a rich photo database of best practice, raising awareness and raising standards. We know that every school likes to do things their own way, we have a full editing suite where you can edit our learning walks, observations, book studies and surveys, or you can create your own in minutes.

Your school is a hive of activity. With Nautilus, you and your team can now spend less time report writing and managing paper trails, and more time celebrating and developing your teaching and learning.

CONTENTS

We know that school leaders love a good adventure story. The Nautilus was the fictional submarine belonging to Captain Nemo, featured in Jules Verne's novels Twenty Thousand Leagues Under the Sea (1870) and The Mysterious Island (1874).

LOGGING IN

We're delighted that you're going to be joining over a 1000 innovative Nautilus school leaders onboard the platform. It's important to us that you can get off to a great start, and so here's a few things that will help to make sure that we get a smooth launch...
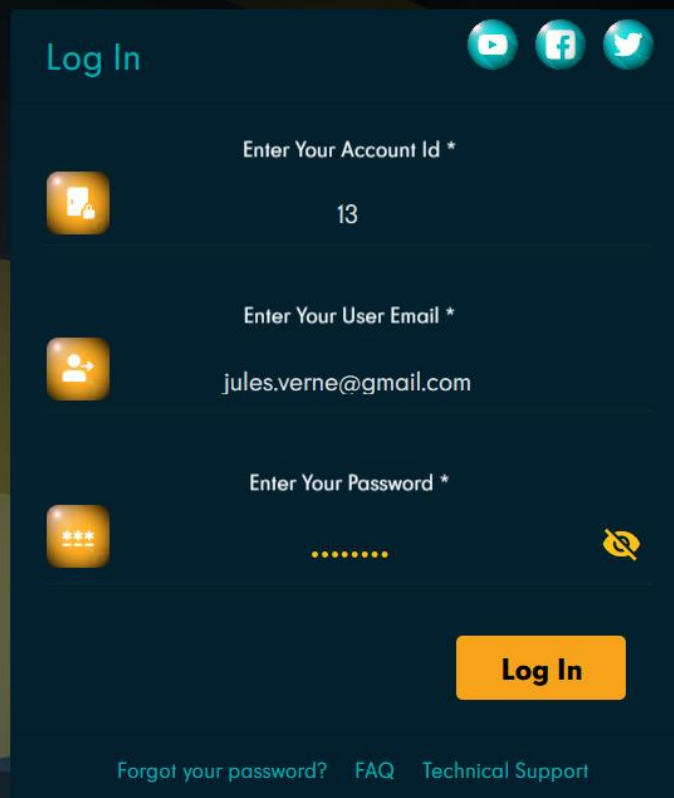
When you receive your invitation to login for the first time.

IMPORTANT Please record and store the following as you set up.
Note: Our tech team are very busy, we do not prioritise lost passwords or ID numbers

- Your unique school ID number
- Your password

If you have a change of administrator at any point, please notify us so that we can switch this for you.

Prepare Your Tech

Here's some quick checks for your tech support to make sure that everything can run smoothly. Sometimes, local devices and security may need to be managed to help you to have the best Nautilus experience. We would advise that you test your devices, before proceeding with any learning walks or book studies.

Clear Communication

Make sure that our @nautilus.education domain name is clear to ensure that you can receive login links, password resets or any other correspondence. Check your spam/trash or filters if the emails are not landing or add us to your email contacts.

Your iPad or Tablet Settings

You may need to make sure that the cookies on your device are enabled, otherwise your pages may look like they are working but will be clunky. This is because they are loading the page from your disk cache, and not live from the online site. READ MORE

Schools often use Proxy Servers. These can filter or block websites. To make sure that our domain/IP addresses are clear, you will need to add these to your system. READ MORE

TIP: Login and Create Your Shortcuts

Once you have logged in and set up your password, the original invitation email will automatically expire. You can then access the platform from the bottom of our website, or directly here. We would then recommend putting a desktop or dock short cut on your devices for quick access.

Old devices

Please note that some iPads and tablets that are pre-2012 will not support current browser scripts. For more tech support, visit our FAQ page.

Support

Implementation

We understand how important it is to successfully implement Nautilus. To help your team to learn more, to understand how the system can help them, and to on-board everyone, we've created a simple 5 step guide to help you to onboard your team. This offers a few prompts to help you to identify the benefits and articulate how the system can support everyone. We know that it's important to have clarity, so that everyone understands why you may be doing things a little differently.

5 Suggestion to Help You to Onboard Your Team

It's a Process
We've come from a place where observations occurred three times a year with monitoring scheduled in between. If we can create a simpler, more flexible process, then we can build our picture. This isn't about standalone activities, it's about contributing to a secure, bigger picture over time.

Collaboration
There are so many ways to improve collaboration. Professional dialogue between staff, sharing ideas and solutions. Helping each other to lead effectively. Evaluating or moderating together with internal and external leaders.

Accuracy
With multiple contributors and lighter touch activities, we can start to think about accuracy. Previously, lesson observations were notoriously inaccurate, not reflective of business as usual and consequently with less meaningful feedback.

Recognition
We're wired to prioritise school improvement, but what if the primary reason was to provide recognition? Teachers thrive on recognition and yet making it timely, sincere and constructive is not as easy as it sounds. Create a culture where staff feel valued, retention and job satisfaction area is achievable.

Know Your Why
The big question. We can help you to capture and evaluate all of the great work that you do, but you'll need to know why it's important to improve your how you do this. The idea of developing skillsets in the classroom can only be good for pupil outcomes, as well as sustainable and effective school leadership.

Capture and Evaluate

The orange icons are for adding users, assigning and performing your activities.

1. Add your team of school leaders.

2. Create Your First Learning Walk

3. CAPTURE

Use your iPad or tablet to capture and evaluate your teaching and learning.

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Feedback, Analysis, Reports and the Gallery

The blue icons are for viewing and using everything in the system

WORKFLOW

Your instant feedback channel for professional dialogue.
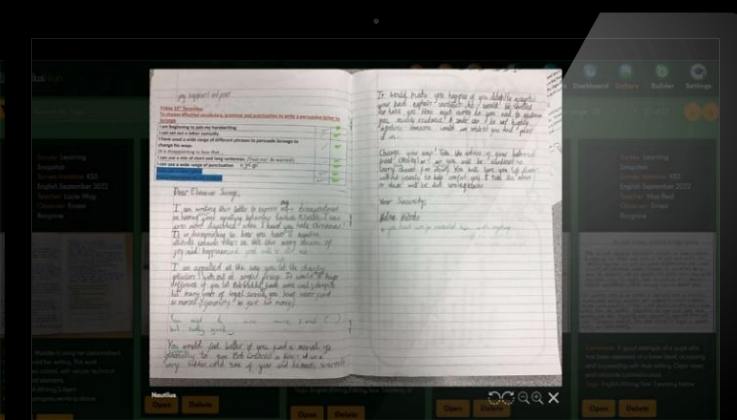
HEADLINES

See your teaching and learning overview.

LEADERSHIP DASHBOARD

Your analysis and reporting, all in one place.
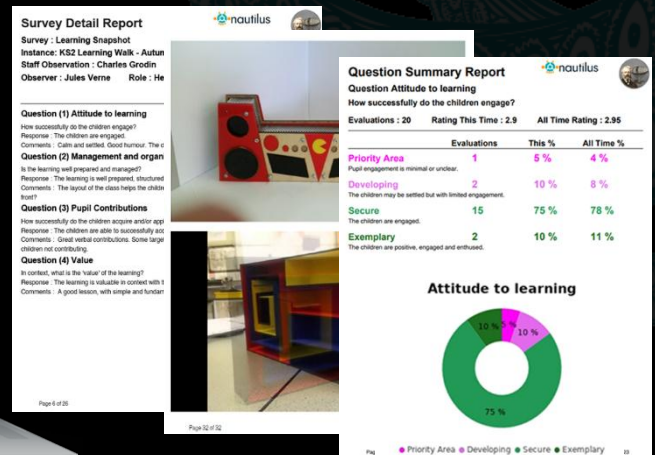
THE GALLERY

A portfolio of your provision, created by your team. Raise awareness, raise standards.

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The green icon is our built-in editing suite, the Builder. This is where you can clone, edit, create and share your own content.

THE BUILDER

We know that you'll have lots of great ideas. The Builder is a place where you can create clone and edit our learning walks, book studies and surveys or you can create your own in minutes. You can also import and export content here, ready to collaborate with other Nautilus schools.

The purple icon is your Settings area. Here you can create your own evaluation rubric, access support and customise your reports.

SETTINGS

A good place to start. Upload your school logo to personalise your reports. Create the right conditions in your school by customising your evaluation statements and colour schemes. Here your team can access our tech support, FAQ, Nautilus community and our Youtube tutorials.

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Support and training

Save yourself precious time and energy by letting us help your team

We recognise that good implementation is the real key to success. We don't expect headteachers and leaders to have to spend precious time cascading training when it's simpler and more affordable for us to help. We're here to collaborate with you, and to provide great leadership solutions for the important work that you and your team need to do.

BOOK MY SESSION

Select your preferred date and time, and then choose the type of training required from the following 3 options:

Leadership Induction

We'll show your team how to get moving quickly and confidently. A 'How-to' session, covering senior, subject or SEND leadership.

Platform Refresher

A full revisit of all features. Good for a recap, for new staff or just to revisit the system and get the most out of your subscription.

Bespoke Session

Let us help you with your school development priorities. We can show you solutions to help you to evaluate key areas of your provision, developing good sustainable leadership.

Great for collaborating with your partner schools, saving money and utilising expertise.

Add notes or details to help us to prepare the best session for you and your team. 1 hr Teams video call with Sharepoint video link - £99

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Your Guide to the The Builder

You'll find it simple to create your own content using our built-in editing suite. You can also clone and edit the content that we've added to the system. Whilst this is simple and easy to do, we'd like to offer some guidance to help you to manage this carefully, so that your dashboard stays neat and tidy, and to help you to ensure that your data is meaningful.

1. Have a go with our content

We'd always recommend taking a look at what is on the system. This content has been very carefully designed to provide a good balance of challenge and support, and to be developmental. More often than not, a good learning snapshot and book study will be enough when you add the filters and tags.

2. Tweak the language

You may want to clone and edit our content to tweak the language. Every school is different, and we know that the status of your school will often dictate how you capture. You can also edit your content from time to time, updating your frameworks live.

3. Create carefully

If you do want to create your own content, create carefully. Try and create versatile frameworks that can be applied across the subjects, rather than being too specific. This prioritises feedback rather than checklist compliancy exercises. Use lines of enquiry designed to evaluate teaching and learning, and then apply these across your subjects or aspects, adding additional tags if required for cohorts or key stages.

4. Manage your content

We would suggest managing anything that you add carefully as a senior leadership team. If every leader creates their own, your dashboard could become cluttered. For best results, create slowly and carefully. Avoid making copies of copies of copies etc. Seek to create a school toolkit of simple, versatile content.

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Your Guide to the Gallery

Your Gallery is a place where you can collect and share the best examples of learning in your school. This is designed to help your to set expectations, promote best practice and to quality assure the impact of your curriculum. Here's 5 ways to get the most out of this innovate workspace.

1. Capture the Best Learning

If all of your team can seek to do this, then you will be able to quality assure your entire curriculum. The Gallery is communal, and so your leaders can discover and learn from each other. Audit and delete content as you go along as you add better examples.

2. Tag

We'd suggest consistently tagging by subject > Year group > EXP (or equivalent) > Area of study > and/or SEND/Pupil Premium. Each subject leader can then see the consistency across cohort and the progression between them. Your SENDco and pupil premium leaders can also search and view these examples.

3. Cross Reference Your Tags

If you're taking a history learning walk and see a good example of writing, add the tag 'Writing' for additional search opportunities.

4. Add Content Directly

Use the 'Capture Now' button in the Gallery and add photos directly. Specify subjects or aspects and ask staff to add their selected exemplars. For example, 'Next week we'd like everyone to add 3 Science examples. 1 EXP sample from a book, 1 pupil premium and 1 practical. Please tag with subject/year group/area of study(EXP, SEND/Pupil premium). Your Science leaders can then view all of work submitted.

5. Moderate

Occasionally it can be useful to create benchmark exemplars for your team to show them what the outcomes should look like. Annotate with the assessed curriculum evidence. Your teachers will then be able to quickly search and find more detailed samples for subject consistency, guidance and pitch.

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Our Free School Leadership Webinars

With over 3000+ school leaders registered in the last year, it's good to know that our solutions are resonating. Each leadership session is packed full of thought provoking ideas and solutions for busy headteachers, senior, subject and SEND leaders.

DON'T OBSERVE, CAPTURE!
Who? Anyone wanting to revisit and refresh, new users or interested leaders
How to administrate and assign activities as well as a look at some of the new features, hints, tips and tricks.

SUPER SUBJECT LEADERS
Who? Subject Leaders and headteachers
Learn how to use the subject leader toolkit to perform great collaborative learning walks and book studies.

SMARTER SEND
Who? SENDcos, ALNcos and/or teaching staff.
A walk-through of the SEND toolkit. We'll take a look at how we can efficiently and accurately self-evaluate SEND provision and identify critical areas for improvement.

A CLEAR HEAD
Who? Headteachers and Executive Headteachers
This is a webinar all about helping busy headteachers to secure an accurate view of teaching and learning.

THE 10 MINUTE LEARNING WALK
Who? All school leaders
In this webinar, we'll demonstrate the secrets behind an effective learning walk, helping you to create genuine distributed leadership, accurate evaluations and meaningful feedback.

HIGH LIFE
Who? High school leaders
This is a webinar all about building a clear overview of standards in teaching and learning, securing confident and sustainable leadership and providing timely and supportive peer feedback.

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Connect and Collaborate

SCHOOL LEADERS GROUP

CONNECT · SHARE · LEARN

Connect with other school leaders and Nautilus users on our new school leadership forum. We'll be regularly uploading free expert learning walks, book studies and surveys for you to download and import.

Visit 'Around the Moon '

LEADERSHIP NEWSLETTERS

We send out our free ENewsletter every term to schools. Inside, you'll find articles, solutions, hints and tips to help you to get the best out of the platform. You can also read about how other schools capture and collaborate using Nautilus. You'll also find all of our upcoming free webinars to help you and your team to work more efficiently.

YOUTUBE CHANNEL

Our growing YouTube channel has lots of helpful content, with 'How-To' videos and CPD sessions.

SOCIAL MEDIA – Connect with us!

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Your Nautilus Crew

Our team is made up of in-house talent from education and software development. We pride ourselves on being able to work closely with school leaders, constantly listening and developing alongside to provide just the right solutions at the right time.

David @DavidNautilus1

With over 30 years of experience working in schools and special ed, including two headships as an LA school improvement advisor, David is the co-creator of Nautilus.

Dan

We're lucky to have our own software development team. Dan is an experienced software engineer and technical architect and the co-creator of Nautilus.

Dawn

Dawn is an experienced SENDco, Senior leader, EYFS and dyslexia specialist with a history of working in diverse and challenging inner-city schools.

David @DeputyMitchell

David 'Deputy Mitchell' is a former headteacher of two schools and keynote speaker. Currently still involved in helping thousands of children to develop a love of writing.

Sophie

Sophie is our technical support advisor. She understands exactly how busy you are and how important your work is. Always ready to offer same-day advice and solutions.

Rich

Rich is our business guru. With a history or founding and running a successful business, he's the perfect person to help make things run smoothly for our schools.

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Cheat Sheet

Build Your Dashboard

Your school average is your unique aggregate score from all your activity. It's not assigned to gradings, to make sure that it's only about relative progress in your setting.

Your Teaching and Learning profile will show you your total whole school evaluations for everything that you have done. We can also use the flight path below to view progress and trends.

Your parent and pupil dials will show you the number of responses and the average score. We think it's important to have your surveys all in one place, as you quickly capture stakeholder views..

Here we can quickly view and compare all of your different walks, book studies and surveys that you use along with the total outcomes. You can also click and save our charts directly for your reports.

Your User Guide

Filter your dashboard by subject, SEND, year group or any tags that you create.

Toggle your view by your current school year, or by all time for a thorough contextual picture.

See all of your learning walks, book studies, observations and surveys in one place. You can also see the number of entries and the average outcome of each activity.

The Orange Icons – Assign and capture

USERS
- Add/remove/edit leaders
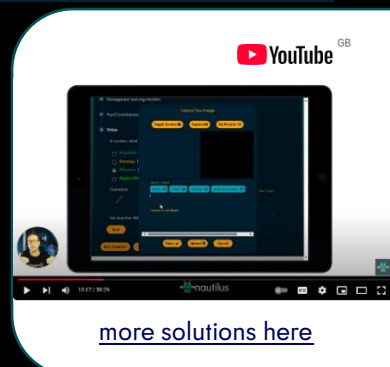- Assign subjects/aspects

CREATE
- Prepare/assign walks, book studies, surveys
- Plan activities
- Delete activities

WALKS
- View your visits
- Perform your visit
- Re-open/edit your visits
- Click and GO! visits
- Click to email direct feedback

The Blue Icons – Feedback, analysis, reporting and photos

WORKFLOW
- See the comments from your visits
- Share verbal feedback
- Filter Next Steps
- Add actions

HEADLINES
- Teaching profile
- Subject, aspect and tag filters
- Flight paths and trends

DASHBOARD
- All activities
- School average
- All-time outcomes and flight paths
- Subject, aspect, tag filters
- All activities and outcomes

Open activity
View insights
Download PDF report
Ai summaries

GALLERY
- View curriculum exemplars
- Filter and search
- Present and share
- Edit and add tags
- Upload photos direct

▶ YouTube GB

more solutions here

The Green Icon – Editing Suite

BUILDER
- Clone and edit content
- Create walks, studies and surveys
- Import and export

The Purple Icon - Settings

SETTINGS
- Edit the statements and colour schemes
- Tech support
- Video Channel
- FAQ

USER KEY

Priority User

Leadership User

User

nautilushigh

Your Suite of

Nautilus Snapshots, Book Studies and Evaluations

All content designed to generate meaningful profession dialogue, with challenge and support. We use lines of enquiry to guide observers, with prompts to provide recognition, recommendation and collaboration.

AFL Snapshot©

With this snapshot, you can create a greater awareness and skillset for assessment for learning, by promoting simple opportunities to help busy teachers to apply in everyday learning. Maximise the impact of planning and teaching by accurately informing daily practice. Easy to adopt and apply in across all subjects and cohorts.

Questioning

How effective is the questioning?

Priority area

Area for development

A range of question types are successfully used to secure and extend learning

Skilled and careful questioning has a significant impact on learning

Feedback

How effectively does feedback support learners?

Priority area

Area for development

Feedback effectively informs learners about achievement and next steps

Effective use of feedback is exemplary

Pupil Understanding

How secure is the children's understanding of the learning expectations?

Priority area

Area for development

The children understand the learning expectations

All children have a clear understanding of the purpose, process and outcomes

Independent Learning

How effectively do the children self-assess and/or peer assess?

Priority area

Area for development

The children effectively self and/or peer assess

Self-assessment and/or peer assessment is highly effective

Behaviour and Attitudes Snapshot©

Evaluate during the unstructured or structured parts of the day. Use little and often to build a secure overview, learn more about how pupils feel and identify areas for development. A great tool for your senior leaders and governors, guiding them with clear lines of enquiry and prompts, building a long term evaluation in the background.

Behaviour

How effectively does the school promote good behaviour?

Priority area

Area for development

The expectations are effectively promoted

The expectations are explicit and understood by pupils

Attitudes

How positive are the children's attitudes towards school?

Priority area

Area for development

The children have positive attitudes towards school

The children are happy, motivated and enthusiastic about school

Safety

How safe do the children feel at school?

Priority area

Area for development

When asked, the children talk about feeling safe in school

When asked, the children talk about feeling safe and how they contribute to the safety of others

Management

How effective is behaviour management?

Priority area

Area for development

Behaviour management is effective

Behaviour management is highly effective

Attendance

How well do learners attend?

Priority area

Area for development

Attendance is in line with, or above, the national expectation

Attendance is consistently above the national expectation

Book Study©

The impact of your curriculum will be evident in your pupil's books. Evaluate your programme of study, pupil contributions, presentation, marking and feedback. Host staff meetings where all staff take part simultaneously, generating valuable reports. Capture and evaluate before you send books home at the end of year to set the expectation when you return.

Presentation

How well is the pupil's work presented?

Priority area

Area for development

Work reflects care and consideration

Work is consistently well presented

Pitch

Does the content reflect the appropriate programme of study?

Priority area

Area for development

The content reflects the appropriate programme of study

The work is well pitched, adjusted and extended

Pupil Contributions

Do the pupils' contributions reflect sufficient time to secure progress?

Priority area

Area for development

Work reflects regular and sustained application

Regular opportunities for application secure daily progress

Progress

Does the book demonstrate progress?

Priority area

Area for development

Work reflects progress towards objectives, areas of study or first page to last

Short and long term progress is exemplary

Challenge

How effectively are opportunities to extend learning applied?

Priority area

Area for development

Challenge effectively provides depth

Opportunities to extend learning are exemplary

Marking and Feedback

How effective is marking and/or feedback?

Priority area

Area for development

Marking and/or feedback is integral and effective

Marking and/or feedback is exemplary

Communication and Language Snapshot©

With more and more schools focusing specifically on language development, this simple framework has been designed to help you to promote and evaluate the impact of daily teaching strategies. Apply to any cohort and any subject, and help your team to improve outcomes by prioritising oracy. Quickly incorporate pupil views for accuracy.

Listening Skills

Do the children demonstrate 'good listening?'

Priority area

Area for development

The children listen to the speaker

The children attentively focus on the speaker, listening quietly and patiently

Time

Do the children have sufficient time to understand what is being said?

Priority area

Area for development

The children have sufficient time to understand what is being said

All children understand what has been said

Understanding

How successfully do the children understand what they hear?

Priority area

Area for development

The children understand what they hear

All children has a secure understanding of what has been said

Acquisition

How successfully do the children learn the relevant words, and do they understand what they mean?

Priority area

Area for development

The learners successfully learn the appropriate vocabulary

The acquisition and application of the relevant vocabulary is exemplary

Modelling

Do the adult(s) model good communication skills?

Priority area

Area for development

Communication is explicitly and effectively modelled

Communication is a fundamental part of the learning process

Application

Do the children have the opportunity to practise their language skills?

Priority area

Area for development

Opportunities to apply language skills are effectively supported

Strategies for language application are exemplary

EYFS Evaluation and Feedback©

Early years provision requires more time due to complexity. For this framework, capture and evaluate with short visits over a morning, day or more, to do justice to the depth of holistic provision and expertise. This approach can ensure accuracy, capture business as usual, as well as create critical opportunities for collaborative dialogue with your team.

Creating and Nurturing Positive Relationships

How well do the relationships with adults contribute to ensuring a safe and happy environment?

Priority area

Area for development

Relationships with adults effectively secure a safe and happy environment for all learners

Adult relationships with learners are exemplary

Planning and Preparation

How effectively is the provision well designed and planned?

Priority area

Area for development

The provision is effectively designed and planned

The planning and design of the provision is exemplary

Continuous Provision

How effectively does the continuous provision engage learners?

Priority area

Area for development

Continuous provision effectively engages learners

The use of continuous provision is exemplary

Direct Teaching and Subject Knowledge

How effective is subject knowledge?

Priority area

Area for development

Subject knowledge is secure

Subject knowledge is exemplary

Observations and the use of Assessment

How effectively do observations and assessments inform provision?

Priority area

Area for development

Provision is directly informed by the effective use of assessment

The use of assessment to inform provision is exemplary

Leading, Directing and Supporting Additional Adults

How successfully do the additional adults secure positive outcomes?

Priority area

Area for development

All adults successfully contribute to positive outcomes

All adults exemplify good practice

Daily Progress

How successfully do the children make progress?

Priority area

Area for development

The children successfully acquire and apply, skills and knowledge

The acquisition of skills and knowledge is exemplary

Learning Snapshot©

Light-touch, informal and developmental. Capture and evaluate your provision across cohorts and subjects with this versatile and efficient framework. Whilst you evaluate impact and create meaningful professional dialogue, build a live picture of standards in teaching and learning across cohorts, key stages and whole school.

Engagement

How successfully do the children engage?

Priority area
Area for development
The children are engaged
The children are positive, engaged and enthused

Pedagogy

How effective are the strategies and techniques for learning?

Priority area
Area for development
The strategies for learning are effective
The impact of subject knowledge is highly effective

Learning

How successfully do the children acquire and apply skills and knowledge?

Priority area
Area for development
The children successfully acquire and apply skills and knowledge
All children at least acquire and apply skills and knowledge with evidence of some exceeding

Value

How effective is the learning?

Priority area
Area for development
The learning is effective
The learning is exemplary

Phonics Snapshot©

A snapshot evaluation for the effective and consistent teaching of phonics. Designed to quickly evaluate four key components, and to provide simple and supportive feedback for personal and strategic school development. A useful way to evaluate, quality assure and evidence your systematic phonics provision.

Management and Organisation

How well is the session planned and prepared?

Priority area
Area for development
The session is effectively planned and prepared
Highly effective preparation secures positive outcomes

Programme of Study

How secure is fidelity to the scheme?

Priority area
Area for development
Scheme fidelity is secure
Fidelity to the scheme is secure, with effective adaptions or interventions

Knowledge and Expertise

How secure is subject knowledge?

Priority area
Area for development
Subject knowledge is secure
Subject knowledge is exemplary

Pupil Progress

Do the children secure the required skills?

Priority area
Area for development
Expected progress is secure
The children secure progress with some demonstrating progress above expectation

Safer Classrooms Snapshot©

A learning walk designed to ask some big questions, create discussion, promote and evaluate the provision for wellbeing. With simple strategies to enable all learners to feel safe and happy in school. Evaluate classroom practice or whole school provision, and provide feedback incorporating pupil views.

Safety

How safe do the pupils feel in the setting?

Priority area

Area for development

The pupils feel safe in the setting

The pupils feels safe and are able to consider the safety of others

Ethos

Do the children have positive attitudes?

Priority area

Area for development

The children have positive attitudes to themselves and their peers

Attitudes are highly positive

Inclusion

How inclusive is the environment?

Priority area

Area for development

The environment promotes diversity and difference

The environment secures positive attitudes towards diversity and difference

Curriculum

How relevant is the curriculum for all learners?

Priority area

Area for development

The curriculum is relevant, broad, balanced and diverse

The curriculum is exemplary when promoting achievement for all

Relationships

How effective are supportive relationships between adults and pupils?

Priority area

Area for development

Effective relationships are secure

Positive relationships are highly effective

Identification and Intervention

How effective is the identification and support for individual wellbeing?

Priority area

Area for development

The identification and support for wellbeing is effective

The identification sand support for wellbeing is highly effective

SEND Evaluation and Feedback©

Increase capacity, develop teacher skillsets, share best practice and evaluate your SEND provision, by enabling your SENDco to perform lighter-touch visits to all classes over time. This framework is designed to prioritise collaboration and effective SEND leadership. Promote key areas for evaluation and development, in any subject or cohort, creating greater awareness.

Setting
How inclusive and accessible is the learning environment for pupils with SEND?

Priority area
Area for development
The learning environment effectively supports pupils with SEND
The learning environment is exemplary for pupils with SEND

Curriculum
How appropriate, engaging and accessible is the curriculum for those children with SEND?

Priority area
Area for development
The curriculum is appropriate, engaging and accessible.
The design of the curriculum themes, pitch and pace are highly effective for pupils with SEND

Personalised learning
How effectively is the learning adapted for individual access and progress?

Priority area
Area for development
The learning is effectively adapted for pupils with SEND
Perceptive adjustments secure positive outcomes for pupils with SEND

Pupil Support
How effective is the direct, or indirect, use of adult support?

Priority area
Area for development
Adult intervention and support is effective
Adult intervention and support is highly effective when evaluating impact

Progress
How successfully do pupils with SEND make progress, from individual starting points?

Priority area
Area for development
Pupils with SEND make progress, from individual starting points
Progress is exemplary, from individual starting points

Standard Lesson Observation©

A more formal lesson observation, covering the learning process and pupil outcomes. Offering the chance to add detail for individual feedback purposes. Useful for appraisal purposes or newly early career stage teachers. Pause your observation, consider short and long term pupil progress and return to it to ensure accuracy.

Pupil Engagement

How successfully do the children engage with their learning?

Priority area

Area for development

The children are engaged

Positive attitudes to learning are explicit from all learners

Pupil Contributions

Are the children successfully acquiring and applying skills and knowledge?

Priority area

Area for development

The children successfully acquire and apply, skills and knowledge

The acquisition and application of skills and knowledge, are exemplary

Subject Knowledge

How effective are the teaching strategies?

Priority area

Area for development

Effective teaching strategies support learning

Subject knowledge is exemplary

Planning and the Use of Assessment

How effectively does assessment inform learning?

Priority area

Area for development

The use of assessment directly informs learning

The use of assessment is exemplary when securing pupil progress

Short Term Progress

Do the children make progress within the lesson?

Priority area

Area for development

All pupils make progress in line with their own starting points

Progress for all learners is at least secure, with some children exceeding

Achievement

Do the children achieve well over time?

Priority area

Area for development

When considering work in books, or data, pupil outcomes are secure

When looking at work in books, or data, pupil outcomes are exemplary

Last updated May 2025