

LINGFIELD Primary School

Partners in Learning

SCHOOL DEVELOPMENT PLAN 2009 - 2011

How Every Child Matters links with the Self-Evaluation Form

D5

The questions are those asked by Ofsted to support schools in making valid judgements.

	Being Healthy	Staying Safe	Enjoy and Achieve	Make a Positive Contribution	Achieve Economic Well-Being
Aims	<p>To be physically healthy</p> <p>To be mentally and emotionally healthy</p> <p>To be sexually healthy</p> <p>To enjoy healthy lifestyles</p> <p>To choose not to take illegal drugs.</p>	<p>To be safe from maltreatment, neglect, violence and sexual exploitation</p> <p>To be safe from accidental injury and death</p> <p>To be safe from bullying and discrimination</p> <p>To be safe from crime and anti-social behaviour in and out of school</p> <p>To have security, stability and be cared for.</p>	<p>To be ready for school</p> <p>To attend and enjoy school</p> <p>To achieve stretching national educational standards at primary school</p> <p>To achieve personal and social development and enjoy recreation.</p>	<p>To engage in decision-making and support the community and environment</p> <p>To engage in law-abiding and positive behaviour in and out of school</p> <p>To develop positive relationships and choose not to bully and discriminate</p> <p>To develop self-confidence and successfully deal with significant life changes and challenges</p> <p>To develop enterprising behaviour.</p>	<p>To engage in further education, employment or training on leaving school</p> <p>To be ready for employment</p> <p>To live in decent homes and sustainable communities</p> <p>To access transport and material goods</p> <p>To live in households free from low income.</p>
Achievement & Standards			<p>3a. What are learners' achievement and standards in their work (and progress)?</p> <p>3b. How well do learners achieve in the Foundation Stage?</p>		

<p>Personal development & well-being</p>	<p>4a. How well do learners make progress in their personal development? 4a. To what extent are learners aware of, and do they practise, healthy lifestyles? 4f. How good is the personal development and well-being of learners in the foundation stage?</p>	<p>4a. How well do learners make progress in their personal development? 4b. To what extent are learners aware of, and do they practise, healthy lifestyles? 4b. To what extent do learners feel safe and adopt safe practices? 4f. How good is the personal development and well-being of learners in the foundation stage?</p>	<p>4a. How well do learners make progress in their personal development? 4c. How much do learners enjoy their education?</p>	<p>4a. How well do learners make progress in their personal development? 4d. How well do learners make a positive contribution to the community? 4f. How good are the personal development and well-being of learners in the foundation stage?</p>	<p>4a. How well do learners make progress in their personal development? 4b. To what extent are learners aware of, and do they practise, healthy lifestyles? 4e. How well do learners prepare for their future economic well-being?</p>
<p>Quality of Provision</p>	<p>5c. How well are learners guided and supported? 5d. What is the quality of provision in the Foundation Stage?</p>	<p>5c. How well are learners guided and supported? 5d. What is the quality of provision in the Foundation Stage?</p>	<p>5a. How good is the quality of teaching and learning? 5b. How well do the curriculum and other activities meet the range of needs and interests of learners? 5c. How well are learners guided and supported? 5d. What is the quality of provision in the Foundation Stage?</p>	<p>5a. How good is the quality of teaching and learning? 5b. How well do the curriculum and other activities meet the range of needs and interests of learners?</p>	<p>5b. How well do the curriculum and other activities meet the range of needs and interests of learners? 5c. How well are learners guided and supported?</p>