



# Cottesmore St Mary Catholic Primary School

## School Development Plan - 2016 to 2017

## Reviewed December 2016 and April 2017

‘Mane Nobiscum Domine’  
‘Abide with us O Lord’

### Section 48 report - March 2016

How effective is the school in providing a Catholic Education – outstanding  
Catholic Life of the school – outstanding  
Collective worship and prayer life – outstanding  
Religious Education – outstanding

### Ofsted report - December 2012

Overall effectiveness - good  
Achievement of pupils - good  
Quality of teaching - good  
Behaviour and safety of pupils - good  
Leadership and management – good

## *Our Mission*

*God made each one of us, we are all His disciples.*

*We believe in ourselves and help each other to do our best, respecting each other's differences and including everyone. We show care for others, especially by helping those in need and acting as God wants us to whilst living the Gospel daily.*

*We pray and worship together and so grow closer to God and each other, celebrating when others do well. We are part of God's family, supporting other people in school, at home, at church and in the world around us.*

*Mane nobiscum Domine - Abide with us Lord.*



*We want the children who leave our school to make the most of every learning opportunity so that they can grow into the best people they can be, fulfilling their dreams and God's special plan for them, being happy and confident and joyfully showing to others their faith in God.*

## *Our Values*

*We are courageous, forgiving, respectful, helpful, reflective, thankful and truthful.*

To achieve this, we focus on the areas identified as priorities from the Ofsted Self Evaluation Form (SEF) and the SEF for Religious Education. Our Autumn, Spring and Summer term plans deliver the actions identified.

## Religious Education

### Key Priorities:

- **Further improve creativity and teaching and learning of RE so that there is an increase in outstanding teaching.**

Continue Father Kevin input for every topic. Opportunities for all to observe outstanding teaching in RE. Teacher to teacher support re planning of dynamic lessons for depth of learning. RE Deanery INSET on creativity and motivational lessons (Lat Blaylock)

Autumn term 2016 review – All staff attended Lat Blaylock INSET day on creativity and bought new resources to increase creativity in RE lessons. Follow up staff meeting to revisit CPD main messages from INSET and actions / impact so far. CPD support offered on a 1:1 / group basis. Father Kevin has delivered 2 staff meetings that enriched staff's understanding of new RE topics. 100% improvement. Books from every year group contained an increased amount of creative activities in their topic work. These ranged from drama and role play, craft work, use of art to support Bible stories, painting, hot-seating, off site trips, design activities etc. 100% of teachers feel more confident to provide creative lessons that deepened religious literacy and promote children's interest – post INSET and staff meeting inputs (survey Dec 2016). Teachers reported greater confidence in RE subject knowledge.

Spring term 2017 review - 95 % of children interviewed reported that they enjoy RE. They cited drama, art appreciation, writing in role, painting, designing and craft activities as adding to their enjoyment. RE pupil interviews Feb 2017. Sample size 28 children. 100% of children interviewed said that they feel challenged in RE. When asked what makes them feel challenged, they said: choosing Mild/Spicy/Hot, being able to traffic light their work, next step marking can tell them how to improve, teachers using models and examples to show them how to improve. Next steps - Very few year groups had evidence of children's questions about RE. Teachers were advised that the simplest way to achieve this is to ensure they finish each topic with a question – focus of summer term (see termly plan for questioning target).

- **Presentation and attention to detail in the RE books reflects the strength of children's religious knowledge and understanding.**

New handwriting policy introduced across the school. Presentation input delivered to all children linked to learning muscles and aspirational people – high expectations modelled by all across the school. Glue sticks changed (small but recommended!).

Autumn 2016 review – INSET delivered to all staff in September regarding new handwriting policy and presentation expectations. All staff delivered standalone lessons on presentation expectations in all books. Daily handwriting sessions taking place in all year groups. Glue sticks used consistently in RE books. All children had individual handwriting targets that were shared with parents in October parents evening. 100% of children (sample seen) knew their handwriting target. Letter-join purchased so that all parents can practise handwriting with their children at home. Monitoring to date shows a range of improvements in handwriting and presentation. This has been done via triangulation and LC meetings. Post monitoring, all staff have received next steps with regards to presentation which will be further monitored in the Spring term.

Spring term 2017 review – RE books kept smart. The change of glue has improved their appearance. The whole school autumn focus on presentation and handwriting has had a noticeable impact. Work is well presented, with the school policy of DUMTUM being observed in every class. Handwriting has improved and classes are following the school cursive style. Teachers identified in the Autumn triangulation were supported to further develop the presentation and handwriting in their children's books by TLLs and this was followed up with further monitoring. In upper KS2, where children have already developed a personal joined handwriting style, the expectation is that all handwriting is joined, legible and fluent. Teachers were modelling cursive handwriting in almost all classes. RE monitoring (book scrutiny) FEB 2017

### Ofsted report December 2012 – good

- Good quality provision for spiritual, moral, social and cultural development promotes pupils' high self-esteem and confidence. Pupils and parents report that the school's 'family atmosphere' also plays an effective part in the development of these skills. This is further reflected in their good behaviour and enthusiasm for learning.
- The strong pastoral care and nurturing 'family' atmosphere helps pupils to develop good attitudes to school. Pupils are polite and respectful towards adults and each other, and supportive of their friends in learning. Pupils say that they enjoy school and that it is a very 'fair' place. Several pupils, from the youngest to the oldest, mentioned this during the course of the inspection. Pupils reported that when they do make wrong choices, they are given the opportunity to discuss this with an adult, with one adding, 'We learn through our mistakes.'
- Pupils' spiritual and moral development is well supported through collective worship and the religious education programme. Cultural awareness is promoted through charitable work and strong church and community links. Pupils have the opportunity to experience different cultures through links with schools abroad.

### Section 48 report March 2016 – outstanding

The Catholic life of the school is outstanding, characterised by a distinctive warmth and sense of welcome.

The sense of belonging is strong and it is very apparent that everyone plays a role in contributing to the community, both in school and beyond.

It is clear that living in this praying community is having an impact on the pupils and the opportunities provided for them to develop spiritually is a very affirming experience.

Pupils demonstrate a confident religious literacy and a good understanding of their faith story.

Pupils already demonstrate strength in their religious knowledge and understanding. Teachers now need to ensure that the standards of work in their books reflect this strength through an insistence on higher expectations of presentation and attention to detail.

Examples of outstanding teaching in the school provide excellent models for colleagues. These practitioners should be used to demonstrate how well paced, fluid and dynamic lessons can bring about even more depth of learning and motivation for pupils.

## Theme 1: Effectiveness of Leadership and Management

All levels of leadership and management increasingly play a pivotal role in securing outstanding provision for all children and can evidence impact.

### Key Priorities:

- **The newly expanded leadership team develops a further improved robust monitoring cycle that challenges and supports all teachers' improvement and highlights any concerns rapidly so that teaching continues to be highly effective if not better.**

Review of yearly monitoring cycle for teachers, senior leaders and Governors. School Partnership Advisor (SPA) support for Senior Leaders to further model monitoring of books and learning walks. Revised triangulation process to focus on specific groups (as identified in year group action plans) and individual pupils (as identified through data and Pupil Progress meetings). Regular walk around of Headteacher with Senior Leaders. Further development of Teaching and Learning Leads (TLLs) as identified as a group and individuals. Further Susan Carol input on leadership styles and team effectiveness.

Autumn term 2016 review – Monitoring cycle and policy reviewed and implemented across the school. Revised appraisal process. Revised triangulation process which includes a deeper book and data scrutiny, specific focusses linked to SDP and appraisal targets. Timely CPD regarding identified next steps provided to all staff (within 2 - 3 weeks) with further monitoring taking place 2 – 3 weeks post CPD. All support reported individual CPD plans and evidenced to show impact of CPD. SPA has supported 2 TLL's with regards to learning walks and book scrutiny and delivering effective feedback to colleagues. Further promotion of TLLs with parents.

Spring term 2017 review – Second round of in depth triangulation took place. Improvements have been seen within all teachers and developments made thanks to TLL CPD. DH re-modelled process to TLLs (although not needed, good practice) and SPA validated all TLLs and cited strong process and accurate judgements with regards to triangulation. All teachers graded good or better. HT and TLLs meet regularly to model and support where needed. Teaching has continued to improve over the term.

- **Subject Leaders work alongside the curriculum leader to review progression of skills across the curriculum to further drive developments in their area / subject so that all pupils acquire a broad and balanced range of skills in all aspects of their education.**

Subject Leaders play a prominent part in the school environment. Monitoring pupil, parental and staff voice and engagement. Cluster working to share best practice and develop leadership skills of all. Sharing expertise. Contextual action plans written that include key focus and analysis for SL and teachers in Reading, Writing, Maths and RE. Dedicated mentoring time with Subject Leaders to further develop their skills in this area. Staff professional development (CPD) linked to various non-core subjects and data analysis.

Spring term 2017 review – Whilst every SL did not meet with Deputy 1:1, this was addressed via staff meetings and subsequent planning meetings where progression of skills were reviewed for all subjects. Changes were put in place if necessary. Year group phases also got together eg Year 3 and 4 in order to map out objectives. Subject Leaders then checked this work. This will be signed off this term. FLIC, the school non-core assessment tracking system, has also been updated in light of these changes and these will also be sent to parents as part of the end of year school reports. The website is current but subject pages are somewhat inconsistent and this will be a focus for the Autumn term although the curriculum maps are all up to date. All SL have attended two cluster collaborative sessions for their subject. Best practice has been shared and encouragement of inter school collaborative working.

- **Area / subject specific Governors regularly challenge and hold to account senior leaders responsible for key areas / subjects / targets in the school so that standards and provision are effective and continue to improve.**

September Governor meeting to link school and Governors monitoring cycle throughout the year. Clear guidance regarding Governor expectations of Subject Leader link visits and focus school visits. Monitoring cycle created. Increased challenge in committees linked to SDP and action plans.

Autumn term 2016 review – HT has had a review of all Governors Committees with the Governing Body. For example, PPCC committee reviewed Terms of Reference in line with Personal development, behaviour and welfare strand, so increased focus on areas such as attendance, anti-bullying and British Values. Every Governing committee have written their strengths, areas for development and impact.

Spring term 2017 review – There were a number of Focus School Visits (FSV) that either took place or were reported on in the Spring term. These included, Single List, Pupil Progress, Pupil Premium, EAL Diversity Walk and a Health and Safety Walk. Outcomes were very positive and the EAL Diversity walk had external verification. A further FSV on anti-bullying is scheduled. In terms of Single List it was noted that ongoing the Child Protection Governor would review the record once a term. The Pupil Progress Meeting objective was "to validate the reliability of main messages in the internal data reports by assuring the quality of the processes that build up to them" and it was found that "the background to data, as presented to governors, closely reflects results in classes". Pupil Premium working party continues to be successful and the most recent meeting highlighted enhanced initiatives such as the monitoring of attendance and audit of effectiveness. Further opportunities came out of this audit and further stakeholder interviews are being considered. There was a general refocus this term to make sure that every member of the Governing Body had access to an overview of key strengths and development opportunities of the school at a glance and a working party was set up to pull together high level documentation to this effect. This working party met twice in the Spring term and produced documentation on the following key areas amongst others: SDP; Safeguarding; Pupil Premium; Finance. Training – Governors attended the following training in the Spring Term – Curriculum Committee internal training on the Data Dashboard; 2 Governors attended Appeals Training; 1 Governor attended Ofsted Training.

### Ofsted report December 2012

- Self-evaluation is accurate and is used effectively to set school priorities. This has led to a wide range of improvements since the previous inspection. This constant drive to enhance opportunities for pupils indicates that the school has good capacity to improve still further.
- Staff performance management is well organised and is used effectively as a tool for supporting teachers' professional development in order to enhance opportunities for learners. Targets are based upon pupils' progress. Salary progression is based upon performance.
- The school works hard to ensure equality of opportunity for all pupils within the curriculum. It is generally well planned to match pupils' needs and interests. However, at times, it does not focus specifically enough

on ensuring that all pupils are given maximum opportunity for good or better progress.

- The Headteacher is an ambitious and effective leader who has an accurate view of the school's strengths and areas for development. Together with her strong leadership team, and the governing body ... the team have clear and realistic plans to improve the school still further.

#### Section 48 report March 2016

- The Headteacher and her team are passionate in their leadership of Cottesmore St Mary's, committed to working to build further this strong Catholic community.
- Governors play an active and evaluative role in the school, exemplified by focus visits, being linked to classes, attendance at key events and a commitment to their own training through diocesan courses; all of this leads to a high sense of self-evaluation in the school and a leadership team which knows its schools strengths well and commits to focussing on development.

## Theme 2: Quality of teaching, learning and assessment

To sustain the standards of teaching and learning across the school so that 100% of teachers continue to be judged 'Good' or better and teachers judged to be 'Outstanding' or with significant elements of 'Outstanding' increases to 45% or better. (2<sup>nd</sup> year of a 2 year target)

### Key Priorities:

- **Teachers' Afl repertoire is used with increased fluidity to further ensure consistently dynamic lessons that are adapted to ensure timely and accurate intervention.**

Learning Community (LC) and staff meeting CPD. CPD plans for individual teachers. Peer to peer observations. Innovation groups. Cottesmore video catalogue (recording best practise) to be created. Explore times to further address AFL gaps identified

Autumn term 2016 review – All staff had an appraisal target linked to assessment strategies and individual CPD put in place if required. Triangulation feedback forms identified strengths and next steps for every individual with regards to Afl strategies – support put in place if required and further monitoring. Staff reflected on the differing Afl strategies and how these can be used in a more timely manner. They reflected on which strategies were best used to address differing class needs. Post triangulation best practise and next steps with regards to Afl were shared via a further staff meeting. LC's have revisited teaching and learning policy to ensure consistency of approach regarding assessment is used and identified best practise for their year groups. Spring term 2017 review – All staff received appraisal reviews (all have a target linked to assessment strategies) and further individual CPD put in place if required / requested. Spring Triangulation feedback forms identified strengths and next steps for every individual with regards to Afl strategies – support put in place if required and further monitoring. Impact could be seen from previous term's support.

**Improved non-core assessment practise is embedded to ensure that identified next steps rigorously inform future planning to further develop children's attainment.**

Use of Flic software – gaps analysis CPD. Tailoring of year group non-core curriculums to ensure next steps are planned for and taught. SL action plans to address any group / individual CPD needs as a result of gap analysis work.

Autumn term 2016 review – All staff have been provided with an iPad in order to use Flic throughout the day. It will be a main focus for Spring term, however some staff CPD has taken place this term regarding personalised objectives, analysing gaps. Highly effective use of Flic as an assessment was observed in a non-core lesson this term, and will be modelled to staff in the spring term.

Spring term 2017 review – Several staff meetings held on the use of Flic. Teachers worked together to input new, more detailed objectives showing progression into Flic. As a result of this CPD, 92% of teachers (11/12) feel that they know what pupils do well thanks to Flic assessments in non-core subjects. 75% of these teachers (9/12) say that they use the information gained from Flic to confidently feed this back to pupils via marking. 58% of teachers (7/12) feel that they know what pupils need to do to improve thanks to Flic assessments. 42% of teachers (5/12) say that they use the information gained from Flic to confidently feedback to pupils regarding this. The remainder report that they do so sometimes. Further CPD will be put in place for these staff members in the summer term via Learning Communities. There were varying quantities of next step marking in non-core books and teachers stated that they would like further CPD in identifying next steps to deepen pupils' knowledge in non-core subjects. Learning Community time has been allocated to support this area in the summer term and monitoring will take place following this to measure the impact. New report template developed by SLT which will show children's attainment in each non-core subject. It was decided that only objectives achieved should be shown in the report, and so next steps will not be identified explicitly in the report but will instead be found in children's books as next step marking (they will still remain for core subjects).

- **Use of skilful, incisive questioning is further developed to ensure ongoing assessment during lessons maximises learning across the curriculum and leads to dynamic interventions where necessary.**

LC and staff meeting CPD. CPD plans for individual teachers. Peer to peer observations. Innovation groups. Cottesmore video catalogue (recording best practise) to be created. 'Questionarium' to be created. Relaunch of Blooms Taxonomy questioning across the curriculum. Revisit peer marking and use of visualiser.

Spring term 2017 review – This will be the focus for the summer term.

#### Ofsted report December 2012 – good

- During the course of the inspection, some outstanding teaching was seen.
- Regular and thorough marking of pupils' work by teachers ensures that pupils are praised for their efforts. It is generally very clear in directing pupils to next learning steps. Time is left aside in the curriculum to allow pupils the opportunity to review this marking and correct any errors. Pupils are developing the skills to check and edit their own work and take greater responsibility for their own learning.
- Develop teachers' skills in adapting lessons to suit the learning needs of individuals by:
  - developing targeted questioning in learning, known as the 'mini-plenary', to ensure that the teacher has a clear view of who understands or does not understand newly introduced learning
  - ensuring that teachers use the knowledge gained from these informal assessments to quickly re-plan opportunities for learning within the same lesson, deviating from planning if necessary
  - ensuring that all pupils are given maximum opportunities within a lesson to work independently and learn by exploring new skills.
  - working to develop the school curriculum in order to provide maximum opportunities for learning and ensure good or better progress for all pupils, irrespective of their age, skills or interests

#### Section 48 March 2016 – outstanding

- All children are making very good progress in their learning. Learning behaviour in lessons is excellent, with all pupils on task at all times.
- In outstanding lessons, teachers demonstrated a deep understanding of the faith and imparted this to pupils in interesting and dynamic ways.
- There was fluidity about the pace of outstanding lessons, with pupils constantly challenged by well-tuned teacher expectations.
- Pupils already demonstrate strength in their religious knowledge and understanding. Teachers now need to ensure that the standards of work in their books reflect this strength through an insistence on higher expectations of presentation and attention to detail.
- Examples of outstanding teaching in the school provide excellent models for colleagues. These practitioners should be used to demonstrate how well paced, fluid and dynamic lessons can bring about even more depth of learning and motivation for pupils.

### Theme 3: Personal development, behaviour and welfare of pupils.

An exceptional positive climate for wellbeing results in increased respect of oneself, others and our world so that opportunities for maximised learning are increased for all.

#### Key Priorities:

- **A further increased number of pupils feel safe and confident enough at school to challenge and report bullying (including cyber) – at least 95%.**  
Reintroduce Children's guide to anti-bullying, Anti-bullying week 2016 – focus on role of the bystander, E safety week, reinvigorate Helping Hands and playtime scoring across school, introduce worry boxes in all classes. School council to support review. Parental input. Section on website. Peaceful Problem Solving posters to be displayed in all rooms.  
Autumn term 2016 review – Every class scores their lunchtimes and follow ups put in place if required. Worry boxes introduced across the school. In November 2016 - 100% of sample spoken to (28 pupils – school and vice school councillors) reported that they felt safe at school, that playtime scoring helps them and that they knew what to do if they witnessed bullying in school. Anti-bullying guide shared with children via assembly and emailed to all parents. Termly meetings with school council will take place to revisit the anti-bullying guide. Inter class door competition took place promoting anti-bullying. Successful LA safeguarding audit took place in November 2016. PPCC have an increased focus on anti-bullying and FSV planned for Spring term. 92% of parents in October 2016 parental survey said they strongly agree or agree that the school deals with bullying concerns effectively (7% of parents responded that they did not know).  
Spring term 2017 review - All children could explain what our school does if bullying is reported. EPR pupil interviews Feb 2017. Sample size 28 children. They also said that the Children's Guide to Anti-bullying has made this clearer for them. Helping Hands were promoted at assembly. Children feel that the increase in bullying assemblies help them to understand further. These will continue on a termly basis, as will School Council meetings to discuss issues regarding bullying. 100% of children interviewed said that they feel safe in school (sample size 28 children Feb 2017). Playground scoring, Helping Hands and Worry boxes help. SASS results (Feb 2017) 94% reported feeling safe at school. This is a 3% increase on last year and is 4% above the LA average. When asked, 80% of children (Pupil interviews Feb 2017. Sample size 28 children) could explain what Peaceful Problem Solving is and how we use it in school. Staff will be reminded to display PPS posters in class. SASS results (Feb 2017) 93% children reported that our school is good at dealing with bullying. This is a 7% increase on last year and is 7% above the LA average. The Anti-bullying classroom door competition was a great success, and strongly promoted our school's anti-bullying message. For the first year, the doors have been kept on display into the Spring Term. LA anti bullying and equalities visit took place and was incredibly positive, citing excellent school practice.
- **Further develop the newly expanded leadership teams' capacity to monitor differing groups across the school so that trends regarding behaviour can be identified early and timely intervention put in place to address this.**  
Increased delegation of significant behaviour management to Teaching & Learning Leads (TLLs). Further raise profile of TLLs with parents and pupils. Introduction of an electronic recording system for behaviour incidents to monitor trends over time for children or classes. CPOMs to be trialled by Designated Person in Spring term 2016 and rolled out to all staff by the end of the year. TLLs to have designated room to work and be found.  
Autumn term 2016 review – Our system for recording behavioural incidents has been amended in the Autumn term. This is an electronic system so that all Senior Leaders can access the same information at any given point. This will ensure that the tracking of persistent names (be it victim or perpetrator) can be identified and further supported. During the spring term, SLT will monitor trends for individual children. Spring term 2017 review – TLLs responsible for behavioural incidents on their TLL day. Reduction in the number of incidents that come to HT or DH. TLLs made reference to in newsletter and HT refers parents to them if raising behavioural concerns. Only if a matter isn't resolved then it is passed to DH and then to HT. This has only happened once. TLLs have own designated room which children can be sent to if required. All SLT recording significant incidents on SIMS and analysis taking place. This was shared with LA advisor during Anti Bullying and Equalities visit and cited as best practice. Over the term, we have seen incidents reduce to lesser number per child eg behaviour of repeat offender has improved. As this was the first term of using this model though, we do not have official data to compare eg term on term. This is something that we will look at. Behaviour and support plans have been put in place if needed. We are waiting for a Governor FSV to meet with parents and collate feedback.
- **Pupils have an age appropriate understanding of healthy relationships and are confident in staying safe in different situations through the implementation of Protective Behaviours lessons across the school (EPR lessons)**  
Initial Protective Behaviours Staff CPD (March 2017) and subsequent follow up in Summer term linked to monitoring. Protective Behaviours meetings for parents and information placed on school website. Child Protection CPD for staff will focus on Protective Behaviour issues (September 2016) Spring term 2017 review – All teachers received Protective Behaviours CPD. Letters sent out to parents with regards to coverage and information placed on school website. Parent meeting to be held in summer term. Lessons taught in summer term.

#### Ofsted report December 2012 – good

- In lessons, pupils are keen to learn and usually respond with enthusiasm to teachers and the tasks that are set. However, behaviour is not outstanding because, in the few lessons where work is too easy or too hard, their attention wanders and they do not follow teachers' instructions. The vast majority of parents and carers and nearly all pupils say that behaviour is good. This is supported by the views of staff.
- Group work in lessons is often effectively used as a tool to develop pupils' social skills. It is clear that parents have confidence in the school, not only to provide a good standard of education, but also to keep their

children safe. They are also confident that the school will teach their children the skills necessary to keep themselves safe beyond the school.

- Good quality provision for spiritual, moral, social and cultural development promotes pupils' high self-esteem and confidence. Pupils and parents report that the school's 'family atmosphere' also plays an effective part in the development of these skills. This is further reflected in their good behaviour and enthusiasm for learning

#### Section 48 March 2016 – outstanding.

- The sense of belonging is strong and it is very apparent that everyone plays a role in contributing to the community, both in school and beyond.
- It is clear that living in this praying community is having an impact on the pupils and the opportunities provided for them to develop spiritually is a very affirming experience. Relationships are caring and supportive and the sense of community in the school is a tangible joy to observe.

### Theme 4: Outcomes for pupils

#### To further accelerate progress for all learners to continue to achieve outstanding attainment and progress

##### Key Priorities:

- **To raise the attainment and progress of pupils in handwriting, grammar (particularly in vocabulary and functions of sentences as gap analysis shows these to be the weaker areas) and spelling across the school so that in every year group a minimum of 90% of pupils reach the expected standards in these areas**

Spellings - basic skills targets across the school. Daily dedicated spelling time. Spelling lists sent home and testing of key spellings to happen regularly. New handwriting policy in place and dedicated handwriting daily sessions across the school.

Autumn term 2016 review – INSET delivered to all staff in September regarding new handwriting policy. All staff delivered standalone lessons on handwriting. Daily handwriting sessions taking place in all year groups. All children had individual handwriting targets that were shared with parents in October parents evening. 100% of children (sample seen) knew their handwriting target. Letter-join purchased so that all parents can practise handwriting with their children at home. Monitoring to date shows a range of improvements in handwriting and presentation. This has been done via triangulation and LC meetings. Post monitoring, all staff have received next steps with regards to handwriting which will be further monitored in the Spring term. Spelling INSET in September 2016 and Read Write Inc spelling programme being used consistently across the school. National Curriculum spelling lists sent out to parents. Spelling has been timetabled so that all classes are doing it daily. Grammar INSET in September 2016 addressing model texts, grammar threaded through learning journeys and assessment of grammar. Follow up staff meeting to address identified next steps from monitoring – planning for grammar. Teaching observations have shown the grammar teaching to be at least good in all lessons seen, and sample of pupils spoken too had very high levels of technical English knowledge.

Spring term 2017 review – This was an Autumn term focus. However, triangulation and monitoring shows that handwriting continues to improve and classes are following the school cursive style. Teachers / classes identified in the Autumn triangulation show improved presentation and handwriting in children's books. In upper KS2, where children have already developed a personal joined handwriting style, the expectation is that all handwriting is joined, legible and fluent. Teachers are modelling cursive handwriting in almost all classes.

- **To narrow the attainment gap between children with EAL and children without in English**

Visits to other schools with high % EAL pupils, increase work with EMAS. EAL diversity walk to take place looking at provision. Bilingual assistants to support liaison with parents. Review interventions for pupils with EAL. Triangulation process to focus on EAL pupils in Autumn term. SL dive in for each year group / class re provision for EAL pupils in their subject. All staff have an appraisal target linked to EAL pupils. EAL pupils interviews to focus on provision. Action plans for reading and writing (and maths) have a specific EAL focus. EAL pupils prioritised in marking.

Autumn term 2016 review – Analysis of EAL data in September 2016 and year group action plans written. Post this all staff given an EAL target as part of appraisal with their TLL. Triangulation and writing moderation had a focus on EAL, with books seen. Next steps shared with staff. CPD delivered to staff regarding the use of model texts as an intervention for EAL pupils. Follow up CPD where best practise and resources for EAL learners shared. Very successful EAL diversity walk took place in October 2016 with EMAS and Governors recognising the excellent provision for EAL learners across the school. Identified next steps from this visit will be implemented across the year, including the introduction of more bilingual books in classrooms. Phonics sessions for parents with EAL have been introduced weekly in reception. Lesson observations and book scrutiny showed that EAL pupils are very well catered for across the school. Autumn Writing Data: In 9/13 classes with EAL pupils, the attainment gap has narrowed. In the remaining 4 classes the gap has stayed the same. These results must be read with caution given the small numbers in each cohort and the stage we are at in the academic year.

Spring term 2017 review – This was an Autumn term focus and will be revisited in the summer term (see EY section below though as they did continue to focus on this area). However, all teaching staff received appraisal reviews in the spring term (all have an EAL target). During which TLLs reviewed the progress of the children identified and the practice currently in place. A focus was held with regards to future improvements. Triangulation and maths moderation took place and had a focus on EAL, with books seen. Next steps were shared with staff and support put in place if needed. These showed that EAL pupils continue to be well catered for across the school. Simon C (SPA) came to join TLLs and agreed with judgements. EAL data continues to be analysed termly and concerns picked up via PPM and curriculum committee and intervention put in place to support pupils if needed. TLLs follow up PPM suggestions in LCs. Very robust process. Head also met with each TLL to talk through the EAL learners in their LC and made further suggestions – these were then shared via LCs. A range of school interventions continue to take place. BLA support continues to be provided for children new to learning English and reviewed effectiveness of BLA support by reviewing the BLA planners regularly. Specialist EAL teaching support continues to be matched to individual needs.

**To raise the attainment and progress of middle attaining girls in maths across the school so that in every year group a minimum of 90% of pupils reach the expected standard**

INSET and staff CPD to reinvigorate maths curriculum. Particular focus on fraction / decimals and % as this was weaker area on gap analysis. White Rose documents used to support planning. Maths lead to complete Singapore maths training and disseminate to staff. Daily times tables targets. Review maths equipment / resources to support learning.

Autumn term 2016 review – Maths lead has begun 5 day Singapore maths course run by the Aspire teaching alliance. Year 5 teachers are completing the maths mastery course run by the LA teaching alliance. Year 5 teachers have trialled the White Rose maths planning in the Autumn term, which will be launched in the January INSET for all teachers. Headteacher has worked with partnership (2 HTs and a SPA) to ascertain potential barriers to learning for girls in maths. This will feed into the Spring termly plan. High levels of consistency and growth mindsets were found across the school in the triad pupils interviews. All pupils have individual times table maths targets which were shared with parents in October 2016 parents evening. Resources for teaching times tables were shared by the maths lead.

Spring term 2017 review – White Rose Maths Planning launched with staff and new resources purchased to help with maths mastery. Each year group now has a INSPIRE Teacher guides and pupil text books and BUSY ANTS teacher guides, pupil books and homework guides. Maths lead completed various training courses with regards to further developing maths mastery teaching and subsequent leadership. Maths

lead also met with and observed teachers from Shanghai as we are using parts of the Shanghai maths model. She has been working closely with Partnership schools on developing this best maths practice. Further CPD staff meetings provided on reasoning and model and images (linked to Shanghai / Singapore bar model) and use of mathematical language and reasoning. Head teacher Triad findings (Dec 2016) were fed back to staff and ideas for future developments for girls maths shared. Maths lead met and worked with years 1, 3, 4 providing further support and guidance with the new style planning. Maths competition launched for both KS1 and KS2 children, promoting positive female role models who use maths in their jobs / life and winning entries displayed around the school and in classrooms. Triangulation for all teachers, focussed on maths (including lesson observations, book scrutiny and pupil interviews) and all judged good or better. Maths moderation and QA took place for all classes and the majority of judgements were agreed. 92% of girls (11 out of 12 potentially higher achieving girls) interviewed April17, reported feeling more confident when selecting challenging maths tasks. Children explained, 'I've improved so much since the beginning of the year.' 'Our teacher provides a pit stop if we need it.' 'The teacher builds our confidence.' 'If the teacher believes I can then I can!' 67% of girls (8 out of sample seen) have moved away from initially choosing Spicy to selecting Hot from the start of the session. The remainder did move to hot tasks but started with a little spicy initially and then moved on. The girls reported that their teachers encourage them to do start with hot, when appropriate, more regularly through verbal and formal marking. Comments in books and actually modelling the challenge in lessons also helped. The girls reported that the teacher's inspiring and motivating comments helped them believe that they can do it. In many triangulation lessons seen, girls were encouraged and supported to try hot tasks and in books seen, teachers were clearly pushing on the learning of girls maths. In many lessons seen, girls were being specifically targeted for questioning and also encouraged to confidently share their thoughts with the rest of the class. Next steps to continue to embed HA girls being pushed on to reasoning at greater depth through challenges and next step marking, being pushed on to challenges in class / if there is a free adult consider using them to sit with a group of girls to further support/push, make sure that in all relevant lessons girls are being pushed and challenged to complete the Hot task initially.

- **To raise the attainment of girls across the school so that their attainment and progress for ARE and above ARE is in line with boys in reading.**

INSET and staff CPD on raising girls attainment and girl specific intervention groups particularly for middle and higher attaining girls in maths. Sharing of best practise including girl friendly curriculum ideas. Triad work in the Spring term will focus on girls in maths. Gifted and Talented girls maths workshops. Maths action plan to focus on specific year groups / pupils to support.

Autumn 2016 review – INSET in September around guided reading objectives and planning. Tailored CPD has been provided where needed to address reading planning. Two senior leaders visited a nearby school to look at their reading provision to support future practise in schools.

Spring term 2017 review – Reading lead formulated a revised school policy for reading in consultation with SLT. All staff received INSET (end of the term) with a focus on planning and teaching Guided Reading. All staff given time to work in teams to plan accordingly for the forthcoming term. Texts and other significant resources purchased to support planning. This is a focus for the summer term and is a summer term target. All children celebrated World Book Day and a Poetry Idol competition was help to promote a love of texts and literature.

#### Ofsted report December 2012 – The achievement of pupils is graded good

- Pupils enter the school in Reception with knowledge and skills broadly in line with those expected for their age. They then make good progress so that by the time they leave, their achievement is above average
- Standards in mathematics are especially high by the end of Year 6, while standards in English are above average.
- The school is aware of the pupils that find learning difficult and supports them effectively in making the best progress that they possibly can.
- Pupils leave Reception and enter Year 1 with knowledge and skills that are above age-related expectations in all areas of development. They remain keen to learn as they move through the rest of the school.
- A clear and effective tracking system has been put in place. As a result, the school is able to quickly identify where progress is less than good and put in place systems to accelerate learning. Based on the accurate picture of learning that this gives, the Headteacher and the leadership team meet regularly with individual members of staff to discuss the progress of individual pupils. Evidence was seen of these systems being very effective.
- Steady progress throughout Key Stages 1 and 2 is sustained for the overwhelming majority of pupils. Where occasionally individuals or small groups are identified as falling behind by the school's robust monitoring systems, programmes are quickly put in place to accelerate learning and gaps are quickly closed.

## Theme 5: Early Years

### Key Priorities:

- **To introduce a new baseline assessment system so that we have a more accurate starting point for the children.**

Use of Tapestry, new baseline designed by Cottesmore EY team, analysis of baseline data to inform planning, cluster work. Sessions for parents to take place and drop in session to promote its use further.

Autumn term 2016 review – Revised baseline assessment implemented. New SIMs baseline sheet created and data has been analysed and targets have been set to inform planning. Individual pupil support has been implemented to address specific gaps. Spring 2017 review – Baseline data was used when tracking pupil progress via PPM which allowed further targeted support to be put in place for those not making expected or better progress.

- **To further develop parental involvement in children's learning so that Class Teachers are more informed about learning that happens at home and this feeds into planning**

Use of Tapestry online Learning Journal (see above). Greater promotion of home learning within the EYFS environment, increased opportunities for parents to share their children's learning.

Autumn term 2016 review – Tapestry has been launched in Reception. Parental meeting held to train parents in the use of the software. Tapestry records have been monitored by SLT and are of a good standard. Learning taking place in school is linking to follow up tasks at home. Informal parental feedback this term from parents shows how much they value this involvement in their children learning. Spring 2017 review – Tapestry used regularly by parents and staff. There are still some families who do not access this and further support has been put in place to aim to increase engagement if needed (Reception teachers have offered this to parents). Assessment notes are made by all adults inside and outside and assessment sheets have been adapted to include next steps which then feed into planning. Learning journals have been further developed and are of a high quality with clear next steps.

- **To improve the attainment of EAL Learners in English through further development of CLL: To improve attainment in Reading from 58% ARE or better to 70% and Writing from 63% ARE to 75%**

New planning to give as much emphasis to CLL as maths and literacy, review of small group interventions, Makaton to be used, further increase of opportunities for reading and writing, use of new Polish and Arabic dual language boxes, further work with EMAS, visit to other schools with high numbers of EAL children.

Autumn term 2016 review – see EAL target above. Phonics sessions for parents with EAL have been introduced weekly in reception. Greater use of BLA in Reception and meetings to plan together and meet parents. Spring 2017 review - The attainment at the end of Spring for EAL children in Reading is 45%, with a predicted end of year attainment of 57%. The baseline assessment shows that 9% of children with EAL were on track on entry so this is a huge increase and will be in line with attainment at the end of last year despite being a weaker cohort.. also, the number of children coming in with no English at all rose from 2 to 5. The attainment at the end of Spring for EAL children in Writing is 50%, with a predicted end of year attainment of 57%. The baseline assessment shows that 13% of children with EAL were on track on entry. Racing to English and EMAS groups have been running weekly across both classes. CTs have supported EMAS TAs to assess children with a tracking sheet, which will now be used in other schools. Bilingual Assistants have supported three children since the Autumn and liaised with parents each week. Two children have made excellent progress and no longer qualify for BLA support. One child is now ARE. Weekly EAL Phonics Classes have been well attended, with up to eight parents attending each week. 100% of the parents said they found the session at least useful and 87.5% said they found it very useful to support their children at home. Parents comments included, "It helps to understand how they teach phonics at school and practise writing/blending at home," and, "It has helped a lot. We can practise at home together." HFW are taught explicitly at least once a week and appear on the literacy plan. These are then sent home on Reception News for children to read and spell. Home Reading Journals and HFW mastery folders have been introduced, although it is too early to assess the impact on HFW knowledge or Reading yet. Developing attainment in EAL writers is a whole school target for summer term so further work will be done

- **To continue to develop the environment in the Foundation Stage to outstanding in all areas so that it further supports all seven areas of learning.**

Canopy and new storage outside to allow for further development of outdoor area so children can use it more independently and for greater periods of the year. New flooring inside to allow more flexibility in arranging the classroom. Further work on School Values (supporting British Values) and Learning Muscles (supporting the Characteristics of Effective Learning) to be interwoven in all activities. New systems introduced to further encourage more engagement with challenge. All areas are accessible to children, well organised and model high levels of presentation.

Autumn term 2016 review – New items purchased in the Autumn term for the outdoor area including additional storage. Internal environments have been altered to reflect best practise seen in other settings. Spring 2017 review – Work began on the enabling works pre the erection of the new outdoor canopy which will arrive early summer term. Post this work, which is somewhat disruptive, this will then be a focus for the final part of the summer term.

#### **Ofsted report December 2012 – Early Years provision was not judged separately at this inspection**

- When they start at the school, children's skills and understanding are broadly in line with levels expected for their age. They settle quickly into school routines and make good progress during their year in Reception. Strong links with parents and carers support this process.
- Within the best lessons, other adults also play an active role in moving learning on. In a Reception class, a teaching assistant was working outside with a group of children who were fascinated by the ice in the water tray. She allowed them to explore and discuss this, injecting appropriate questions about heating and cooling, resulting in a sophisticated and independent discussion between the children about the water cycle.

**Pupil Premium Strategy summary 2016 -2017 (see separate detailed strategy for further information)**

Desired outcomes		Success criteria
<b>A.</b>	Higher rates of progress across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability across KS2 in reading, writing and maths. This will be measured by teacher assessments in Y4, Y5 and Y6 and successful moderation and quality assurance practices across the school and cluster group.
<b>B.</b>	Higher rates of progress across KS2 for all PP pupils in writing and maths.	Pupils eligible for PP make as much progress as 'other' pupils in the school across KS2 in writing and maths. This will be measured by teacher assessments in Y4, Y5 and Y6 and successful moderation and quality assurance practices across the school and cluster group.
<b>C.</b>	Significant SEN issues of PP Year 3 and Year 5 pupils addressed so that their attainment increases.	Specific intensive intervention will be in place for these pupils so that they make more rapid progress to narrow the difference between their attainment and that of 'other' pupils.
<b>D.</b>	PP pupils continue to be provided with opportunities for curriculum enrichment within and beyond the curriculum to further develop talents and aspirations.	All PP pupils attend at least one after school club per year and have the opportunity to attend breakfast club daily PP pupils attend residential trips in years 5 and 6. Targetted PP pupils are able to learn a musical instrument if they wish too.
<b>E.</b>	Persistent absence for pupils eligible for FSM to reduce significantly so that it is lower than the national average for this group.	All pupils eligible for FSM to attend school regularly and early intervention to be put in place for any pupils who fall into the persistent absence group. This will be measured by fortnightly monitoring of attendance data for FSM pupils.