



School Priorities for Development 2016 – 2017 - Pupil Outcomes – English

COMMUNITY – PEACE – LOVE – HOPE – GRACE – JOY

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| | Requires Improvement → Good → Outstanding |
| <p>Summary findings from Ofsted report November 2015</p> | <p>The extensive, good-quality work in pupils’ books and the school’s assessment information show that current pupils, including the most able, are making good progress and doing well in a broad range of subjects.</p> <p>The strong teaching across Key Stage 1 is helping pupils to build on the good start that they make in the early years. Across Key Stage 2, boys and girls in the school now have made much better progress over the last year than has previously been the case. As a result, in mathematics, for example, the current Year 6 is nearly a year ahead of the cohort that left in 2015. Regular opportunities to solve problems in mathematics give pupils the chance to apply the skills that they are learning and so develop a firmer understanding. Pupils are working hard to increase their fluency and recall of key number facts through daily sessions and homework, rightly identified as a priority by leaders. Younger pupils quickly learn letters and the sounds these make (phonics). Results in the Year 1 phonics screening check are above the national average. Pupils learn how to use this knowledge to read and write, drawing systematically on their skills when tackling unfamiliar words. Where necessary, this is reinforced as pupils move into Key Stage 2. Pupils enjoy reading and access a wide range of good quality texts. They are keen to read aloud and do so with increasing fluency and expression as they move through the school. Older pupils and the most-able pupils tackle more challenging texts confidently, although they are not always certain of the advanced skills they need to develop to understand these texts fully. As pupils move towards the top of the school, the teaching of reading still does not always make these skills clear enough.</p> <p>The progress in pupils’ writing is characterised by good development in the organisation of ideas in extended pieces of writing and use of adventurous vocabulary, often a focus of reading sessions as well. Pupils write with a good sense of interest and purpose, aiming to engage the reader. As pupils move through Key Stage 2, their grammar, punctuation and spelling are less well developed. Additional teaching of these skills is in place, but older pupils are not yet applying this consistently enough when writing, including the most able.</p> <p>Work in the books of disadvantaged pupils reflects the same high expectations as for all pupils. Where pupils are behind their peers, these gaps are identified and targeted. Taking the full range of evidence into account, these pupils typically make at least similar progress as their peers and sometimes better progress.</p> <p>Pupils with special educational needs make good progress in line with other pupils. Several parents of children with special educational needs particularly praised the school’s work in this area. By the time that they leave, the gaps between the levels reached by these pupils and all pupils nationally are smaller than average.</p> <p>Any pupils that need to catch up are given the necessary help, so that by the end of each key stage, attainment is at least in line with national averages and sometimes higher. Together with pupils’ good personal development, this prepares them well for the next stage of their education.</p> |
| <p>The current situation</p> | <p>The substantive Headteacher has been in place since 2014/15 which was half way through the inspection cycle. The DHT is in her second year at the school. Middle Leaders for Maths and English are taking on increasing responsibilities and are working with increasing independence. There has been a change of</p> |

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| | <p>staff which has resulted in some positive changes in staff moral and work ethic. English in the school was deemed in our last OfSTED as Good. Our aim this year, is to further embed this practice and become increasingly secure in our journey to 'Outstanding'. The Middle Leaders' program has been embedded. This focuses on 7 key principles (see Middle Leaders' Document) which will ensure effective leadership and increased accountability for all staff. Lesson observations, peer mentoring and the effective use marking and feedback are to be used throughout the year to ensure standards are raised and more ambitious targets regarding not only progress but also attainment are met.</p> | | |
| L and M Objectives | <p>1: Culture and Expectations a: We aim to ensure that all members of the school community may 'flourish as children of God'. In order to do this, we will follow the three key aims interchangeably. It is considered that each of these learning skills that flow from the trinity of aims (see Leadership document and Governor Development Document) b: Continue to raise expectations and standards of reading and writing across the curriculum in all subject areas. c: Continue to improve consistency of pace, high expectations and challenge so that 100% of teaching is good or better and 25% of teaching is Outstanding by July 2017.</p> | | |
| | <p>2: Curriculum Development Develop Literacy Tree and Power of Reading approaches to incorporate quality teaching and learning.</p> | | |
| | <p>3: Pupil Improvement KS1 a: 96% of pupils to attain threshold for Year 1 Phonics in 2016. b: 100% of pupils to attain threshold for Y2 Phonics retakes in 2016. KS2 c: 87% of pupils to attain end of year expectations in the Grammar Test d: 85% of pupils to attain end of year expectations in Reading and Writing.</p> | | |
| | <p>4: Financial Management Governors to ensure senior leaders are held stringently to account for all aspects of the school's performance, including the use of Pupil Premium and SEN funding, Governors to ensure that through careful spending a strategic approach is enabling all pupils to make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. Governors to be able to identify and analyse the progress made across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities. Governors to ensure that the skilful deployment of staff and resources delivers good or improving outcomes for pupils in English.</p> | | |
| | <p>5: Safeguarding Ensure Safeguarding is effective. Building on existing good practice developed in 2015/16</p> | | |
| Leaders: | SLT- Imogen Woods (HT) Anna Morris (ADHT) and Philippa Assender (Bursar) Sam Nicholls (Chair of L&M) Serena Fowler (Chair of TL&A) | Reviewed: To be reviewed: | September 2016 March 2017 |

| Specific objectives (Specifically what we want to achieve) | Actions (What we need to do to make it happen) | Success Criteria (What will the impact be?) | Resources (human, financial & timescale) | Monitoring (Sources of evidence to show progress) | Evaluation of Impact |
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| 1: Culture and Expectations | | | | | |
| Continue to raise expectations and standards of reading and writing across the curriculum in all subject areas. | Increase opportunities for parents workshops (see Leader's actions) | Additional Parent Workshops led by HT and Middle Leader Homeworks to support Reading and Writing (using new raised expectation format) | SLT and Middle Leaders' time Parent Workshops X3 HT led School Action group to lead on English improvements/curriculum and home school support. Small School and Church school monitoring meetings. | SLT meetings half termly Middle Leaders' time. | |
| Continue to improve consistency of pace, high expectations and challenge so that 100% of teaching is good and 25% of teaching is outstanding. | SLT lesson observations October 16. Embedding of consistent weekly timetable Middle Leaders' team to be developed – all leaders to follow Middle Leaders' cycle Medium and Weekly plans to include CH challenge opportunities for all New Guided Reading expectations to be trialled and fully implemented by Spring 16 All staff to be trained in new Grade Descriptors | At least 100% of teaching is good and 25% teaching of outstanding.. (lesson observation seen in Autumn 2 Middle Leaders' cycle) | SLT time Middle Leaders' time Middle Leaders' coaching sessions Coaching for Middle Leader from HT/DH | HT lesson observations Appraisal (targets set in Sept/Oct – Mid Year Reviews in March). | |
| Middle Leader and SLT ensure all teachers adopt a consistent approach towards planning and assessment. | Middle leader and SLT to promote planning SoW and meet regularly with all staff including during staff meetings | Consistent planning and assessment. | SOW / planning formats | Feedback from meetings and observations. | |

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| | to raise profile and ensure consistency. | | | | |
| SLT and Middle Leader to provide support to improve the quality of Teaching and Learning. | Middle leader to offer and share good practice and lead on raising standards. Introduce a cycle of peer observations in English during the Spring and Summer | Middle Leader to organise parent workshops focusing on SPAG (KS1 & 2) and Phonics (KS1) Peer observations will lead to increased confidence in teaching. Ideas shared will be disseminated throughout Key Stages. | SLT and Middle Leader observations Middle Leader feedback and reports to SLT and Staff Meetings Parent workshops X3 | Middle leader to analyse data and maintain close dialogue with SENCo to ensure all pupils raise attainment SLT and Middle Leader to review use of new curriculum | |
| 2: Curriculum Development | | | | | |
| Develop Literacy Tree and Power for Reading approaches to incorporate quality teaching and learning. | Planned INSETS and planning support from Literacy Tree consultants X4 Planned Learning Partner support for new curriculum | All staff to use Literacy Tree planning All Guided Reading to follow current Literacy Tree formats | Literacy Tree INSET Literacy Tree planning support X2 day | SLT lesson observations Autumn 2 Middle Leaders' actions (see monitoring cycle) | |
| End of year expectations to be fully developed in Reading and Writing | All staff to place end of year writing targets in English, RE, Science and Knowledge and Understanding books. | New End of Year expectations to be integrated in targets in writing and reading | Literacy Tree INSET Literacy tree planning support X2 day SLT/Middle Leaders' book audits Autumn 2 , Spring 2 and Summer 2 | SLT lesson observations Autumn 2 Middle Leaders' actions (see monitoring cycle) | |
| Guided Reading system to be reviewed and finalised in line with new end of year expectations. | All staff to use current Literacy Tree Guided Reading formats (September 16) Literacy Tree INSET (October 16) New Guided Reading format to be used from Autumn term 2016 Ensure staff are confident with | New End of Year expectations to be integrated in targets in Guided Reading files (Y3 and 6 to trial new Guided Reading books in Autumn term) | Literacy Tree INSET Literacy tree planning support X2 day SLT/Middle Leaders' book audits Autumn 2 , Spring 2 and Summer 2 | SLT lesson observations Autumn 2 Middle Leaders' actions (see monitoring cycle) Guided Reading folders to be | |

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| | new formats (staff meeting Autumn 2 2016) | | | monitored half termly | |
| Ensure assessment systems are rigorous and take into account groups i.e. disadvantaged pupils, slow moving, more able, vulnerable, boys and girls. | Introduce new yearly plan for assessment using both tests and teacher assessment. | All pupils will meet end of year expectations. Pupils in targeted intervention groups such as DP pupils to meet expected and exceeding end of year expectations | SLT/Middle Leaders to analyse data X1 per term Intervention groups data to be shared with SENCo and class teacher to ensure rapid progress. | SLT meetings Data to show | |
| Ensure spelling is taught in class on a weekly basis, communicated in homework and tested weekly. | Introduce in staff meeting in October 16. Spelling appendix to be circulated to teachers and expectations communicated. | New system to be established across years 1 to 6. 87% of pupils are to achieve end of year expectations in spelling. | Middle leaders time Middle leaders coaching sessions for new staff. | Monitor termly | |
| 3:Pupil improvement | | | | | |
| 95% pupils to attain threshold for Year 1 Phonics. | Review current phonics teaching in Y1 Termly phonic reviews Teacher CPD for phonics teaching and monitoring | 96% pupils to attain threshold for Year 1 Phonics. | SLT/Middle Leaders to analyse data X1 per term Intervention groups data to be shared with SENCo and class teacher to ensure rapid progress. | SLT meetings Data to show 96% pupils attain threshold. | |
| 100% pupils to attain threshold for Y2 Phonics retakes. | Review current phonics teaching in Y2 Termly phonic reviews Teacher CPD for phonics teaching and monitoring | 100% pupils to attain threshold for Y2 Phonics retakes. | SLT/Middle Leaders to analyse data X1 per term Intervention groups data to be shared with SENCo and class teacher to ensure rapid progress. | SLT meetings Data to show 100% pupils to attain threshold. | |
| 87% (26/30) pupils to attain end of year expectations in SPAG. | Review current SPAG teaching in Y6 Assess Y6 early in September to set predictions and ensure precision interventions for all Termly SPAG reviews Teacher CPD for SPAG teaching and end of year expectations | 87% (26/29) pupils to attain end of year expectations in SPAG. Proportion of pupils exceeding expectations to match or exceed Surrey % | SLT/Middle Leaders to analyse data X1 per term Intervention groups data to be shared with SENCo and class teacher to ensure rapid progress. | SLT meetings Data to show 87% pupils to attain end of year expectations. | |

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| 85% pupils to attain end of year expectations in Reading and Writing. | Review current teaching of Reading and Writing in Y6 Assess Y6 early in September to set predictions and ensure precision interventions for all Termly Reading and Writing reviews (particularly focussing on transition to new end of year expectations Teacher CPD and coaching/support for teaching and end of year expectations in Reading and Writing (September, October, November, December 16) | 85% pupils to attain end of year expectations in Reading and Writing. Proportion of pupils exceeding expectations to match or exceed Surrey % | SLT/Middle Leaders to analyse data X1 per term Intervention groups data to be shared with SENCo and class teacher to ensure rapid progress. | SLT meetings Data to show 85% pupils attain end of year expectations in Reading and Writing. | |
| 4:Financial Management | | | | | |
| Governors to ensure they hold senior leaders stringently to account for all aspects of the school's performance, including the use of Pupil Premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. | DP Governor to continue to work with the HT and DHT and meet termly Governor and SLT to meet with N Bishop (DP Governor trainer to decide an action plan for intelligent spending) | Governors to be able to measure impact of DP funding through attainment. DP to be at least in line with National Average and where behind expected progress or attainment gaps are closing rapidly. | Bursar and key Governor review time DP champion to work with SLT and DP Governor to review spending termly. | Termly reviews re spending with Bursar. Inclusion team to monitor attainment and progress against spending, with bursar. | |
| Specific objectives (Specifically what we want to achieve) | Actions (What we need to do to make it happen) | Success Criteria (What will the impact be?) | Resources (human, financial & timescale) | Monitoring (Sources of evidence to show progress) | Evaluation of Impact |
| 5:Safeguarding | | | | | |
| Ensure Safeguarding is effective. Building on existing good practice developed in 2015/16 | Maintain a culture of vigilance 'It could happen here' HT and Key Governor to hold half termly meetings. DSL/DDSL meetings to be held monthly | All staff trained in safeguarding updates DSL/DDSL team to meet monthly and train all teacher and TAs | Half Termly Governor Monitoring Bursar and Headteacher meetings reviewing Monthly finance | Half Termly Governor monitoring (HT and governor to use Safeguarding | |

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| | <p>Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.</p> | <p>Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies</p> | | <p>Audit tool) HT to train Governor in Teaching, Learning and Assessment and Outcomes criteria</p> | |
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