



School Priorities for Development 2016 – 2017 - Pupil Outcomes – Maths
COMMUNITY – PEACE – LOVE – HOPE – GRACE – JOY

	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.</p> <p>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.</p> <p>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.</p> <p>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>

	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.		
The current situation	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 staff which has resulted in some positive changes in staff moral and work ethic. Maths 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.		
Leadership and Management Objectives	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 Maths learning particularly in KS2. 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.		
	Curriculum Development 2: Enhance Curriculum through consistent approach to lessons, timetabling and additional Maths support.		
	3: Pupil Improvement KS1 a: 90% of pupils to achieve national expectations KS2 b: 90% of pupils to achieve national expectations		
	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 Maths		
	Safeguarding 5: Ensure Safeguarding is effective. Building on existing good practice developed in 2015/16		
	Leaders:	SLT- Imogen Woods (HT) Anna Morris (DHT) and Philippa Assender (Bursar) Sam Nicholls (Chair of L&M) Serena Fowler (Chair of TL&A)	Reviewed: To be reviewed:

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	Evaluation of Impact
1: Culture and expectations					
Raise the profile of Maths throughout the school. EMBED Number club X4 pw Introduce new Arithmetic challenges X1 pw	HT/DH and Middle Leader to fully embed monitoring system. Introducing regular arithmetic challenges in all year groups	Pupils will be able to apply Arithmetic skills across Maths curriculum	Middle leaders management time	SLT Lesson observations SLT data analysis to be completed by December 2016	
Continue to improve consistency of pace, high expectations and challenge so that 100% of teaching is good and 25% of teaching is outstanding.	Undertake lesson observations in Maths in Autumn 2	At least 100% of teaching is good and 25% teaching is outstanding. (lesson observation seen in Autumn 2 Middle Leaders' cycle)	SLT paired observations with Middle leader to be conducted in November 2016	SLT Lesson observations SLT data analysis to be completed by December 2016	
Raise standards of both progress and attainment. Increase the proportion of good and outstanding lessons.	Middle leader to meet with SLT each half term to review progress of monitoring system.	Teachers to respond to actions given by leader. Consistent planning and assessment. Introduce challenging question in planning	SLT/Middle leaders meetings (half termly)	Feedback from peer observations	
Ensure Middle Leader and SLT have a rigorous system and capacity for improvement	SLT and Middle leader to identify impact of teaching and learning. Middle leader to offer and share good practice and lead on raising standards. Introduce a cycle of peer	Middle leader to rigorously pursue improvement in their subject in response in response to monitoring.	Staff meeting weekly	LA advisor to come to review and support planning for new staff and Middle Leader Babcock4s partner support.	

	observations in Maths during the Autumn 2 Term				
2:Curriculum Development					
Develop curriculum to ensure consistency of approach and standards	Middle Leader monitoring Moderations with schools networks. Agreed timetabling	All staff to introduce weekly arithmetic test	To use arithmetic from Rising Stars focus in the new curriculum	Governors in FGB	
3: Pupil Improvement					
Ensure new assessment systems are rigorous and take into account groups i.e. disadvantaged pupils, slow moving, more able, vulnerable, boys and girls through timely interventions,	Continue with yearly plan (2016/17) for assessment using both tests and teacher assessment.	Pupils in targeted intervention groups such as DP, SEN and more able pupils to meet end of unit expected outcomes.	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 Middle Leaders and SLT to pupil progress meetings	
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 ADHT to meet termly DP Governor to work with SLT 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.	
5: Safeguarding					
Ensure Safeguarding is effective. Building on existing good practice developed in 2015/16	Maintain a culture of vigilance HT and Key Governor to hold half termly meetings. DSL/DDSL meetings to be held monthly Staff and pupils work together	All staff trained in safeguarding updates DSL/DDSL team to meet monthly and train all teacher and TAs Prevent Strategy to be fully	Half Termly Governor Monitoring Bursar and Headteacher meetings reviewing Monthly finance	Half Termly Governor monitoring (HT and governor to use Safeguarding Audit tool)	

	to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.	incorporated in curriculum and throughout whole school policies All Governors to have completed Prevent and all DDSLS to have completed this and Chanel Awareness training.		HT to train Governor in Teaching, Learning and Assessment and Outcomes criteria	
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