



## School Priorities for Development 2017-18 - Pupil Outcomes – English

COMMUNITY – PEACE – WISDOM – HOPE – DIGNITY – JOY

	Requires Improvement → Good → <b>Outstanding</b>
<b>Summary findings from Ofsted report November 2015</b>	<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. 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. 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. 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. 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. Pupils with special educational needs make good progress in line with other pupils.</p>
<b>The current situation</b>	<p>The substantive Headteacher has been in place since 2014/15 which was half way through the inspection cycle. The DHT is in her third year at the school. Middle Leaders for Maths and English are taking on increasing responsibilities and are working with increasing independence and are now responsible for compiling and analysing all end of term and end of year data. There has been a change of 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 end of year outcomes are significantly above National expectation and 2016-17 saw KS1 SATS results at 96% across the board, and KS2 SATS results in English were 86% and 89% in Reading and Writing respectively.</p>
<b>Leadership and Management Objectives</b>	<p><b>1: Culture and Expectations</b></p> <p>a: The Christian character and values of the school have a significant impact on the spiritual, moral, social and cultural development of all learners.</p> <p>b: Leaders continue to set high expectations of pupils and staff and create whole school systems and procedures which are consistent and clearly communicated, including with regard to attendance and punctuality.</p> <p>c: Teachers are determined that pupils achieve well and pupils love the challenge of learning and are resilient to learning</p> <p>d: The progress across the curriculum of DP and SEN pupils matches or is improving towards that of other pupils with the same starting points.</p> <p>e. Develop positive links for parents and families.</p>

	<p><b>2: Curriculum Development</b></p> <p>a. Leaders to embed SMSC through whole school curriculum with a focus on PSHE and Philosophy 4 Children.</p> <p>b. All children are able to flourish through the development of an innovative curriculum of a high standard which incorporates opportunities for deeper thinking, outdoor learning and experiences through visits and visitors.</p> <p><b>3: Pupil Improvement</b></p> <p>a. Leaders and Governors to be ambitious for all pupils and promote improvement effectively. Ensure that the secure improvement in disadvantaged pupils' progress continues to rise in English and Mathematics.</p> <p>b. EYFS: 90%+ of pupils achieving GLD.  97% of pupils to attain threshold for Year 1 Phonics in 2018  Y2: 96% of pupils to achieve age-expectation in English and Maths, 100% of DP and 50% of SEN children to achieve age expectation.  Y6: 86% of pupils to achieve age-expectation in English and Maths, 100% of DP and 50% of SEN children to achieve age expectation.</p> <p><b>4: Financial Management</b></p> <p>a. 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. Governors to hold leaders to account for the effective spend of Sports Premium with particular focus on DP, able and vulnerable groups.</p> <p>b. Inclusion lead to meet termly with the bursar and head to ensure innovative and effective use of spending, with particular regard to DP and SEN pupils.</p> <p><b>5: Safeguarding</b></p> <p>a. Ensure Safeguarding is effective. Building on existing good practice initiated in 2014/15.</p> <p>b. Leaders and staff to take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.</p> <p>c. Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.</p>		
Leaders:	SLT- Imogen Woods (HT) Anna Morris (ADHT) and Philippa Assender (Bursar) Sam Nicholls (Co-Chair of FGB) Serena Fowler (Co-Chair of FGB) Charlotte Cordey (English Lead)	Reviewed: To be reviewed:	September 2017 March 2018

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
<b>1: Culture and Expectations</b>					
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)  KS2 workshop on Grammar to be offered to KS2 parents, particularly Years 3, 4 and 5.	Additional Parent Workshops led by HT and Middle Leader  Homework to support Reading and Writing (using new raised expectation format)	SLT and Middle Leaders' time  Parent Workshops X3	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 40% of teaching is outstanding.	SLT lesson observation cycle Embedding of consistent weekly timetable Middle Leaders' team follow Middle Leaders' cycle Medium and Weekly plans to include CH challenge - opportunities for all New Guided Reading expectations now fully implemented All staff to be trained in new Grade Descriptors	At least 100% of teaching is good and 40% teaching of outstanding  Use of 'deeper' effective questioning in teaching English in all year groups. (Socratic model)	SLT time Middle Leaders' time Guided reading and English lesson obs 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 to raise profile and ensure consistency.	Consistent planning and assessment.	SOW / planning formats	Feedback from meetings and observations.	
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.	Middle Leader to organise parent workshops focusing on SPAG (KS1 & 2) and Phonics (KS1)	SLT and Middle Leader observations Middle Leader feedback and reports to SLT and	Middle leader to analyse data and maintain close dialogue with	

	Introduce a cycle of peer observations in English during the Spring and Summer	Peer observations will lead to increased confidence in teaching.  Ideas shared will be disseminated throughout Key Stages.	Staff Meetings  Parent workshop Staff meeting – January 2018	SENCo to ensure all pupils raise attainment  SLT and Middle Leader to review use of new curriculum	
<b>2: Curriculum Development</b>					
Literacy Tree approaches to incorporate quality teaching and learning used across the school	Planned staff meeting to discuss Book Week whole school text	All staff to use Literacy Tree planning All Guided Reading to follow current Literacy Tree formats	Book Week – carry out whole school English unit around one book – Quest (Aaron Becker)	SLT lesson observations Autumn 2 Middle Leaders' actions (see monitoring cycle)	
End of year expectations to be incorporated 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	SLT/Middle Leaders' book audits Autumn 2 , Spring 2 and Summer 2	SLT lesson observations Autumn 2 Middle Leaders' actions (see monitoring cycle)	
Year 2 and Year 6 teachers to attend statutory SATS training	Dates for SATS training	SATS carried out as per regulations.	Year 2 and Year 6 teachers informed and given time to attend training	Successful KS1 and KS2 SATS programme.	
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)  Staff to be confident with GR formats	New End of Year expectations to be integrated in targets in Guided Reading files	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 monitored 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	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.	Ensure spelling appendix is circulated to teachers and expectations communicated.	New system to be fully implemented across Y1 to 6.  75% of pupils (across the school) are to achieve end of year expectations in spelling.	Middle leaders time Middle leaders coaching sessions for new staff.  Spelling Bee (PTFA)	Monitor termly  Teachers to keep tally of children's weekly and to be half termly assessed by English Lead	
<b>3:Pupil improvement</b>					
Leaders and Governors to be ambitious for all pupils and promote improvement effectively. Ensure that the secure improvement in disadvantaged pupils' progress continues to rise in Mathematics.	Continue to hold termly Pupil Progress Meetings ensuring end of year expectations are on track Ensure that the secure improvement in disadvantaged pupils' progress continues to rise in English and Mathematics Bespoke interventions for MA pupils (4 year plan) to enable most able to achieve their full potential.	In all classes 85-90%+ to meet end of year expectations 20%+ to exceed end of year expectations Data to show DP pupils attain end of year expectations and where specific interventions are given to show exceeding progress. 100% of MA children to achieve Greater Depth in KS2 SATS.	FGB Committee meetings Inclusion team to include DP champion X1pw Inclusion meetings X1pm	Governor monitoring visits Termly Assessment meetings	
90%+ achieve a Good Level of Development (Reading and Writing)	Continue to hold termly Pupil Progress Meetings ensuring end of year expectations are on track		90%+ achieve a Good Level of Development (Number, Shape Space and Measure)	SLT meetings  Middle Leaders and SLT to pupil progress meetings	
<b>KS1</b> 97% pupils to attain threshold for Year 1 Phonics.	Review current phonics teaching in Y1 Termly phonic reviews Teacher CPD for phonics	97% pupils to attain threshold for Year 1 Phonics.	Middle Leaders to analyse data X1 per term Intervention groups data to be shared with SENCo	SLT meetings  Data to show 97% pupils attain	

	teaching and monitoring		and class teacher to ensure rapid progress.	threshold.	
<b>KS1</b> 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.	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.	
100% of DP and 50% SEN children to achieve expected across the school	Assess interventions across the school early in the academic year	100% of DP and 50% SEN children across the school to achieve expected or higher	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 50% pupils attain end of year expectations in Reading and Writing.	
<b>KS2</b> 86% pupils in Y6 to attain end of year expectations in EGPS.	Review current EGPS teaching in Y6 Assess Y6 early in September to set predictions and ensure precision interventions for all Termly EGPS reviews Teacher CPD for EGPS teaching and end of year expectations.	86% pupils to attain end of year expectations in EGPS. Proportion of pupils exceeding expectations to match or exceed Surrey %.	Middle Leaders to analyse data X1 per term Intervention groups data to be shared with SENCo and class teacher to ensure rapid progress. CC to share good practise re Grammar activities (Espresso) and should be taught for half an hour once a week on top of English lessons according with the Grammar Appendix	SLT meetings  Data to show 86% pupils to attain end of year expectations.	
86% 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	85% pupils to attain end of year expectations in Reading and Writing. Proportion of pupils exceeding	Middle Leaders to analyse data X1 per term Intervention groups data to be shared with SENCo	SLT meetings  Data to show 86% pupils attain end	

	precision interventions for all Termly Reading and Writing reviews (particularly focussing on transition to new end of year. expectations	expectations to match or exceed Surrey %.	and class teacher to ensure rapid progress.	of year expectations in Reading and Writing.	
100% of DP and 50% SEN children to achieve expected across the school	Assess interventions across the school early in the academic year.	100% of DP and 50% SEN children across the school to achieve expected or higher.	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 50% pupils attain end of year expectations in Reading and Writing.	
<b>4:Financial Management</b>					
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.	
<b>5:Safeguarding</b>					
Ensure Safeguarding is effective. Building on existing good practice developed in 2016/17	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 Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.	All staff trained in safeguarding updates DSL/DDSL team to meet monthly and train all teacher and TAs Prevent Strategy to be fully incorporated in curriculum and throughout whole school policies	Half Termly Governor Monitoring Bursar and Headteacher meetings reviewing Monthly finance	Half Termly Governor monitoring (HT and governor to use Safeguarding Audit tool) HT to train Governor in Teaching, Learning and Assessment and Outcomes criteria	

