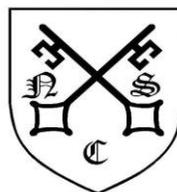


NUTFIELD CHURCH CE VA PRIMARY SCHOOL



**School Priorities for Development 2017 – 2018 - Pupil Outcomes – Maths**  
**COMMUNITY – PEACE – WISDOM – HOPE – DIGNITY– JOY**

	Requires Improvement → Good → <b>Outstanding</b>
<b>Summary findings from Ofsted report November 2015</b>	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. 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. 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. 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.
<b>The current situation</b>	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. Maths 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% and KS2 SATS results in Maths at 86% of the children achieved expected and 43% achieved Greater Depth. We aim to ensure that all members of the school community may “flourish as children of God.”
	<p><b>1:Culture and Expectations</b></p> <p>a: Continue to raise expectations and standards of Maths learning particularly in KS2.</p> <p>b: Continue to improve consistency of pace, high expectations and challenge so that 100% of teaching is good or better and 40% of Maths teaching is Outstanding by July 2018.</p> <p>c: Raise the profile of Maths throughout the school and introduce Arithmetic challenges from Raising Star X1 per week.</p> <p><b>Curriculum Development</b></p> <p>2: Enhance Curriculum through consistent approach to developing fluency in Maths lessons, using effective questioning and giving ample</p>

<b>Leadership and Management Objectives</b>	opportunities for reasoning.		
	<b>3: Pupil Improvement</b>		
	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 Mathematics.		
	<b>EYFS</b>		
	b: 90%+ achieve a Good Level of Development (Number, Shape Space and Measure)		
<b>KS1</b>			
c: 96% of pupils to achieve national expectations 100% of DP and 50% of SEN children to achieve age expectation.			
<b>KS2</b>			
d: 86% of pupils to achieve national expectations 100% of DP and 50% of SEN children to achieve age expectation.			
<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.			
<b>Safeguarding</b>			
5: Ensure Safeguarding is effective. Building on existing good practice developed in 2016/17			
Leaders:	SLT- Imogen Woods (HT) Anna Morris (DHT) and Philippa Assender (Bursar) Sam Nicholls (Co-Chair of FGB) Serena Fowler (Co-Chair of FGB) Encarna Cox ( Maths Middle Leader)	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	Evaluation of Impact
<b>1: Culture and expectations</b>					
Continue to raise expectations and standards of Maths learning particularly in KS2.	Staff meeting lead by Maths Middle Leader to introduce structure in lessons and resources. Maths Middle Leader will lead mini surgeries to support teaching staff. All staff to use phrases to develop the language of reasoning in children.	Increase fluency in children responses when solving Maths problems Introduce challenging question in planning from 'teaching for mastery' White Rose Hub planning. Children persevere when faced with mathematical challenges. Identify and use features of effective practice that enable children to demonstrate fluency in calculating, solving problems and reasoning about number.	SLT/Middle Leader's meetings (half termly) Staff Meetings X2	Feedback from peer observations and book monitoring	
Continue to improve consistency of pace, high expectations and challenge so that 100% of teaching is good or better and 40% of Maths teaching is Outstanding by July '18.	Undertake lesson observations in Maths in Autumn 2 SLT and Middle Leader to identify impact of teaching and learning. Middle Leader to offer & share a bank of questioning. All teachers to be familiar with mastery elements for the year group. Teachers to use a range of questioning styles in the lessons. Continue cycle of peer observations in Maths during the Autumn 2 Term.	At least 100% of teaching is good and 40% teaching is outstanding. Use of 'deeper' effective questioning in teaching Mathematics in all year groups. (Socratic model)	SLT paired observations with Middle Leader to be conducted in November 2017	SLT Lesson observations SLT data analysis to be completed by December 2017	

Raise the profile of Maths throughout the school and introduce Arithmetic challenges from Raising Star X1 per week	HT/DH and Middle Leader to fully embed monitoring system. Continue regular arithmetic challenges in all year groups/all classes to have at least one weekly session of Arithmetic test practise.	Pupils will be able to apply Arithmetic skills across Maths curriculum All staff to introduce weekly arithmetic test	Middle Leader's management time To use arithmetic from Rising Stars focus in the curriculum	SLT Lesson observations SLT data analysis to be completed by December 2017. Learning walk	
<b>2. Curriculum Development</b>					
Enhance Curriculum through consistent approach to developing fluency in Maths lessons, using effective questioning and giving ample opportunities for reasoning.	Teachers to ensure reasoning is used regularly in marking and next steps to challenge pupils and to assess comprehension. Teachers to plan specific questions to target particular chn/groups or at particular points within the lesson. Children to be encouraged to explain their answers as part of a culture of reasoning.	Teachers use effective questioning and there is a focus on reasoning to promote and extend depth of understanding	Middle Leader's management time for monitoring	SLT Lesson observations SLT data analysis to be completed by December 2017. Learning walk	
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.	
<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	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	FGB Committee meetings Inclusion team to include DP champion X1pw Inclusion meetings X1pm	Governor monitoring visits Termly Assessment meetings	

	continues to rise in English and Mathematics Bespoke interventions for MA pupils (4 year plan) to enable most able to achieve their full potential.	are given to show exceeding progress. 100% of MA children to achieve Greater Depth in KS2 SATS.			
<p><b>EYFS</b> 90%+ achieve a Good Level of Development (Number, Shape Space and Measure)</p> <p><b>KS1</b> 96% of pupils to achieve national expectations 100% of DP and 50% of SEN children to achieve age expectation.</p> <p><b>KS2</b> 86% of pupils to achieve national expectations 100% of DP and 50% of SEN children to achieve age expectation.</p>	Senior and Middle Leaders to ensure assessment systems are rigorous and take into account groups i.e. disadvantaged pupils, slow moving, more able, vulnerable, boys and girls through good quality first teaching, careful monitoring and timely interventions. Continue with yearly plan (2017/18) for assessment using both tests and teacher assessment.	<p><b>EYFS</b> 90%+ achieve a Good Level of Development (Number, Shape Space and Measure)</p> <p><b>KS1</b> 96% of pupils to achieve national expectations 100% of DP and 50% of SEN children to achieve age expectation.</p> <p><b>KS2</b> 86% of pupils to achieve national expectations 100% of DP and 50% of SEN children to achieve age expectation.</p>	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	
<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 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**

<p>Ensure Safeguarding is effective. Building on existing good practice secured in 2015/16</p>	<p>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 to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.</p>	<p>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 All Governors to have completed Prevent and all DDSLS to have completed this and Chanel Awareness training.</p>	<p>Half Termly Governor Monitoring Bursar and Headteacher meetings reviewing monthly financial monitoring reports</p>	<p>Half Termly Governor monitoring (HT and governor to use Safeguarding Audit tool) HT to train Governor in Teaching, Learning and Assessment and Outcomes criteria</p>	
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