

NUTFIELD CHURCH CE VA PRIMARY SCHOOL



School Priorities for Development 2018-19 - Pupil Outcomes – English

COMMUNITY – PEACE – WISDOM – HOPE – DIGNITY – JOY

	Requires Improvement → Good → Outstanding
<p>Summary findings from Ofsted report November 2015</p>	<p>Teachers expect pupils to work hard. Pupils are keen to do well and rise to these expectations. Their work across subjects is of a good quality and there is clear evidence that their learning is moving forward well, including those working hard to catch up with their peers. Most parents believe that their children are taught well.</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>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>Summary findings from SIAMS report April 2018</p>	<p>Through the loving Christian ethos of Nutfield Church School pupils flourish and are challenged to ‘live life in all its fullness’ as the vision declares. As a result standards are above local and national levels. Attendance is high at 97%. All are welcomed regardless of race, religion or culture. Each pupil is known and greatly valued as an individual and seen as precious in the eyes of God.</p> <p>‘At Nutfield Church Primary, we are all different and we like it that way’ attests the Peace-Makers’ Charter. Because of this the whole child is supported according to their needs with interventions in place to encourage personal and academic development and well-being. For example, bereavement artwork consoles those who have lost loved ones.</p> <p>Determined and imaginative strategies are employed. Solutions are found no matter how challenging the circumstances. The school’s core values of community, peace, wisdom, hope, dignity and joy interlink and bind the school community together.</p>
<p>Leadership and Management Objectives</p>	<p>1: Culture and Expectations</p> <p>a: Continue to raise expectations and standards of Reading and Writing across the curriculum in all subject areas.</p> <p>b: 100% of teaching is good and 40% is outstanding.</p> <p>c: Middle Leader and SLT ensure all teachers adopt a consistent approach towards planning and assessment.</p> <p>d: SLT and Middle Leader to provide support to improve the quality of Teaching and Learning.</p>

	<p>2: Curriculum Development</p> <p>a. Literacy Tree approaches to incorporate quality teaching and learning used across the school</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>c. Year 2 and Year 6 teachers to attend statutory SATS training</p> <p>d. Raise profile of Reading skills across the school to develop comprehension and inference</p> <p>e. Ensure assessment systems are rigorous and take into account groups i.e. disadvantaged pupils, slow moving, more able, vulnerable, boys and girls.</p> <p>f. Ensure spelling is taught in class on a weekly basis, communicated in homework and tested weekly.</p>		
	<p>3: Pupil Improvement</p> <p>a: Leaders and Governors to be ambitious for all pupils and promote improvement effectively. Ensure that the disadvantaged pupils' progress in line with other pupil groups.</p> <p>b. EYFS: 90% of pupils achieving GLD. Y2: 93% of pupils to achieve age-expectation in English, 100% of DP children to achieve age expectation. Y6: 87% of pupils to achieve age-expectation in English, 40% of DP children to achieve age expectation.</p>		
	<p>4: Financial Management</p> <p>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.</p>		
	<p>5: Safeguarding</p> <p>Ensure Safeguarding continues to be effective. Headteacher and Key Governor to hold half termly meetings. DSL/DDSL (safeguarding) meetings to be held monthly. Leaders to take appropriate action to ensure all staff and Governors receive appropriate safeguarding and child protection training which is regularly updated.</p>		
Leaders:	SLT- Imogen Woods (HT) Anna Benjamin (DHT) and Philippa Assender (Bursar) Charlotte Cordey (English Middle Leader) Serena Fowler and Sam Nicholls (Co-Chairs of Governors)	Reviewed: To be reviewed:	September 2018 March 2019

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
1: Culture and Expectations					
a. 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 X 3 – Phonics and KS1 SATS	SLT meetings half termly Middle Leaders' time.	
b. 100% of teaching is good and 40% 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).	
c. 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.	
d. SLT and Middle Leader to provide support to improve the	Middle leader to offer and share good practice and lead on	Middle Leader to organise parent workshops focusing on	SLT and Middle Leader observations	Middle leader to analyse data and	

quality of Teaching and Learning.	raising standards. Introduce a cycle of peer observations in English during the Spring and Summer	EGPS (KS1 & 2) & Phonics (KS1) Peer observations will lead to increased confidence in teaching. Ideas shared will be disseminated throughout Key Stages.	Middle Leader feedback and reports to SLT and Staff Meetings Parent workshop and Staff meeting – January 2018	maintain close dialogue with SENCo to ensure all pupils raise attainment SLT and Middle Leader to review use of new curriculum	
2: Curriculum Development					
a. Literacy Tree approaches to incorporate quality teaching and learning used across the school	Literacy Tree to lead January INSET on Reading Planned staff meeting to discuss Book Week whole school text (January staff meeting)	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	SLT lesson observations Autumn 1 Middle Leaders' actions (see monitoring cycle)	
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.	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)	
c. 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.	
d. Raise profile of Reading skills across the school to develop comprehension and inference	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	Year 6 Reading results to be in line with EGPS and Writing. Children across the school are able to access a range of texts New End of Year expectations	Middle Leaders' book audits Autumn 2 , Spring 2 and Summer 2	SLT lesson observations Autumn 1 Middle Leaders' actions (see monitoring cycle)	

	(September 2018) Staff to be confident with GR formats Literacy Tree INSETS on Reading skills Jan 2019	to be integrated in targets in Guided Reading files Reading results to be in line with Maths and Writing at end of academic year 2018 19		Guided Reading folders to be monitored termly	
e. 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	
f. 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	
3:Pupil improvement					
a: Leaders and Governors to be ambitious for all pupils and promote improvement effectively. Ensure that the disadvantaged pupils' progress in line with other pupil groups.	Continue to hold termly Pupil Progress Meetings ensuring end of year expectations are on track Bespoke interventions for MA pupils to enable most able to achieve their full potential.	In all classes 90%+ to meet end of year expectations 30%+ to exceed end of year expectations 75% 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.	FGB Committee meetings Inclusion team to include DP champion X1 pw Inclusion meetings X 1pm	Governor monitoring visits Termly Assessment meetings	
b:EYFS 90%+ achieve GLD (Reading and Writing)	Assess interventions across the school early in the academic year Review current EGPS teaching in	75% 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	SLT meetings Data to show 87% pupils to attain	

<p>KS1 93% pupils in Y2 to attain age-expected standard in EGPS, Reading and Writing. 100% of DP children to achieve expected</p> <p>KS2 87% pupils in Y6 to attain age-expected standard in EGPS, Reading and Writing.</p>	<p>Y6 Assess Y6 early in September to set predictions and ensure precision interventions for all Termly EGPS, Reading and Writing reviews Teacher CPD for EGPS teaching and end of year expectations.</p>	<p>87% pupils to attain end of year expectations in EGPS, Reading and Writing</p>	<p>and class teacher to ensure rapid progress. English Leader 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</p>	<p>end of year expectations.</p>	
<p>e: Phonics 97% pupils to attain threshold for Year 1 Phonics. 100% pupils to attain threshold for Y2 Phonics retakes.</p>	<p>Review current phonics teaching in Y1 and Y2 Termly phonic reviews Teacher CPD for phonics teaching and monitoring</p>	<p>97% pupils to attain threshold for Year 1 Phonics. 100% pupils to attain threshold for Y2 Phonics retakes.</p>	<p>Middle Leaders to analyse data X1 per term Intervention groups data to be shared with SENCo and class teacher to ensure rapid progress.</p>	<p>SLT meetings Lesson Observations Intervention Monitoring Termly Pupil Progress Meetings and Data analysis</p>	
<p>75% of DP and 50% SEN children to achieve expected across the school</p>	<p>Assess interventions across the school early in the academic year.</p>	<p>75% of DP and 50% SEN children across the school to achieve expected or higher.</p>	<p>Middle Leaders to analyse data X1 per term Intervention groups data to be shared with SENCo and class teacher to ensure rapid progress.</p>	<p>SLT meetings Data analysis Middle and SLT monitoring</p>	
4:Financial Management					
<p>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</p>	<p>DP Governor and Finance Working Party to continue to work with the HT and DHT to meet termly.</p>	<p>Governors will continue 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.</p>	<p>Bursar and key Governor review time DP champion to work with SLT and DP Governor to review spending termly.</p>	<p>Termly reviews re spending with Bursar. Inclusion team to monitor attainment and progress against spending, with</p>	

improving outcomes for pupils.				bursar.	
5:Safeguarding					
Ensure Safeguarding continues to be effective. Headteacher and Key Governor to hold half termly meetings. DSL/DDSL (safeguarding) meetings to be held monthly. Leaders to take appropriate action to ensure all staff and Governors receive appropriate safeguarding and child protection training which is regularly updated.	Maintain a culture of vigilance: 'It could happen here' HT and Safeguarding 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 or prejudice-based bullying. Leaders, staff and pupils do not tolerate prejudiced behaviour. Safeguarding and Pastoral Update are standing items on the weekly staff meeting agenda Staff and pupils are working towards the Anti-Bullying Gold Charter mark Letter system embedded, led by HSLW and supported by HT and EWO where a bridging letter is issued from one term to the next where persistent absenteeism has not stopped.	All staff trained in safeguarding updates DSL/DDSL team to meet monthly and train all teacher and TAs All governors, DDSLs and teachers to undertake Prevent Strategy training Behaviour policy to be linked to 'Valuing All God's Children' – all staff trained in homophobic and transgender, bullying All stake-holders work actively together to prevent bullying and any incidents are dealt with swiftly and effectively. The school has an attendance of more than 97%.	Safeguarding Governor to Monitor half termly. Bursar and Headteacher meetings reviewing monthly finance.	Safeguarding Governors' monitoring Computing Leader time SLT reviews of Middle Leaders' Actions School Council Meetings	