

NUTFIELD CHURCH CE VA PRIMARY SCHOOL



**School Priorities for Development 2018 – 2019 - Pupil Outcomes – Maths**  
**COMMUNITY – PEACE – WISDOM – HOPE – DIGNITY– JOY**

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|  | Requires Improvement → <b>Good</b> → Outstanding  |
| <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>Summary findings from SIAMS report April 2018</b>     | 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.<br>‘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.<br>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.   |
|  | <b>1:Culture and Expectations</b><br>a: Continue to raise expectations and standards of Maths learning to SEN and DP children in order to close the gap with their peers.<br>b: 100% of teaching is good and 40% is outstanding.<br>c: Raise the profile of Maths throughout the school and introduce Maths activity books for all years including Reception.   |

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| <b>Leadership and Management Objectives</b> | <b>2: Curriculum Development</b><br>a: Develop fluency in Maths lessons by enhancing the Curriculum through the use of effective questioning across all groups of children.<br>b: Year 2 and Year 6 teachers to attend statutory SATS training  |   |                              |
|   | <b>3: Pupil Improvement</b><br>a: Leaders and Governors to be ambitious for all pupil groups. Ensure 25% of DP children across the school to exceed expected standard and 75% of SEN children to reach expected standard in Mathematics.<br><b>EYFS</b><br>b: 90%+ to achieve a Good Level of Development in Number and Shape Space & Measure<br><b>KS1</b><br>c: Y2: 93% of pupils to achieve expected standard in Maths,<br>100% of DP children to expected standard<br><b>KS2</b><br>d: 87% of pupils to achieve expected standard in Maths<br>40% of DP children to achieve expected standard |   |                              |
|   | <b>4: Financial Management</b><br>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>5. Safeguarding</b><br>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.  |   |                              |
|   | Leaders:  | SLT- Imogen Woods (HT) Anna Benjamin (DHT) and Philippa Assender (Bursar)<br>Encarna Cox (Maths Middle Leader)<br>Serena Fowler and Sam Nicholls (Co-Chairs of Governors) | Reviewed:<br>To be reviewed: |

| Specific objectives<br>(Specifically what we want to achieve)   | Actions<br>(What we need to do to make it happen)   | Success Criteria<br>(What will the impact be?)  | Resources (human, financial & timescale)                        | Monitoring   | Evaluation of Impact |
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| <b>1: Culture and expectations</b>  |   |   |   |  |                      |
| a: Continue to raise expectations and standards of Maths learning for SEN and DP children in order to close the gap with their peers. | Regular monitoring of Maths teaching and learning by Maths Leader.<br>Maths Middle Leader will lead mini surgeries to support TAs leading intervention to SEN and DP children through questioning children at an appropriate level and by understanding and exploring the concept more deeply.<br>All staff to use phrases to develop the language of reasoning in children.                    | Increased fluency in children's responses when solving Maths problems<br><br>Children persevere when faced with mathematical challenges.  | SLT/Middle Leader's meetings (half termly)<br>Staff Meetings X2 | Feedback from peer observations and book monitoring          |                      |
| b: 100% of teaching is good and 40% is outstanding.   | Undertake lesson observations in Maths in Autumn 2<br>SLT and Middle Leader to identify impact of teaching and learning. Middle Leader to offer & share a bank of resources including from White Rose planning.<br>Teachers to use a range of questioning styles in the lessons. TA's to become familiar with reasoning-style questions.<br>Continue cycle of peer observations in Maths during | 100% of teaching is at least good and 40% teaching is outstanding.<br>Use of 'deeper' effective questioning in teaching Mathematics in all year groups. (Socratic model)<br>All teachers to be familiar with mastery elements for the year group. | SLT monitoring<br>Middle Leader monitoring                      | SLT Lesson observations<br>SLT / Middle Leader data analysis |                      |

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|   | the summer Term 1.  |   |   |  |  |
| c: Raise the profile of Maths throughout the school and introduce Maths activity books for all years including Reception                              | HT/DH and Middle Leader to fully embed monitoring system.<br>Continue regular arithmetic challenges in all year groups/all classes to have at least one weekly session of Arithmetic test practise<br>To continue regular time after lunch for times tables challenge.  | Pupils will be able to apply Arithmetic skills across the curriculum with confidence.<br><br>All children know their multiplication tables as required for their age group.<br><br>New multiplication tables procedure is introduced 2018 - 2019. | Middle Leader's management time<br>Arithmetic from 'Rising Stars' focus in the curriculum | SLT Lesson observations<br>SLT / Middle Leader data analysis |  |
| <b>2. Curriculum Development</b>  |   |   |   |  |  |
| a: Develop fluency in Maths lessons by enhancing the Curriculum through the use of effective questioning and reasoning across all groups of children. | Teachers to ensure reasoning are used regularly in marking and next steps to challenge pupils and to assess comprehension at least once a week. It has been observed during Middle Leader book audit, that teachers are using R for reasoning next to reasoning questions to be identified quicker during book audit.<br>Teachers to plan specific questions to target particular chn/groups or at particular points within the lesson. It has shown an inconsistency in deep questioning during planning audit.<br>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<br>SLT / Middle Leader data analysis |  |

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| b: Year 2 and Year 6 teachers to attend statutory SATS training  | Teachers to attend training in Spring term   | SATS carried out as per regulations.  | Year 2 and Year 6 teachers given time to attend training   | SLT and Middle Leader Meetings<br>Lesson Observations                 |  |
| <b>3: Pupil Improvement</b>  |  |   |  |   |  |
| a: Leaders and Governors to be ambitious for all pupil groups. Ensure 25% of DP children across the school to exceed expected standard and 75% of SEN children to reach expected standard in Mathematics.  | Continue to hold termly Pupil Progress Meetings ensuring end of year expectations are on track<br>Bespoke interventions for MA pupils to enable most able to achieve their full potential using reasoning and fluency questions.   | In all classes 90% + to meet end of year expectations<br>25% to exceed end of year expectations<br>Data to show DP pupils attain end of year expectations and where specific interventions are given to show exceeding progress.<br>100% of MA children to achieve Greater Depth in KS2 SATS.   | FGB<br>Committee meetings<br>Inclusion team to include DP champion<br>X1pw<br>Inclusion meetings<br>X1pm                                       | Governor monitoring visits<br>Termly Assessment meetings              |  |
| <b>b: EYFS</b><br>b: 90%+ to achieve a Good Level of Development in Number and Shape Space & Measure<br><b>KS1</b><br>Y2: 93% of pupils to achieve expected standard in Maths, 100% of DP children to expected standard<br><b>KS2</b><br>87% of pupils to achieve expected standard in Maths 40% of DP children to achieve expected standard | 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 (2018/19) for assessment using both tests and teacher assessment. | <b>EYFS</b><br>b: 90%+ to achieve a Good Level of Development in Number and Shape Space & Measure<br><b>KS1</b><br>Y2: 93% of pupils to achieve expected standard in Maths, 100% of DP children to expected standard<br><b>KS2</b><br>87% of pupils to achieve expected standard in Maths 40% of DP children to achieve expected standard | SLT/Middle Leaders to analyse data X1 per term<br>Intervention groups data to be shared with SENCo and class teacher to ensure rapid progress. | SLT meetings<br><br>Middle Leaders and SLT to pupil progress meetings |  |

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| <b>4: Financial Management</b>  |   |  |  |  |  |
| <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>DP Governor and Finance Working Party to continue to work with the HT and DHT to meet termly</p>   | <p>Governors and Senior Leaders to be able to measure impact of DP funding through attainment. Outcomes for DP pupils to be at least in line with National expectation and where behind, expected progress or attainment gaps are closing rapidly.</p>   | <p>Bursar and key Governor review time<br/>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 Bursar.</p>            |  |
| <b>5: Safeguarding</b>  |   |  |  |  |  |
| <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> | <p>Maintain a culture of vigilance: 'It could happen here'<br/>HT and Safeguarding Governor to hold half termly meetings. DSL/DDSL meetings to be held monthly<br/>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<br/>Staff and pupils are working towards the Anti-Bullying Gold Charter mark<br/>Letter system embedded, led</p> | <p>All staff trained in safeguarding updates<br/>DSL/DDSL team to meet monthly and train all teacher and TAs<br/>All governors, DDSLs and teachers to undertake Prevent Strategy training<br/>Behaviour policy to be linked to 'Valuing All God's Children' (pt2) – all staff trained in homophobic and transgender, bullying<br/>All stake-holders work actively together to prevent bullying and any incidents are dealt with swiftly and effectively. Attendance is at least 97%.</p> | <p>Safeguarding Governor to Monitor half termly<br/><br/>Bursar and Headteacher meetings reviewing Monthly finance</p> | <p>Safeguarding Governors' monitoring<br/>Computing Leader time<br/>SLT reviews of Middle Leaders' Actions<br/>School Council Meetings</p> |  |

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|  | 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. |  |  |  |  |
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