



NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL



School Priorities for Development 2020 - 2021 Pupil Outcomes - English

COMMUNITY, PEACE, WISDOM, HOPE, DIGNITY, JOY

School's Self-Evaluation judgment	Requires Improvement → Good → Outstanding		
Leaders:	SLT- IMOGEN WOODS / ANNA BENJAMIN / KATHARINE BROOKS / CHARLOTTE CORDEY	Reviewed: To be reviewed:	SEPTEMBER 2019 MARCH 2020

Specific objectives (Specifically what we want to achieve)	Actions (What we need to do to make it happen)	Resources (human, financial & timescale)	Monitoring (Sources of evidence to show progress)	Evaluation of Impact
1: Quality of Education				
Further develop the construction and development of an ambitious curriculum so that all pupils develop the skills and knowledge needed to be successful learners:				
To maintain GLD at 90+% and KS1 90%+ pupils to achieve EXS by end of KS1 100% pupils who were assessed GLD1 to be EXS by end of KS1 100% of those assessed GLD3 (exceeding) in RWM to achieve GDS by end of KS1	Appraisal	Mid-year Appraisal	Governor monitoring (Q of E) Middle Leader Monitoring Lesson observations Test results Book and planning scrutiny	Review in March 2021
KS2 combined results 90%+ 21/25 Pupils to be EXS in Reading, Writing and Maths combined 84% 100% GDS to make expected progress 7/7	CPD (Directed tasks) Staff training (Spring Term) Parents' evenings/workshops Maths interventions			Review in March 2021

GDS in writing	Focus on DP children			
Support classes most vulnerable post lockdown	Begin a 2 year recovery trajectory for Ys 3,4 and 5			
Continue to improve teaching so that all pupils are given the opportunity to reach the highest standards, including the most able, SEN and DP pupils in order to close the gap	Directed Tasks Curriculum lead monitoring – regular cycle of book and planning scrutiny Literacy Tree – staff meeting Produce ‘grammar overview’ Termly book look and planning scrutiny CC/KB ‘Deep Dive’ phonics staff meeting Observe Phonics teaching in EYFS	SLT / Middle leaders meetings Staff meetings Staff coaching	Feedback from peer observations and book monitoring	Review in March 2021
Sharp focus on ensuring younger children gain phonics knowledge and language comprehension necessary to read	Library (reopen in Summer) Reading Buddies (on hold until post C19)	Letters and Sounds materials Phonics Check materials Autumn 2020 Phonics retake	Regular check ins (SLT) Data analysis Test monitoring (SLT)	Review in March 2021
Further develop quality first teaching across all subjects through the use of effective questioning	Socratic questions highlighted in yellow	P4C training		Review in March 2021
All children are able to flourish through the development of an innovative curriculum of a high standard which incorporates opportunities for extended writing across the curriculum	Opportunities for extended writing in History and Geography, Science and RE	SLT/Middle Leaders’ book audits Autumn 2 , Spring 2 and Summer 2	SLT lesson observations Autumn 2 Middle Leaders’ actions (see monitoring cycle)	Review in March 2021
Continue to raise the standard of presentation and handwriting across the school	Introduce and build on work done around handwriting procedure Daily handwriting lessons	Final handwriting procedure to be shared with all staff	SLT Monitoring Half termly handwriting books reviewed in staff meetings	Review in March 2021

2: Behaviour and Attitudes				
Ensure that the school continues to meet all the criteria for good in behaviour and attitudes securely and consistently:				
To raise the profile of English throughout the school following Literacy Tree	Monitoring cycle CC/KB termly Book Week Regular use of library Peer reading schedule Literacy Tree staff meeting	Middle leaders meetings	SLT Monitoring Middle Leader Monitoring Data analysis	Review in March 2021
3: Personal Development				
To develop fluency in English lessons by enhancing the curriculum through the use of effective questioning across all groups of children	Book look Planning – Socratic questions Lesson drop ins/lesson observations		SLT Monitoring Middle Leader Monitoring Data analysis	Review in March 2021
4: Leadership and Management				
Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well	Handwriting Good knowledge of grammar Lesson observations CPD Phonics Ensure staff have a secure understanding of the grammar appendix and year on year progress in grammar (grammar overview)	DfE guidance		Review in March 2021
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
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 MJ to oversee SEN and DP interventions Bespoke interventions for MA pupils to enable most able to achieve their full potential	FGB Committee meetings Inclusion team to include DP champion X1 pw Inclusion meetings X 1pm	Governor monitoring visits Termly Assessment meetings	Review in March 2021

<p>Leaders have a clear and ambitious vision for providing high quality education to all pupils, including GD, DP and SEN.</p> <p>25% of DP children across the school to exceed expected standard and 75% SEN children to reach the expected standard in English</p>	<p>Termly Pupil Progress Meetings. Interventions for GD children</p>	<p>Monitoring of Curriculum lead Intervention monitoring by SENCO and Inclusion team</p>	<p>Middle Leader monitoring Pupil Progress Lesson observations Pathway Plan meetings Governor monitoring</p>	<p>Review in March 2021</p>
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