

St Nicholas Priory C.E.V.A Primary School

Whole School Raising Attainment Plan
June 2018 - 2019
Updated 1st October 2018



DATA HEADLINES 2017		
<u>Reception</u>		
GLD 62%	On Entry 7 %	Disadvantage 67%
Greater Depth		
Phonics Screen 65%	Disadvantage 41%	
<u>KS1 N/A</u>	<u>READING</u>	
<u>KS2</u> RWI combined 47% Increase of 8% from 2016 Disadvantaged children were either in line with the rest of the cohort or performed better across subjects	Reading 57% at or above (5% increase on the previous year)	
	<u>MATHS</u>	
	Maths 66% at or above (16% increase on the previous year)	
	Progress – 1.7	
	<u>WRITING</u>	
	Writing 70% at or above (moderated)	
	Greater Depth 17/ 88 (19%)	
	Progress -0.03	
<u>Key Issues raised in the Inspection Data Report Summary 2017</u> <ul style="list-style-type: none"> • Reading progress was in the bottom 20% for at least two years for all pupils, middle prior attainers. 		
<u>KS2 Progress of disadvantaged pupils</u> <ul style="list-style-type: none"> • Reading progress was significantly below the national for disadvantaged pupils for at least two years for the following groups : overall disadvantages, disadvantaged middle • Maths progress was significantly below the national for other pupils for at least two years for the following groups overall disadvantaged 		
<u>KS2 Attainment</u> <ul style="list-style-type: none"> • In 2017, writing attainment of the expected standard was at or above national for prior attainment groups low, high. The school was moderated in year 6 Summer 2017 and praised for the rigor of systems in place. No judgements were changed. The school now has a trained moderator for writing and two maths markers • Reading and maths attainment was in the bottom 20% for at least two years for all pupils 		
<u>Phonics in 2017</u> Fewer than 70% of pupils met the expected standard in phonics in year 1. The average mark for pupils not meeting the phonics expected standard in year 1 was 14		

DATA HEADLINES 2017/2018			
<u>Reception</u>			
GLD 55%	On Entry 3 %	Disadvantage 59%	
Greater Depth			
<u>YEAR 1</u>			
Phonics screen 88% (National 83%) moderated		Disadvantage 64%	Number of disadvantage
<u>KS1</u>	<u>READING</u>	<u>MATHS</u>	<u>WRITING</u>
Year 2 (On Entry in Reception 36%) Moderated 2018	Reading 57%	Maths 59%	Writing 53%
	Reading dis 47%	Maths dis 41%	Writing dis 47%
	Greater Depth Reading 17%	Greater Depth Maths 22%	Greater Depth Writing 3%
<u>KS2</u>			
RWI combined 51% RWI combined disadvantaged 51% (same as national)	<u>READING</u>		
	Reading 62%	National 75%	
	ASS 102	National 105	
	Girls 67%	Boys 57%	
	Disadvantage 67%		
	SEND 50%	EAL 53%	
	Greater depth reading 22%	Greater depth disadvantaged in reading 12%	
	Reading progress 0 – Unvalidated		
	<u>MATHS</u>		
	Maths 90%	National 76%	
	ASS105	National 104	
	Girls 88%	Boys 92%	
	Disadvantaged 86%		
	SEND 69%	EAL 90%	
	Greater depth maths 10%	Greater depth disadvantaged in maths 8%	
	Progress 3.1		
	<u>WRITING</u>		
	Expected 63%	National 78%	
	Girls 71%	Boys 55%	

	Disadvantage 61%	
	SEND 19%	EAL 60%
	Greater depth writing 12%	Greater depth disadvantage in writing 6%
	Progress 0.1	
	SPAG	
	Exp 70%	National 78%
	ASS 103	National 106
	Greater Depth 26%	
	Disadvantage 36%	
<u>Key Issues raised in the Inspection Data Report Summary 2018</u>		

OFSTED REPORT JUNE 2014

Main Recommendations

You Said	We Did	Impact
Improve the quality of teaching from good to outstanding by:		
<ul style="list-style-type: none"> Ensuring that the class teacher uses assessment to rigorously check the quality of the progress that their pupils make whether they are working in class or with a named adult in another room so that pupils consistently make rapid gains in their learning Provide pupils with activities that stretch and challenge them to make outstanding gains in their learning Making sure that pupils can regularly make amendments and improvements to their work following feedback from (pupils) teachers and other adults 	<ul style="list-style-type: none"> Review the marking policy to focus more in in the moment assessment rather than compliance marking Link with other professionals outside of county to review expectations of learners through CPD and what they should be achieving by benchmarking expectations Train additional adults to be able to more effectively lead groups to improve the quality of assessment information available and feedback to pupils Create with standards leaders the expectations for teaching and learning regarding feedback and marking Externally monitor judgements about teaching and learning termly Appoint of a member of staff to specific focus on more able pupils and join the NACE community group for more able pupils 2018 Head of standards appointed to oversee key stage 2 to improve consistency focus on assessment and intervention 	<p>There is considerable evidence of an improving trend over 3 years in terms of progress</p> <p>Having a new leadership structure is enabling a more specific focus on different cohorts and their specific needs and our monitoring supports this ie Autumn 1 2018 focus on combined deprivation eg SEND and PP which is an area we are working hard on to address barriers and increase expertise and targeting of intervention.</p> <p>The Head of Standards across KS2 has added consistency in the same way we have the KSI deputy</p> <p>Joining NACE will ensure access to high quality resources for the more able</p> <p>close analysis of where there are issues eg SPAG disadvantage</p>
Raise the achievement of the youngest pupils by:		

<ul style="list-style-type: none"> • Making sure that from the time they start the school, these pupils have work that builds on what they have already achieved • Ensuring that pupils make rapid gains in their learning by moving them quickly onto new learning when they are ready 	<ul style="list-style-type: none"> • Becoming a full primary in 2017 has helped to support year to year transition • Restructured the leadership team to ensure a focus on progress every day in every year group • Purchase of resources which address expectations for age related tasks have supported children to move forward. The Collins maths scheme also supports extension activities and ' Comprehension Express • Make use of objective led intervention • Work with CPD providers and provide high quality inset to enable more effective use of support staff with a family learning model • Embed higher expectations by working out of county with improvement partners to check staff expectations for each year group ie Inset Sept 4th 2018 Great Denham Primary Bedford reciprocal visit on the 19th October to present books • Moderation • Governors have supported additional resources for EYFS to increase impact of early intervention • Member of staff with focus on phonics intervention in year 1 	<p>There has been considerable evidence that teaching assistants have become more confident are delivering learning to a group which is impacting on progress outcome and developing a closer more nurturing approach. The increased adult pupil ratio has is also addressing the need to focus on vocabulary</p> <p>There is evidence that the family group model is pastorally and academically supporting children</p> <p>There is evidence that we are narrowing the attainment gap from reception to year 2</p> <p>The purchase of age appropriate resources has had a significant impact on pitch of learning.</p>
<p>Impact: this objective will have been achieved when achievement is judged as good because</p> <ul style="list-style-type: none"> • Validated assessment information in core subjects is showing a closer match to national averages with an intention to achieve and exceed it • There is no imbalance between attainment core areas • The percentage of children in each year group making and exceeding progress is increasing in line with national • Disadvantaged pupils make good or better progress compared to non- disadvantaged pupils • There is no gap in attainment between boys and girls • Intervention supports catch up, keep up and extension for identified groups of pupils • Pupil progress meetings identify any barriers to learning in order to deploy resources which effectively support the whole child • All children can effectively articulate what they are learning, why they need to learn it and what they need to do to be successful 		

Previous Whole School KPI's and Targets (Please note how the current RAP builds on these) Nov 2017 – July 18

Ensure assessment systems are in place that drive accelerated pupil progress, including effective use of data for planning and target setting and point of need intervention.
 Develop consistently high expectations across the school leading to good behaviour for learning
 Ensure simple, clear, concise and consistent expectations are in place for teaching and learning and impacting on pupil progress.
 Ensure leadership capacity continues to drive the strategic vision to positively impact on pupil progress and attainment
 Develop Maths Mastery to accelerate pupil progress

Whole School KPI's and Targets September 2018 – 19

Whole School KPI's and Targets June 2018 – 19	Timescale	Monitoring / Support Group
<p>KPI 1 CURRICULUM Ensure the curriculum is motivating, engaging and challenging with real world purpose so that it drives rates of progress and embeds core skills particularly for PP and SEND</p>	<p>CPD day 4th September 2018 19th October visit to present learning to Great Denham</p>	<p>Monitoring The Senior leadership team (i.e. Deputies/ Lead Practitioner and standards leads will set a timetable for monitoring for year groups which will contribute to whole school monitoring) Head Teacher Deputy KS1 Deputy KS2</p>
<p>KPI 2 ASSESSMENT Ensure that all children are assessment capable learners and empowered to take ownership of their learning by knowing what they are trying to achieve, where they are now and what the next steps are</p>	<p>Assessment statement update September 2018 Weekly monitoring at standards leads meetings</p>	<p>Lead practitioner to monitor impact of CPD /Bespoke approach to CPD to ensure that where issues are identified we can quickly address training needs ie AFL approach to staff training Head of Standards leads to attend meetings in KS2 and monitor progress and the addition target to narrow the attainment gap</p>
<p>KPI 3 BEHAVIOUR Embed a culture for behaviour for learning across the school.</p>	<p>Pivotal training 19th September whole staff 2nd January</p>	<p>Standards leaders Subject coordinators</p>
<p>KPI4 TEACHING AND LEARNING Building on early years active learning, ensure that there is a consistency of high quality learning experiences for the children and that teaching is having an impact on progress.</p>	<p>Teaching and Learning review date 15th Octobe 2018 others to be confirmed</p>	<p>Governors through strategic days and sub committee groups i.e. School Improvement / data uploaded onto governor hub Governor strategic day Autumn Governor strategic day Spring Pupil and Parent voice surveys Website eternal review Coaching by Angela Armatage</p>
<p>KPI 5 LEADERSHIP Embed a distributed leadership model across the school where everyone is able to be accountable and to celebrate progress and achievements against whole school targets and to take responsibility for their part in raising pupil attainment</p>	<p>Standards leads meetings / External coaching programme Ed transform with key leaders</p>	<p>Monitoring Policy focus group Support and quality assurance: Governing Body School Improvement group External monitoring supported by consultants and VNET improvement partners</p>
<p>KPI 6 READING Ensure progress in reading will be more than expected in order to at least meet national attainment benchmarks – Developing the use of specific vocabulary will be a crucial part of this</p>	<p>CPD key training Octoer 2018 External adviser review Spring 2018 Johnathon Nice</p>	<p>Sherringham Teaching school Alliance Maths SSIF project Diocese Centre of Early Excellence VNETT education school improvement partner</p>
<p>KPI 7CHURCH DISTINCTIVENESS AND IMPACT Ensure that all children understand and recognize when our school values are relevant and can be applied to enhance their life and opportunities and that of others</p>	<p>SIAMS interest group half termly meetings</p>	<p>Edtransform Pivotal Health Check Report 19th September 2018 3 staff on NPQSL external assessment</p>

<p>KPI 8 SUSTAINABLE SCHOOL IMPROVEMENT THROUGH WELLBEING AND REDUCING WORKLOAD Ensure that all members of the school community know when and how to access support systems which enable them carry out professional responsibilities or to learn Ensure that there is regular reflection on what we are doing and why we are doing it to support the reduction of teacher workload</p>	<p>SEND audit 24th September 2018 Pupil Premium Audit 3rd October 2018 SLT and governors to monitor the cohesion between SEF / RAP and the effectiveness of the PP strategy</p> <p>This document must be looked at in conjunction with the Pupil premium Strategy so that any strategies being used which are not ‘ diminishing the difference ‘ are stopped or modified and something else can be put in place</p>
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Grade Descriptors					
Problematic		Requires Attention	On track	Achieved	
School KPI I Curriculum	Actions	Impact at end of term			
		Term 1 Autumn 2018	Term 2 Spring 2019	Term 3 Summer	
<p>Ensure the curriculum is motivating, engaging and challenging and able to develop capacity to exceed rates of progress and embed core skills particularly for PP and SEND</p> <ul style="list-style-type: none"> - Need to be mindful of the gender gap between boys and girls - How are we engaging boys in writing? - What is the context? - How are we delivering the curriculum - hands on - Are we using the curriculum to support embed and support progress in reading - How are we focusing on the quality of 	<p>Ia Allocate a member of staff with responsibility for curriculum. (Keeley Walsh May 2018)</p> <p>Ib Use set criteria to ensure that the curriculum is cohesive, well planned and incorporates all of the important values of the school ie church distinctiveness, characteristics of effective learning , 5 Rs (Curriculum map to be updated by July 201</p> <p>Ic Progress ladders in place for all curriculum subjects (A. Richardson</p>	<p>Ia K W has responsibility for developing the curriculum and has organized she has attended training and has a crucial role in bringing together the vision for the curriculum which is a blend of knowledge and skills. Two year cycle with curriculum focus with expectations around linked visits Leadership coaching continues externally to support this area particular with the development of personalized pathways for disengaged or for those pupils who find access difficult – October 2018 AA - Focus for Governor Strategic Day 9th October 2018 Coverage shared with parents in mini booklet</p> <p>Ib the curriculum has been planned for each year group showing skills progress and expectations around knowledge</p> <p>Ic Reference progression ladders in reading 3 – 6 and in writing</p>			

language modelled and environmental vocabulary prompts?	Id Review with all staff expectations at each year group level for outcomes and benchmark these against another school out of county (Inservice training September 2018 Jo Donohue exemplification materials to be created	Id Work begun with Great Denham to benchmark exemplar materials / school creating their own - replicated training for governors 9 th October 2018		
	Ie Head of standards key stage 2 to ensure that the curriculum enables children to meet the milestones set externally	Ie Testing schedule in place/ Standardised scores shared for 3/4/5 head of standards regularly meets with all standards leaders in KS2 to look at coverage and targeted intervention will support year group RAPs - eg Boys writing, reading and SPAG disadvantage		
	If Impact of improved outcomes and more rapid progress in books to be beginning to be seen	If Book scrutiny focus PP and SEND Autumn 1 . Discovery books every 3 weeks Inset 4 th September presentation of books by Priory staff 19 th October 2018		
	Ig Enhancements and enrichment opportunities eg Performing Arts programme with St George's Theatre/ Minster Song School / Focus days	Ig After school club on a Monday focuses on the arts – Arts Mark training coming up on the 6 th February with GM and MG		
	Ih monitor impact of our curriculum in driving up progress for SEND pupils	Ih Revised register. Close identification . Tracking of data for SEND to see starting points and current provision done / book scrutiny week beginning 24 th September 2018. Note that the provision of vulnerable groups forms target 2 of performance management 2018 – 19		

Problematic		Requires Attention		On track		Achieved	
School KPI 2 Assessment	Actions	Impact at end of term					
		Term 1 Autumn 2018		Term 2 Spring		Term 3 Summer	
2.1 Ensure assessment systems are in place that drive accelerated pupil progress including analysis of data for planning and	2.1a use standardized scores across the school to ensure that the measures of progress are clear and that these are use to plan focused interventions	2.1a Standardised scores are being used across the school to monitor progress					

target setting 2.2 Ensure that all children are assessment capable learners and empowered to take ownership of their learning by knowing What they are trying to achieve where they are now What are the next steps	2.1b identify those PP children who need to make more than expected progress with the PP lead and Head of standards for KS2	2.1b All children have been identified for which need to make the most progress with PP being a combined focus with SEND for monitoring		
	2.1c Head of standards for KS2 to look at which groups in particular are an issue ie middle attaining disadvantaged in writing	2.1c Head of standards has met with standards leads and has created a plan for targeted intervention		
	2.1d Improve progress in reading for all, especially middle prior attainers and disadvantaged	2.1d There has been a vision for reading update presented to governors on the 17 th September 2018 The changes to the way in which the curriculum is organized in KS1 (book based has been shared as has the specific focus on different reading skills on a daily and weekly basis		
	2.1e ensure that SPAG is regularly monitored through the online assessment and updates reported each term at pupil progress meetings to narrow the gap with national 2.2a	2.1e Spag has a specific slot but this is an area of concern particularly for the disadvantaged as it links with vocabulary in particular – Vocabulary focus across school		
	Year 6	Data headlines / including standardized scores Reading % Writing % Maths % <ul style="list-style-type: none"> • Reading non disadvantage • Reading non disadvantage greater depth • Reading disadvantage • Reading disadvantage greater depth • Maths non disadvantage • Maths non disadvantage greater depth • Maths disadvantage • Maths disadvantage greater depth • Writing non disadvantage • Writing non disadvantage greater depth • Writing disadvantage • Writing disadvantage greater depth 		
	Year 5	Reading % Writing % Maths % <ul style="list-style-type: none"> • Reading non disadvantage • Reading non disadvantage greater depth • Reading disadvantage • Reading disadvantage greater depth • Maths non disadvantage • Maths non disadvantage greater depth • Maths disadvantage • Maths disadvantage greater depth • Writing non disadvantage 		

		<ul style="list-style-type: none"> • Writing non disadvantage greater depth • Writing disadvantage • Writing disadvantage greater depth 		
	Year 4	<p>Reading % Writing % Maths %</p> <ul style="list-style-type: none"> • Reading non disadvantage • Reading non disadvantage greater depth • Reading disadvantage • Reading disadvantage greater depth • Maths non disadvantage • Maths non disadvantage greater depth • Maths disadvantage • Maths disadvantage greater depth • Writing non disadvantage • Writing non disadvantage greater depth • Writing disadvantage • Writing disadvantage greater depth 		
	Year 3	<p>Reading % Writing % Maths %</p> <ul style="list-style-type: none"> • Reading non disadvantage • Reading non disadvantage greater depth • Reading disadvantage • Reading disadvantage greater depth • Maths non disadvantage • Maths non disadvantage greater depth • Maths disadvantage • Maths disadvantage greater depth • Writing non disadvantage • Writing non disadvantage greater depth • Writing disadvantage • Writing disadvantage greater depth 		
	Year 2	<p>Reading % Writing % Maths %</p> <ul style="list-style-type: none"> • Reading non disadvantage • Reading non disadvantage greater depth • Reading disadvantage • Reading disadvantage greater depth • Maths non disadvantage • Maths non disadvantage greater depth • Maths disadvantage • Maths disadvantage greater depth • Writing non disadvantage • Writing non disadvantage greater depth • Writing disadvantage • Writing disadvantage greater depth 		

	Year 1	Reading % Writing % Maths % <ul style="list-style-type: none"> • Reading non disadvantage • Reading non disadvantage greater depth • Reading disadvantage • Reading disadvantage greater depth • Maths non disadvantage • Maths non disadvantage greater depth • Maths disadvantage • Maths disadvantage greater depth • Writing non disadvantage • Writing non disadvantage greater depth • Writing disadvantage • Writing disadvantage greater depth 		
Reception 2018-19 Target National		Autumn Baseline Autumn on track for GLD	Spring on track for GLD	Summer on track for GLD

Targets for July 2019

Black = end of July 2019 Red – end of KSI To be updated each term An additional target will be set to close the attainment gap in each year group in order to impact on overall attainment	Current Y1 R – Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 W – Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 M – Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 GLD 2018 55%	Current Year 2 R – Summer 2018 86%, Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 W- Summer 2018 72%, Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 M – Summer 2018 79%, Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 GLD 2017 62% Phonics 2018 88% (7 children did not pass the phonics screen in 2018)	Current Y3 R – Summer 2018 57% , Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 W – Summer 2018 52% , Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 M – Summer 2018 59% , Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 8 boys did not pass the phonics screen GLD 2016 36% Phonics 2017 65% Y2 Phonics 2018 74%	Current Y4 R – 35% (from feeder school) , Summer 2018 – 49%, Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2. W - 24% (from feeder school) , Summer 2018 – 51%, Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 M – 25% (from feeder school) , Summer 2018 – 51%, Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2	Current Y5 R – 42% (from feeder school) , Summer 2018 – 48%, Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 W - 40% (from feeder school) , Summer 2018 – 36%, Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 M – 46% (from feeder school) , Summer 2018 52%, Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2	Current Y6 R – 63% (from feeder school) , Summer 2018 - 53%, Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 W – 59% (from feeder school) , Summer 2018 – 53%, Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 M – 69% (from feeder school) , Summer 2018 – 54%, Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2
	End of year Target R – 85% W – 70% M – 75% Phonics – 83%	End of year Target R – 85% W – 70% M – 80%	End of year target R – 60% W- 55% M – 60%	End of year target R – 55% W – 60% M – 60%	End of year target R – 55% W – 50% M – 55%	End of year target R – 60% W – 60% M – 60%

Problematic	Requires Attention	On track	Achieved
School KPI 3	Actions	Impact at end of term	
		Term 1 Autumn 2018	Term 2 Spring 2019
		Term 3 Summer 2019	

Behaviour				
<p>Ensure pupils take more responsibility for their own behaviour in order to maximize opportunities for learning</p> <p>READY RESPECTFUL SAFE</p> <p>'Visible Consistency'</p>	<p>3a Close analysis of how the reward system is working in school to ensure that all pupils including those who find it difficult to self regulate are included Behaviour analysis half termly - improved behavior promoted</p>	<p>3a Rewards have been reviewed in light of the Pivotal behavior training on the 19th September with the behavior blue print –</p>		
	<p>3b specific analysis on those pupils who are disadvantaged. Are these represented in ' hot chocolate Fridays ' awards, progress badges etc (every list club, reward, etc to identify if child is PP) - Similarly with SEND</p>	<p>3b Weekly behaviour meeting to analyse children who might be in need of additional intervention eg EAL, work pitch, whether support is needed inside or out – fed back to the class teacher - Intervention sheet for actions by senior leaders in place Impact is being seen on reducing number of incidents</p>		
	<p>3c Create specific tasks for children to ensure that they can have a sense of pride and ownership</p>			
	<p>3d Promote the summarized version of the behavior policy Ready Respectful Safe</p>	<p>3d all staff had the opportunity to attend after school behaviour training including feedback on our school Health check (report produced as a result of the external monitoring on the 14th September) to identify next steps. 4 visible consistencies to be trialled. Hands up for silence, meet and greet and legendary line ups Wonderful Walking</p>		
	<p>3e Discussion with behavior team regarding the fairness and appropriateness of the sanctions system . Additional tier to be added to the traffic light system to ensure the inclusion of standards leaders in supporting behavior (Review 17th June on behaviour with teachers and Tas</p>	<p>3e Redone with the posters in every class. Attempts to focus on the most positive and possibly to speak to staff regarding a recognition board Two children who have returned from a behaviour SRB have settled with a 1/1 and a bespoke timetable 3h – Pivotal yes Thrive no . Plan for Pivotal to do additional training 2nd January on 30 sec intervention and stepped approaches / also restorative justice</p>		

	3f Continue the arrange with another school regarding exclusions so that children do not have to be sent home	3f in place		
	3g ensure that the provision in class enables pupils to take responsibilities for themselves with learning and resources – Review the non negotiables for teaching and learning with standards leads . How are the children managing the classroom? Link this with the development of visible learning to include social relationships.	3g needs to be monitored		
	3h All staff have Pivotal training with focus on language of de-escalation	3h 1 day training leadership 19 th September whole staff meeting twilight 9 th September Whole staff training booked 2 nd January 2018 5 pillars of Pivotal practice		

Problematic		Requires Attention		On track		Achieved	
School KPI 4 Teaching and Learning	Actions	Impact at end of term					
		Term 1 Autumn Term 2019		Term 2 Spring Term 2019		Term 3 Summer Term 2019	
Building on early years active learning, ensure that there is a consistency of high quality learning experiences for the children and that teaching is having an impact on progress. Focus Be aware of pupils capabilities and their prior knowledge and plan teaching to build on these Guide pupils to reflect on their	3a All books to capture the progress of learning of children for each year group following presentation exemplifications and pitch for that year group.	3a In observation there has been an improvement in the quality of teaching and learning observed which has been in the main correlated with data outcomes. However this year we are having a major push on the quality of work in books which is being presented. A new presentation style has been introduced called Letter Join and there is guidance in place in every classroom as to what the expectations are					
	3b Ensure triangulation of progress in books , data and lesson observations.	3b H of Standards looking at books – Curriculum project books need to be looked at more regularly eg every 3 weeks to evaluate writing at length and the acquisition of knowledge as well as skills					
	3c Review teaching and learning non negotiables to include expectations and clarity around enabling conditions	3c We possibly need to reduce the number of teaching and learning non negotiables					

progress and emerging needs	to ensure children are more active and engaged.			
Impact knowledge and develop understanding through effective use of lesson time	3d Adults need to analyse the inhibiting barriers of all groups e.g. girls, boys, disadvantaged, more able disadvantaged, SEN, EAL, summer born, HA PAG, MA PAG and LA PAG, of children <u>when planning</u> and develop personalized plans for children to raise standards.	3d Focus for PM target 2 2018 - 19 Staff, Standards leaders and SLT are all on the case of analyzing cohort variation , need for intervention, strategies to address barriers and who is not making the required progress - shown through the year group RAP		
Set home learning to extend knowledge and understanding of pupils	3e Actively use exemplification materials to ensure clarity around national expectations. Ensure that there is a common understanding as to what constitutes progress	3e this work has been started with Great Denham 4 th September and Priory staff are taking their books for comparison on the 19 th October		
Give pupils regular feedback both orally and through accurate marking and encourage pupils to respond to the feedback	3f Reading, Writing, Maths and Grammar 'I Can Do' statements to be in each book and referred to when planning and assessing.	3f in progress		
Deploy support staff effectively	3g Head of Standards to work closely with curriculum design leaders to ensure that assessment opportunities are available	3g in process and supported by external coaching - ' focus on point in time ' intervention from assessment started but not consistent		
	3h provide CPD for staff to enable children to be more responsible and involved in their learning eg visible learning, effective feedback, common language	3i It is the intention to allow sufficient time for individual key stages and year groups to address their own issues and to respond to matters as they arise so that formative assessment works for improving the quality of teaching and learning		
	3j ensure that the organization of the learning environment and structure of lessons maximizes the use of all adults available at all times	3j new systems in year 2 have had a positive start with lowering the adult ratio and impacting on progress but some teaching assistants require additional CPD and support - provided by LJ Key Stage 1 deputy		

Problematic		Requires Attention		On track		Achieved	
School KPI 5 Leadership	Actions	Impact at end of term					
		Term 1 Autumn Term 2019		Term 2 Spring Term 2019		Term 3 Summer Term 2019	

Embed a distributed leadership model across the school where everyone is able to be accountable and to celebrate progress and achievements against whole school targets and to take responsibility for their part in raising pupil attainment	Ia All members of the leadership community to have a mentor coach with regular meetings to review progress Standards leads meetings fortnightly enable opportunities for standards leaders to present progress of pupils eg data and outcomes in order for this to be triangulated with what is known about the quality of teaching and learning	Ia the leadership structure currently is providing a supportive structure for coaching on a regular basis. Standards leaders feedback to the rest of SLT 8 th October 2018		
	Ib Standards leaders to present to the SIC (governors)			
	Ic Growing leadership in Norfolk NPQSL, Edtransform, Inclusion Trust and National programmes to support individual colleagues looking to additional and external professional development	Ic We have 3 members of staff currently on the NPQSL. Several are receiving external leadership coaching		
	Id Monitoring policy to block what is the focus eg Summer 2 Pupil premium children across the curriculum (featured in the subject leader reports) Autumn 1 Pupil premium and SEND children as a focus	Id Block monitoring in place Autumn 1 PP and SEND		

Problematic		Requires Attention		On track		Achieved	
School KPI 6 Reading JB	Actions	Impact at end of term					
		Term 1 Autumn Term		Term 2 Spring Term		Term 3 Summer Term	
Raise progress and attainment in Reading at least in line with if not better than ARE. Increase the percentage of children achieving above national including those in the disadvantaged group	Ia The reading environment is engaging and stimulating with a wide range of appropriate current reading materials						
	Ib Check that the reading curriculum provides a balance between reading to decode , reading for pleasure and experiences which support comprehension eg Revise reception curriculum to enhance more frequent exposure to different texts,						

Middle attaining disadvantage	coupled with set experiences out of school to support knowledge of understanding of the work - Visit Edith Cavell School 11.6.2018 MG and HL / North Denes to look at attainment of greater depth			
	Ic All staff to ensure that children are familiar with the Anthony Whatmuff reading comprehension strategies. School support by LA advisor in embedding these approaches. Evidence of the key strategies in the reading journals / thought bubbles in the classroom.			
	Id Resources to support reading at an age appropriate level - Head Start / comprehension express Termly analysis of impact . Teachers provided with novel list of books appropriate for year group.			
	Ie All staff to recognise that ' meaning doesn't just arrive'. Making metacognition and learning visible training in Oct by JB. Extra training offered to staff where unconfidence is identified. Staff training teachers and teaching assistants in the Autumn term on diagnostic assessment in order to analysis which comprehension strategies are not being used			
	If Ensure that all staff are conscious of the need to be specific in their use of language and, to promote new vocabulary across the learning. Teachers to employ a 'word of the lesson' in reading and a word of the day which should be ambitious. These to be displayed.			
	Ig Children to be given reading material in advance of discussing the text in order to enhance the quality of the conversation and support comprehension around the text			
	Id Pupil premium children to be specifically targeted to need to make more than expected progress. Focused intervention teaching of Accelerated Reader to close the gap. Additional fully qualified teaching adult deployed per year group to take groups out and TA to have focus four chn in class.			

	le Challenge for the most able disadvantaged through quality of text – check resourcing and access in each year group		
	<p><u>December 2018</u> Year 1 Target Year 1 Current Year 1 Current girls Year 1 current boys Year 1 disadvantaged Year 1 disadvantaged exceeding Year 1 non disadvantaged Year 1 non disadvantaged exceeding <u>December 2018</u> Year 2 Target Year 2 Current Year 2 Current girls Year 2 current boys Year 2 disadvantaged Year 2 disadvantaged exceeding Year 2 non disadvantaged Year 2 non disadvantaged exceeding <u>December 2018</u> Year 3 Target Year 3 Current Year 3 Current girls Year 3 current boys Year 3 disadvantaged Year 3 disadvantaged exceeding Year 3 non disadvantaged Year 3 non disadvantaged exceeding <u>December 2018</u> Year 4 Target Year Current Year 4 Current girls Year 4 current boys Year 4 disadvantaged Year 4 disadvantaged exceeding Year 4 non disadvantaged Year 4 non disadvantaged exceeding <u>December 2018</u> Year 5 Target Year 5 Current Year 5 Current girls Year 5 current boys Year 5 disadvantaged Year 5 disadvantaged exceeding Year 5 non disadvantaged</p>	<p><u>April 2019</u> Year 1 Target Year 1 Current Year 1 Current girls Year 1 current boys Year 1 disadvantaged Year 1 disadvantaged exceeding Year 1 non disadvantaged Year 1 non disadvantaged exceeding Year 1 EAL <u>April 2019</u> Year 2 Target Year 2 Current Year 2 Current girls Year 2 current boys Year 2 disadvantaged Year 2 disadvantaged exceeding Year 2 non disadvantaged Year 2 non disadvantaged exceeding Year 2 EAL Year 2 on track for phonics screen <u>April 2019</u> Year 3 Target Year 3 Current Year 3 Current girls Year 3 current boys Year 3 disadvantaged Year 3 disadvantaged exceeding Year 3 non disadvantaged Year 3 non disadvantaged exceeding Year 3 EAL <u>April 2019</u> Year 4 Target Year Current Year 4 Current girls Year 4 current boys Year 4 disadvantaged Year 4 disadvantaged exceeding Year 4 non disadvantaged Year 4 non disadvantaged exceeding Year 4 EAL <u>April 2019</u> Year 5 Target Year 5 Current</p>	<p><u>July 2019</u> Year 1 Target Year 1 Current Year 1 Current girls Year 1 current boys Year 1 disadvantaged Year 1 disadvantaged exceeding Year 1 non disadvantaged Year 1 non disadvantaged exceeding Year 1 EAL <u>July 2019</u> Year 2 Target Year 2 Current Year 2 Current girls Year 2 current boys Year 2 disadvantaged Year 2 disadvantaged exceeding Year 2 non disadvantaged Year 2 non disadvantaged exceeding Year 2 EAL Year 2 on track for phonics screen <u>July 2019</u> Year 3 Target Year 3 Current Year 3 Current girls Year 3 current boys Year 3 disadvantaged Year 3 disadvantaged exceeding Year 3 non disadvantaged Year 3 non disadvantaged exceeding Year 3 EAL <u>July 2019</u> Year 4 Target Year Current Year 4 Current girls Year 4 current boys Year 4 disadvantaged Year 4 disadvantaged exceeding Year 4 non disadvantaged Year 4 non disadvantaged exceeding Year 4 EAL <u>July 2019</u> Year 5 Target</p>

		Year5 non disadvantaged exceeding <u>December 2018</u> Year 6 Target Year 6 Current Year 6 Current girls Year 6 current boys Year 6 disadvantaged Year 6 disadvantaged exceeding Year 6 non disadvantaged Year 6 non disadvantaged exceeding	Year 5 Current girls Year 5 current boys Year 5 disadvantaged Year 5 disadvantaged exceeding Year 5 non disadvantaged Year5 non disadvantaged exceeding Year 5 EAL <u>April 2019</u> Year 6 Target Year 6 Current Year 6 Current girls Year 6 current boys Year 6 disadvantaged Year 6 disadvantaged exceeding Year 6 non disadvantaged Year 6 non disadvantaged exceeding Year 6 EAL	Year 5 Current Year 5 Current girls Year 5 current boys Year 5 disadvantaged Year 5 disadvantaged exceeding Year 5 non disadvantaged Year5 non disadvantaged exceeding Year 5 EAL <u>July 2019</u> Year 6 Target Year 6 Current Year 6 Current girls Year 6 current boys Year 6 disadvantaged Year 6 disadvantaged exceeding Year 6 non disadvantaged Year 6 non disadvantaged exceeding Year 6 EAL
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Problematic		Requires Attention		On track		Achieved	
School KPI 7 Having an impact as a church school	Actions	Impact at end of term					
		Term 1 Autumn Term 2019	Term 2 Spring Term 2019	Term 3 Summer Term 2019	Term 3 Summer Term 2019		
Ensure that all children understand and recognize when our school values are relevant and can be applied to enhance their life and opportunities and that of others (SERVICE) Embed and share the school's vision and aspiration as a church school so everyone in the local community can understand, support and see it as a beacon of excellence Increase further the opportunities pupils have to plan, lead and monitor collective worship so their views are heard and acted on regularly and systematically Enable pupils to develop their ability to	Ia Staff to display evidence which relates to us being a church school	Ia learning environment references our core values and our vision statement					
	Ib Staff to proactively reference and provide examples of where values can be applied in everyday situations	Ib evidence of more engagement in collective worship. Support for the head teacher through ' Understanding Christianity ' training					
	Ic Children trained to lead collective worship on a weekly basis and have an opportunity to evaluate impact by giving feedback during the collective worship and in the reflections book in class						

make complex connections in their learning in RE, allowing them to appreciate the deeper level of understanding they are developing				
	Id through the teaching of RE develop questions to enable children to make connectives between different faiths in order for them to be able to readily draw on examples			
	Ie SIAMS group to address the key questions in the Church of English foundation of leadership document			

Problematic		Requires Attention		On track		Achieved	
School KPI 8 Sustainment improvement through wellbeing and reduced workload	Actions	Impact at end of term					
		Term 1 Autumn Term 2019		Term 2 Spring Term 2019		Term 3 Summer Term 2019	
Sustainable school improvement through wellbeing and reduced workload	8a Useful contact numbers to be frequently shared with staff eg Norfolk support line						
	8b Allocate a member of staff with responsibility for ensuring that wellbeing and workload is on the senior leadership team agenda - Belinda Maas	8b DFE Workload Review documentation under review					
	8c Restructure the CPD timetable week 1 whole school week 2 phase week 3 embed in year teams						
	8d appoint a mental health champion - Alison Little to be mental health champion from September 2018	8d Done / Training undertaken September 19th 2018					
	8e Ensure that there is regular reflection on what we are doing and why we are doing it to support the	8e BM as a reference point for this. Key area is marking CT to look at this through NPQSL provide Look at the impact of change management					

	reduction of teacher workload	including on teaching assistants		
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County Support for reading 2018 – 19 (Johnathon Nice)

Overall aim: To improve outcomes for pupils in reading through the effective planning and delivery of high-quality reading comprehension teaching.

The programme below is designed to support teachers in the school to be confident, skilled practitioners in the teaching of reading comprehension. Teachers will be teaching from a purchased scheme of work in the autumn term, whilst developing their knowledge and understanding of both the knowledge required to teach reading effectively and a clear, realistic appraisal of their students' knowledge deficits. This will be delivered by the Subject Leader and the Key Stage Leader in-school, supported by external consultancy where required and appropriate.

The plan has three key aims:

By July 2018,

1. Children are effective readers; they can clearly articulate the knowledge needed to be an effective comprehender and use this knowledge accurately.
2. Teachers are confident and competent to facilitate this; they can articulate the teaching processes and their underlying rationale and can strategically apply strategies effectively.
3. Reading comprehension has improved, evidenced by progress made by students in books across all strands of reading comprehension.

Written outcomes and evidence

Written outcomes must evidence that knowledge and strategies are being taught and are being used, but prescribing a particular form of evidence or frequency can be detrimental to the effective teaching of comprehension. Teachers will be expected to provide evidence, where appropriate, and to talk about what that evidence shows, without a prescriptive written burden.

Pitch and expectation

The expectation for teacher planning is that pitch should be age-appropriate and incorporate challenge for all achievement levels. The pitch of the session should incorporate support for all students to access age-appropriate tasks rather than lowering expectations.

Below is an outline of the 2018-19 academic year, outlining key actions and milestones as discussed and agreed at the planning meeting in July 2018.

Autumn Term 2018

The goal for the autumn term is for teachers to have experienced a complete cycle of the school's bought scheme of work, comprising 10 weeks x 3 days of sessions. As the burden of planning and sourcing texts for teaching these is removed via the implementation of the scheme, teachers are free to focus on the ways in which they can apply the skills demonstrated in future teaching. They can also begin to understand, through teaching and careful student observation, the key priority knowledge that is inhibiting best progress in their classes.

Key actions:

- Training for reading comprehension provided; refresh of skills for teachers and clear introduction to the school's vision - 'This is how we teach reading at St Nicholas Priory.'
- Staff meeting to concentrate on the planning of effective reading teaching; Subject leader to introduce a planning pro forma and an example of how a high-quality text can be used to demonstrate and provide examples of the key elements of reading comprehension.
- Staff will be given time to engage with high-quality texts available in school and to begin to plan independent sessions with clear knowledge foci.
- Staff planning time will incorporate some reading comprehension planning focus; Key Stage Lead to support and monitor this process and direct to further help if needed.
- Staff in years 3, 4 and 5 to work using the Comprehension Express (CE) scheme to their class on Monday, Tuesday and Wednesday for 10 weeks in the autumn term. Year 6 to use materials from CE also, incorporating them into current practice.
 - Year 4 and 5 have materials available via Comprehension Express Books.
 - Year 3 teachers to work with Subject leader and the planning template from CE to design lessons around suitable texts.

- Thursday reading sessions will focus on a class-text model; teachers will be able to independently apply their new knowledge of both teaching and their students' understanding gaps to deliver these sessions.
- Teachers will form 2 groups, as discussed at the July meeting. These groups will undertake a broadly similar set of actions seen below, with one group receiving more targeted subject knowledge support.
 - Connection of CE pedagogies with their own practice
 - Support to plan independent lessons
 - Peer planning opportunities
 - Peer observations and feedback
 - Lesson observations via video recording (in order to reduce supply coverage issues; school to investigate options for this effectively/in line with policies in place)
- Subject leader and Key Stage leader to monitor teaching of CE, ensuring that teachers are following their directed plans in line with the vision. Any necessary feedback or follow-up actions required (compliance, training, support etc.) to be passed to the relevant staff members.
- Towards the end of the autumn term, teachers to assess students, then develop (in conjunction with other teachers in their year group/working group) a 'Priority Plan', highlighting in order the key knowledge barriers in their class (inference, comprehension monitoring, retrieval etc.)
- Teachers to use the Priority Plan to guide their teaching in the Spring Term.

Spring Term

- Teachers to use their priority planning information to organise and teach their reading comprehension sessions.
- Peer observations to remain throughout the term, focusing on children's learning and understanding of key reading comprehension skills
- Time to share planning and collaboratively plan reading comprehension sessions to continue; either through existing planning time or additionally.
- Teachers re-assess their students at the end of the term and update their priority plan to reflect the changes they have observed.

Summer Term

- Teachers continue to teach to their priority plan, beginning to make final assessments
- Subject leader and Key Stage leader to continue to monitor planning, to ensure consistency and quality
- Priority plans to form part of pupil transition discussions; teachers can use their priority plan alongside data collected to ensure that receiving teachers are able to plan strategically for the following year.