

What do you know about outcomes?		Why are outcomes as they are? (Evidence)		
Outcomes: Our data shows a rising trend although attainment remains below national.	Teaching: 20% outstanding/ 40% consistently good teaching/ 40% RI (2 NQTs)	Leadership and management		
		Achievement:	Achievement (cont.):	Leadership capacity:
<p>Pupils enter Reception at below the expected level. They make good progress in foundation stage. 67% achieved a 'good' level of development in 2015.</p> <p>By the end of year 6, 66% gained combined L4. This improved by 10% on 2014. Our current progress in Year 6 is 5.9 steps (T4) against expected of 4.2. Disadvantaged Pupils are in line with national at end of KS1 and KS2.</p> <p>The gap closed in all subjects all year groups for Disadvantaged Pupils (except current Y5 maths – now addressed) SEN(D) progress was inline with national for KS2.</p> <p>Current data shows that most children in all year groups are making expected or better progress in Term 3. We are predicting 75-85% to achieve expected standards in all year groups this year. Y6 (65-75%).</p>	<p>Inadequate teaching has been eradicated through rigorous monitoring.</p> <p>Coaching and mentoring is in place for teachers who are currently RI and for NQTs.</p> <p>All teachers teach Talk 4 Writing as well as RWI in Foundation and KS1 - both embedded and a strength as recognised by our status as a training school.</p> <p>Action Plans coordinated amongst leadership with specific focus for leaders on improving teaching through coaching and support.</p> <p>The flow between learning, success criteria and feedback is consistent and formulated.</p> <p>Challenge and differentiation is formulated through our child centred "Perimeter."</p> <p><u>T&L is improving rapidly</u></p>	<p>Phonics 76% (2015) passed Y1 phonics check. National was 77%. Girls performing better 83% than national girls (81%).</p> <p>Securing improvement – improving picture KS2 <u>Read (Writing)</u> 84% (75%) L4, 2 levels of progress [above national] 95% (84%), 2015 (2014).</p> <p>KS2 Maths 82% (65%) L4, 2 levels of progress [above national] 92% (75%), 2015, (2014)</p> <p>Read, Write and Maths (comb) L4 ch.66% (2015), 56% (2014)</p> <p>Combating disadvantage Disadvantaged L4 Read, Write, Maths 65% (Nat 67) Non Disadvantaged 67% (Nat 83)</p> <p><u>Improving picture, rising trend but KS2 attainment remains area of concern. On track for improved results this year.</u></p> <p>Key areas for development Improve attainment at end of Key Stage 2, needing accelerated progress due to inadequate teaching in past. Ensure vulnerable groups make good progress. Improve the quality of provision for SEND.</p>	<p>KS1 (National) [2014] Combined 16.2 – (15.9) [15.9] APS Reading 16.5 – (16.5) [16] Writing 15.5 – (15.1) [15] Maths 16.6 – (16.2) [16.6]</p> <p>Disadvantaged KS1 (National) [2014] Combined 15.3 – (14.6) [14.7] APS Reading 15.4 – (15) [15.1] Writing 14.7 – (13.7) [13.9] Maths 15.7 – (15) [15.2]</p> <p>APS last year Year 1 and Year 2 all made over 6 points progress apart from writing in Year 2 – 5.8 Year 3 all made above 3 points progress apart from maths 2.9 Year 4 all made above 4 points progress apart from writing 3.8 Year 5 all made above 3.5 points progress apart from writing 3.2 Year 6 all made above 5.5 apart from maths 5.2.</p> <p><u>Capacity to improve is there. SEND children now identified correctly. Robust system in place.</u></p> <p>Key areas for development Continue to improve differentiation through planning. Continue to improve challenge for the more able. Continue to improve dialogue through feedback and independence of learners.</p>	<p>Exec Head and Head new to post Sep15. New SMT in place.</p> <p>TA restructure resulting in clearer focus on support.</p> <p>Drive on feedback and assessment.</p> <p>Close collaboration with TKAT schools.</p> <p>Governors have their own action plan to monitor standards and impact of leadership.</p> <p>Leadership is evident at all levels from all stakeholders</p> <p>Exec Head is Ofsted trained and shares knowledge through coaching. 2 teachers on Future leader course.</p> <p>Key areas for development Develop new leaders and offer outreach support. Improve proactive, innovative practice and knowledge of leadership.</p>

What do you know about personal development, behaviour and safety of pupils?		Why is personal development, behaviour and welfare as it is? (Evidence)				
Personal development and safety: Behaviour is improving. Good integration of transitional children.	Behaviour: Behaviour is managed effectively by skilled and dedicated staff.	Leadership and management				
		Curriculum	Safeguarding	Attendance and punctuality	Personal Development and Welfare	Parental engagement
<p>Successful integration of children excluded from other schools.</p> <p>Children taught about safety and given clear guidelines about who to talk to about 'secrets'.</p> <p>Positions of responsibility include school council, Young interpreters and Room 13,- an initiative to improve independence and responsibility from pupils, sports council, ambassadors.</p> <p>Pupils talk with pride about school, learning and work. Pupils feel safe and listened to.</p> <p><u>More independence given and clear messages taken on by children.</u></p>	<p>Reading reward schemes having impact.</p> <p>Pride reinforced in handwriting by pen licences.</p> <p>Pupils talk about learning in context of school and home learning.</p> <p>Pupils help shape school through school council and Room 13 projects.</p> <p>Pride in work celebrated in Headteacher golden wall and regular assembly rewards.</p> <p><u>Learning behaviour improving in pockets – homework increase in take up and reading at home improved.</u></p>	<p>Pupils are taught about personal safety through external visitors and in PSHE.</p> <p>Bullying including e-safety taught in assemblies and year groups.</p> <p>Collaboration and enquiry opportunities are essential to themed weeks.</p> <p>SMSC opportunities are fully explored during themed weeks.</p> <p>Pupils are given positions of responsibility which impact on the curriculum.</p>	<p>TAC meetings every week.</p> <p>TAC meetings regularly for EYFS workers.</p> <p>SMT training updated to include rad/ design officer. All staff received CP training.</p> <p>Children receive NSPCC visit in Y5/6 (Sep15).</p> <p>Children told explicitly about Designated Officers.</p> <p>Encourage talk and curriculum reflects high safeguarding agenda.</p> <p>Govs retain it as high priority.</p> <p><u>Clear rigorous systems.</u></p>	<p>Attendance cup weekly for winning class.</p> <p>Clear reference on SIP for improving data and targets.</p> <p>All parents phoned on first day by 9.30.</p> <p>Current attendance 95%.</p> <p>Groups monitored for attendance.</p> <p>Att. for SEN 94%</p> <p>Att. for PP 93.5%</p> <p>Att for EAL 94.85%</p> <p>Attendance has improved rapidly over the past year, currently 95%.</p> <p>Standards set in Reception.</p> <p>PA dropped.</p> <p><u>Clear expectations set, families are aware of new procedures.</u></p>	<p>Nurture provision for some children.</p> <p>Pupils consulted on views before provision put in place.</p> <p>Welfare of children and communication with their parents is strong.</p> <p>Team working around child has good communication.</p> <p>Space time provision lunch club in place.</p>	<p>Parental engagement improving and expectations made explicitly clear.</p> <p>Open Wednesdays for Y1/2 & then KS2.</p> <p>How to be successful evenings take place Oct.</p> <p>Parental survey results overwhelmingly positive. Over 90% positive on all aspects of the school.</p> <p>Over 95% of parents attended parents evening (after hard chasing on our behalf).</p>
<p>Key areas for development Improve parental support.</p>	<p>Key areas for development Consistent behaviour management with all staff. E-safety curriculum needs enhancing.</p>	<p>Key Markers: Theme weeks, e-safety, school council, Mill Masters, Young Interpreters.</p>	<p>Key Markers: TAC meetings with sch nurse, new SEN system, attendance system and officer</p>	<p>Key areas for development Community café developed/ pupil groups expanded. Extended schools enhanced</p>	<p>Key Markers: Mobile population 23 starters so far this year</p>	<p>Key areas for development Family Support from outside needs to be enhanced.</p>

What do you know about EYFS?		Why is EYFS as it is? (Evidence)				
Outcomes EYFS:	Outcomes through Y1/Y2:	Leadership and management				
		T,L and A	Personal development, behaviour and welfare	Leadership	Staff development	Parental engagement
<p>Pupils enter Reception at below the expected level. They make good progress in Reception.</p> <p>67% achieved GLD in 2015, improved from 60% in 2014. On track for national GLD this year.</p>	<p>Children exit Key Stage 1 broadly in line with National data.</p> <p>2012 cohort left EYFS with only 48% GLD, showing good progress tracked forward in Key Stage 1 where they were broadly national.</p>	<p>Baseline of Early Excellence was used. Baseline showed ch. came in below national.</p> <p>Assessment takes place regularly, groups monitored and moved according to progress set against specific data sets.</p> <p>T & L adjusted across whole unit as a result of rigorous monitoring and challenge.</p> <p>Impact clear in in-year data.</p>	<p>Ch behaviour is good and they feel safe.</p> <p>Ch. are encouraged to explore the environment and make friends and collaborate with whole year group through well planned free flow.</p> <p>Group working, celebration of languages and differences are part of the curriculum.</p>	<p>Lead for EYFS works closely with Senior Leaders in school.</p> <p>Good, strong locality group amongst TKAT schools.</p> <p>Leadership uses data and self evaluation to readjust timetables and coordinate provision.</p> <p>Environment and role plays adjusted to encourage boys writing.</p> <p>Talk4 Writing in place to encourage writing.</p> <p>RWI groups adjusted according to regular assessment.</p>	<p>Staff have completed Elklan speech training.</p> <p>Language link being used for Reception children.</p> <p>Staff taking part in coaching with teaching assistants.</p> <p>Teacher leading on whole school reading intervention.</p> <p>RWI training and development had by all staff.</p>	<p>Reception Facebook page set up and followed by a lot of parents.</p> <p>Open sessions have been attended well by EYFS parents.</p> <p>How to be successful sessions taken place in early academic year.</p>
<p>Key areas for development: Improve writing attainment especially for boys.</p>	<p>Key areas for development: Improve GLD percentage to above national.</p>	<p>Key Markers: Baseline shows children in below national average</p>	<p>Key Markers: Attendance improving in Reception. Some key PA children.</p>	<p>Key areas for development EYFS lead to expand knowledge of Nursery provision.</p>	<p>Key Markers: RWI groups show progress</p>	<p>Key areas for development In school parental workshops to take place.</p>

	Early Years	Current data	Data trends	Data trends
To achievement	67% achieved a good level of development. Baseline entry shows low level of entry to Nursery and Reception	Current data: Age related Y1 – R75%, W75%, M77% Y2 – R75%, W70%, M73% Y3 – R78%, W67%, M85% Y4 – R68%, W54%, M61% Y5 – R67%, W52%, M65% Y6 – R54%, W44%, M57% Y6 on track for 65-75% combined. Excellent progress in Y6. Progress (4.2 expected for good) Y2 – 1.8 steps (data adjusted following moderation in school – baseline too high) Y3 – 3.2 steps (teacher absence, new teacher in place) Y4 – 4.0 steps – on track Y5 – 4.2 Y6 – 5.9 steps	Children attaining L5 and above was low Higher Learner coordinator in place. Planning monitored and children identified on plans as well as extension tasks in place. Writing Y6 18% above Y5 34% above Y4 49% above* Y3 38% above Y2 33% above *data to be moderated Attendance low Currently over 95% PA reduced.	Data shows: Expected progress KS2 from starting points for Disadvantaged was well below in Reading. Improvements: Accelerated Reader – bought and implemented for KS2. Reading improvement in home school reading. Clear progress tracked in reading ages. Disad made 5.9 steps progress in Y6 (expec 4) APS KS2 sig below average writing Talk for writing And targeted spelling On track for 65-75% writing end of Y6
	Governor monitoring of data, alongside T&L	Governor monitoring of data, alongside T&L	Governor monitoring of data, alongside T&L	Governor monitoring of data, alongside T&L
To whole child	Mud kitchen in place for children, all parents invited to open morning sessions.	New pupils Pupil voice shows children more aware of learning outcomes and use of feedback is embedding.	New pupils Pupil voice shows children more aware of learning outcomes and use of feedback is embedding.	New pupils Young leaders identified for lunchtime and playleader duties after they have nominated themselves. Young translators having an impact.
Interventions Masters group in Maths/Eng R-6		Planning monitoring shows Y1 identify Higher learners effectively, Y2 need support to further challenge	Planning monitoring shows Y3 now identify Higher learners effectively, Y4 need support to further challenge	Planning monitoring shows Y6 now identify Higher learners effectively, Y5 need to develop planning recording
T&L	Focus on enabling writing opportunities in environment	Focus on clearer knowledge of assessment	Focus on improving teaching and learning delivery	Focus on catching up those pupils left behind

	Early Years	KS1	Years 3 and 4	Years 5 and 6
Success	<p>EYFS Baseline completed. Read Write Inc groups have been assessed and tailored to children’s needs.</p> <p>Data analysed and completed, actions put in place for EYFS. New teacher to England received training and induction, including visits to other schools. New TA to school settled in well. New environment working well between the classes. RWI training and phonics demonstrations delivered from Assistant Head. All staff trained on RWI. Mud kitchen built to improve outdoor provision.</p>	<p>Read Write Inc groups have been assessed and tailored to children’s needs. Sep & Oct.</p> <p>Pupils are valuing teacher’s marking as discussed and found out through Learning Talks.</p> <p>School is now a Read Write Inc accredited school for its good practice after being assessed by trainer.</p> <p>Room 13 outcomes and dialogue improving attitudes and independence.</p>	<p>RWI group has decreased over the first half term due to positive impact.</p> <p>New spelling groups are enabling teaching to be tailored to specific needs.</p> <p>Presentation and pride has improved through higher expectations and school systems</p> <p>Pupils are valuing teacher’s marking as discussed and found out through Learning Talks.</p> <p>Room 13 outcomes and dialogue improving attitudes and independence.</p>	<p>RWI group has decreased over the first half term due to positive impact</p> <p>New writing books are having positive effect on pupils’ handwriting</p> <p>Pupils are valuing teacher’s marking as discussed and found out through Learning Talks</p> <p>Y5 & Y6 are catching up significantly from very low historical starting points.</p> <p>Room 13 outcomes and dialogue improving attitudes and independence.</p>
	Governor training on EYFS	NQT training and coaching	1:1 RWI training has significant impact	Head/Assistant Head supporting with pupils
Continuing the journey	<p>Outside area needs to continue to be developed. Writing opportunities and skills need to be developed. Opportunities for year group plans to be tailored need to be developed</p>	<p>NQTs in Year 1 and 2 receiving coaching and support from Assis Head & Exec Head. Alliance training for NQTs.</p>	<p>Teachers need support in planning and assessment in order to embed good teaching. Teachers receiving coaching.</p>	<p>Improve peer and self assessment, continue to work on closing gaps in SPAG and other knowledge due to legacy of poor teaching</p>
Interventions & training	Baseline training, RWI training	Target Tracker, moderation NQT training	Target Tracker, moderation	Target Tracker, moderation

	Leadership	SEN + higher learning	Assessment	Whole school
Success	<p>New SMT structure is clear, has been communicated to all staff and regular time is given to key leaders in order to drive improvement.</p> <p>Action Plans and impact grids are in place for leadership staff.</p> <p>Governors are clear about priorities and have focused visits and actions to measure impact.</p> <p>New initiatives are linked to data reviews and targeted at where support is most needed</p>	<p>New SEN system has been shared with staff and SEN register has been reviewed to separate SEN from pupils making slow progress.</p> <p>TA restructure has refocused targeted support.</p> <p>EAL leader is having a positive impact on outcomes and transition for new pupils as well as professionally developing staff in this area.</p> <p>ELKLAN speech training completed by teachers and teaching assistants. Round 2 to start after Easter.</p>	<p>All staff have been trained on Target Tracker and move towards 'steps'. This includes aligning planning with new curriculum and new higher expectations. Pupils have been assessed against new bands and steps statements. Governor training completed. Data shared with all staff.</p> <p>All staff have assessed all children against step statements.</p> <p>Parents have been given new year group expectations and talked through their child's progress with the teachers.</p>	<p>Expectations have been raised and modelled.</p> <p>Behaviour has improved.</p> <p>Attendance has improved.</p> <p>SEN systems are now in place.</p> <p>Governors have been clear about holding leaders to account.</p> <p>Pupils have been given positions of responsibility and independence.</p> <p>Room 13 committee has created independence and a sense of empowerment with some pupils.</p> <p>Parent voice/feedback is positive.</p>
New leadership team developing. 2 teacher son Future Leader course, new leaders identified to join wider team.				
Continuing the journey	<p>Curriculum teams have been identified and will work together identifying priorities.</p>	<p>Improving quality of TA intervention through training. TA performance management and CPD will be a priority.</p>	<p>Joint moderation sessions with other schools.</p> <p>Geography moderation in school.</p> <p>Target Tracker training with TAs.</p>	<p>Improving teaching and learning in some key year groups through targeted coaching.</p>

Abbreviations and Explanations:

TAC – Team Around Child

Abbreviation	Meaning	Who?	Further explanation
TAC	Team Around Child	All SLT, Attendance officer (from our office), School Nurse	To discuss information gathered and join up any information to ensure outcomes, provision, interventions and communication are as good as they could be and to ensure vulnerable children are monitored by all.
SEND	Special Educational Needs (Disability)	Children identified by school or stated in an Educational Health Care Plan	Children are moving towards Educational Health Care Plans. Categories of SEN not to be confused with children who need to catch up.
RWI	Read Write Inc	Phonics reading scheme	Developed by Ruth Miskin a scheme targeted at early reading and phonic skills, delivered in a particular style and to a particular method, used in our school passionately and enthusiastically.
Disadvantaged	Children from a poorer background		Pupil Premium children, those on Free School Meals
SPAG	Spelling and Grammar	New test for KS1 and in place for KS2 since 2012	SPAG – testing grammar and spelling, short test delivered at end of KS2.
APS	Average Point Score		A way of assessing children with numbers – can help to compare to national data, although now that levels are obsolete this is becoming less relevant.
SMSC	Spiritual, Social, Moral, Cultural		A part of teaching children about how to be good citizens of the world.
TA	Teaching Assistant	1 in every class all morning	TAs provide small group or individual interventions for children need additional catching up
EAL	English as additional language		This encompasses a range of needs and a range of abilities from Reception to Year 6 and in all stages of their development of English.
CPD	Continuing Professional Development	All staff	Staff meetings for teachers and Teaching Assistant meetings held weekly. Most professional development delivered through this and feedback from monitoring.
NQT	Newly Qualified Teacher	2 members of staff	A teacher in their first year who receives additional half day out of class.
PPA	Planning, preparation and assessment	All teachers	Usually roughly equivalent to one session morning or afternoon session per week.