

Attendance

Priority 1

To continue to improve attendance to reach at least 95.% each term for all groups of children

Priority 2

To decrease the frequency of persistent lateness

Context:

Attendance has risen from 93.2% in 2012-13 to 93.9% in 2013-14. It is still in the bottom band of the OFSTED data dashboard. A few children are persistently late and are proving very hard to change. Holidays are a huge issue with over 500 days lost over the year with over 300 of those being in the summer term.

Foundation Unit – part time nursery age children and full time reception age children

Priority 1

To improve the % of children achieving a good level of development to at least 60% in 2014-2015

Priority 2

To improve children’s speaking and listening in foundation 1(part time children) and foundation 2 (full time children)

Context:

2012-2013 - Good Level of Development (the government’s standard that children should attain) was 25%

2013- 2014 – new foundation leader and teaching staff. Good Level of Development was 49%

49% is still below authority and expected national %

On entry children have low levels in communication and language – 1 band lower than age related expectations

Communication and Language is a prime area and underpins access to the whole curriculum and all future learning

Low levels of Communication and Language impacts other specific areas of the Early years Foundation Stage – especially literacy, maths and understanding the world

Leadership

Priority 1 For middle leaders, the Foundation Unit leader and the deputies to have a positive impact on the achievement of children and the quality of provision across the school

Priority 2 For governors to support the improvement in teaching to raise attainment across the school.

Context: The two deputies have a sound track record in raising achievement. One of the deputies works three days per week. Two of these days will now be non-class based. She is a facilitator for the Outstanding Teacher Programme. The other works three days a week but only one for our school, as the SENCo.

The FU leader has been with us for a year and has nearly doubled the number of children achieving a good level of development.

This year she needs to build on by continuing to develop the skills of the teachers and teaching assistants in the FU

One of the middle leaders has just become an Senior Leader in education for teaching and learning and is a student mentor.

The other has just been accepted onto a middle leadership course, lasting a year, with an emphasis on ICT in the FU and for parents/carers.

Literacy

Priority 1: To improve the progress of higher achieving children in writing and increase the percentage of pupils attaining L3 at the end of KS1.

Priority 2: To implement Inference Intervention (a reading programme that ensures children are understanding what they read) across KS1 to accelerate progress of lower attaining pupils in reading.

Context:

Priority 1: The percentage of children attaining a Level 3 (above average) in writing at the end of KS1 in 2013-2014 was 13.6%. This falls below national average. Progress across Year 1 for HA children in writing was also slower than for in reading and maths (5.7 APS progress from Autumn 1 to Sum 2, compared to 7.7 APS and 6.6 APS respectively.) Nationally expected progress is 4 points per year. It is hoped that the number of children attaining a L3 at the end of KS1 in 2014-2015 will be at least broadly average (compared to national), with all HA children making outstanding progress across KS1.

Priority 2: Following the implementation of Switch-On reading in 2013-2014 to improve the progress of lower attaining Year 2 pupils, inference training was given to staff at INSET in June 2014. Switch-On reading will be a whole school initiative from September 2014 (in 2013-2014 this was targeted at Year 2 children.) It is expected that inference intervention will complement the positive impact on progress that Switch-On reading has, further accelerating the progress of lower ability readers. In 2013-2014 progress for lower ability readers in Year 1 was 4.5 APS, compared to the cohort average of 5.6; this is a difference of -1.1 (no significant difference.)

Maths

Priority 1 – To increase the percentage of children attaining above ARE across the school.

Priority 2 – To accelerate progress for all groups to ensure that progress is outstanding

Priority 3 – To ensure the smooth and successful implementation of the new curriculum and assessment procedures

Context:

Maths level 3s have been consistently below national for the past three years, despite an emphasis on problem solving and application of skills.

96% of reception age made good progress, 78% of reception age children made outstanding progress. The only group with a significant difference is SEN girls with 60% outstanding. In y1 the average progress was 5.3 but only 4.4 for SEN. In year 2 the average progress over ks1 was 11.6 but only 10.2 for children with special educational needs.

Staff have been using parts of the new curriculum in their teaching with positive feedback. NQTs in both year 1 classes will need support with the implementation. We are going to be using the new EAZMAG assessment system following its release in September 2014.

SEAL and BLP – Social and Emotional aspects of Learning and Building Learning Power (4Rs)**Priorities**

To ensure all staff are delivering effective SEAL sessions.

To implement SEAL with the Building Learning Power approach.

To ensure Pupil Premium children (children whose parents/carers access certain benefits) can access regular Family SEAL sessions.

Context: We have adopted the Guy Claxton Building Learning Powers approach within school ensuring all children are taught the four lifelong skills for learning – Resilience, Resourcefulness, Reflectiveness and Reciprocity. SEAL is taught as a discreet session so more needs to be done to link the two approaches to learning. We have 2 new members of staff therefore need to ensure they are familiar with the SEAL curriculum and BLP.

Science

Priority 1- To ensure effective coverage of the new national curriculum (the programme that state controlled schools must teach) for Science across all year groups.

Priority 2- To plan opportunities for Science to be taught in a cross curricular context so that writing levels in Science are as good as writing levels in Literacy. Science skills also need to be taught through Numeracy lessons and numeracy skills taught in Science.

Context:

A staff meeting has been delivered and all staff discussed the key differences between the current and new curriculum. The 'working scientifically' strand has been a focus for planning this year but could be developed further so that key skills are embedded by the end of year one.

Some evidence of writing in Science has been collated following science week; however, the majority of evidence is still photographic. If planning in Literacy continues to be based on books then some of these texts need to have a scientific focus (once a half term). Similarly, when scientific skills are practised and applied in Numeracy, these instances need to be evidenced through planning, observations and photographs

Humanities (history, geography, religious education)

Priority 1- To ensure effective coverage of the new national curriculum for Humanities across all year groups.

Priority 2- To plan opportunities for Humanities to be taught in a cross curricular context.

Context:

There has been quality teaching of the humanities through whole school themed weeks over the year. The children were able to use a broad range of skills in a short space of time. It would be fantastic if this was happening on a regular basis through a cross-curricular approach.

Some evidence of writing in Humanities has been collated following themed weeks; however, the majority of evidence is still

photographic. If planning in Literacy continues to be text- based then some of these texts need to have a humanity focus (once a term).

Art

Priority 1

To improve the quality of the teaching and learning of art across the school with an emphasis on the use of sketch books to enable children to develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and Space.

Context:

Staff to understand and implement the new art curriculum

2014 Purpose of study Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping children with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They should also know how art and design both reflect and shape our history, and contribute to the culture and creativity.

Music

Priorities

To implement the new music curriculum ensuring all teachers are confident in the delivery of music.

Ensure links made with the community through musical events.

Continue providing recorder group for Year 1 - 2 children

Context:

As a school we ensure the children have a weekly singing session but the children in KS1 have little opportunity to develop their musical understanding, make musical judgements and create their own musical ideas. FS children are given more opportunities to develop themselves musically which has a proven effect on their ability to learn. Through implementing the new music curriculum we can ensure all children are given more opportunity to develop musically.

PE

Priority 1 Increase the number of pupils taking part in after-school activities, engaging the least active pupils (especially girls) to encourage a healthier, more active lifestyle.

Priority 1 Provide more opportunities for staff to raise their confidence and competence in teaching P.E. and sport through observation of professional coaches (YMCA) and in-house training in FUNdamentals and multi-skills.

Priority 3 Take part in more inter-school competitions in partnership with the PSSA to encourage children to understand the importance of sportsmanship and competition.

Context:

Not enough pupils, especially girls, taking part in extra-curriculum activities despite a variety of clubs offered and funding offered to fsm pupils. Often the same core of pupils taking part in most clubs on a regular basis.

Staff not always confident in delivering P.E. sessions in time-tabled hall times due to lack of experience and professional development in key FUNdamentals and multi-skills.

There were few opportunities to take part in inter-school competitions last year, although intra-school competition was well organised by YMCA during curriculum time and extra opportunities with Sport Day and Football/Tennis competitions. Close ties with PSSA this year should ensure more opportunities, already being planned for 2014/15.

SEN

Priority: 1.To make all staff aware of the new SEN Code of Practice and the School SEN Policy and its implementation.

2.To implement the principles and practices of AfA (Achievement for all) and Nurture in Foundation and KS1 when providing SEN support.

Context:

A new SEN Code of Practice was introduced in June 2014.

AfA will become a whole school programme. The school has successfully implemented the AfA programme in KS1 during the last three years and received the Quality Mark for AfA. The practices will continue in KS1 and be extended to the Foundation Stage.

The School has a successful Nurture group which runs five afternoons a week. The Nurture group practices have had an impact on children's social and emotional development, their behaviour and their readiness to learn.

Technology in the Foundation Unit**Priority 1**

To improve provision and achievement in Technology in the Foundation Unit

To increase parent/carers confidence in supporting their children with Technology in the foundation unit.

Context:

Data was good for Technology last year overall with 84% making 5+ points progress. However, this was too variable between groups with only 50% of higher achieving maths children making that much progress.

Our ICT equipment is outdated and much does not work properly with staff bringing in their own equipment from home.

The school has recently acquired a grant of nearly £10,000 for ICT across the school and for parents/carers to access learning

(we are not allowed to purchase any Apple products). Many of our parents/carers have access to ICT equipment but report that they are not sure how to use it to support their children's learning.