

# Stoke Row School Development Plan 2017-2018



'Shine like Stars'

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## **3 key priorities for school improvement 2017-2018**

- To improve writing attainment throughout the school through targeted work on spelling and punctuation
- To embed the new staff team in September 2017 by providing high quality induction so that new teachers are able to teach effective lessons and follow key procedures and policies
- To adapt and improve the tracking of attainment and progress of pupils in the foundation subjects

*All priorities and resulting objectives are being addressed within our budgetary constraints, and it can be assumed the cost is nil unless otherwise stated.*

## Effectiveness of Leadership and Management

<b>Objective 1.1- Embedding the new staff team</b>		<b>Success Criteria:</b>	
Specific objective: To embed the new staff team in September 2017 by providing high quality induction so that new teachers are able to teach effective lessons and follow key procedures and policies		For new staff to feel confident in school procedures and processes and for there to be evidence that new staff are using agreed whole school approaches in their teaching.	
Objective lead: Charlotte Harris Governor link: David Lowe			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> <li>1. To follow the school's induction policy and procedures for new staff so they are aware of school policies, daily routines and risk assessments.</li> <li>2. For new staff to be safeguard trained and made aware of the school safeguarding policy and procedures.</li> <li>3. Pre-meeting in July 2016 to share curriculum map, key objectives and pupil focuses for the following academic year.</li> <li>4. For Literacy co-ordinator to meet with new staff and share long term writing planning and resources to support specific areas of learning such as spelling.</li> <li>5. For maths co-ordinator to share maths scheme and approaches for maths mastery which had been a focus for school development in 2016-2017.</li> <li>6. For SenCo to share SEN procedures, expectations and paperwork requirements in our school.</li> <li>7. For Headteacher, Literacy co-ordinator and Maths co-ordinator to work together to identify key priorities for staff meetings to share good practice with new staff.</li> <li>8. Whole school behaviour and marking and feedback policy to be agreed with the input of new staff team</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2017</li> <li>2. September 2017</li> <li>3. July 2016</li> <li>4. September 2017</li> <li>5. September 2017</li> <li>6. September 2017</li> <li>7. October 2017</li> <li>8. September 2017</li> </ol>	<p>Lesson observations and learning walks (see annual schedule)</p> <p>Book monitoring in weekly staff meetings</p> <p>Staff meetings agendas</p>	<p>Key resources to support Literacy and Maths teaching</p>
<p><b>On-going evaluation of progress towards meeting success criteria</b> (dated):</p> <p>All new staff undertook a full induction process in September including being given all school policies to read and they have signed on 'on site' risk assessments. Safeguarding training was completed within the first two weeks of term and we also had a safeguarding staff</p>		<p>Governor Monitoring:</p> <p>Discussions with new staff on 'Governor Days'</p> <p>Attendance at safeguarding staff meeting</p>	

<p>meeting for all staff on 21<sup>st</sup> September sharing the most recent updates and going through processes in school (our safeguarding governor attended this also). A staff meeting was held on 13<sup>th</sup> July to share the curriculum map and new teachers had meetings with current staff to discuss pupils in their new classes and their specific needs. Both Literacy and Maths co-ordinators met with new staff to share planning and resources for their subjects. Our SenCo led a staff meeting where all key SEN procedures were explained. On Inset day in September we reviewed the behaviour and marking policies for 2017-2018; for the behaviour policy and house point system several changes were made (27.11.17-CH). Induction for new staff was on-going throughout the autumn term with staff meetings focused on key areas to ensure consistency throughout the school e.g. Big Writing and Talk for Writing approaches in Literacy. It was noted as part of our Mulberry Review in January 2018 that there was good evidence of consistency throughout the school highlighting the impact of the above actions. Since October 2017, we have also had three new support staff join our team and they have also undertaken induction and safeguarding training (30.1.18-CH)</p>	
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<b>Objective 1.2- Disadvantaged pupils</b>		<b>Success Criteria:</b>	
Specific objective: To improve the attainment of SEN & disadvantaged pupils by continuing to target accelerated progress in maths and writing		The percentage disadvantaged children making accelerated progress in maths and writing to increase and as a result there will be higher attainment for these pupils	
Objective lead: Rachel Doe Governor link: Ryan Bradley			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> <li>1. SenCo to monitor attainment and progress of SEN and PP pupils termly.</li> <li>2. Staff training and staff meetings specifically targeted to maths and writing.</li> <li>3. SenCo to meet termly with pupil premium children and parents to discuss and review their learning.</li> <li>4. SenCo to monitor all areas of key pupils' learning (including social and emotional) so we are able to target the main barriers to making progress.</li> <li>5. Focus pupils identified at pupil progress meetings through detailed analysis of data.</li> <li>6. Monitoring of key pupils' books by subject co-ordinators.</li> </ol>	<ol style="list-style-type: none"> <li>1. Termly</li> <li>2. Throughout the year</li> <li>3. Termly</li> <li>4. Throughout the year</li> <li>5. Three times a year and before the start of the year.</li> <li>6. Part of weekly book monitoring.</li> <li>7. Three times per year</li> </ol>	<p>Pupil premium and SEN analysis</p> <p>Pupil progress meetings</p> <p>Staff meeting agendas</p> <p>Pupil premium meeting records</p>	<p>See key resources bought to support outcomes for PP. pupils 2017-2018</p>

<p>7. Provision map scrutiny to ensure all interventions in place are having an impact on pupil's learning.</p> <p>8. Pupil premium children to be a focus of observations and book monitoring (pp books marked first) and external reviews this academic year.</p>	<p>8. September 2017 and throughout the year.</p>		
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):</p> <p>The SenCo met with PP pupils at the end of term 1 and interviewed them about their feelings about school including what they enjoyed and how they feel about the progress they are making. The children were extremely positive and specific comments were feedback to class teaches. SEN and PP data from the end of term 6 was used to plan specific support for pupils in term 1 with a particular focus on social and emotional support.</p> <p>It was agreed at a staff meeting in October that PP books would be a priority for teacher feedback in class and marking. Class teachers and TAs have been The Sandwell Maths assessment and The Salford reading assessment to plan specific interventions based on the children's misconceptions. These assessments are also used to measure smaller steps of progress. SENCo led a Talk for Writing staff meeting which is based on an inclusion approach to teaching writing across the curriculum. Weekly book monitoring in staff meetings has taken place which has included SEN/PP books. SENCo trained new teachers and TAs on social emotional support strategies as this has been identified as a barrier to learning for some children within school. External agency support has been requested for specific pupils making limited progress in literacy and maths. SENCo has arranged for our Educational Psychologist to provide training on supporting SEN pupils (particularly with communication difficulties) access literacy. This will take place in the new year. (27.11.17-CH/RD) At the end of term 2, the SenCo produced detailed analysis of progress and attainment for both SEN and PP pupils; this was shared at our teaching and learning committee and full governors meeting respectively. Pupil progress meetings were undertaken in January and an action plan put in place for any pupil who was academically behind or who had not made progress. This SDP objective was the focus of our Mulberry Peer Review on 18/1/18 and the following feedback was provided from other Headteachers:</p> <p><i>We conducted a learning walk, talked to pupils and did a book scrutiny to provide evidence of our judgements</i></p> <p><u>Strengths</u></p> <p><i>The SEND pupils were well supported and all on task alongside their peers. The PP pupils did not stand out in any of the classes.</i></p> <p><i>There was a clear and consistent focus on growth mindset across the school.</i></p> <p><i>Attitudes to learning were very good and all pupils were engaged in learning.</i></p> <p><i>Books showed that almost all of the pupils appeared to be making progress.</i></p>		<p>Governor Monitoring: Discussion in curriculum committee meetings</p>	

Please see further details of progress towards this target through SEN and PP analysis (18.1.18-CH)

<b>Objective 1.3- Training new governors</b>		<b>Success Criteria:</b>	
Specific objective: To ensure new governors are trained effectively		New governors have a comprehensive understanding of their role and are able to support and challenge the school effectively holding senior leaders to account	
Objective lead: Kerrie Blaker Governor link: Kerrie Blaker			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> <li>To ensure new governors receive 'in house' training with regards to safeguarding and processes and procedures of the governing body.</li> <li>To show new governors 'governor hub' to ensure they have access to relevant documents to support their role.</li> <li>To allocate new governors to a committee and make sure they are clear about their role on the committee</li> <li>To share the contents of the school website with new governors including specific areas they must be aware of such as how the pupil premium and sports premium funding is being spent.</li> <li>To make sure new governors understand any current priorities or challenges faced by the school e.g. the budget pressures</li> <li>To explain to new governors the importance of 'governor days' and how these days play an important part in governor understanding of the school.</li> </ol>	<ol style="list-style-type: none"> <li>Within a month of new governors joining the governing body</li> <li>As above</li> <li>Immediately</li> <li>Within a month of new governors joining the governing body</li> <li>Immediately</li> <li>Immediately</li> </ol>	<p>Governing body minutes</p> <p>Governor skills audits</p>	<p>Access to governor hub</p>
<p><b>On-going evaluation of progress towards meeting success criteria</b> (dated):</p> <p>Governor committee roles were defined and the committee structure made clear at the start of September 2017. A review of all committee roles in accordance of the annual schedule of business is planned for a FGB meeting in November. We only have one new governor currently for whom the above applies and Kerrie has the above scheduled for January (27.11.17-CH). Kerrie Blaker met with Mark Taylor (our new governor) in December 2017 to provide a full induction and highlighted online training materials for him to access. We have had no further governors join since our last update although we have two new potential governors joining in February 2018 to which the above will apply (30.1.18-CH)</p>		<p>Governor Monitoring:</p>	

<b>Objective 1.4- Tracking attainment and progress in the foundation subjects</b>		Success Criteria: For subject co-ordinators to be able to effectively monitor progress in their subject and identify areas for improvement.	
Specific objective: To adapt and improve the tracking of attainment and progress of pupils in the foundation subjects			
Objective lead: Charlotte Harris Governor link: Ryan Bradley			
	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> <li>1. To implement a new online tracking tool to record pupil progress towards national curriculum statements for relevant year groups</li> <li>2. For co-ordinators to analyse progress and attainment in their subjects and compare this to core subjects and other non-core subjects</li> <li>3. To attend a local partnership meeting to moderate standards in foundation subjects</li> <li>4. For subject co-ordinators to monitor the quality of work and progress in books in the foundation subjects</li> <li>5. To share pupil's learning in foundation stage subjects with the 'teaching and learning' committee</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2017</li> <li>2. July 2018</li> <li>3. January 2018</li> <li>4. November 2017 onwards- Term 2 staff meeting focus</li> <li>5. Term 2 onwards</li> </ol>	<p>Data available on tracking tool</p> <p>Evidence in pupil's books from book monitoring</p> <p>Discussions and book monitoring with other local schools</p>	<p>New online tracking tool</p> <p>Staff meeting time for co-ordinators to monitor books</p>
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):  A new online tracking system for progress in the foundation subjects was introduced in term 1 and teachers assessed the pupil against this for the first time in October. This is the system for all non-core subjects except from RE where we are continuing to use the diocesan scheme end of unit assessments which will feed into the overall RE statements online at the end of the academic year. A moderation meeting for non-core subjects was planned in the church school headteacher's meeting for term 3 as it we identified several local schools are working on this. RE books were monitored at the staff meeting in term 2 and monitoring for other non-core books has been planned for term 2 &amp; 3 (27.11.17-CH). Teachers have begun to use the on-line tracking tool to record pupil progress in non-core subjects on a termly basis. On 29/1/18 we attended a meeting at another local primary school where we looked at tracking systems and monitored topic (history and geography) books. Our tracking system was similar to those used by other schools and our books compared favourably in terms of</p>		<p>Governor Monitoring: Reports and feedback to Teaching and Learning Committee</p>	

volume of work and quality of work in these subjects. We monitored our own topic books in our staff meeting on 24/1/18 and feedback to one another strengths and areas of improvement including ensuring there is evidence of challenge opportunities in these subjects (30.1.18-CH)

## The quality of teaching, learning and assessment

<b>Objective 2.1- Assessment</b>		<b>Success Criteria:</b>	
Specific objective: To continue to improve assessment procedures across the school to ensure accurate judgements are being made across all year groups		For teachers to feel confident that their judgements are accurate and assessment across the school is informative for teachers and pupils to enhance progress.	
Objective lead: Charlotte Harris Governor link: David Lowe			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> <li>Staff meeting to analyse current assessment procedures from last year and ways they can be improved to ensure consistency across the school.</li> <li>Regular book monitoring (weekly in staff meetings) and in school moderation to ensure judgement are accurate.</li> <li>Folder of examples of writing progression used and added to, to provide guidance when making judgements.</li> <li>On-going use of a range of materials to support teacher judgements- Testbase, Pira and Puma assessments to provide standardised scores</li> <li>Further investigation and moderation with other schools to confirm judgements are accurate and expectations to meet national standards for years 1,3,4 and 5 are correct.</li> </ol>	<ol style="list-style-type: none"> <li>September 2017</li> <li>Throughout the year- specific moderation meeting at the end of terms 2,4,6</li> <li>Throughout the year</li> <li>Throughout the year</li> <li>January 2018</li> </ol>	<p>Discussions at staff meetings</p> <p>Data analysis three times a year- December, March and June</p>	<p>Test materials- Testbase and Pira/ Puma</p> <p>Documents to support teacher judgements- statements linked to NC</p>
<p><b>On-going evaluation of progress towards meeting success criteria</b> (dated):</p> <p>A staff meeting took place to discuss assessment systems from last year and identified areas to improve and consolidate, including more details for expectations for pupils in years 1,3,4 and 5. Book monitoring has taken place on a regular basis in terms 1 &amp; 2 to ensure books are being marked in line with the marking policy and it has also given opportunities for staff to see</p>		<p>Governor Monitoring:</p> <p>Discussions in Teaching and Learning Committee</p>	

<p>pupil progress throughout the whole school. Staff meeting time has been provided for teachers to set out a clear test pattern throughout the year with a whole school format for reporting. The Headteacher has discussed assessment procedures with the SIP and Head of Peppard primary school (a local school similar in size to ours) and Mrs Shipway also shared assessment systems used at her previous school. New assessment guidance to inform the system will be used at the end of term 2 (27.11.17-CH). The new assessment guidance was used in December to inform teacher judgements and teachers have provided feedback to the Headteacher about this. This SDP objective was the focus of our Mulberry Peer Review on 18/1/18 and the following feedback was provided from other Headteachers:</p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> <li>•Marking and feedback clearly followed the marking policy and was consistent across all classes.</li> <li>•The target system at the front of books made it clear what the pupils are able to do. This feeds into the school tracking system.</li> <li>•The reviewers agreed with the assessments made of pupils' writing but felt that there wasn't sufficient information available to make a judgement about the maths.</li> </ul> <p>We will continue to work on defining what constitutes a certain judgement about pupil progress in staff meeting, in particular the difference between a judgement and a 'plus' e.g. developing and developing plus (30.1.18)</p>			
<p><b>Objective 2.2- Growth mindset</b></p> <p>Specific objective: To continue a strong emphasis on growth mindset for all pupils ensuring this is at the heart of all teaching and learning, including our parents</p> <p>Objective lead: Rachel Doe Governor link: Mark Taylor</p>		<p><b>Success Criteria:</b> For observations and lesson walks to show a growth mindset approach to learning from all pupils</p>	
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> <li>1. Learning to learn with an emphasis on growth mindset at the start of the academic year</li> <li>2. Displays in all classrooms used to promote a growth mindset ethos amongst pupils and remind them about the importance of their attitude in succeeding with their learning.</li> <li>3. Opportunities for challenge and mastery provided for all pupils.</li> <li>4. Individual class strategies used to create a focus on effort e.g. River class' purple pen learner award</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2017</li> <li>2. September 2017 onwards</li> <li>3. September 2017 onwards</li> <li>4. September 2017 onwards</li> <li>5. September 2017 and from December</li> </ol>	<p>Learning walks</p> <p>Observations (teacher and TA)</p> <p>Feedback in books</p> <p>Interviews with pupils</p>	<p>Growth mindset videos and thought for the day</p>



<p>5. Philosophy for children taught weekly to encourage higher order thinking skills and the visual profile of this raised around school</p> <p>6. Workshop for parents to remind them about the growth mindset ethos in our school</p> <p>7. TA meeting refresher focused on the importance of 'growth mindset' when providing feedback to pupils</p>	<p>2017 raising the profile</p> <p>6. March 2018</p> <p>7. Term 2</p>	<p>Planning from 'learning to learn' week</p>	
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):</p> <p>We had our learning to learn week at the start of term 1 with an emphasis on growth mindset and there is evidence in every classroom of displays promoting a growth mindset approach to learning. Mrs Fraser shared our Gifted and Talented statement at the start of the year with new staff and all teachers understand our ethos of providing all children with opportunities challenge and mastery. Individual classes are using strategies to focus on effort and pupil reported positively about the purple learner award in River class on governor day. Governor feedback was positive from governor day about the children's understanding of growth mindset and their attitude to learning. Philosophy for children continues to be taught from year 1 upwards on a weekly basis and Mrs Fraser has just submitted an application to The British Council regarding a project to embed higher order thinking skills used in this across the school. We plan to begin this in January 2018 (27.11.17-CH). <i>We were very pleased that it was observed by other Headteachers that 'There was a clear and consistent focus on growth mindset across the school'.</i> The application to The British Council was successful and we will be undertaking a project based on 'zero hunger' with a focus on higher order thinking skills over the next few terms. Mrs Fraser and Miss Siv will be visiting our partner school in India over half term. Mrs Fraser has discussed a focus on higher order thinking skills with staff and shared the project objectives which she wrote up; plus she has circulated further training materials for staff to access. Growth mindset will form part of our evening for parents on 1<sup>st</sup> March (30.1.18)</p>		<p>Governor Monitoring: Governor day</p>	

## Personal development, behaviour and welfare

<p><b>Objective 3.1- Kindness</b></p>	<p><b>Success Criteria:</b></p>
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Specific objective: To use the Oxfordshire's anti bullying assessment to identify key areas and create an action plan to develop pupils' understanding of bullying linked to our school value of 'kindness'		For children to be able to explain clearly what bullying is and identify when it is occurring and for children to work together to promote 'kindness' as our core value	
Objective lead: Charlotte Harris Governor link: Claire Alcock			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> <li>1. Complete the anti-bullying self-assessment form</li> <li>2. Complete the anti-bullying action plan as a result of the self-assessment</li> <li>3. Actively engage pupils with identifying and preventing bullying in our school</li> <li>4. Use resources from the 'all together programme' to support our delivery on anti-bullying</li> <li>5. Link writing week 2017 with a theme of kindness and anti-bullying week</li> <li>6. KS2 pupils to complete on-line bullying survey</li> <li>7. Work on restorative processes to support pupil's understanding of one another's point of view</li> <li>8. Participate in the Stonewall project</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2017</li> <li>2. Term 2</li> <li>3. Throughout the year</li> <li>4. Term 3</li> <li>5. Term 2</li> <li>6. Term 3</li> <li>7. January 2018</li> <li>8. Term 3</li> </ol>	<p>Online bullying survey</p> <p>Pupil survey responses</p> <p>Parent survey</p>	<p>Writing week used to support anti-bullying</p>
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):</p> <p>The anti-bullying self-assessment form was completed in September and action points for the year identified. Our writing week in November this year was linked to the national anti-bullying theme which was 'All different, all equal'. Individual classes did writing based around this topic and on Monday, 13<sup>th</sup> November everyone came to school wearing odd socks to recognise the importance of being different. We have also organised to participate in the Stonewall project which is a project run by the Department for Education and Government Equalities Office in order to tackle homophobic, biphobic and transphobic bullying in all schools. Both staff and governors will be receiving training on how this work fits in line with the Equality Act 2010, Ofsted and Valuing All God's Children (2014), as well as six important steps to celebrating difference in schools (27.11.17-CH). The anti-bullying action plan was completed in the staff meeting on 24.1.18 and plans put in place including KS2 to complete the online bullying survey. Miss Harris, Miss Doe and one governor took part in The Stonewall Project training for senior leaders on 15.1.18 and whole school training is organised for our INSET day on 19<sup>th</sup> February and all staff have been invited (30.1.18-CH).</p>		<p>Governor Monitoring:</p> <p>Discussions with pupils on Governor Day in term 2 and term 6</p> <p>Monitoring of SDP objective in Teaching and Learning committee</p>	

<b>Objective 3.2- Pupil well-being</b>		<b>Success Criteria:</b> For children to feel positive about themselves and understand how to look after themselves both mentally and physically	
Specific objective: To continue to plan opportunities for pupils to understand themselves and to develop themselves through healthy lifestyles and spiritual well-being			
Objective lead: Ellie Siv/ Charlotte Harris Governor link: Emma Davies			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> <li>1. To develop the learner's understanding of the central attributes of Christian worship by the regular use of biblical materials and different Christian traditions in worship and through a strong focus on God as Father, Son and Holy Spirit (SIAMS target)</li> <li>2. To introduce a wider range of people to lead worship- Roger Cole from Henley Baptist Church and the 'Open the book' programme</li> <li>3. Reflection time in every class after lunch continued from last year</li> <li>4. Organise another 'prayer spaces' project in liaison with Henley Baptist Church</li> <li>5. TAs to run weekly small group well-being session for pupils with additional social and emotional needs</li> <li>6. Art therapy sessions to be provided for specific pupils with key needs</li> <li>7. Individual nurture opportunities to be developed for pupils with SEN such as an art studio space</li> <li>8. To have a whole school RE day</li> <li>9. PE sessions to begin with a focus on healthy lifestyles and understanding of why exercise is important and the physical and mental benefits it can have on well-being</li> <li>10. PE funding used to begin a 'Sports Council' where pupils are working alongside PE teacher to improve sport provision for all pupils across the school</li> </ol>	<ol style="list-style-type: none"> <li>1. Throughout the year</li> <li>2. September 2017 onwards</li> <li>3. September 2017</li> <li>4. April 2018</li> <li>5. September 2017</li> <li>6. September-December 2017</li> <li>7. Throughout the year</li> <li>8. Term 3</li> <li>9. Term 2</li> <li>10. September 2017 onwards</li> </ol>	<p>Progress towards actions in this target will be monitored by the Ethos committee</p> <p>Weekly evaluation in TA meetings of pupils in nurture groups</p> <p>Sport's premium document</p> <p>Social and emotional descriptors for key pupils</p>	<p>Pupil premium funding</p> <p>Sports premium funding</p>

<p><b>On-going evaluation of progress towards meeting success criteria</b> (dated):</p> <p>A member of Henley Baptist Church came in and led worship in term 1 focusing on light and darkness and in term 2 we have started to have bi-weekly visits from our local community 'Open the book' organisation who are acting out stories from the Bible with the children taking part in worship. A range of different reflection times takes place in classes each day after lunch including relax kids stories, peace out videos and calming music. Teaching assistants have been running weekly nurture groups for pupils with social and emotional needs including gardening, cooking and making crafts- feedback from pupils about these sessions has been very positive and the impact the session are having a discussed in TA meetings. Individual nurture spaces and opportunities have been developed for key pupils including an art studio and personalised shed space. Pupils were voted into Sports Council which is taking place weekly and the children are working on a specific plans for developing sporting opportunities in school (27.11.17-CH). PE teaching was observed in term 2 and it was discussed with our sports coach, Sam Clothier to ensure a focus on healthy lifestyles was always being shared during PE sessions. An action plan has been put in place by sports council who intend to start running clubs at lunchtimes this term. Further actions on point 1 will be discussed at our Ethos committee meeting on 31.1.18. (30.1.18-CH)</p>	<p>Governor Monitoring:</p>
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## Outcomes for pupils

<b>Objective 4.1- Writing attainment</b>		<b>Success Criteria:</b> For the percentage of children working at the expected standard in writing to compare favourably with the percentage of pupils working at the expected standard in reading and maths across the school ( 2016-2017: Writing: 87%, Reading 96% and Maths 90%)	
Specific objective: To improve writing attainment throughout the school through targeted work on spelling and punctuation			
Objective lead: Gillian Fraser Governor link: Sophie Bowman			
Specific Actions	Date to be achieved by	Monitoring	Resources

<ol style="list-style-type: none"> <li>1. In River and Ocean, spelling rotation to be done four times a week (first thing in the morning)- pyramid writing, spelling zappers, rainbow writing- going over words in coloured pencils based on NC word lists and those will also be send home- 10-15 minutes. Spelling as children come in in the mornings instead of reading.</li> <li>2. Before lunch three times a week, taught sessions of spelling rules and patterns- Read, Write, Ink- 15 minutes</li> <li>3. Children to complete a spelling survey at the start and end of the year to create a baseline and find out ways from them how they like to learn spellings</li> <li>4. In KS2, eight words sent home weekly to learn but there will be no formal testing time in school</li> <li>5. In KS2, Word of the week- based upon a word the class struggled with the previous week</li> <li>6. In Raindrop, spellings taught primarily through phonics with phase 6 group learning spelling rules</li> <li>7. For pupils spelling phonetically, teachers to highlight and explain when the right sound has been used but the wrong grapheme- following the school marking policy</li> <li>8. Further TA training on linking phonics to spelling and knowledge of alternative graphemes</li> <li>9. Teachers to emphasise spelling when pupils are doing peer review- pupils pick out one spelling and correct</li> <li>10. KS1 and KS2 to baseline in September and re-assess in December</li> <li>11. In KS2, last spelling lesson in the week to be a dictation so pupils are able to put learnt spellings into practice</li> <li>12. Teachers to focus on correcting three spellings in children's work- minimum two spelling in core and non-core subjects- where there are spellings to be corrected.</li> <li>13. Organise a house spelling bee competition to raise the profile of spelling</li> <li>14. Further specific research on evidence based spelling- educational endowment</li> <li>15. An information evening to be held for parents about ways to support their child with spelling</li> </ol>	<ol style="list-style-type: none"> <li>1. Start of September 2017</li> <li>2. Start of September 2017</li> <li>3. September 2017 and June 2018</li> <li>4. September 2017</li> <li>5. September 2017</li> <li>6. September 2017</li> <li>7. September 2017</li> <li>8. Term 2</li> <li>9. September 2017</li> <li>10. September 2017</li> <li>11. September 2017</li> <li>12. September 2017 onwards</li> <li>13. Term 4</li> <li>14. Throughout the year</li> <li>15. Term 2/3</li> <li>16. Term 5/6</li> <li>17. September 2017</li> <li>18. September 2017</li> <li>19. Term 2</li> <li>20. December 2017</li> </ol>	<p>Book monitoring every other week in the staff meeting: writing in Literacy books and non-core subjects</p> <p>Lesson observations and learning walks</p> <p>Pupil survey</p> <p>Pupil interviews on governor day</p> <p>Data at end of term 2,4 &amp; 6</p>	<p>Read, write, ink spellings</p> <p>Nessy spelling</p> <p>Phonics training</p> <p>Punctuation checklists</p> <p>Resources to support 'Big Write'- tablecloths, pretend candles</p>
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<p>16. In Foundation stage, expectation of tricky word spelling to be up to phase four (previously three)</p> <p>17. Use of self-checklist for children to check their own spellings</p> <p>18. Punctuation to be a focus in Literacy planning- with weekly SPAG sessions focusing on using punctuation correctly within our writing</p> <p>19. Staff meetings dedicated to training new staff on 'Big Writing' and 'Talk for Writing' strategies to use within teaching</p> <p>20. Whole school Literacy policy to be written to confirm approaches to writing and agreed techniques used across the school</p>				
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):</p> <p>All actions for September have been undertaken, including a spelling survey to capture pupil attitude and confidence levels toward spelling. In term 2, Mrs Fraser led a staff meeting on Big Writing and Miss Doe led a staff meeting on Talk for Writing- both approaches focus on pupils being able to verbalise their writing before scribing it. We also identified another local school, Checkendon primary, who is working on spelling as a key priority and the Headteachers met to discuss SDP objectives. It was agreed that both literacy co-ordinators would meet to discuss plans for the year and evaluate different strategies and the impact they have had on pupil outcomes (27.11.17-CH) Spelling teaching in KS2 has been reviewed so teachers are now teaching this in individual classes. In Raindrop class, Miss Doe is trialling a new approach to spelling whereby pupils have an individual book and the teacher/ TA are picking out specific spelling to include in there for the child to learn at home. Pupils have shown a positive response to this and there is evidence in their books of applying these spellings in their writing. Book monitoring shows teachers are correcting spelling as per the agreed marking policy. A whole school Literacy policy was written by Mrs Fraser, discussed with staff and approved at the Teaching and Learning Committee on 22.1.18. This will be shared with parents at parent's evening. Alongside school council, Miss Doe has organised a spelling bee for 1<sup>st</sup> March 2018 which is also World Book Day and that evening we will be holding a spelling information evening for parents; this has already been publicised via parentmail (30.1.18-CH).</p>		<p>Governor Monitoring:</p>		

## The effectiveness of early years provision

<b>Objective 5.1 – High standard of EYFS provision</b>		<b>Success Criteria:</b> For the SEF to have clear evidence that provision in the early years in Outstanding and for the percentage reaching GLD continues to be above national average	
Specific objective: For the EYFS co-ordinator and new EYFS teacher to work together to ensure the continued high standard of provision in the early years and sustain the high levels of attainment and progress			
Objective lead: Rachel Doe/ Ellie Siv Governor link: Rachel Doe			
Specific Actions	Date to be achieved by	Monitoring	Resources
<ol style="list-style-type: none"> <li>1. EYFS co-ordinator and EYFS teacher to meet twice a term to monitor progress, attainment and provision</li> <li>2. Learning journals to be monitored weekly in staff meetings</li> <li>3. Join Oxfordshire early years basic support</li> <li>4. EYFS teacher to attend EYFS briefings</li> <li>5. E-mail support from early years lead from outstanding provision for advice on improvement areas</li> <li>6. Attend courses to kept up to date with most recent pedagogy in EYFS (Teacher and TA), including EYFS conference</li> <li>7. EYFS governor to meet EYFS teacher on governor day to share SEF judgements and monitor provision against SEF</li> </ol>	<ol style="list-style-type: none"> <li>1. September 2017 onwards</li> <li>2. September 2017 onwards</li> <li>3. September 2017</li> <li>4. Throughout 2017-2018</li> <li>5. Organised September 2017</li> <li>6. Throughout 2017-2018</li> </ol>	<p>Lesson observations</p> <p>Learning walks</p> <p>Learning journal scrutiny</p>	<p>Oxfordshire EYFS support resources</p> <p>Funding for training</p>
<p><b>On-going evaluation of progress towards meeting success criteria</b> (dated):                  The EYFS co-ordinator and teacher have been meeting three times a term to monitor progress, attainment and provision and learning journals have been monitored in staff meetings. We signed up to EYFS support package and Miss Siv has attended EYFS training and a briefing. An early years lead from OCC is coming to visit school to offer informal support in November. The EYFS governor met with Miss Siv on governor day in November so Miss Siv was able to share evidence in the learning environment to support the SEF and discuss any key achievements or challenges currently in EYFS (27.11.17-RD/CH). We had a visit from a member of the OCC EYFS team on 22.1.18 who provided very positive and useful feedback to Miss Siv and Miss Doe regarding our EYFS. She confirmed our current SEF</p>		Governor Monitoring: Governor day	

judgement of 'Outstanding' and Miss Siv has already acted upon minor action points which were given to her- for further details, please see feedback note (30.1.18-CH).	
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