

## Effective strategies for maximum impact at Crossflatts Primary School - Building blocks of success – 2017/18

Over the past 3 years we have implemented strategies which are embedded in a whole-school ethos of aspiration, progress and attainment.

|   | <b>National Foundation for Educational Research (NFER)</b>   | <b>The Crossflatts Way</b>  |
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| <b>Whole-school ethos of attainment for all</b> | Whole-school ethos of attainment for all, which meant the avoidance of stereotyping disadvantaged pupils as having less potential to succeed or as having similar barriers in the way of learning. Every child an individual   | Whole school ethos - "Come as you are and leave at your best." We have high aspirations of every pupil regardless of their starting points. We identify and remove barriers for every individual  |
| <b>Addressing behaviour and attendance</b>      | A clear strategy relating to behaviour and attendance, incorporating strong pastoral care in the form of social and emotional support and a quick response to non-attendance, as well as working closely with families. The link between behaviour and absence and emotional support, and had put extensive social and emotional support strategies in place including strong links with local mental health services. Ensure children attended school – such as calling home in the event of an absence, funding or sending out transport, and working with families, often in the home, to address the barriers they face in getting their children to school. | <ul style="list-style-type: none"> <li>• Attendance strategy</li> <li>• Behaviour strategy</li> <li>• Learning behaviours</li> <li>• Learning mentors</li> <li>• Mental Health First Aid</li> <li>• Family Workshops</li> <li>• Bereavement support</li> <li>• Home Visits</li> <li>• Inclusion Team</li> </ul> |
| <b>High-quality teaching for all</b>            | A commitment to high-quality teaching for all alongside consistently high standards and expectations of teachers and pupils, monitoring performance and sharing best practice in the school.   | <ul style="list-style-type: none"> <li>• SLT Drop ins</li> <li>• External partners</li> <li>• Book scrutiny</li> <li>• Lesson observations</li> <li>• Peer observations</li> <li>• Staff Training</li> </ul>  |
| <b>Meeting individual learning needs</b>        | Staff are able to meet the learning needs of individual pupils, which require them to know every child's challenges and interests, and to look closely at ways of supporting them to achieve their very best. Pupils have bespoke timetables based on their needs. Children with specific learning needs were given the appropriate support, which might include group support for pupils with similar needs.  | <ul style="list-style-type: none"> <li>• Provision maps</li> <li>• Additional Action</li> <li>• IEP's</li> <li>• Book scrutiny</li> <li>• Pupil premium Profiles</li> <li>• Tracking and monitoring</li> </ul>  |
| <b>Deploying staff effectively</b>              | The effective deployment of teaching staff is seen as vital in raising standards among disadvantaged pupils, with the best teachers working with those who need most support, and using teaching assistants to support pupils' learning. Appropriate training is deemed vital by the more successful schools, many of whom had trained a teaching assistant in pedagogy so they understood the drivers for educational practice, how to provide quality questioning and give appropriate feedback.   | <ul style="list-style-type: none"> <li>• Staff training</li> <li>• LSA Conferences</li> <li>• Peer observations</li> <li>• School to School support</li> <li>• 7 SLE</li> <li>• 5 LEP</li> <li>• Leading training</li> </ul>  |
| <b>Data-driven and responding to evidence</b>   | Effective use of data by staff and responding to evidence is a hallmark of more successful schools too and enabled teachers to identify individual children's needs, review progress regularly and swiftly address underperformance. Successful schools monitored children regularly and scrutinised their progress. They also scrutinised the effectiveness of their strategies.  | <ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Book scrutiny</li> <li>• Provision mapping</li> <li>• Intervention records</li> <li>• Focused coaching</li> <li>• Reporting to parents termly</li> </ul>  |
| <b>Clear, responsive leadership</b>             | Strong and clear leadership from headteachers who lead by example and set high aspirations. Senior leaders held their staff accountable, rather than accepting low attainment and variable performance. They shared their thinking and invest in staff training.   | <ul style="list-style-type: none"> <li>• Performance management</li> <li>• Pupil progress meetings</li> <li>• SLT Drop Ins</li> <li>• Consultants</li> </ul>  |