

Chantry Community Primary School



Priorities for Development 2017/18 A Parents Guide

Context

As expected, 2017's data brought challenges; our outcomes at the end of Key Stage 2 were low, as was progress for this cohort. Our combined score was particularly disappointing at 33%. However, there is a different picture across the rest of the school with our Good Level of Development at Early Years Foundation Stage (Reception) our highest ever at 83%. Our excellent practice in phonics teaching helped us to maintain 97% of children reaching National Standards.

There was a positive picture at the end of Key Stage 1 with 93% of children achieving the expected standard (EXS) in reading and maths, 86% in writing. Our numbers of children achieving the greater depth standard (GDS) were lower than the national and local authority (LA) averages for both key stages and this is something we will focus on during 2017/18. 100% of disadvantaged children achieved National Standards in phonics and in all areas at the end of KS1. At KS2 disadvantaged children achieved in line with non-disadvantaged in reading and maths. However a lower percentage of disadvantaged children achieved EXS in writing in upper Key Stage 2.

There is good progress and attainment across the rest of the school with the current year six cohort on track for attainment and progress that is above the LA and National averages.

There have been significant changes in leadership over the last twelve months. The Headteacher has been in post since April 2017 and another member of the leadership team (Senco) is currently on maternity leave. The school has a new leadership team in place, a newly qualified teacher (NQT) joins us in year 2 and there a significant movement of staff around the school – with a new team in upper Key Stage 2. Behaviour is good across the school and we work hard to support our most vulnerable children emotionally.

KEY PRIORITIES

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| 1 To raise attainment at the end of KS2 |
| 2 To increase the percentage of children achieving greater depth standards in KS1 and KS2 |
| 3 To raise the progress and attainment of disadvantaged children |
| 4 To increase the percentage of outstanding teaching, ensuring all teaching is at least consistently good |
| 5 To develop the skills of the Senior Leadership Team |
| 6 To develop the role of Foundation Subject Leaders |
| 7 To strengthen the Governing Body |
| 8 Ensure that our Chantry Values continue to be embedded across the curriculum |
| 9 Increase the number of boys achieving a Good Level of Development (in Reception) |

- 1 To raise attainment at the end of KS2**
- 2 To increase the percentage of children achieving greater depth standards in KS1 and KS2**
- 3 To raise the progress and attainment of disadvantaged children**

| Actions: | Success Criteria (What it will look like) |
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| <p>1.1 Increase the percentage of children attaining national standards in English at the end of KS2</p> <ul style="list-style-type: none"> • 4x weekly daily spelling/phonics sessions across KS2 • Embed Accelerated Reader programme • All staff to receive training as part of the Primary Writing Project • Grammar to be taught through quality texts • Timetabled daily reading • Timed comprehension practise in years 5/6 • Increase the amount of outstanding teaching so that children have the maximum opportunity to make progress | <ul style="list-style-type: none"> • 80% reached as a minimum in end of KS2 tests (70% Reading, Writing & Maths) • 85% of children from year 1 - 5 will be working at the expected standard • 80% of children from years 1-5 will be working at the expected standard for Reading, Writing, Maths combined • All KS2 receive focussed spelling teaching |
| <p>1.2 Increase the percentage of children attaining national standards in maths at the end of KS2</p> <ul style="list-style-type: none"> • Teachers to use 'White Rose Scheme' to plan • Focus on number, place value and fractions, decimals and percentages in terms 1 and 2 • Daily focus on rapid recall and fluency • Staff training on teaching fractions, decimals and percentages • Maths fluency training for staff • Rewrite written calculations policy • Increase the amount of outstanding teaching so that children have the maximum opportunity to make progress | <ul style="list-style-type: none"> • National average will be reached as a minimum in end of KS2 tests. • 85% of children from year 1 - 5 will be working at the expected standard • 80% of children from years 1-5 will be working at the expected standard for R,W,M combined • All maths planning uses the White Rose Scheme |
| <p>2 To increase the percentage of children achieving greater depth standards (GDS) in KS1 and KS2</p> <ul style="list-style-type: none"> • Staff training on what GDS looks like • Potential GDS identified in Pupil Progress Meetings and tracked • Potential GDS to have met EXS in writing by Christmas • Cross-town moderation of GDS • GDS Maths club • Develop mastery stickers and challenges in maths • Ensure that feedback and marking allows children to deepen their learning | <ul style="list-style-type: none"> • Children are using feedback to deepen their learning. • Teachers are able to confidently identify potential GDS children • GDS is moderated with all the other schools in Bexhill • Children apply their reasoning skills to a range of contexts |

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| <p>3.1 Improve outcomes for disadvantaged group in maths, GPS and R,W,M at the end of KS2</p> <ul style="list-style-type: none"> • Develop support staff's expertise at supporting pupils who need additional teaching • Pre-teaching and over learning to be carried out during afternoons • Children who aren't reading at home to have 1-to-1 reading in school • Reading and maths intervention groups in year 6 targeting disadvantaged • Lunchtime 'Mathletics' to improve children's rapid recall of number • Structured Conversations outlining ways to support children at home for disadvantaged children in year 6 | <ul style="list-style-type: none"> • Children are using feedback to deepen their learning. • Teachers are able to confidently identify potential GDS children • GDS is moderated across the Alliance • Children apply their reasoning skills to a range of contexts |
| <p>3.2 Improve outcomes for disadvantaged groups at greater depth at KS1 and KS2</p> <ul style="list-style-type: none"> • Reading and maths intervention groups in year 6 targeting disadvantaged • Reasoning maths club in year 6 • Structured Conversations outlining ways to support children at home for disadvantaged children in year 2 and 6 | |
| <p>4 To increase the percentage of outstanding teaching, ensuring all teaching is at least consistently good</p> | |
| <p>Success Criteria (What it will look like)</p> | <p>Success Criteria (What it will look like)</p> |
| <p>4 To increase the percentage of outstanding teaching, ensuring all teaching is at least consistently good</p> <ul style="list-style-type: none"> • Support plans put in place for any teachers with less than consistently Good practice • Rigorous teacher appraisal process holds teachers to account and links performance to School Development Plan priorities • All teachers to take part in lesson studies • Mentoring for new teachers/ teachers new to year group • Planned programme of teaching observations and drop ins • All staff to be set targets from lesson observations • Termly data analysis by SLT • Opportunities for teachers/teaching assistants to observe outstanding practice in/outside of the school. | <ul style="list-style-type: none"> • Teaching is at least good with a significant percentage being outstanding. • The majority of children making good progress during every lesson • Children apply skills across the curriculum • Children demonstrate independence in their learning • Children are engaged, motivated and ask questions |

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| <ul style="list-style-type: none"> • Regular pupil voice carried out • PDM focussed on teaching fluency and mastery in maths | |
| <p>4.2 To ensure feedback enables learners to deepen their learning.</p> <ul style="list-style-type: none"> • Teachers plan questions to deepen learning in advance • Introduce deeper learning stickers in maths • Share outstanding feedback practice in Professional Development Meetings • Use specific language of 2014 curriculum in feedback | <ul style="list-style-type: none"> • Children understanding and knowledge is deepened through questioning • Children are able to make links between their learning • Progress will be accelerated though accurate, meaningful feedback |
| <p>4.3 To evaluate how children’s attainment is reported to parents during the school year</p> <ul style="list-style-type: none"> • Survey of parents asking views on current reporting • New information cards developed with update on key areas • Evaluate current report format | <ul style="list-style-type: none"> • Parents feel they know how their child is progressing throughout the year • Reporting formats are informative, concise and parent friendly |
| <p>4.4 Support NQT and Upper KS2 team</p> <ul style="list-style-type: none"> • All NQTs and teachers new to year groups to be allocated a mentor • NQT to receive training and support through Thrive Teaching School Alliance • NQT to have release time alongside Mentor • Ensure teachers attend training for assessment and reporting arrangements • Access support for year 6 teacher through Bexhill Alliance | <ul style="list-style-type: none"> • Year 2, 5 and 6 teachers feel confident with expectations and curriculum • All teachers new to year group receive mentoring • NQT has allocated time with mentor |
| <p>5 To develop the skills of the Senior Leadership Team</p> <p>6 To develop role of foundation subject leaders</p> <p>7 To strengthen the governing body</p> | |
| <p>Success Criteria (What it will look like)</p> | <p>Success Criteria (What it will look like)</p> |
| <p>5.1 To support HT in new role</p> <ul style="list-style-type: none"> • Local Leader of Education (LLE) to meet with Headteacher (HT) termly • LLE to carry out joint observations of teaching with HT • HT to attend LA New HT Induction Programme • School Improvement Partner (SIP) visits (terms 1 and 2) • Fortnightly meeting with Chair of Governors (C of G) • LLE to carry out Safeguarding Audit • Attend Bexhill Alliance & Rother Education Improvement Partnership meetings • HT to ensure a clear message and reinforce expectations. | <ul style="list-style-type: none"> • HT has a network of Headteachers to support her • HT has participated in LA induction • HT self-evaluation is accurate • HT has received mentoring |

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| <p>5.2 To develop the skills of the SLT</p> <ul style="list-style-type: none"> • Coach to work with Maths/English Leaders, developing their leadership skills • All SLT to complete joint observations of teaching • Support with writing action plans/reports • Ensure SLT have opportunities to network with other Senior Leaders • SLT ensure curriculum coverage of core subjects | <ul style="list-style-type: none"> • SLT are confident in their roles and responsibilities • SLT judgements of teaching and learning are consistent and accurate • English/Maths Leads have robust action plans in place • SLT have support from other local leaders |
| <p>6 To develop role of foundation subject leaders</p> <ul style="list-style-type: none"> • Ensure that all Subject Leaders are monitoring their impact • Support Subject Leaders to monitor standards in their subject • Ensure Subject Leaders have a clear action plan with clear success criteria and measurable actions • Ensure Subject Leaders review their action plans twice a year and write an annual report to Governors • Subject Leaders to meet with Head/Deputy • Provide Subject Leaders with ½ day per term release for monitoring • SIP to interview foundation subject leaders | <ul style="list-style-type: none"> • Subject Leader files are consistent evidence of how their subject is taught across the school • Subject Leaders have quantitative evidence of their impact • Weaker teaching is identified and support/training given |
| <p>7 To strengthen the governing body</p> <ul style="list-style-type: none"> • Work with Governor Services to recruit a new C of G • Recruit a new Associate Governor • LA External Review of Governance | <ul style="list-style-type: none"> • The Governing Body will be have full membership |
| <p>7.1 To ensure all Governors have the information they need to challenge school leaders and hold them to account.</p> <ul style="list-style-type: none"> • Share progress/attainment data in agreed format • Share data wall with governors 3x year • Regular progress meetings • Safeguarding to move to separate agenda item • Model safeguarding questions | <ul style="list-style-type: none"> • Governors understand progress and attainment data and confidently ask and answer questions about the school. • Governors are aware of weaknesses in the school and action the school is taking to address these. • Governors are aware of action taken to ensure all pupils are reaching their full potential and any gaps are closing. |

| 8 Ensure that our Chantry Values continue to be embedded across the curriculum | |
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| Success Criteria (What it will look like) | Success Criteria (What it will look like) |
| 8 Ensure that our Chantry Values continue to be embedded across the curriculum <ul style="list-style-type: none"> • Rewrite Behaviour Policy linking to Chantry Values • Adapt rewards/sanctions to link explicitly with either effort/behaviour • Rewrite 'Thinking Time' sheets to link with values and encourage more reflective responses • Assemblies to continue exploring what our Chantry Values mean • Introduce the Value of the week in assembly | <ul style="list-style-type: none"> • Behaviour Policy will reflect our practice in using Chantry Values. • All staff are clear about rewards/sanctions • Thinking sheets reflect Chantry Values • There is a Chantry Value of the week. • Children can explain the Chantry Values |
| 8.2 Continue to support children with emotional resilience and behaviour. <ul style="list-style-type: none"> • Set up a nurture group to support children's confidence, emotional resilience and appropriate communication skills • All adults to encourage and model appropriate communication skills (using scripts if needed) • Establish a mentoring programme for vulnerable individuals • Children to be trained to access and use learnt calming strategies and calm boxes • Reward/sanctions used by all adults consistently and appropriately • Seek support from ESBAS where appropriate • | <ul style="list-style-type: none"> • Children are able to manage their own behaviour in school (with support where necessary) • The behaviour policy is followed consistency by all adults • Vulnerable children have a named adult to talk to • Nurture groups support emotional resilience |
| 8.3 To improve the attendance of KS1 children <ul style="list-style-type: none"> • Attendance meetings 3x year for persistent absentees • Write attendance booklet for parents • Teachers to remind parents about impact of attendance in initial meetings • Outline our attendance expectations to new reception parents • ESBAS referrals for attendance below 80% • Consultation with parents about reducing term time holidays | <ul style="list-style-type: none"> • Attendance expectations and links to attainment are clear to parents • Attendance meetings are held three times a year • Termly late swoops |

| 9 Increase the number of boys achieving a GLD | |
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| Success Criteria (What it will look like) | Success Criteria (What it will look like) |
| <p>9.1 Develop boys' language and writing skills</p> <ul style="list-style-type: none"> • Small speech and language groups • Oral storytelling before writing • Using characters to engage boys in writing • All children to complete phase 4 phonics by end of Reception • Use Primary Writing Project training. | <ul style="list-style-type: none"> • 'Talk for Writing' is embedded in the teaching of writing • Additional phonics support groups ensure boys stay on track to complete phase 4 • Children are identified who require additional S and L intervention |
| <p>9.2 Ensure disadvantaged children receive additional support in reading and writing</p> <ul style="list-style-type: none"> • Plan and implement small group interventions to support development e.g. fine motor skills, write dance | <ul style="list-style-type: none"> • Children requiring interventions are identified • Interventions are timetabled in weekly |