

LEADERSHIP AND M'GT	BEHAVIOUR & SAFETY	TEACHING	ACHIEVEMENT	EYFS	OVERALL EFFECTIVENESS
Grade 2	Grade 2	Grade : 2	Grade : 2	Grade 2 (1)	Grade 2
Strengths <ul style="list-style-type: none"> • Clear vision from HT and Leadership Team. Strategic activity leads to improvement • GB rigorously evaluate their work in terms of impact on learners • Monitoring linked to SDIP. • Positive relationship with parents to support learning • Strong safeguarding process ; effective links to outside agencies • Curriculum reviewed and update in 2016. • Distributed Leadership style. • Sustained improvement in maths • PE + PPG funding well directed / shared with GB. • Regular staff moderation inc. externally. Areas for Development <ul style="list-style-type: none"> • <i>Writing – develop talk for learning to improve writing process.</i> • <i>Literacy and maths co-ordinators provide staff -feedback ensures that marking gives ways forward. Teachers know ARE expectations– impact -50 % of ch'n at ARE.</i> Actions taken and impact so far <ul style="list-style-type: none"> • Planned improvement of GPS. Integrated into everyday teaching. Gps evident in writing. • Re-invigoration of Read write inc. – outcome above national. Pupil progress monitored and shared with GB. • Tracking system expects every child to make progress. GB fully informed by SMT. • Teachers' appraisal and pay linked to children's progress. Governors involved. • Parents well informed re. child's attainment and achievement. • Children now making consistent progress across KS2 each year. • The commissioned primary mental health worker is breaking down barriers to learning. 	Strengths <ul style="list-style-type: none"> • School holds Autism Awareness Accreditation. • External audit of Health and safety audit safeguarding show high standard of compliance. • EVC process showed that it is a robust and well managed. • Termly e-safety week . • Expert Learning mentors support those children needing support; And train LM's for other schools • Regular assemblies about different aspects of keeping safe • Teachers range of strategies for managing children's behaviour. • Open door approachable school • Nurture group re-integrates learners into class learning. Areas for development <ul style="list-style-type: none"> • <i>School is working towards achieving dyslexia awareness award and embedding practices.</i> • <i>Implement 3 yearly rolling plan for CRB/DBS renewal.</i> Actions taken and impact so far <ul style="list-style-type: none"> • School council has developed strong pupil voice. • Ensuring children feel safe all the time and that they are confident in raising any issues. Evidenced in parent questionnaires. • Anti-bullying assemblies held regularly raising awareness with children. • Implementing peer and developing pupil voice through School council. SC raise any issues. SC developed the rights & responsibilities playground sign. SC have developed new playtimes, playtime roles – crazes of the week, house point system and rewards. • A key range of school policies available at all times in the entrance and online. • Attendance has improved following new approach. 	Strengths <ul style="list-style-type: none"> • The vast majority of lesson observations are good or better. • The use of talk partners. • Classes have an interactive Afl display for English and maths. • Lessons have success criteria shared with the children. • Monitoring has improved teaching of writing and maths. • Headteachers moderate their observations within the locality and independent external moderation. Areas for development <ul style="list-style-type: none"> • <i>Targets are regularly monitored.</i> • <i>Marking policy implemented consistently - gives children ways forward.</i> • <i>To continue to develop coaching practice within the school.</i> • <i>Literacy coordinators provide staff with feedback and ensure that marking gives constructive ways forward. Teaching improves.</i> Actions taken and impact so far <ul style="list-style-type: none"> • Teaching of phonics reinvigorated so phonics test exceeds national. • Teaching assistants CPD has developed best use of support staff within classes. Support staff role included on planning. Positive Impact on learning. • Monitoring of the planning files identifies good practice and has remedied any issues identified. • Monitoring of writing and implementation of hot and cold writing has raised quality of writing in a range of genres and indicates good progress. • Head is moderating through joint observations and through external advisors. 	Strengths <ul style="list-style-type: none"> • Tracking of every child. School keeps leadership, staff, parents and governors informed. • Data indicates good progress pattern across school. • Assessment of children's maths, science and English is robust. • Progress in maths and writing is good. • Nurture group removes emotional barriers to learning - children make academic progress. • Increased number of clearly focused maths interventions . Areas for Development <ul style="list-style-type: none"> • <i>Embed JAN marking policy .</i> • <i>Developing Peer marking across the school</i> • <i>Writing across the school is at ARE</i> • <i>Further Improve achievement in GPS, and writing</i> • <i>Develop assessment process for Curriculum 2014</i> • <i>All children are set next small step targets in English and maths</i> Actions taken and impact so far <ul style="list-style-type: none"> • Evidence in books that children write for extended periods in a range of styles and contexts. • Children's progress in Reading, writing, maths for all children is part of the performance management process. • The school has developed a robust assessment process. Validated by external monitoring / moderation. • Rigorous monitoring of teaching has improved standards. • Review and monitoring and implementation of curriculum – curriculum is updated regularly – interesting and relevant to ch'n. • Locality moderation validates judgements. • New interventions 1st class at number and writing – high impact on progress. 	Strengths <ul style="list-style-type: none"> • The EYFS team work as a single unit allowing free flow. • The school has a well-considered. and planned for outdoor area. • High quality, experienced and dedicated staff within the team. • EYFS leader has been an EYFS moderator • Assessment protocols are well embedded. Focus group of children enabling deep assessment to be undertaken. • Assessment is undertaken using ipads – the school shares its expertise. • Close working relationship with parents. Online parental link. Learning letters are shared and an open door policy. • Weekly team meeting to develop team. Areas for development <ul style="list-style-type: none"> • <i>Review of EYFS resources to replace old equipment.</i> Actions taken and Impact so far <ul style="list-style-type: none"> • Development of assessment protocols involving teachers, HLTA's and TA's improved learning. • Improved level of m'gt time for Leader has led to greater impact. • Combining the two classes allows free flow learning to take place. • Use of ipad software allows parental contribution and access. • Assessment protocols are well understood - shared across team. Moderation (LA) was successful. • Success integration of the children into school (strong nursery links) and into KS11 indicates that transition is well managed. • Staff know children's ARE / KPI's and how to move learning on. 	Strengths <ul style="list-style-type: none"> • The school ethos is based upon Unicef Rights Respecting Schools status. Each class has its charter • School and parent councils provide the stakeholders with a valid voice. • Learning mentors and PMHW support children in difficult situations breaking down barriers. Areas for development <ul style="list-style-type: none"> • <i>To continue to develop parental links / community links so that stakeholders are well informed.</i> • <i>To ensure that ALL groups of children are making progress.</i> Actions taken and impact so far <ul style="list-style-type: none"> • Creative days have been added to the curriculum – developing interest and engagement. • All children are able to access after school activities. • Timetabled interventions with support staff so children with needs make progress. • Support allocated by the SENCo on a needs basis. Focused and measured intervention. • Gold Award achieved for PE for the last three years. The children have a wide range of positive PE experiences including competition. <div> SCHOOL SDP 2016/17 <ol style="list-style-type: none"> 1. Teaching and learning is generally good or better across the school. 2. Quality of writing means that writing is at ARE across the school. 3. Children are given clear ways forward that enables them to improve. 4. KS1 GDS to be at least in line with National expectations. 5. The teaching of EGPs is good or better and the results of phonics, and EGPS are at least in line with National. 6. The low ability groups make at least expected progress across </div>