

EWANRIGG JUNIOR SCHOOL - SCHOOL DEVELOPMENT PLAN 2016 - 2017

OUR VISION:

PRIORITY ONE - LEADERSHIP AND MANAGEMENT

- TO FURTHER STRENGTHEN SAFEGUARDING THROUGHOUT SCHOOL.
- TO FURTHER DEVELOP DEVOLVED LEADERSHIP IN SCHOOL.
- TO STRENGTHEN GOVERNOR CHALLENGE BY IMPROVED MONITORING AND QUESTIONING.

PRIORITY 2: QUALITY TEACHING AND LEARNING AND ASSESSMENT

- TO IMPROVE ATTAINMENT AND PROGRESS FOR ALL CHILDREN IN READING.
- TO IMPROVE THE UNDERSTANDING OF WHAT EVERY CHILD NEEDS TO BE TAUGHT, TO OPTIMISE THEIR POTENTIAL, THROUGH IMPROVED ASSESSMENT PROCESSES.

PRIORITY 3: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- TO IMPROVE ATTENDANCE THROUGHOUT SCHOOL, ESPECIALLY FOR PERSISTENT ABSENTEES.
- TO REDUCE INAPPROPRIATE BEHAVIOURAL INCIDENTS DURING PLAY TIME AND LUNCH TIME.
- TO REDUCE INAPPROPRIATE BEHAVIOURAL INCIDENTS THROUGH CLOSER ANALYSIS OF BEHAVIOUR REGISTER BY UTILISING SIMS COMPUTERISED BEHAVIOUR TRACKING SYSTEM.
- TO IMPROVE EACH CHILD'S UNDERSTANDING OF PERSONAL DEVELOPMENT, WELFARE AND SELF-ANALYSIS THROUGH THE COMBINING AND MORE REGULAR TEACHING OF PSHCE/RE AND P4C.

PRIORITY 4: OUTCOMES

- TO IMPROVE OUTCOMES FOR ALL CHILDREN THROUGH RIGOROUS DATA ANALYSIS AND ASPIRATIONAL TARGET SETTING OF ALL SPECIFIC GROUPS OF CHILDREN IN SCHOOL.

REVIEW AND EVIDENCE COLOUR CODE KEY: PINK- ACHIEVED YELLOW-PARTIALLY ACHIEVED/ONGOING

PRIORITY 1: LEADERSHIP AND MANAGEMENT

PRIORITY AREA 1 OBJECTIVE:

TO FURTHER STRENGTHEN SAFEGUARDING THROUGHOUT SCHOOL.

TO FURTHER DEVOLVE LEADERSHIP IN SCHOOL.

TO STRENGTHEN GOVERNOR CHALLENGE BY IMPROVED MONITORING AND QUESTIONING.

WHERE ARE WE NOW?

SAFEGUARDING

- ALL SCHOOL STAFF ARE TRAINED IN SAFEGUARDING LEVEL 1.
- 5 STAFF ARE TRAINED IN LEVEL 2 AND 3 SAFEGUARDING
- 4 STAFF HAVE SAFER RECRUITMENT TRAINING AS DOES 1 GOVERNOR.
- EJS HAS A SECURE AND EFFECTIVE SAFEGUARDING TEAM.
- 4 STAFF MEMBERS ARE IOSH (SAFETY IN SCHOOL) TRAINED
- *EJS HAS 14% OF CHILDREN ON THE SAFEGUARDING REGISTER, WHICH IS ANALYSED AND DISCUSSED AT LEAST TERMLY WITH ALL STAFF AND GOVERNORS.*

DEVOLVED LEADERSHIP

- 1 X HEAD WHO IS ALSO SENCO AND DESIGNATED LEAD FOR SAFEGUARDING PLUS PRIMARY HEAD'S ASSOCIATION (PHA) WEST VICE CHAIR; MARYPORT EDUCATION GROUP (MEG) LEAD FOR LOCAL ASSOCIATION OF SCHOOL LEADERSHIP (LASL) WEST - DOMAIN 4 OF HEAD TEACHER STANDARDS
- 2 X ASSISTANT HEADS - BOTH ARE SENIOR LEADER IN EDUCATION (SLE) TRAINED; SMG HAS NPQSL
- 1.8 X TLR TEACHERS HOLD RESPONSIBILITIES FOR CURRICULUM AND COMMUNITY. COMMUNITY LEAD HAS ALSO COMPLETED MEG - LEADING OUTSIDE OF THE CLASSROOM COURSE.
- 2.44 FTE TEACHERS INCLUDING 2 FULL TIME AND 0.44 PART TIME STAFF HAVE SUBJECT OR ASPECT RESPONSIBILITIES
- 0.7 FTE TEACHER PASSED NQT YEAR AND PRESENTLY HOLDS NO EXTRA RESPONSIBILITY AREAS

STRENGTHENING GOVERNANCE - SEE SEPARATE GOVERNOR'S ACTION PLAN

- THERE IS ONE PARENT GOVERNOR VACANCY ON THE GOVERNING BODY
- THE GOVERNING BODY HAS A NEW CHAIR ANGELA O'DONNELL

WHERE DO WE WANT TO BE BY FEBRUARY 2017

SAFEGUARDING

- ALL SCHOOL STAFF, PTA, KITCHEN AND CLEANING STAFF AND GOVERNORS TO HAVE RECEIVED (AT LEAST) LEVEL 1 SAFEGUARDING TRAINING.
- STRENGTHEN MONITORING LINKS BETWEEN SAFEGUARDING GOVERNOR AND SAFEGUARDING TEAM.
- REVIEW AND CHECK THAT ALL ASPECTS OF SINGLE CENTRAL REGISTER VERSION 9 ARE COMPLETED AND ARE FIT FOR PURPOSE INCLUDING ADDING REFERENCES TO SINGLE CENTRE REGISTER.
- ESTABLISH TERMLY MONITORING OF SINGLE CENTRAL REGISTER BY GOVERNORS.

DEVOLVED LEADERSHIP

- AMANDA TWEEDIE TO ACCESS SENCO TRAINING COURSE AND SHADOW HEAD (YC) WHO IS PRESENTLY SENCO
- ALLISON LANCASTER AND NIGEL HOPE DESIGNATED TO BE SENIOR TEACHERS
- SHELLEY MCGLASSON (AH) TO BE SUPPORTING OTHER SCHOOL THROUGH THE FORMATION OF A JUNIOR SECTOR LASL WEST GROUP
- YVONNE CRAIG (H) AND SHELLEY MCGLASSON (AH) TO SUPPORT LASL WEST ALTERNATIVE PROVISION SETTING
- ALL LEADERS NAMED ABOVE TO TAKE FURTHER RESPONSIBILITY FOR THE PRODUCTION, MONITORING AND REVIEWING OF THEIR SECTION OF THE SCHOOL DEVELOPMENT PLAN.
- OLIVIA BOWMAN TO ASSUME RESPONSIBILITY FOR

WHERE DO WE WANT TO BE SEPTEMBER 2017?

SAFEGUARDING

- CHILD SEXUAL EXPLOITATION TRAINING FOR ALL STAFF
- PREVENT FACE TO FACE TRAINING FOR ALL STAFF- *no training available despite trying to access it.*
- ESTABLISH AT LEAST TERMLY ANALYSIS CONFERENCES REGARDING SAFEGUARDING BETWEEN THE HEAD (YC) AND SAFEGUARDING GOVERNOR (CS)
- ESTABLISH AT LEAST TERMLY ANALYSIS CONFERENCES REGARDING SINGLE CENTRAL REGISTER BETWEEN BEHAVIOUR AND SAFETY LEAD (SMG) AND SAFEGUARDING GOVERNOR (CS)

DEVOLVED LEADERSHIP

- AMANDA TWEEDIE TO ASSUME ROLE OF SENCO WITH HEAD (PREVIOUS SENCO) AS SUPPORT
- STRENGTHEN SHELLEY MCGLASSON'S (AH) SUPPORT LINKS WITH OTHER EDUCATIONAL ESTABLISHMENTS AND LASL WEST.
- ALL LEADERS TO BE ABLE TO INDEPENDENTLY PRODUCE, MONITOR AND REVIEW THEIR ASPECT OF SCHOOL DEVELOPMENT PLAN.
- OLIVIA BOWMAN TO HAVE COMPLETED THE COMBINING OF PSHCE/P4C AND RE AND TO HAVE TAKEN RESPONSIBILITY FOR THIS SECTOR FROM AMANDA TWEEDIE TO RELEASE HER FOR SENCO DUTIES

PSHCE/P4C AND RE TO RELEASE AMANDA TWEEDIE TO TRAIN UP FOR SENCO ROLE

- ALLISON LANCASTER TO ACCESS TRAINING FOR NPQML
- REDESIGN THE WEBSITE TO PROVIDE ADDITIONAL INFORMATION TO SUPPORT PARENTS HELPING THEIR CHILDREN AT HOME

GOVERNANCE

- RECRUIT AND FILL PARENT GOVERNOR VACANCY
- GOVERNORS TO ACCESS TRAINING
- INCREASE FREQUENCY OF GOVERNOR MONITORING PARTICULARLY REGRADING SAFEGUARDING AND READING

- YVONNE CRAIG TO HAVE RELINQUISHED ROLE OF SENCO TO CONCENTRATE MORE ON DOMAIN 4 ACTIVITIES
- IMPROVE INDUCTION PACKS FOR NEW EMPLOYEES, VISITORS, CONTRACTORS AND AGENCY STAFF INCLUDING SAFEGUARDING AND BEHAVIOUR.
- HELEN CHILTON (AH) TO ACCESS TRAINING FOR NPQSL

GOVERNANCE

- INCREASE QUALITY OF GOVERNOR MONITORING DUE TO MORE TARGETED QUESTIONING AND OBSERVATIONS
- INCREASE THE AMOUNT OF FEEDBACK OF MONITORING FROM GOVERNORS TO THE REST OF GOVERNING BODY
- RECRUIT AND FILL VACANCY FOR CO OPTED GOVERNOR

SUCCESS CRITERIA:

IS SAFEGUARDING STRENGTHEN THROUGHOUT SCHOOL?

FEBRUARY 2017: YES

SEPTEMBER 2017:

IS LEADERSHIP IN SCHOOL FURTHER DEVOLVED?

FEBRUARY 2017: YES

SEPTEMBER 2017:

IS GOVERNOR CHALLENGE STRENGTHENED BY IMPROVED MONITORING AND QUESTIONING?

FEBRUARY 2017:ONGOING DUE TO MAJOR CHANGES IN GOVERNING BODY

SEPTEMBER 2017:

MONITORED BY: SLT (HELEN CHILTON, SHELLEY MCGLASSON, ALISON LANCASTER) - DEPUTY SAFEGUARDING LEAD (SHELLEY MCGLASSON) - HEADTEACHER/DESIGNATED SAFEGUARDING LEAD (YVONNE CRAIG) - SAFEGUARDING GOVERNOR (CAROL SWAINSON) - GOVERNING BODY INCLUDING CHAIR OF GOVERNORS (ANGELA O'DONNELL)

REVIEW AND EVIDENCE OF IMPACT

1. FEBRUARY 2017

- DUE TO STAFF TRAINING STAFF ARE MORE OF THE SIGNS OF POTENTIAL ABUSE AND AS A RESULT MORE CONCERN SHEETS HAVE BEEN PASSED ON TO THE SAFEGUARDING TEAM
- THROUGH INCREASED MONITORING BY THE CLARK OF GOVENORS IT IS ENSURED THAT THE SCR IS COMPLIANT AND UP TO DATE
- THROUGH ACCESS TO TRAINING THE STAFF KNOWLEDGE IS GREATER AND SHARED THROUGH TEAMS THUS IMPROVING CHANCES FOR CHILDREN
- THE NEWLY DESIGNED WEBSITE HAS IMPROVED OUTCOMES FOR CHILDREN THROUGH INCREASED PARENTAL KNOWLEDGE OF CURRICULUM THROUGH HELP SHEETS, INTRODUCTION OF CALENDAR AND POLICIES AND PROCEDURES. MOTIVATION HAS BEEN INCREASED DUE TO INCREASED CELEBRATION OF ACHIEVEMENT INCLUDING THE PHOTO AND WORK SHARING.

PLEASE NOTE THAT THERE HAVE BEEN CONSIDERABLE CHANGES TO THE MEMBERSHIP OF THE GOVERNING BODY DURING OCTOBER TERM, RESULTING IN A NEW CHAIR, NEW VICE CHAIR, 2 NEW PARENT GOVERNORS AND CO-OPTED GOVERNOR. THERE IS STILL A VACANCY FOR A CO-OPTED GOVERNOR.

2. SEPTEMBER 2017

PRIORITY 2: QUALITY TEACHING AND LEARNING AND ASSESSMENT

PRIORITY AREA 2A OBJECTIVE: TO IMPROVE ATTAINMENT AND PROGRESS FOR ALL CHILDREN IN READING

WHERE ARE WE NOW?

KEY STAGE 2 ATTAINMENT PERFORMANCE

READING 46% (NATIONAL 66%)

KEY STAGE 2 PROGRESS PERFORMANCE

READING -4.5 FROM KS1 **+2.8 FROM EJS ENTRY**

AVERAGE SCALED SCORE

READING 97 (NATIONAL 103)

ENTERING 3RD YEAR OF ACCELERATED READER SCHEME

AS PREVIOUS HISTORICAL DATA HAS PROVED THERE HAS BEEN A LONG STANDING DISCREPANCY BETWEEN KEY STAGE 1 EXIT AND KEY STAGE 2 ENTRY STATISTICS. (SEE PREVIOUS OFSTED REPORTS AND LOCAL AUTHORITY AND EXTERNAL CONSULTANT REVIEWS). YVONNE CRAIG'S JUDGEMENT OF TEACHING THROUGH OBSERVATION AND LEARNING WALKS WAS CONSIDERED GOOD AND OUTSTANDING TEACHING THROUGHOUT SCHOOL.

SENIOR LEADERSHIP TEAM HAVE IDENTIFIED THAT READING IS AN AREA TO FOCUS ON AND HAVE IDENTIFIED THAT KEY WEAKNESSES, WHICH HAVE LED TO REDUCTION IN READING RESULTS ARE: INFERENCE AND TEST TECHNIQUE (INCLUDING RESILIENCE). IN ADDITION A DEFICIT IN CHILDREN'S VOCABULARY HAS HAD AN IMPACT ON CHILDREN'S ABILITY TO ATTAIN THE EXPECTED STANDARD IN THE KEY STAGE 2 SATS.

ACCELERATED READER IS SET UP AND RUNNING THROUGHOUT SCHOOL AND ACCESSED BY ALL CHILDREN.

DEDICATED READING TIME - START OF THE MORNING AND AFTERNOON BUT WE NEED TO INCREASE THE NUMBER OF ADULTS LISTENING TO CHILDREN READ.

FREQUENCY AND READING MOTIVATION WAS INCREASED.

STILL HAVE DIFFICULTY IN ENGAGING PARENTS WITH READING AT HOME. AS THERE IS NOT A CULTURE OF READING IN THE AREA.

WHERE DO WE WANT TO BE BY FEBRUARY 2017?

PLAN LIBRARY VISITS (TERMLY).

TRAINING ON ACCELERATED READER.

SHARING GOOD PRACTICE - INFERENCE.

READING SURVEY.

VISIT TO LOCAL SCHOOL'S ATTAINMENT ABOVE NATIONAL.

EXTERNAL VISIT FROM ALYSON INGALLS FOCUS ON READING.

USE RAISE ONLINE TO ANALYSIS SATS

ANALYSE RAISE ON LINE DATA FOR ALL COHORTS TO SEE TRENDS

AND PATTERNS IN READING E.G. GIRLS/BOYS, HIGHER ATTAINERS,

PPF ETC.

INVITE SUE COVE IN TO COMPLETE READING AUDIT AND TRAINING.

CHANGE SILENT READING TO READING TIME.

WHERE DO WE WANT TO BE SEPTEMBER 2017?

PLAN LIBRARY VISITS (TERMLY)

MONITORING OF STAFF USING ACCELERATED READER AS DIRECTED.

ARRANGE AND ATTEND FAMILY LEARNING - FOCUS READING.

PROGRESS AND ATTAINMENT TO BE IN LINE WITH NATIONAL FIGURES.

WE WANT CHILDREN TO HAVE A LOVE OF READING AND BE ENTHUSIASTIC ABOUT IT.

CHILDREN TO HAVE CONVERSATIONS ABOUT BOOKS I.E.

RECOMMENDATIONS, BOOK SWAP, AUTHOR DISCUSSION.

SATS ANALYSIS TO SHOW THAT THE CHILDREN'S INFERENCE

ABILITY AND UNDERSTANDING OF VOCABULARY HAS

<p>INCREASE THE NUMBER OF BOOKS THE READERS TAKE HOME. BLUE AND PURPLE CAPS ASSIGNED TO EACH CLASS. GIFTED READING GROUP AFTER SCHOOL. READ ALOUD MORE CHALLENGING BOOKS AND NON-FICTION. TARGET EXTRA TUITION READING GROUPS. ALL YEAR 3 TO BE SUCCESSFULLY ACCESSING ACCELERATED READER. CONSIDER READING TARGETS. CALCULATED PROGRESS MEASURE FOR 2016 COHORT FROM ENTRY DATA AND COMPARED IT TO KEY STAGE 1. FREE BOOK COLLECTION AND GIFT BOOKS. IMPLEMENT REGULAR GUIDED READING SESSIONS FOR ALL CHILDREN, IN ALL YEAR GROUPS DURING THE ENGLISH LESSON. PURCHASE ALL YEAR 6 CHILDREN REVISION GUIDES INFORMATION HELPSHEETS DISTRIBUTED TO ALL PARENTS AND AVAILABLE ON THE WEBSITE SPELL BINDING - READING SCHEME FOR HIGHER ATTAINERS ESTABLISHED</p>	<p>IMPROVED. ALL CHILDREN IN ALL YEAR GROUPS TO MAKE EXPECTED OR BETTER PROGRESS FROM THEIR STARTING POINT. ALL CHILDREN TO HAVE A READING COMPREHENSION AGE IN LINE WITH THEIR CHRONOLOGICAL AGE OR BETTER. ALL STAFF TO BE CONFIDENT IN THE TEACHING OF READING. GUIDED READING TO BE WELL ESTABLISHED WITHIN THE SCHOOL WEEK. READING LEARNING WALK WITH SUE COVE 1.3.17</p>
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SUCCESS CRITERIA:
HAS ATTAINMENT AND PROGRESS FOR ALL CHILDREN IN READING IMPROVED?
 FEBRUARY 2017: **YES**
 SEPTEMBER 2017:
 MONITORED BY: LITERACY AND NUMERACY LEADER

REVIEW AND EVIDENCE OF IMPACT
1.FEBRUARY 2017:

- SUCCESSFUL IMPLEMENTATION OF GUIDED READING THROUGHOUT SCHOOL
- ACCELERATED READER- STAR READER SHOWING GOOD PROGRESS THROUGHOUT SCHOOL E.G. SEPT-NOV AVERAGE READING AGE INCREASE OF +7 MONTH IN A 3 MONTH PERIOD.
- BOOK TALK AROUND SCHOOL HAS INCREASED: PEER: PEER, PEER: ADULT.

- A SIGNIFICANTLY HIGHER PROPORTION OF PARENTS ARE ATTENDING PARENTS EVENING AND FAMILY LEARNING THEREFORE THEY ARE ABLE TO SUPPORT THE CHILDREN MORE EFFECTIVELY THROUGH IMPROVED KNOWLEDGE AND UNDERSTANDING.
- SIGNIFICANT IMPROVEMENT OF COMMUNICATION BETWEEN SCHOOL AND PARENT.
- CHILDREN ARE NOW RECEIVING HIGHER QUALITY TEACHING THROUGH PRACTICE, TRAINING AND INSETS
- CHILDREN RECEIVE QUALITY FEEDBACK FROM CLASS TEACHER, PEER AND SELF.
- CHILDREN HAVE OWNERSHIP OF THEIR OWN LEARNING; UNDERSTAND TARGETS, NEXT STEPS.
- CHILDREN ARE ENTHUSIASTIC; INCREASE IN LEARNING CONVERSATIONS BETWEEN; STAFF AND CHILDREN, PEER TO PEER, PARENTS TO TEACHER, CHILD TO PARENT' AND PROUD OF THEIR ACHIEVEMENTS.
- CHILDREN HAVE ACCESS TO READING MATERIALS BEYOND THE CLASSROOM.
- CHILDREN RECEIVE INTERVENTION AS SOON AS IT IS REQUIRED IN ENGLISH AND EGVPS.
- CHILDREN RECEIVE ENRICHMENT ACTIVITIES IN ORDER TO PROGRESS IN THEIR SPECIFIC TALENT.
- RAISE ASPIRATIONS OF HIGHER ATTAINING CHILDREN.
- YEAR 3 ENTRY CHILDREN RECEIVE IMMEDIATE SPECIFIC WELL-MATCHED AND PITCHED TEACHING WHICH ACCELERATES PROGRESS.
- 100% OF PARENTS AGREE THAT THEIR CHILD IS TAUGHT WELL AT THIS SCHOOL.
- 95% OF PARENTS AGREE THAT THEIR CHILD IS MAKING PROGRESS
- 95% OF PARENTS AGREE THAT THEIR CHILD WORKS HARD AT SCHOOL
- 97% OF CHILDREN SUGGEST THEY LEARN A LOT AT SCHOOL
- 97% OF CHILDREN AGREE THAT THEIR TEACHER SHOWS THEM HOW TO IMPROVE THEIR WORK

2. SEPTEMBER 2017

PRIORITY AREA OBJECTIVE 2B:

- TO IMPROVE THE UNDERSTANDING OF WHAT EVERY CHILD NEEDS TO BE TAUGHT, TO OPTIMISE THEIR POTENTIAL, THROUGH IMPROVED ASSESSMENT PROCESSES.

WHERE ARE WE NOW?

2015-2016

THE MEG DECIDED TO USE RISING STARS MATERIAL AS AN ASSESSMENT TOOL FOR ATTAINMENT WITH ALL YEAR GROUPS. THIS WAS DECIDED TOGETHER SO THAT ANY TRANSITIONAL CHILDREN HAD BEEN ASSESSED USING THE SAME MATERIAL FOR COMMONALITY. AS A SCHOOL WE DECIDED TO USE THE RISING STARS PROGRESS AND ATTAINMENT TESTS FOR READING, SPELLING, PUNCTUATION AND GRAMMAR AND ARITHMETIC FOR SUMMATIVE ASSESSMENT. WE ALSO USED ASSERTIVE MENTORING MATHS FOR A SUMMATIVE ASSESSMENT IN MATHS. THE REASON WE CHOSE THESE MATERIALS IS BECAUSE THE TRACKERS ANALYSED THE PAPERS AND THE ASSERTIVE MENTORING SET INDIVIDUAL PUPIL TARGETS. WE USED THE STAR READER TEST FROM ACCELERATED READER. AS ONGOING FORMATIVE ASSESSMENT WE USED THE ASSERTIVE MENTORING WEEKLY: MATHS, TIMETABLES, GRAMMAR HAMMAR, WE ALSO USED BIG MATHS WEEKLY CLIC AND LEARN ITS. WE CONTINUED TO USE THE WELL-ESTABLISHED ACCELERATED READER. WRITING WAS ASSESSED USING AN ADAPTED VERSION OF THE INTERIM ASSESSMENT DOCUMENT. THE CHILDREN, APART FROM THOSE WORKING ON P-SCALES, WOULD COMPLETE THEIR AGE APPROPRIATE TEST. WE EVALUATED THE SYSTEM/MATERIAL/TIMETABLE FOR ASSESSMENT AND DECIDED TO MAKE SEVERAL CHANGES IN ORDER TO IMPROVE.
FOR MORE DETAILS SEE THE ASSESSMENT PROCEDURE.

WHERE DO WE WANT TO BE BY FEBRUARY 2017?

CHANGES FROM EVALUATION TO BE IMPLEMENTED:

- REDUCED FREQUENCY OF ASSESSMENTS TO 4 TIMES PER ACADEMIC YEAR FOR YEAR 4 AND 5; AND 5 FOR YEAR 3 AND 6.
- CHILDREN TO COMPLETE ABILITY APPROPRIATE ASSESSMENTS NOT AGE.
- SOME MATERIALS USED TO CHANGE:
READING: TWINKL
GRAMMAR, SPELLING , VOCABULARY AND PUNCTUATION: RISING STARS
MATHS: ASSERTIVE MENTORING AND TWINKL

WHERE DO WE WANT TO BE SEPTEMBER 2017?

WE WANT TO HAVE AN ASSESSMENT SYSTEM IN PLACE USING SUCCESSFULLY TRIALLED AND TESTED MATERIAL FOR FORMATIVE AND SUMMATIVE ASSESSMENT THAT INFORMS TEACHING, REPORTS ON ATTAINMENT AGAINST YEAR GROUP EXPECTATIONS AND FEEDS INTO THE TARGET SETTING PROCESS ALLOWING THE CHILDREN TO IDENTIFY THEIR NEXT STEPS.

WE WANT ALL CHILDREN APART FROM SEVERE SEN TO ACCESS AGE APPROPRIATE ASSESSMENT MATERIALS.

WRITING: ADAPTED INTERIM ASSESSMENT DOCUMENTS.

**FURTHER STAFF TRAINING ON ASSESSMENT MATERIALS.
CLOSELY USE ASSESSMENT ANALYSIS TO GENERATE LONG TERM AND
SHORT TERM INDIVIDUAL PUPIL TARGETS.**

**CHILDREN ARE AWARE OF THEIR TARGETS, ABLE TO ARTICULATE
THEM AND UNDERSTAND HOW TO ACHIEVE THEM.**

**LEADERS TO KEEP UP TO DATE WITH ANY NATIONAL/GOVERNMENT
CHANGES AND ATTEND ANY TRAINING AVAILABLE ON ASSESSMENT
MATERIALS.**

STAFF TO BE CONFIDENT USING AND INTERPRETING
ASSESSMENT DATA.

SUCCESS CRITERIA

**HAS THE IMPROVED ASSESSMENT PROCESSES ENABLED TEACHERS TO RECOGNISE WHAT EVERY CHILD NEEDS TO BE
TAUGHT IN ORDER TO OPTIMISE THEIR POTENTIAL?**

FEBRUARY 2017: *Yes*

SEPTEMBER 2017:

MONITORED BY: SENIOR LEADERSHIP TEAM

REVIEW AND EVIDENCE OF IMPACT

1. FEBRUARY 2017

FOLLOWING THE FIRST ROUND OF ASSESSMENTS, STAFF FEEL MORE CONFIDENT THAT THE CHOSEN
ASSESSMENTS ARE MORE ACCURATE AND IN LINE WITH OTHER ASSESSMENTS THEREFORE THE RESULTS ARE MORE
SECURE.

CHILDREN ARE LESS ANXIOUS WHEN BEING ASSESSED DUE TO LESS FREQUENCY AND THE MATERIAL BEING MORE
ACCESSIBLE.

DUE TO LOWER FREQUENCY OF ASSESSMENTS THERE IS MORE TEACHING TIME.

CHILDREN ARE AWARE OF THEIR INDIVIDUAL TARGETS AND THE NEXT STEPS IN THEIR LEARNING.

2. SEPTEMBER 2017

Priority 3: Personal development, behaviour and welfare

PRIORITY AREA OBJECTIVE 3:-

- TO IMPROVE ATTENDANCE THROUGHOUT SCHOOL, ESPECIALLY FOR PERSISTENT ABSENTEES.
- TO REDUCE INAPPROPRIATE BEHAVIOURAL INCIDENTS DURING PLAY TIME AND LUNCH TIME.
- TO REDUCE INAPPROPRIATE BEHAVIOURAL INCIDENTS THROUGH CLOSER ANALYSIS OF BEHAVIOUR REGISTER BY UTILISING SIMS COMPUTERISED BEHAVIOUR TRACKING SYSTEM.
- TO IMPROVE EACH CHILD'S UNDERSTANDING OF PERSONAL DEVELOPMENT, WELFARE AND SELF-ANALYSIS THROUGH THE COMBINING AND MORE REGULAR TEACHING OF PSHCE/RE AND P4C.

Where are we now?

Attendance 15 - 16:

ATTENDANCE = 95.89 %

AUTHORISED ABSENCE = 3.87%

UNAUTHORISED ABSENCE = 0.2%

PERSISTENT ABSENCE = 9.2%

- TWICE A YEAR LEARNING MENTOR (KD) ANALYSES ATTENDANCE
- MEETS, DISCUSSES AND PRIORITISES ATTENDANCE NEEDS WITH YC (HEAD)
- KD COMMUNICATES PARENTS/CARERS OF CHILDREN WHO CAUSING ATTENDANCE CONCERNS.
- FOR CHILDREN WITH ATTENDANCE LESS THAN 90% A MEETING IS ARRANGED BY KD.
- AT THE MEETING KD DISCUSSES WITH PARENTS SAID ATTENDANCE CONCERNS AND THIS IS MONITORED BY THE ATTENDANCE GOVERNOR - JANET BUTLER, WHO ALSO ATTENDS THE MEETING.

BEHAVIOUR

- INTERVENTIONS DAILY PRO-ACTIVE AND RE-ACTIVE, PREVENTATIVE AND CURATIVE.
- BEHAVIOUR MANAGEMENT TO PROMOTE ACTION AND CONSEQUENCE UNDERSTANDING. CHILDREN TO BE HELD ACCOUNTABLE.
- ANALYSIS OF BEHAVIOUR SHEETS TERMLY TO LOOK FOR PATTERNS AND PLACES OF INAPPROPRIATENESS
- REPORT BACK TO GOVERNORS TERMLY REGARDING BEHAVIOUR
- ACQUIRED SOME LAND TO SPLIT UP ACTIVITIES AT BREAK-TIME AND LUNCH TIMES

- BLACK CAPS AND RED CAPS MONITORS DURING BREAK AND DINNER TIME TO LEAD ACTIVITIES AND BUDDY CHILDREN

WELFARE

- CHILDREN ARE MOTIVATED TO DEVELOP A GOOD UNDERSTANDING OF HOW TO KEEP THEMSELVES SAFE AND MANAGE RISKS.
- WALK 2 SCHOOL WEEK
- KID SAFE
- CHANGE4LIFE
- SPORTS COMPETITION INCLUDES MORE THAN 1 TEAM WHERE POSSIBLE.
- RESIDENTIAL AND AFTER-SCHOOL CLUBS ARE ALL INCLUSIVE.
- A VARIETY OF AFTERSCHOOL CLUBS INCLUDING: COOKING, SPORTS CLUB, FOOTBALL CLUB, GOLDEN TIME CLUBS
- EWANRIGG'S GOT TALENT AND ROCK CHALLENGE
- BARNADOS

Where do we want to be by February 2017?

ATTENDANCE

- ESTABLISH HALF TERMLY ANALYSIS OF ATTENDANCE BY LEARNING MENTOR
- ESTABLISH TERMLY ATTENDANCE CONFERENCES:
-LEARNING MENTOR (KD) and JULIE TOPPING (AIO) 2.2.17 and 27.4.2017
-LEARNING MENTOR (KD) and ATTENDANCE GOVERNOR (JB). 21.11.17,
- KD AND JB TO MEET WITH PARENT/CARER OF CHILDREN WHO ARE CAUSING ABSENCE CONCERNS WITHIN A WEEK OF THE ANALYSIS FOLLOW UP 21.11.16. Letters sent to 6 parents following meeting with YC and AIO 6.2.17. 13 letters sent to parents- persistent absence 13.2.17 as discussed with YC.

Where do we want to be September 2017?

ATTENDANCE

- TRACK ATTENDANCE THROUGHOUT THE YEAR
- AMOUNT OF PERSISTENT ABSENTEES TO DECREASE
- PERCENTAGE OF PERSISTENCE ABSENTEES TO DECREASE

WELLBEING

- CHILD SEXUAL EXPLOITATION TRAINING
- PREVENT TRAINING FACE TO FACE
- TRAINEE SOCIAL WORKER TO WORK WITH GROUPS
- LEGO INTERVENTION GROUPS
- NUTURE GROUP IN THE AFTERNOON

BEHAVIOUR

- UPDATE BEHAVIOUR MONITORING AND ANALYSIS - USING SIMS TO GENERATE REPORTS AND ANALYSE

- **100 CLUB:**
 - Celebration Assembly and text home to parents
 - 100 Club board
 - Win extra playtime for class
 - Extra playtime for individual children
 - **Tackling Lateness**
 - Late book - phone call to parents
 - Report to YC

WELLBEING

- ALL SCHOOL STAFF TO HAVE RECEIVED ATTACHMENT TRAINING- no trainer available as previous trainer has changed job.
- ALL STAFF TO ACCESS BEHAVIOUR TRAINING.
- INTRODUCE THE MILE WALK TO IMPROVE HEALTH AND WELL-BEING AND BEHAVIOUR INCIDENTS.

BEHAVIOUR

- INTRODUCE THE MILE WALK TO IMPROVE HEALTH AND WELL-BEING AND BEHAVIOUR INCIDENTS.
- TO CHANGE SIMS SYSTEM TO TRACK OUR BEHAVIOUR

PATTERNS. STRENGTHEN GOVERNOR UNDERSTANDING IN RELATION TO SAFEGUARDING AND BEHAVIOUR MATTERS.

- REDUCE BEHAVIOUR INCIDENTS AT BREAK AND LUNCHTIMES BY ACQUIRING AND MANAGING EXTRA SPACE (GRASSED AREAS).

SUCCESS CRITERIA:

HAS ATTENDANCE THROUGHOUT SCHOOL, ESPECIALLY FOR PERSISTENT ABSENTEES IMPROVED?

FEBRUARY 2017: ALL ACTIONS HAVE BEEN IMPLEMENTED BUT WE NEED TO MONITOR UNTIL THE END OF THE TERM TO CHECK IMPACT.

SEPTEMBER 2017:

HAS THERE BEEN A REDUCTION IN INAPPROPRIATE BEHAVIOURAL INCIDENTS DURING PLAY TIME AND LUNCH TIME?

FEBRUARY 2017: YES

SEPTEMBER 2017:

DOES EACH CHILD HAVE A GREATER UNDERSTANDING OF PERSONAL DEVELOPMENT, WELFARE AND SELF-ANALYSIS THROUGH THE COMBINING AND MORE REGULAR TEACHING OF PSHCE/RE AND P4C?

FEBRUARY 2017: YES

SEPTEMBER 2017:

MONITORED BY: SHELLEY McGLASSON - ASSISTANT HEAD, KAY DAWSON - LEARNING MENTOR

Review summary of impact

1. February 2017

Referrals and letters completed for cause for concern children with regards to attendance.

Fewer incidents of inappropriate behaviours recorded during lunch time.

Children are eating more therefore there is less wastage from the school dinners.

Lunch time supervisors reported that their behaviour management strategies have improved following training.

2. September 2017

Priority 4: Outcomes

PRIORITY AREA OBJECTIVE 4: To improve attainment and progress, particularly in reading, for groups of children e.g. disadvantaged, higher attaining, higher attaining disadvantaged.

Where are we now?

KEY STAGE 2 ATTAINMENT PERFORMANCE

AVERAGE SCALED SCORE

READING 46% (NATIONAL 66%)

READING 97 (NATIONAL 103)

WRITING 85% (NATIONAL 74%)

WRITING 102 (TA primary accountability))

MATHS 71% (NATIONAL 70%)

MATHS 102 (NATIONAL 103)

KEY STAGE 2 PROGRESS PERFORMANCE

READING -4.5 FROM KS1 **+2.8 FROM EJS ENTRY**

WRITING +1.1 FROM KS1 **+13.48 FROM EJS ENTRY**

MATHS -0.2 FROM KS1 **+4.8 FROM EJS ENTRY**

GPVS 68% (NATIONAL 72%)

GPVS 102 (NATIONAL 104)

COMBINED 41% (NATIONAL 53%)

NATIONAL PROGRESS SCORE IS 0%

As previous historical data has proved there has been a long standing discrepancy between Key Stage 1 exit and Key Stage 2 entry statistics. (See previous OFSTED reports and local authority and external consultant reviews).

2012 KEY STAGE 1 EXIT COHORT AVERAGE POINT SCORE IS STATED IN PRIMARY SCHOOL TABLES AS 15.3

2012 INTERNAL DATA KEY STAGE 2 ENTRY AVERAGE POINT SCORE IS CALCULATED AS 10.6

THEREFORE EJS ARGUES THAT OUR STARTING POINT FOR PROGRESS MEASURES ARE LESS THAN STATED IN SAID PRIMARY SCHOOL TABLES AND ARE ACTUALLY 4.7 POINTS BELOW.

THE INDIVIDUAL SUBJECT BREAKDOWN FOR THE KS1 EXIT TO KS2 ENTRY AVERAGE POINT SCORES IS DETAILED BELOW

2012 KS 1 EXIT DATA	KS2 ENTRY DATA	DIFF
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READING 15.9	10.6	-5.4
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WRITING 14.0	8.4	-5.6
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MATHS 15.9	11.6	-4.2
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EJS DID NOT MEET THE FLOOR TARGET OF 65% COMBINED READING, WRITING AND MATHS (NATIONAL AVERAGE 54%) BUT DID MEET THE FLOOR TARGET FOR PROGRESS HAVING HIGHER THAN -5.00 IN READING, -5 IN MATHS AND -7 IN WRITING. EJS HAS THEREFORE MET FLOOR TARGET THROUGH PROGRESS.

IN WRITING WITH A PROGRESS SCORE OF +1.1 OUR CHILDREN, ON AVERAGE, DO ABOUT BETTER AS THOSE WITH SIMILAR KEY STAGE 1 PRIOR ATTAINMENT NATIONALLY.

IN MATHS WITH A PROGRESS SCORE OF -0.2 OUR CHILDREN, ON AVERAGE, DO ABOUT AS WELL AS THOSE WITH SIMILAR KEY STAGE 1 PRIOR ATTAINMENT NATIONALLY.

IN READING WITH A PROGRESS SCORE OF -4.5 OUR CHILDREN, ON AVERAGE, DO WORSE THAN THOSE WITH SIMILAR KEY STAGE 1 PRIOR ATTAINMENT NATIONALLY.

ALL INFORMATION ABOVE FROM PERFORMANCE TABLES SEPTEMBER 2016

EXPECTED STANDARD OF ATTAINMENT 41% IS IN LINE WITH NATIONAL AVERAGE OF 52% ACCORDING TO FFT ASPIRE

EXPECTED STANDARD OF PROGRESS IS IN LINE WITH NATIONAL AVERAGE ACCORDING TO FFT ASPIRE

FFT ASPIRE STATES THAT EJS AVERAGE SCALED SCORE FOR ATTAINMENT STANDS AT 99.9 WHICH IS SIGNIFICANTLY LOWER THAN NATIONAL AVERAGE OF 102.7

FFT ASPIRE STATES THAT EJS EXPECTED STANDARD FOR PROGRESS STANDS AT -8% WHICH IS IN LINE WITH NATIONAL AVERAGE

THREE YEAR TRENDS (FFT) SHOW:-

COMBINED - VARIED TREND OF ATTAINMENT , IMPROVED PROGRESS SINCE 2014

READING - AN ISSUE - BOTH ATTAINMENT AND PROGRESS

WRITING - 3 YEAR ON YEAR IMPROVEMENT BOTH ATTAINMENT AND PROGRESS (STILL NEED TO CONCENTRATE ON HIGHER ABILITY WRITERS 0%)

MATHS - 3 YEAR ON YEAR IMPROVEMENT BOTH ATTAINMENT AND PROGRESS (STILL NEED TO CONCENTRATE ON HIGHER ABILITY MATHEMATICIANS 10%)

GPVS - MIXED THREE YEAR ATTAINMENT BUT IMPROVED PROGRESS(STILL NEED TO CONCENTRATE ON HIGHER ABILITY GPVS 5%)

BOYS DID BETTER THAN GIRLS WITH AN AVERAGE COMBINED ATTAINMENT SCALED SCORE OF 101.6. **GIRLS WERE 97.9**

BOYS DID BETTER THAN GIRLS WITH AN AVERAGE COMBINED PROGRESS SCORE OF -1.0. **GIRLS WERE -4.1**

STILL GAP TO CATCH UP BETWEEN EVER 6 (AVERAGE SCALED SCORE 98.1) AND NON EVER 6 (100.8) IN RELATION TO ATTAINMENT BUT PROGRESS IS IN LINE BETWEEN BOTH STANDING AT EVER6 (-2.5) AND NON (-2.4)

FROM SEPT TARGET SETTING OUR FINDINGS SHOWN THAT:

- YEARS 3 AND 5 IN READING AND WRITING
- YEARS 3, 4 AND 5 MATHS
- YEARS 3 AND 4 IN EGVS

THERE IS A HIGH PERCENTAGE OF SEN AND PPI CHILDREN

YEAR 3 - 47% ARE EVER6 - 45% OF THOSE CHILDREN SEN,

YEAR 4 - 45% EVER6 - 65% OF THOSE CHILDREN ARE SEN

YEAR 5 - 59% EVER6 - 59% OF THOSE CHILDREN ARE SEN

YEAR 6 - 60% EVER6 - 31% OF THOSE CHILDREN ARE SEN

CONCLUSION

ALTHOUGH ATTAINMENT IS BELOW NATIONAL AVERAGE, PROGRESS FROM KEY STAGE 1 IS WITHIN ACCEPTABLE NATIONAL TRENDS AND ABOVE SO IN WRITING.

WE NEED TO PRIORITISE READING AS AN AREA TO DEVELOP FURTHER.

Where do we want to be by February 2017

- ANALYSE READING PAPERS - WHAT WERE THE COMMON ERRORS? WAS THIS A NATIONAL ISSUE OR ONE RELATED TO EJS?
- EXPLICITLY TEACH THE PUPILS TIME MANAGEMENT.
- EXPLICITLY TEACH EXAM TECHNIQUE FOR NEXT YEAR'S SATS
- LOOK AT READING QUESTION TYPES AND STRANDS
- TRACK DOWN A SCHOOL WHO HAS SIMILAR PUPILS AND HAS EXCELLED AT READING - VISIT
- STUDY OTHER COHORTS AND DECIDE IF WE HAVE A BOY/GIRL IMBALANCE. DUE TO HAVING LOTS OF BOYS OF LATE WE ALTERED OUR CURRICULUM. IS IT NOW TOO BOY HEAVY?
- FURTHER ANALYSE HIGHER ATTAINERS IN READING, WRITING AND GPVS AND PROVIDE FURTHER AND EARLIER CHALLENGE ACTIVITIES.
- CELEBRATE SUCCESSES IN WRITING ATTAINMENT AND PROGRESS AND IMPROVEMENT IN MATHS
- LOOK AT AND COVERT KS1 AVERAGE POINT SCORE OF 15.3 TO EJS ENTRY POINT
- INVESTIGATE DIFFERENCE BETWEEN KEY STAGE 1 RESULTS AND EJS BASELINE TO SHOW DIFFERENCE IN PROGRESS MEASURE
- EXTRA TUITION TO START IN NOVEMBER RATHER THAN FEBRUARY

Where do we want to be September 2017?

- CLOSELY MONITOR READING THIS YEAR
- ADVICE AND TRAINING FROM AN ENGLISH CONSULTANT
- TRACK ALL YEAR GROUPS THROUGH OUT THE SCHOOL TO ENSURE ALL CHILDREN TO MAKE EXPECTED OR BETTER PROGRESS
- TRACK SPECIFIC GROUPS E.G. DISADVANTAGED, SEN, HIGHER ATTAINING DISADVANTAGED, PPF, GIRLS/BOYS. TO DIMINISH THE DIFFERENCE.
- HIT OR EXCEED FLOOR TARGET FOR ALL SUBJECTS IN END OF KEY STAGE 2 SATS
- ALL CHILDREN TO ACHIEVE PROGRESS MEASURES FROM KS2 ENTRY POINT
- CURRENT YEAR 5'S TO BE TARGETTED FOR INTENSE TUITION IN SUMMER
- READING INTERVENTION - TARGETTING YEARS 3, 4 AND 5
- SATS ANALYSIS WILL SHOW PROGRESS AND ATTAINMENT
- END OF TERM ASSESSMENTS WILL SHOW PROGRESS THROUGH OUT THE YEAR.
- GAPS IN MATHS WILL CLOSE THE CHILDRENS GAPS

SUCCESS CRITERIA:

Has attainment and progress, particularly in reading, for groups of children e.g. disadvantaged, higher attaining, higher attaining disadvantaged improved?

FEBRUARY 2017: YES

SEPTEMBER 2017:

MONITORED BY: Senior Leadership team

Review summary of impact:

1. February 2017 -

- SUCCESSFUL IMPLEMENTATION OF GUIDED READING THROUGHOUT SCHOOL
- ACCELERATED READER- STAR READER SHOWING GOOD PROGRESS THROUGHOUT SCHOOL E.G. SEPT-NOV AVERAGE READING AGE INCREASE OF +7 MONTH IN A 3 MONTH PERIOD.
- BOOK TALK AROUND SCHOOL HAS INCREASED: PEER: PEER, PEER: ADULT.
- A SIGNIFICANTLY HIGHER PROPORTION OF PARENTS ARE ATTENDING PARENTS EVENING AND FAMILY LEARNING THEREFORE THEY ARE ABLE TO SUPPORT THE CHILDREN MORE EFFECTIVELY THROUGH IMPROVED KNOWLEDGE AND UNDERSTANDING.
- SIGNIFICANT IMPROVEMENT OF COMMUNICATION BETWEEN SCHOOL AND PARENT.
- CHILDREN ARE NOW RECEIVING HIGHER QUALITY TEACHING THROUGH PRACTICE, TRAINING AND INSETS
- CHILDREN RECEIVE QUALITY FEEDBACK FROM CLASS TEACHER, PEER AND SELF.
- CHILDREN HAVE OWNERSHIP OF THEIR OWN LEARNING; UNDERSTAND TARGETS, NEXT STEPS.
- CHILDREN ARE ENTHUSIASTIC; INCREASE IN LEARNING CONVERSATIONS BETWEEN; STAFF AND CHILDREN, PEER TO PEER, PARENTS TO TEACHER, CHILD TO PARENT' AND PROUD OF THEIR ACHIEVEMENTS.
- CHILDREN HAVE ACCESS TO READING MATERIALS BEYOND THE CLASSROOM.
- CHILDREN RECEIVE INTERVENTION AS SOON AS IT IS REQUIRED IN ENGLISH AND EGVPS.
- CHILDREN RECEIVE ENRICHMENT ACTIVITIES IN ORDER TO PROGRESS IN THEIR SPECIFIC TALENT.
- RAISE ASPIRATIONS OF HIGHER ATTAINING CHILDREN.
- YEAR 3 ENTRY CHILDREN RECEIVE IMMEDIATE SPECIFIC WELL-MATCHED AND PITCHED TEACHING WHICH ACCELERATES PROGRESS.
- 100% OF PARENTS AGREE THAT THEIR CHILD IS TAUGHT WELL AT THIS SCHOOL.
- 95% OF PARENTS AGREE THAT THEIR CHILD IS MAKING PROGRESS
- 95% OF PARENTS AGREE THAT THEIR CHILD WORKS HARD AT SCHOOL

- 97% OF CHILDREN SUGGEST THEY LEARN A LOT AT SCHOOL
97% OF CHILDREN AGREE THAT THEIR TEACHER SHOWS THEM HOW TO IMPROVE THEIR WORK

2. September 2017