

Improving outcomes plan 2016/17

“Progress for all – embedding a challenging/mastery curriculum”

Promoting mastery throughout the curriculum by;

- using thorough assessment procedures
- promoting differentiation and challenge
- extending teachers subject knowledge

to allow accelerated rates of learning for all.

Drafted with Governors Curriculum Committees and full Governing Body - Autumn term 2016

Section 1: Raising Achievement of pupils

Section 2: Improving the quality of teaching (arising from school self evaluation activity and lesson observations)

Section 3: Maintaining and improving Pupil behaviour, attendance, personal development and welfare

Section 4: Improving the effectiveness of leadership and management; embedding ambition and driving improvement

Long term aims;

Underlying principles to align action with aspiration.

“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

L.M. Williams – Head Teacher

1. Grow great staff, who in turn grow a great team, who in turn grow a great school.
 - Continue to invest in the staff through maintaining our role as a strategic partner with the teaching school
 - Invest in future teaching staff by leading on the school direct teaching programme and driving forward the Teach Bolton Model
 - Extend the role of the school as a National Support School, with the head teacher taking a lead role as NLE.
 - Promote other staff to the role of SLE

2. Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny.
(Learn)
 - Promote the incremental learning theory – growth mindset approach
 - Reward effort and attribute success to hard work and determination

3. Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. **(Sparkle)**

4. Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by Christian and British Values. **(Shine)**


Section 1 ; Raising Achievement Plan

<p>Rationale To raise the outcomes for all groups of pupils to outstanding.</p>	<ul style="list-style-type: none"> • The progress and achievement of all groups exceeds national comparative data • Pupils learn well and demonstrate a good quality of work in a range of subjects • Pupils develop their skills in reading, writing, grammar, communication and maths and apply them across a wide range of subjects • Keep up the drive to accelerate pupil's rates of progress in EYFS and KS1 to increase the proportion who are able to meet the standards expected for their age at the end of Year 2.
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What?	How?	Who?	Outcome
<p>Develop the spelling strategies used for those children beyond phase 6 phonics at ks1 and throughout ks2 to increase the % of children achieving age related expectation in 2017 assessments.</p>	<ul style="list-style-type: none"> • Ensure spelling is taught following the No Nonsense spelling scheme. • Monitor planning, books and spelling data collated from tests for all classes. • Monitor spelling coverage trackers to ensure relevant, age appropriate coverage. • Develop a school bank of spelling games and strategies through staff meetings • Research and develop standardised spelling tests and grammar resource <p>Refer to literacy action plan</p>	<p>DB/YP/ All staff</p>	<p>End of KS2 SPAG results will be in line with national average especially for expected outcomes. Data from other classes will show an improvement in age expected achievements</p>
<p>Narrow the gap between national average and St. Peters' for boys in writing, particularly for expected level.</p>	<ul style="list-style-type: none"> • Provide stimulating writing prompts, known to engage boys • Make use of visual literacy resources to engage boys • Praise boys effort in writing - use as writer of the week as often as possible • Identify famous male authors as role models • Invite male authors in to school to do workshop activities 	<p>YP/DB</p>	<p>The gap between NA and achievement for boys at end of Ks2 in writing will at least match the national gap.</p>

Section 1 Yearly action

Sep 16	Oct	Nov	Dec	Jan 17	Feb
<p>Evaluate raising achievement section of SIP 15/16 Analysis of data for vulnerable groups. Pupil progress data and action plan completed by new class teacher in collaboration with new teacher Individual needs meeting re new classes. Identify intervention for Autumn term - what, by</p>	<p>Full analysis of all comparative data available; Foundation stage profile Raise on line FFT</p>	<p>Assessment week. Update all pupil trackers. Identify new FFT targets as published to account for cohort mobility.</p>	<p>Analysis of data for vulnerable groups. Pupil progress meetings with class teacher. Identify intervention for Spring term - what, by</p>	<p>Copies of interventions to be collated and monitored for quality by HT. Provision maps to be written for specific SEN children by new class teacher.</p>	<p>Writing WOW week Update writing portfolios and displays around school</p>

<p>whom ,when.</p> <p>Copies of interventions to be collated and monitored for quality.</p> <p>Provision maps to be written for specific SEN children by new class teacher.</p> <p>Update provision summary sheets for al pupils. Inc nurture groups and RR better reading partners</p> <p>Identify children to take part in reading comprehension and inference development programmes.</p> <p>SATs meeting – educate parents re the Y6 test (parents leaflet)</p> <p>Introduce the use of new spelling resources and assessment materials</p>	<p>National benchmark data</p> <p>Write comparative data</p> <p>Self evaluation – update SEF</p> <p>Parents evening with specific targets and next steps for each child</p> <p>Update writing portfolios and displays around school</p>	<p>Update all summary data. Inclu spelling data</p> <p>Writing WOW week</p>	<p>whom, when.</p> <p>Update writing portfolios and displays around school</p>	<p>Update provision summary sheets for al pupils. Inc nurture groups and RR better reading partners</p>	
Mar	Apr	May	June	July	
<p>Assessment week</p> <p>Update all pupil trackers.</p> <p>Identify new FFT targets as published to account for cohort mobility.</p> <p>Update all summary data including spelling</p> <p>Provision maps to be written for specific SEN children by new class teacher.</p> <p>Update provision summary sheets for al pupils. Inc nurture groups and RR better reading partners</p>	<p>Analysis of data for vulnerable groups.</p> <p>Pupil progress meetings with new class teacher.</p> <p>Identify intervention for Summer term - what, by whom, when.</p> <p>Update writing portfolios and displays around school</p>	<p>Writing WOW week</p>	<p>Assessment Week</p> <p>Update all pupil trackers.</p> <p>Identify new FFT targets as published to account for cohort mobility.</p> <p>Update all summary data including spelling</p> <p>Analysis of data for vulnerable groups.</p> <p>Update writing portfolios and displays around school</p>	<p>Analysis of data for vulnerable groups.</p> <p>Pupil progress meetings with new class teacher.</p>	

Evaluation

Target 1

Develop the spelling strategies used for those children beyond phase 6 phonics at ks1 and throughout ks2 to increase the % of children achieving age related expectation in 2017 assessments.

	Year 3			Year 4			Year 5			Year 6		
Sum 15/16	E 58	SA 39	A 31	E 90	SA 58	A 38	E 73	SA 47	A 30	E 72 NA 72	SA	A
Av	18.9			23.8			25.27			SCALED SCORE 103		
EXP	19			22			25			NA104		
DIFF	-0.1			+1.8			+0.27			+3.0		
	Year 3			Year 4			Year 5			Year 6		
Sum 16/17	ARE 80	SA 63	AARE 44	ARE 83	SA 67	AARE 47	ARE 74	SA 61	AARE 55	ARE 79	SA	AARE 28
Exp	72		17	63		20	67		16	63		15
Diff	+8		+27	+20		+27	+7		+39	+16		+13
Av	19.68			22.75			25.8			Scaled Score 105		
EXP	19			22			25			100 NA = 106		
DIFF	+0.68			+0.75			+0.8			+5.0		

Actual v Expected FFT target 2016- 17 academic year

Change in difference to expected (based on FFT targets) over the year from Dec 2017 to July 2017

		GPS July 17			GPS March 17			GPS Dec 2016		
		Act	Exp	Diff	Act	Exp	Diff	Act	Exp	Diff
Current Y6 Leavers 17	ARE	79	63	+16	76	63	+13 ↑	70	63	+7
	AARE	28	15	+13	17	15	+2	33	15	+18
Current Y5 Leavers 18	ARE	74	67	+7	55	67	-12 ↑	42	68	-26
	AARE	55	16	+39	16	16	=↑	6	17	-11
Current Y4 Leavers 19	ARE	83	63	+20	88	63	+25 ↑	66	65	+1
	AARE	47	20	+27	47	20	+27 ↑	22	21	+1
Current Y3 Leavers 20	ARE	80	72	+8	73	72	+1 ↑	73	73	=
	AARE	44	17	+27	42	17	+25 ↑	36	19	+17

GPS SATs data

	2016			2017		
	Average	Ab average	Scaled score	Average	Ab average	Scaled score
School	72%	17%	103.5	79% ↑	28% ↑	105.0 ↑
PR	57	60	57	50 ↑	53 ↑	62
National average	73%	23%	104	77%	31%	106.0
Gap	-1%	-6%	-0.5	+2%	-3%	-1.0
Diff to expected (VA)	+10	+2	+2.1	+12	+6	+2.1
PR	21	40	21	14 ↑	29 ↑	22

Comparing 15/16 attainment with 16/17 attainment shows a substantial improvement in overall scores in all areas (except Y4 ARE). The % achieving above average is high in all cohorts; exceeding FFT targets in all cohorts.

The performance of Y6 pupils in 2017 SAT's exceeds the performance of the cohort in 2016 and PR has risen in most areas.

Target 2

Narrow the gap between national average and St. Peters' for writing, particularly boys at expected level.

Ks1 attainment in writing

	2016			2017		
	Boys	Girls	Overall	Boys	Girls	Overall
School	47	76	59	59	74	66
National	59	73	65	62	75	68
Gap	-12	+3	-6	-3	-1	-3
School VA Actual compared to expected based on PA	-4	+5	0	+12	+14	+13
PR for progress			53			11

Data for 2016 shows that in writing the % of boys achieving national expectation was 12% below the national average and 4% below the school prediction based on their prior attainment.

2017 data shows that the gap between national average for boys and that at St. Peters has narrowed from 12% below to 3% below. Progress data however shows that the Ks1 cohort progress made in writing has risen from PR 53 to PR 11

Ks1 Progress since EYFS

		2016	2017
		Writing	Writing
Emerging to expected (%)	School	28	32
	National 2016 or 17	30	24
	Difference sch to nat	-2	+8
Expected to expected (%)	School	78	100
	National 2016 or 2017	82	78
	Difference sch to nat	-4	+22
Expected to exceeding (%)	School	9	11
	National 2016 or 2017	13	10
	Difference sch to nat	-4	+1
Exceeding to exceeding (%)	School	60	100
	National 2016 or 2017	52	50
	Difference sch to nat	+8	+50

The % of age related pupils at EYFS converting to age related at Ks1 in writing has risen from 78% (4% below national data) to 100% (22% above national 2017 data)

All progress data is increased compared to 2016 progress data in Ks1 for writing and is now above the national average

Ks2 attainment in writing

	2016			2017		
	Boys	Girls	Overall	Boys	Girls	Overall
School	69	81	76	63	85	72
National	68	81	75	70	83	76
Gap	+1	=	+1	-7	+2	-4
School VA Actual compared to expected based on PA	+10	+12	+10	+8	+4	+5

PR		20			33
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Data for kS2 shows that in 2016 attainment in writing was in line with national average, however when considering the prior attainment of the pupils the achievement was above expected by 10% with a percentile rank of 20.

Data for 2017 indicates attainment to be below national average. FFT data which considers prior attainment however, indicates that the overall performance of pupils achieving age related expectation was 5% above PA expectation PR = 33. The attainment of boys has remained consistent with their performance being 8% above PA expectation, compared to 10% above in 2016. It is the comparative attainment of girls that has shown a slight decline this year.


Section 2; Improving the quality of teaching (arising from school self evaluation activity and lesson observations)

<p>Rationale To raise the quality of teaching from good to outstanding;</p>	<ul style="list-style-type: none"> • teachers demonstrate high expectations, enthuse, engage and motivate pupils so that they learn and make progress • teachers set challenging tasks • teachers use their expertise to deepen pupils' subject knowledge and understanding and teach them the skills needed to learn for themselves • teachers assess pupils' progress, provide them with constructive feedback, and plan lessons to match their needs • teaching and other support provides for each pupil's individual needs including those of disabled pupils and pupils with special educational needs • pupils are effectively taught to read and to develop their skills in literacy and numeracy
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What?	How?	Who?	Outcome
<p>Develop the literacy teaching sequence across KS2 so that there are regular taught opportunities for children to edit and evaluate work. Refer to literacy action plan.</p>	<ul style="list-style-type: none"> • Introduce the new literacy teaching sequence • Introduce the process for editing with staff • Develop staff understanding of the editing process through staff meetings. • Monitor through planning scrutiny and lesson drop ins to ascertain the quality of the editing process. • Evaluate the quality of children's work in books following the editing process 	DB/YP	Children's progress in writing will be strengthened through opportunities to develop and improve work
<p>Embed opportunities for building cross curricular maths in to other subjects Refer to numeracy action plan</p>	<ul style="list-style-type: none"> • Subject leaders to identify opportunities for maths through their subject. • Identify resources that are required • Identify maths opportunities clearly on planning • Monitor and evaluate opportunities • (See Maths curriculum action plan) 	EW/JR	The profile of maths will be higher with a broader, more in depth view of how it is applied to other subjects.
<p>Develop the use of reasoning activities used through maths lessons to promote mastery. Refer to numeracy action plan</p>	<ul style="list-style-type: none"> • Subject leaders to identify a range of useful resources to promote reasoning activities and share with staff. • Develop staff understanding of reasoning and teaching for mastery through staff meetings. • Monitor planning to identify reasoning opportunities that staff are using • Evaluate effectiveness of reasoning through lessons 	EW/JR	Children's understanding of maths will be broader and deeper through applying their knowledge in a variety of ways.
<p>Strengthen the process of moderation for summative assessment particularly in writing so that staff have a thorough understanding of what age related expectations are and how to achieve them. Refer to literacy action plan</p>	<ul style="list-style-type: none"> • Subject leaders and SLT to differentiate between age related expectations for each age band. • Subject leaders to create writing ladders to support staff knowledge. • Develop an in-depth moderation process for writing so that assessment without levels is achieved. • Evaluate process and refine throughout the year. • Update assessment policy 	DB/YP/SLT	The school will have accurate data on the proportion of children working at age related expectations and be able to set targets for improvement,
<p>Develop the provision for ICT to</p>	<ul style="list-style-type: none"> • Refer to ICT development plan 	KS/JD/SLT	ICT will become fully

ensure it fully equips pupils to meet all the requirements of the subject and demonstrate substantial progress across all areas of the curriculum			embedded within the school and allow pupils to fully access the subject curriculum
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Section 2 Yearly action

Sep 16	Oct	Nov	Dec	Jan 17	Feb
<p>Staff reflect on professional logs record – file on record</p> <p>Continue to maintain a personalised training record for each teacher to be updated throughout the year.</p> <p>Devise Autumn term monitoring programme</p> <p>SLT to create age related expectations for each year group in writing.</p>	<p>15/16 performance management cycle to be completed.</p> <p>16/17 targets to be set linked to ind self evaluation outcomes, inc pupil progress data</p> <p>Continue monitoring programme</p> <p>Develop staff understanding of the editing process –staff meeting</p> <p>Share age related expectations for writing with staff.</p>	<p>Continue monitoring programme</p> <p>.Lesson drop in – editing</p> <p>Share ideas for cross curricular maths – key stage meetings</p> <p>Staff meeting – reasoning and teaching for mastery.</p> <p>Introduce new moderation process for writing to assess without levels</p>	<p>Continue monitoring programme</p> <p>Update assessment policy</p> <p>Monitor quality of writing following the editing process in literacy</p> <p>Monitor and evaluate cross curricular maths opportunities</p> <p>SLT evaluate the moderation process of writing and refine as needed</p>	<p>Devise Spr term Monitoring prog</p> <p>Develop staff understanding of the editing process –staff meeting</p>	<p>Continue monitoring programme</p> <p>Lesson drop ins - editing</p> <p>Share ideas for cross curricular maths – key stage meetings</p>
Mar	Apr	May	June	July	
<p>PM Interim reviews linked to new prof standards.</p> <p>Continue monitoring programme</p> <p>Evaluate opportunities for reasoning and mastery in maths</p> <p>Develop moderation process of writing for assessment without levels</p>	<p>Devise Summer term Monitoring prog</p> <p>Monitor quality of writing following the editing process in literacy</p> <p>Monitor and evaluate cross curricular maths opportunities</p>	<p>Continue monitoring programme</p> <p>Develop staff understanding of the editing process –staff meeting</p>	<p>Continue monitoring programme</p> <p>Monitor quality of writing following the editing process in literacy</p> <p>Develop moderation process of writing for assessment without levels</p>	<p>Continue monitoring programme</p> <p>Monitor and evaluate cross curricular maths opportunities</p> <p>Evaluate opportunities for reasoning and mastery in maths</p>	

Target 1

Develop the literacy teaching sequence across KS2 so that there are regular taught opportunities for children to edit and evaluate work.

Written by DB – the literacy sequence was followed by all staff and children were taught the skills of editing and evaluating their work. This continued into the autumn term. Once the spring term started staff felt that now children had the skills the need to teach editing as a discrete skills was not needed and therefore children were to edit at the point of writing. A full edited piece was to be completed each half term and published. The impact of the new sequence of teaching was that children knew the importance of editing and evaluating and had the skills to undertake. This is to be carried on into the next academic year.

Target 2

Embed opportunities for building cross curricular maths in to other subjects

Cross curricular maths opportunities are embedded in Topic and Science now with staff highlighting planning to show the maths opportunities that were offered within class. In RE the opportunities are not as embedded as staff often find links more difficult. Despite the cross curricular links in topic and Science being embedded, these are often limited to certain areas of maths, which are repeated each year e.g. statistics. The intention next year to broaden the cross curricular opportunities so that children have the opportunity to experience more areas of maths and not just statistics or geometry.

Target 3

Develop the use of reasoning activities used through maths lessons to promote mastery.

Planning and books show that reasoning activities are being taught more regularly now and there is a greater shared understanding about what reasoning in maths looks like. Each teacher has been given feedback from their most recent test analysis and asked to make reasoning opportunities in the areas of weakness a priority next year. Children are much better equipped this year to tackle the challenging Rising Stars tests because of the range of questions they are being asked to complete on a weekly basis. There will still be a focus on reasoning in the forthcoming year however this will be around a greater range of reasoning opportunities for children- not just linked to number and calculation.

Target 4

Strengthen the process of moderation for summative assessment particularly in writing so that staff have a thorough understanding of what age related expectations are and how to achieve them.

Y Price; The new Weekly Write marking ladders have been monitored by Yvonne Price and Diane Buckley throughout the year. Staff are using them effectively but we have adapted them slightly for September as staff were struggling to highlight the spelling statements on the sheet for every piece of writing. This was because the evidence for this was often difficult to show in just the Weekly Write book. For September, the spelling section will be greyed out and only on the sheet as a reference for staff. A note has been made to say the evidence can be found elsewhere. The new marking sheets will be in children's weekly write books from September. Since putting the writing ladders in place, it has strengthened the process of moderation and staff are now clear about what age related expectations look like in writing and how to achieve them.

Written by DB - Teams met termly to moderate children writing in their books. The use of the marking ladders assisted the moderation and staff felt confident when grading a child's work. The impact of the moderation process and the use of the marking ladders led to staff confidence in moderating children's writing – this is to continue next academic year.

Target 5

Develop the provision for ICT to ensure it fully equips pupils to meet all the requirements of the subject and demonstrate substantial progress across all areas of the curriculum JD/KS

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Autumn Term

The green screen app has been purchased and pushed out to all iPads in school. This has been used in several classes to enhance class assemblies and to develop Literacy learning in KS2. There are also further plans for this to be used up to the end of Autumn term. A KS2 meeting was held where the app was modelled and ideas discussed for its use. Following on from this, the Green Screen app has been utilised not only through class assemblies, but computing lessons (Digital Creativity) and extra-curricular clubs.

There have been several meetings with subject leaders over the course of the term so far. Computing links and apps to support and develop learning have been shared as well as opportunities to use apps as hooks for learning. Purple mash documents have been shared with subject leaders during the meeting to show how curriculum objectives can be supported using the purple mash resources. Teaching staff have been asked for recommendations of curriculum areas they think would benefit from new apps etc. As such, a new app (Coach My Video) is currently being considered for use during PE lessons. A meeting with NQTs in KS2 have focused on ensuring confidence with curriculum objectives and use of the computing suite and iPads, as well as the quality of planning and the range of resources to support teaching and learning.

In order to ensure curriculum coverage across all cohorts identified from the previous academic year, there has been close monitoring of the KS2 computing timetable so that all computing lessons are taking place. Aside from weeks when class assemblies have taken up teaching time in the Autumn term, computing (through iPads or the computing suite) is being taught regularly. Monitoring will continue throughout the term and into Spring term.

A planning scrutiny will also be carried out before the end of term, as will a further staff meeting on using the Green Screen app throughout all classes in KS2 as a 2 week project at the end of Autumn 2.

Spring Term

In Spring term the greenscreen has continued to be developed. Year 2 and Year 5 have used it to support their computing and Literacy work. Subject leads spoke to YP about the possibility of using the green screen in Y1 to enhance their topic teaching.

Staff questionnaires were sent out to identify which apps staff were currently using and confident to use and then to identify areas they would like to develop further. Common suggestions focused on book creator, imovie, aurasma and use of QR codes. JD and KS will schedule workshops to share these apps and help develop links to the curriculum during the summer term.

Monitoring of provision has shown that in both key stages there is evidence that coverage is continuing to improve from the previous year with regular lessons taking place and growing staff confidence. Evidence of cross curricular links is clear, through computers and iPads, and this will continue to develop through staff training, for example Year 2 have linked their Digital Creativity strand to their topic work and created adverts. Exceeding objectives will continue to be an area for focus and will be a point of development next year along with file storage so work can be evidenced more easily. It is clear, however, that the children are fully engaged in their learning and that they are enjoying a range of experiences.

Summer Term

In general there is a feeling of increased confidence with the delivery of Computing objectives. The staff questionnaire revealed a lot of positive developments including a renewed drive to use the iPads and investigate a number of new apps. Feedback on these has been positive, especially the use of book creator. Staff also highlighted the positive impact the new technology has had in terms of increased reliability now the suite has been updated and we have invested in another set of iPads for EYFS and a bank stored in the Art room.

The green screen has continued to be used to support and extend learning linked to Literacy. There has been a positive impact on children's speaking and listening skills and their motivation and engagement.

The digital leader programme has been started and there has been some initial training done by JD. This will continue into the autumn term with the same group of children to build on the foundations laid this year and allow them to take an active role more quickly. There will be a focus on Internet Safety.

Coverage this year has been improved and support has been given to new members of staff to allow them to deliver their curriculum effectively. There have been many positive steps forward and this monitoring process will be continued next year to ensure this continues and develops further.

KS and JD have analysed the staff feedback and the curriculum monitoring and have highlighted exceeding skills and cross curricular work as development points for next year.


Section 3: Maintaining and improving Pupil behaviour, attendance, personal development and welfare

<p>Rationale To ensure the pupils behaviour and attitude to learning is the best it can be.</p> <p>To ensure the highest standards of safety and pupil well being are maintained at all times.</p>	<ul style="list-style-type: none"> • to ensure a positive ethos is maintained both inside lessons and beyond • To ensure pupils have a positive attitude to learning • to ensure appropriate conduct and manners are displayed in lessons and around school • to maintain good attendance and punctuality • to ensure appropriate behaviour and attitudes to others and respect for others • to ensure pupils are protected from bullying • to ensure safeguarding procedures reflect national expectations
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What?	How?	Who?	Outcome
To continue to review the organisation of lunchtimes to accommodate cafeteria service demands and additional numbers of pupils in school (2014 – 2018)	<ul style="list-style-type: none"> • Rolling timetable so that all classes experience the full choice of foods. • Specific staff on duty to support both indoor and outdoor provision. • Range of interesting activities provided for indoor and outdoor clubs including outdoor providers Sport Premium money • Develop KS2 pupils as leaders within KS1 • Develop buddy system for specific children who find dinner time challenging • Continue to develop training for lunchtime staff in order to be proactive rather than reactive to incidents. 	SR SLT SR/dinner staff JR/SLT	Lunchtime organisation will allow children to enjoy the break from work in a safe and constructive manner. The number of dinner time incidents will be reduced.
To continue to provide targeted support to children exhibiting challenging behaviours to enable them to make the right choices.	<ul style="list-style-type: none"> • Develop staff skills as behaviour analysts; targeting intervention and support staff appropriately, through staff training in; <ul style="list-style-type: none"> ▪ neuro linguistic programming and ▪ psychological understanding of behaviour theory, ▪ BOXALL profiling ▪ Increase level of communication with parents to inform and support their understanding of the work learning mentors carry out. 	JR/DB SEN gov	Personalised interventions are used to target support and promote positive behaviours. Number of entries in the sad pad for focus children are reduced.
Embed the celebration of our diverse culture whilst recognising and promoting British Values.	<ul style="list-style-type: none"> • Writing WOW week linked to British History and Values • Display British Values throughout school. • Use language that promotes British Values at all times 	JC	Children are positive citizens and active members of British society.
Continue to embed and promote Growth Mind	<ul style="list-style-type: none"> • Develop a resilience and responsibility approach to children's mind set regarding incidents at dinner time. 	LW/SLT	Children will move towards a growth mind set and be able to explain

Set	<ul style="list-style-type: none"> Develop strategies for children to support them in managing their own risk 		implications for them.
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Section 3 Yearly action

Sep 16	Oct	Nov	Dec	Jan 17	Feb
Attendance evaluation of 15/16 data Shine Team selection, define roles & responsibilities Dinner time rota organised, staff assigned to roles Breakfast club to continue Walking bus to continue Continue the development of Growth Mind set thinking	Attendance evaluation Sad-pad analysis & evaluation Shine team develop & enhance worship practices following pupil voice survey Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL	Attendance evaluation Observe worship (evaluate & put plans in place) Writing WOW week linked to British Values	Attendance evaluation Sad-pad analysis & evaluation Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL Evaluate effectiveness of breakfast club and walking bus scheme	Attendance evaluation Pupil voice questionnaire linked to lunchtime Continue the development of Growth Mind set thinking	Attendance evaluation Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL
Mar	Apr	May	June	July	
Attendance evaluation Pupil Perception survey and analysis (general) Parent perception survey Staff perception survey	Attendance evaluation Sad-pad review Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL Continue the development of Growth Mind set thinking	Attendance evaluation Pupil perception – anti bullying	Attendance evaluation Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL	Attendance evaluation Sad-pad analysis & evaluation	

Target 1
To continue to review the organisation of lunchtimes to accommodate cafeteria service demands and additional numbers of pupils in school (2014 – 2018)
Achieved – see dinner time rotas and schedules.

Target
To continue to provide targeted support to children exhibiting challenging behaviours to enable them to make the right choices.

The school continues to provide targeted support for children exhibiting challenging behaviours in the form of behaviour charts, the school traffic light system and intervention from learning mentors and behaviour support, or an EHCP. The SENCO monitors behaviour on a daily basis and meets with staff, parents and other agencies to adapt strategies. Where behaviours are high level, statutory assessment is initiated, resulting in an Education Health Care plan so that specific children can receive 1:1 support in class. Where the behaviour was very extreme, the SENCO sought support from the local authority to consider whether specialist provision was more suitable. This was deemed necessary for one child and is in process for another. The nurturing culture of the school means that staff are very much given ownership of their own children and expected to form positive relationships with their class. This has resulted in few Sad Pad instances for lower level behaviour as staff are de-escalating incidents quicker and more effectively and are not passing responsibility to a senior leader to deal with.

Target 3

Embed the celebration of our diverse culture whilst recognising and promoting British Values.

All children in school have been actively involved in celebrating the diverseness of British society, through a WOW week held in school. The children took part in activities that considered the history of Britain and the values of our society, which are democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Children were able to consider what being British means and looked at images that define the British nation – such as red London buses, our unique post boxes and the monarchy. Children were given the opportunity to talk about the British values and what these mean for them in school and the wider community, these were linked through worship to our Christian values in school, in particular 'Respect'. These are displayed as a constant reminder in school to promote citizenship and the importance of becoming active members of our society. Whole school assemblies have been used to reinforce the importance of British values and some evidence of the work around British values can be found on the SMSC tracker.

The school link project brought together two schools within Bolton LEA with the focus year group being year 2 (four classes as each school is two form entry). The schools contrasted with each other in terms of their ethnic make-up, with St Peters being predominately White British pupils and Oxford Grove being a very diverse cultural mix of ethnicities. St Peters is also a Church of England school and Oxford Grove is of no denomination. The aim therefore, was for the children to develop their understanding of children from a diverse ethnic culture, learning about different lifestyles and beliefs.

The project began with the children making contact with each other through the class blogs. They introduced themselves on a video link and explained a little about their school.

A joint day trip involving both schools took place in January 2017 at Bolton college. During this trip the children took part in various team building exercises that introduced the two schools.

After this initial trip, the children visited each others' schools for the linking visit. This took place during the second part of the spring term and the start of the summer term. The children performed a dance event- to link also with evidence for the Artsmark award.

Before the start of the physical activity the children were given an introduction to the school. They listened to stories of inspirational sports people, particularly those that are local heroes e.g Jason Kenny. They talked about what makes a successful human being.

At the end of the session several awards were given out for personal attributes.

The school link also embedded the British values skills of tolerance and respect that define everything we do at St Peters.

A further school link is planned for the year 2017/8.

Governors' project- celebrating our school culture and recognising and promoting values (pupil voice and democracy)

Aims and outcomes/impact of the recent Governors project in school

- Governors have worked in school on a recent project.
- Governors have been informed about the day to day life of school and have seen it first- hand.
- Children understand the role of the governor.
- Governors feel better informed about how the children work, learn and achieve at St Peters.
- Permanent artwork is created to be put on display in school.

The governors project also tackled some of the aims of the British Values agenda. The children were given a voice and responsibility to communicate with school governors. The children then presented the outcomes to the rest of the school in an assembly. Governors involved expressed an interest in further projects too and this is currently being considered.

Target 4

Continue to embed and promote Growth Mind Set

In October 2016 the staff attended a growth mindset conference led by Matthew Syed, author of Bounce; The myth of talent and the power of practise. This conference was led by St. Peter's but was attended by a range of staff from across the Farnworth Cluster. This conference inspired many to fully embrace the growth mind-set concept. Growth mindset thinking has been a focus during worship throughout the year and has been supported through whole school displays and individual classroom posters or displays as appropriate. The key messages have been well understood by the children and staff across the school have felt that children have more resilience to difficult classroom based tasks and are willing to persevere more than perhaps in the past.

Children are fully aware of the power of purposeful practise and the concept that intelligence is not fixed , but is something that can be improved through determined and focussed practise.

The following sign is now displayed on the entrances to St. Peter's reflecting our growth mindset approach.

St. Peter's C.E. Primary, Farnworth

Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us!

"Learn, Sparkle & Shine..."

www.st-peters-farnworth.bolton.sch.uk

We firmly adhere to the concept that ability is the consequence of what happens in the classroom as oppose to the cause. Children are not limited to a predetermined potential, set by their prior attainment; learning is promoted as something that is limitless and hard work and effort will determine the amount of progress made, nut a predetermined talent or potential.


Section 4: The effectiveness of leadership and management; embedding ambition and driving improvement

<p>Rationale To ensure leadership drives improvement and raises standards</p>	<ul style="list-style-type: none"> • leaders and managers demonstrate ambition for pupils and improvements in their achievement • Self evaluation is accurate and leads to a thorough understanding of the school's performance • Leaders focus relentlessly on improving teaching and learning and provide focussed professional development, linked to robust performance management • The curriculum provides rich opportunities for high quality learning, which prepares pupils for life in modern Britain, with particular regard to British Values, physical well being and Spiritual, Moral, Social and Cultural development • Engages successfully with parents • Governance ensures the school is held to account • Safeguarding procedures are secure; equality is promoted and leaders take steps to promote pupil safety for those vulnerable to abuse, exploitation, radicalisation or extremism
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What?	How?	Who?	Outcome
<p>Continue to develop a school staffing structure to provide for the expansion of the school, including allocation of new subject leadership roles. (2014-2018)</p>	<ul style="list-style-type: none"> • Work with Govs and Bolton LA HR dept to restructure the staffing to ensure it is in apposition to lead and manage a 2 form entry school • Allocate new subject leader roles as school expands to match staff specialisms, ensure succession planning and effective subject leadership teams 	<p>HT/Govs</p>	<p>School staffing is able to move the school forward to a 2 form entry school</p>
<p>Develop the leadership role of SLT through coaching development.</p>	<ul style="list-style-type: none"> • SLT to develop an impact led system of working through reflective questioning. • Opportunities for regular coaching with DHT to be offered to all SLT • 	<p>EW/SLT</p>	<p>SLT will feel confident to carry out their roles to the best of their ability.</p>
<p>Develop the role of subject leaders in driving standards forwards.</p> <p>OFSTED key issue – raise subject leaders curriculum knowledge.</p>	<ul style="list-style-type: none"> • Subject leaders to research and identify opportunities for staff to develop their subject knowledge. • Subject leaders to carry out lesson observations and drop ins to monitor and evaluate the teaching within their subject. • Information from drop ins used to strengthen the information within the subject leader portfolio. • Investigate subject specific websites and organisations promoting strong subject knowledge • Make use of subject specialists where possible 	<p>EW/All staff</p>	<p>Subject leaders will have a greater understanding of the strengths and areas to develop within their subject. Staff subject knowledge will improve.</p>
<p>Ensure staff new to the school and those changing roles in school are fully inducted in to their new responsibilities</p>	<ul style="list-style-type: none"> • NQT x2 • EYFS staff • Apprentices • New TA's • Dinner supervisors 	<p>Mentors</p>	<p>Staff will be enabled to carry out their role with confidence</p>

What?	How?	Who?	Outcome
	<ul style="list-style-type: none"> Continue to embed phonics training Revise the NQT/RQT induction policy	EW	
Governors to develop their own action plan			

Section 4 Yearly action

Sep 16	Oct	Nov	Dec	Jan 17	Feb
Implement new staffing structure 16-17 All induction safeguarding paper work to collect SCR Induction to new role processes. Mentor meeting s scheduled. Write and collect all curriculum improvement plans 16/17 , linked to subject self evaluation (T+L sheets). Governors to create an action plan. Introduce coaching for SLT	Subject leaders to research ways for staff to develop their subject knowledge Subject leaders to carry out lesson drop ins	Subject leaders to carry out lesson drop ins	Monitor statutory coverage of curriculum - all subject leaders Subject leaders evaluate the terms actions against curriculum action plan including information gathered from drop ins	Governors to create an action plan. Review coaching opportunities offered to SLT	Subject leaders to carry out lesson drop ins
Mar	Apr	May	June	July	
Subject leaders evaluate the terms actions against curriculum action plan Monitor statutory coverage of curriculum - all subject leaders Subject leaders to carry out lesson drop ins	Review coaching opportunities offered to SLT Subject leaders to carry out lesson drop ins	Learning groups review mtg Governors to create an action plan. Subject leaders to carry out lesson drop ins	Monitor statutory coverage of new curriculum - all subject leaders Subject leaders to carry out lesson drop ins	Complete Ofsted subject specific evaluation – How good is out T+L curriculum evaluation sheets. Evaluate curr imp plans 16/17 Implement new staffing structure for Sep17	

Target 1

Continue to develop a school staffing structure to provide for the expansion of the school, including allocation of new subject leadership roles. (2014-2018)

The school continues to strive to employ the very best staff as the key resource that makes a difference to our children. Staffing decisions are well thought through and implemented in an orderly manner. Support is provided for all staff in order for them to work to the best of their abilities through group learning observations and relevant CPD opportunities. Subject leadership has been organised into teams in order to support staff particularly with the monitoring and evaluation elements of their role as this is much more time consuming in a larger school. The school will continue to grow for the next two years and this will be taken into consideration when planning future staffing changes.

Target 2

Develop the leadership role of SLT through coaching development

Target 3

OFSTED key issue – raise subject leaders curriculum knowledge.

Following our successful Ofsted inspection last year we continued to develop the role of the subject leader by following the advice given to us by the chief inspector. Our processes of monitoring and evaluating each subject are robust and were praised by the inspection team however, the next step was to make each of our subject leaders an expert within their area.

In order to achieve this we started a process where leaders research their subject and advise staff on relevant societies, websites, apps, resources that could be used in order to develop the subject knowledge of staff and make their teaching stronger. The development of staff knowledge was also added to performance management targets to give staff the time and authority to work on this area.

During the autumn term the head and deputy also visited a school in Flixton that was recommended to us by the lead inspector. They found that their processes of subject leadership were very similar in many ways but there were some ideas that were useful and these were implemented throughout the year.

The subject leadership policy was updated – as follows;

Curriculum leadership 2017-18


Subject	EYFS	Ks1	Ks2	Assessment	Overall leader	Team member
Curriculum leader	Zoe Quarmby/Kirsty Hitchen	Yvonne Price	Diane Buckley	Vicki Brown	Elaine Williams	Jenny Riley
English Literacy; Writing KS2 GAPS and Spelling					Diane Buckley	Kira Redmond
English Literacy; Reading KS1 Phonics GAPS and Spelling					Yvonne Price	Emma McKenna
Maths					Jenny Riley (Ks1) Elaine Williams Ks2)	Matt Lane
Science					Vicki Brown	Jenna Tomlinson
ICT					Kathryn Simmons (Ks1) James Dunn (Ks2)	
PE					Matt Lane (Ks2) Sarah Cowell Ks1)	
Humanities					Kath Bailey (Ks2) Katie Ward (Ks1)	Ashleigh Sharples Melissa Farrell
Art/DT					Zoe Quarmby (Ks1) Natasha Smith (Ks2)	
RE					Jenny Cox	Sarah Cowell
Music					Yvonne Price	
MFL					Kira Redmond	Vicky West
Sp, Mo, So and Cu/PSHE					Jenny Cox	



“Learn, sparkle & shine...”

St. Peter’s C.E. Primary School - Farnworth

Subject Leadership Policy

Written Nov 16		Curriculum leader Mrs. E Williams
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Introduction:

The work of a subject leader covers the entire school and the effectiveness of development builds on a secure knowledge of existing practice. The purpose of this role is to improve the quality of the learning experience for all pupils within the subject and to raise and maintain the standards of achievement for all pupils. At St Peters C of E Primary School, it is the role of the subject leader to implement the aims of the school through their subject area.

Rationale

We believe that subject leaders should have the freedom to lead and develop their subject using the knowledge and skills that they have acquired. They should share their expertise and passion for the subject in order to achieve effective outcomes for pupils that foster a sense of enjoyment, awe and wonder.

Aims

The purpose of subject leadership is to provide professional leadership and management for a subject in order to secure:

- A clear view of the nature of their subject and how it contributes to the wider school curriculum.
- High quality teaching of the subject in order to raise attainment across the school.
- Improved standards of learning and achievement for all pupils.
- Develop staff subject knowledge in an area that is not their speciality
- Effective use of resources

Outcomes

Effective subject leadership results in:

a. pupils who

- show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment;
- understand the key ideas in the subject at a level appropriate to their age and stage of development;
- show improvement in their literacy, numeracy and computing skills through other curriculum areas;
- are well prepared for any tests in the subject;
- are enthusiastic about the subject and highly motivated to continue with their studies;

b. teachers who

- work well together as a team to enhance a subject;
- support the aims of the subject and understand how they relate to the school's aims;
- are involved in the formation of policies and plans and apply them consistently in the classroom;
- are dedicated to improving standards of teaching and learning;
- have an enthusiasm for the subject which reinforces the motivation of pupils;

- have high expectations for pupils and understand the progression of concepts in the subject;
- make good use of guidance and support to enhance their knowledge and understanding
- make effective use of subject-specific resources;
- select appropriate teaching and learning approaches to meet subject-specific learning objectives and the needs of pupils;

c. parents who

- are well informed about their child's achievements in the subject and next steps for further improvement;
- know the expectations made of their child in learning the subject;
- know how they can support or assist their child's learning in the subject;

d. head teachers and other senior leaders who

- understand the needs of the subject;
- use information about achievements and development priorities in the subject in order to achieve greater improvements in the whole school's development

e. other adults in the school and community, including teaching assistants, administrative staff, external agencies and representatives of the wider community who:

- are informed of subject achievements and priorities;
- are able, where appropriate, to play an effective role in supporting the teaching and learning of the subject.

Equal Opportunities / Inclusion

Subject leaders also have a responsibility to make sure that the subject is equally accessible to all staff and pupils. This may mean considering different beliefs and how this affects children's ability to access a subject or it may mean organising additional resources to support children who have special educational needs.

Summary of subject leadership

Leading a subject requires leadership rather than simply management of the curriculum area. The leader should initiate and then drive developments, followed by monitoring and evaluating the developments put in place.

The areas could be summarised as:

- Knowledge
- Support
- Monitoring and evaluating
- Changing

Knowledge of the subject area:

Knowledge may be gathered in a variety of ways but should include:

- Up to date understanding of the strengths and areas for development in school.
- Understanding of how subject priorities link to whole school actions and developments.

- Knowledge and understanding of relevant assessment practices for the subject.
- National and local developments that affect practice.
- What CPD is available and who may benefit from this
- Developing in-school CPD as needed
- Ensuring the subject policy is up to date and reflects current practice

Support

There are a variety of ways to provide support and these include:

- Supporting staff to understand the curriculum expectations.
- Helping staff to develop their knowledge and teaching ability
- Guiding pupils to gain a curiosity for the subject,
- Disseminating subject developments so all staffs subject knowledge remains up to date.
- Locating relevant resources to support teaching and learning within the subject.

Monitoring and evaluating

This is a key role of the subject leader as it informs future developments and

- Monitoring statutory coverage termly and use of school policies and practices.
- Evaluating the quality of teaching and learning through book and planning scrutiny at least termly.
- Carrying out lesson observations or drop ins to monitor the quality of teaching and learning.
- Evaluating changes and developments that have been put into place.
- Gathering a range of viewpoints on the subject including staff, pupils, governors and other stakeholders.
- Analysing appropriate data and feeding this back to senior leaders, governors and staff.

Changing practice

A subject leader needs to drive forwards changes in their subject using information gained from the activities listed above. Activities would include:

- Identifying changes needed following monitoring or knowledge of new initiatives.
- Identifying how to put the change into place so it is manageable
- Share the impact change has made. This may be across a variety of areas such as: standards, pupil engagement, behaviour, spiritual, moral, social and cultural education, provision for vulnerable groups.



Cycle of subject leadership



Summer term

Based on monitoring and evaluation that has taken place throughout the year and information collected from the 'How Good Is Our Teaching and Learning?' process subject leaders complete an evaluation of the subject identifying:

- Strengths
- Areas of progress through the year
- Areas that require further development
- Evidence base
- Grade

This then becomes the summary document for the end of the academic year.

Autumn term

Using the information collated at the end of the previous school year from evaluations, subject leaders create an action plan for the forthcoming year.

This must include specific targets that will develop the quality of teaching and learning in that subject area.

The targets are broken down into monthly actions attached to the planner.

Throughout the school year.

Monitoring and evaluation activities will take place throughout the school year as identified on the curriculum action plan monthly planner. These are opportunities for the subject leader to collect different types of evidence that will help to identify how the subject is progressing and any further developments that are needed.

Dependent on the findings of the monitoring and evaluation curriculum targets can alter throughout the year in order to meet the needs identified.



Maintaining a subject leader portfolio

The portfolio is a key resource that allows the leader to collect and collate evidence in order to make informed decisions about their subject.

Effective curriculum portfolios provide the evidence and support that a subject leader needs to make judgements about the quality of teaching and learning in their subject.

The portfolio should be updated at least termly to evidence the impact of initiatives that have taken place over the term or to show monitoring and evaluative work that informs future changes.

The document belongs to the school and should be passed on promptly when a new subject leader takes over.

Curriculum Portfolio

- An up to date copy of the curriculum policy.
- The curriculum map –dated for each academic year. Previous curriculum maps should be kept behind this.
- A copy of How Good is Teaching and Learning, dated for each year. Previous copies to be kept behind.
- Curriculum action plan, dated for this school year. A record of development work in school (staff meeting minutes / evaluations of courses attended by staff / in school meetings
- Copies of evaluated action plan to be kept behind the current document.
- Monitoring of statutory coverage – completed termly as a minimum
- Evaluation of the quality of curriculum provision including: book scrutiny, planning scrutiny, pupil voice, learning environment, marking and feedback, lesson observations.
- Evaluation of assessment and attainment data – progress and achievement summary information.
- Relevant resources and useful documentation.
- Portfolio monitoring reports – collected termly.

Subject leadership: lesson observations

Purpose: the main purpose of observing lessons is to enable you to make judgements on the quality of provision and to support your colleagues in ensuring highest quality learning takes place during the lesson.

During the observation: As this is not a PM or HT lesson observation, subject leaders are encouraged to circulate and participate in the lesson as this can be helpful to the process. It is helpful to agree the observation protocols beforehand. Your focus is on the children and the curriculum.

- What are they learning?
- What is the quality of the provision?
- Is there a good variation to the activities?
- Are the SEN children supported?
- Is there enough challenge to the work provided?
- Is the work marked to a high standard?
- What is the quality of the children's work?
- Are the children supported in their recording?
- Do the activities allow the children the opportunity to process their thinking?
- Is the lesson used to reinforce/ apply the basic skills teaching?
- Are the resources of high quality and appropriate?

Giving feedback: feedback should be given on the quality of the **learning** taking place during the lesson. Time should be planned so that the subject leader and teacher can discuss the lesson in full. Subject leaders & class teachers should identify absolutely everything that is good about the **learning**.

Further discussion should be around any issues arising from the lesson. This might include....

Subject knowledge
Quality of planning
Organisational issues

Differentiation
Children's recording thoughts/ ideas/ learning
Quality of schemes of work
Assessment strategies

Subject leaders **should not** give a grading to the lesson. Though it might be a useful and supportive process to decide together how the lesson might have been graded if it was a formal observation.

Organisation and management of school resources

The subject leader has overall responsibility for organising and managing resources for their subject so that they are appropriate to different ages and stages of learning and are easily accessible. This may include

- researching new resources that would support a particular strand of the subject
- identifying resources for a particular child who has special needs in that curriculum area and needs individual resources in order to make progress with their learning.
- Auditing resources
- Organising storage and checking for wear and tear.
- Ensure appropriate computing resources are available to support the subject

Target 4

Ensure staff new to the school and those changing roles in school are fully inducted in to their new responsibilities

Due to the growing nature of the school there were many new staff during the year. Two NQT's participated in the Bolton LA NQT training program and were each supported by experienced mentors who guided them through the year. This ensured that they had regular support through observations, planning meetings and also a named person to speak to with any queries that occurred on a day to day basis.

Each NQT received support from a dedicated mentor who was their first point of contact for any questions or issues they are facing. The mentors also observed the NQTs teach, checked their files were up to date and completed the termly assessment forms that were then sent to the local authority. The NQTs received a reduced teaching timetable for them to undertake further development opportunities such as observing experienced staff, meeting with key staff such as SENCO, visiting other schools, time to explore resources and key documentation that is used within the school. On top of the in-school support that was provided both NQTs participated in the Bolton NQT program which was a year-long training program provided by the local authority. This delivered further training on key areas that NQTs often find tricky and gave them the chance to network with other NQTs across the borough.

EYFS also had several new staff that again were supported by experienced team members within the department on a day to day basis and through regular team meetings where specific elements of training were addressed. These enabled new staff to fit into the environment and work well as part of the existing team.

There were also new TA's to the school and existing TA's who undertook new roles. In both cases staff were supported through meetings with their line managers in order to solve any concerns that they had. A similar system will be in place for the forthcoming year as we will once again welcome new staff.