



**The Key Priorities for 2018/2019**

**To improve attainment and progress in reading, writing and maths with a particular focus on:-**

- Ensuring opportunities for developing reasoning skills are embedded within the maths curriculum and mathematical concepts are deepened through the use of concrete, pictorial and abstract teaching methods.
- Ensuring consistency of teaching writing by developing a clear and cohesive cycle for teaching different writing genres and through the use of quality texts.
- Reading – increase opportunities for reading a variety of genres, deepening understanding, comprehension and inference skills.
- Increase the % of children across the school achieving greater depth in reading, writing and maths.

**Securing the quality of teaching and learning as good with a particular focus on:-**

- Meeting the needs of all learners (challenge & differentiation etc.)
- A variety of teaching and learning styles employed consistently by staff
- Behaviour for learning – children are active learners, develop a love of learning and demonstrate positive attitudes to work, can work independently and also in a group.

**Embed our whole school curriculum with a particular focus on:-**

- Enabling pupils to effectively acquire, embed and recall knowledge alongside key skills and have the ability to apply this knowledge and skills in different contexts. We will work on whole school topics to achieve this aim together.
- Christian Distinctiveness. Christian Values to be an integral part of a curriculum and school life. RE to be taught to an excellent standard and given the status it deserves in a Church School.

**Assessment with a particular focus on:-**

- Implement and embed a new system of assessment, to effectively meet the needs of our children and our school. Use of AFL.

**Leadership and management with a particular focus on:- subject/middle leadership & governance**

- Develop middle leadership across school so that teachers are planning strategically for their subject areas.
- Develop the role of governors to include strategic planning, robust link governor actions and monitoring of SDP.

**Actions...**

**To improve attainment and progress in reading, writing and maths**

Where are we now (summer 2018)...					Success Criteria...
<b>Phonics Screening Check – Year 1</b> (1 child took the test)		Wa	Wt		EYFS – 83% target for GLD Exceeding ?  Phonics – Y1 100% 4 children  KS 1 & 2 Increased proportion of children in school meet ARE in Reading, Writing, PGS and Maths.  Progress of different groups of learners matches or is improving towards that of other pupils with the same starting points
All pupils		0 <i>(81% nationally 2016)</i>	100% (1)		
Boys		0	0		
Girls		0	100% (1)		
<b>Achievement End of Key Stage 1</b> <i>Cohort of 4 children. Each child represents 25% SATs</i>	Reading	Spelling, punctuation & grammar.	Maths	Reading, SP&G and Maths combined.	
AS	50%	50%	50%	50%	

Achieved the standard.				
NS Not achieved the standard.	50%	50%	50%	50%

To begin to secure greater depth for children in current y5.

<b>Achievement End of Key Stage 2</b> <i>Cohort of 3 children.</i> <b>SATs</b>	Reading	Spelling, punctuation & grammar.	Maths	Reading, SP&G and Maths combined.	Writing	Combined inc. writing.
AS Achieved the standard.	100% (3 children) <b>(75% nationally)</b>	100% (3 children) <b>(77% nationally)</b>	67% (2 children) <b>(75% nationally)</b>	67% (2 children) <b>(64% nationally)</b>	100%	67%
NS Not achieved the standard.	0%	0%	33%	33%		33%

EYFS -100% GLD 4 children (all girls)

**Actions...**

- Ensuring opportunities for developing reasoning skills are embedded within the maths curriculum and mathematical concepts are deepened through the use of concrete, pictorial and abstract teaching methods.
- Ensuring consistency of teaching writing by developing a clear and cohesive cycle for teaching different writing genres and through the use of quality texts.
- Reading – increase opportunities for reading a variety of genres, deepening understanding, comprehension and inference skills.
- Increase the % of children across the school achieving greater depth in reading, writing and maths.

Start date	Target	Actions to achieve target position	Persons responsible	Resources & costs	Monitoring Person and Method
March 2019	To develop reasoning in maths, using visual representation as a tool to explain reasoning.	Deliver staff training through staff meetings, inc. TAs on bar modelling, manipulatives, use of mathematical vocabulary  Ask staff to adopt the use of the strategies explained as an aid to problem solving throughout school and to extend reasoning opportunities in maths.	JB Maths specialist	Time Staff meeting time Training costs	JB – learning walks, pupil voice and book scrutiny End of March and ongoing every half term
June 2019	To ensure consistency of teaching in maths	Develop new maths policy in conjunction with maths lead and maths specialist	Maths specialist DP	Subject leadership time, cost of covering class of maths specialist £150 per day	JB & DP
June 2019	To share best practice in development of reasoning skills	Share good practice (share books too) at a staff meeting so that staff will feel empowered and can develop ideas, strategies and confidence of the method Identify further support through CPD/ peer coaching for individuals and implement accordingly.	All staff	Staff meeting time	JB through book scrutiny
September 2019	To share best practice in development of reasoning skills	Set up peer to peer observations to share practice Explore ops for teachers to observe colleagues in other schools to share and develop practice.	All staff	PPA time, training time Supply cover costs £75 per half day	Discussion with staff
Ongoing	To ensure practice in school is the very best it can be through appropriate CPD	Identify appropriate CPD opportunities for all staff throughout year, sending colleagues on appropriate courses and sharing key information at staff meetings	JB		SLT through PM

Ensuring consistency of teaching writing by developing a clear and cohesive cycle for teaching different writing genres and through the use of quality texts.

Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs	Monitoring Person and Method
<b>Writing</b>					
March 2019	Ensuring consistency of teaching writing by developing a clear and cohesive cycle for teaching different writing genres	<b>Observing good practice at Peover Superior.</b> Planning and delivering for mixed age classes, writing cycle, reasoning, good behaviour for learning – discussion with outstanding classroom practitioner	DP and PW	No cost Cover in house	JB
March 2019	To improve quality of writing through use of a planned writing cycle	Writing moderation with Peover Superior staff.	DP, HB, PW	SIP package	Book scrutiny
March 2019	Ensuring consistency of teaching writing by developing a clear and cohesive cycle for teaching different writing genres and through the use of quality texts.	Planning CPD with Peover Superior.	DP, HB, PW, EC	SIP package	Discussions with staff Tracking of progress Monitor planning
April/May 2019	Ensuring consistency of teaching writing by developing a clear and cohesive cycle for teaching different writing genres and through the use of quality texts.	Sharing good practice staff meeting CPD, book scrutiny, what is working well? What is difficult? What else do we need to do to move forward?	All staff	No cost	JB
June 2019	Tracking the consistency of English planning and delivery.	Book scrutiny	LH & JB	SIP package	JB & LH
July 2019	English writing delivered through the use of quality texts.	Planning meeting – curriculum, matching texts to topic where appropriate, deciding on texts or next academic year	All staff	No cost Staff meeting time	JB

Reading – increase opportunities for reading a variety of genres, deepening understanding, comprehension and inference skills.

**Actions...**

Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs	Monitoring Person and Method
March 2019	To embed skills : inference, summarising, clarifying and predicting	Whole class reading – embedded into English planning and timetabled weekly, daily as and when necessary.  Ensure a variety of texts being read, boy friendly, engaging....  Story time – class 1 & 2 to have a whole class novel/story at the end of the day  Focused group work on comprehension of texts and questions around the texts.	Teaching staff	staff meeting time	JB

- Increase the % of children across the school achieving greater depth in reading, writing and maths.

Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs	Monitoring Person and Method
March 2019	Increase % of children at greater depth in maths	<ul style="list-style-type: none"> <li>• Use white rose mixed age planning y 5/6</li> <li>• Use reasoning consistently – ensure it is planned for daily.</li> <li>• Use a variety of manipulatives, use NRICH and practical resources</li> <li>• Vary teaching and learning styles</li> </ul>	All staff. Maths specialist	Supply cover for maths specialist £75	JB
March 2019	Increase % of children at greater depth in reading & writing	<p>Learning cycle for English – embedded consistency for children to understand clear purpose and audience, children exposed to a range of text types, writing for real purposes, writing enjoyment, using different sources of inspiration (pictures, visits, visitors, films)</p> <p>Continue to share good practice within school and observe other practitioners where practicable.</p>	All staff	Class texts – ELS Use of literacy shed Pobble 365 etc	JB

### Securing the quality of teaching and learning as good with a particular focus on:-

- Meeting the needs of all learners (challenge & differentiation etc.)
- A variety of teaching and learning styles employed consistently by staff
- Behaviour for learning – children are active learners, develop a love of learning and demonstrate positive attitudes to work, can work independently and also in a group.

Where are we now...	Success Criteria...
<p>Working in a vertically grouped class is challenging by its very nature, especially for the younger children in the class. However, more focus required on stretching the more able children and widening their ability to apply skills learnt – too much fluency and too many ticks in books suggests that children are not yet sufficiently challenged at all levels. More problem solving and enrichment activities are required.</p> <p>Y6 cohort in particular are challenge averse and require careful support when challenged to ensure they actually take on and achieve the task set.</p> <p>Work in books suggests that teachers need to have high expectations for ALL learners.</p> <p>Staff have taken on board the use of a WAGOLL for modelling good practice in writing and the use of success criteria to encourage self and peer assessment.</p>	<p>Quality First teaching taking place in every lesson.</p> <p>A variety of teaching and learning styles employed.</p> <p>Children’s work show progress and high standards of presentation.</p> <p>Good modelling by staff leads to accelerated progress and better outcomes.</p> <p>Embedded marking policy leads to feedback having an impact on progress.</p>

<p>New marking policy has enabled children to see at a glance whether they have achieved the learning objective for the day. They are gradually becoming more involved in their own assessment of learning. Teacher’s feedback is concise and related to the LO or success criteria. Area for development is children’s ACTUAL RESPONSE to feedback. More conscientious children are responding and progressing from feedback. However certain children are not engaging with the process, despite being given time to do so – enforcement required. Not all staff are using effective teaching and learning methods consistently.</p>	<p>Challenge evident for all groups of children. Explicit differentiation where appropriate.</p>
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Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs linked to finances	Monitoring Person and Method
March 2019	Meeting the needs of learners (challenge & differentiation etc.)	<p>Teachers to fully understand needs of all children in the class and adapt planning and teaching accordingly to meet those needs.</p> <p>Staff to identify children who need additional support and challenge on planning and in differentiated activities.</p> <p>Half termly pupil progress meetings.</p> <p>SEND learning walks, clearer scaffolding where appropriate, SENCO to support staff</p> <p>Use of Cheshire Autism Library.</p>	All staff	<p>Supply cover for PP meetings £100 HT time SENCO time</p> <p>Yearly subscription to autism library</p>	<p>JB &amp; JT Learning walks and book scrutiny Pupil voice Planning scrutiny</p>
March 2019	Behaviour for learning – children are active learners, develop a love of learning and demonstrate positive attitudes to work, can work independently and also in a group.	<p>Children actively engaged in learning – KAGAN strategies, talk for writing, use of practical equipment, co-operative learning etc.</p> <p>Teachers to use modelling &amp; scaffolding, appropriately paced lessons with clear outcomes and expectations.</p> <p>Children to learn and develop independence, flexibility and emotional resilience.</p>	All staff	<p>CPD work on quality first teaching and different learning styles – research on Kagan <a href="https://www.kaganonline.com/catalog/hot_list.php">https://www.kaganonline.com/catalog/hot_list.php</a></p>	JB

**Embed our whole school curriculum – with a particular focus on:-**



- Enabling pupils to effectively acquire, embed and recall knowledge alongside key skills and have the ability to apply this knowledge and skills in different contexts. We will work on whole school topics to achieve this aim together.
- Christian Distinctiveness. Christian Values to be an integral part of a curriculum and school life. RE to be taught to an excellent standard and given the status it deserves in a Church School.

Where are we now...	Success Criteria...
<p>We aim to improve the children’s achievement through the development of a bespoke curriculum, linking knowledge and understanding with skills and a the development of local knowledge.</p> <p>A three year rolling program for whole school topics was planned in January 2019 to enhance the children’s experience of a variety of themes and better use the mixed age nature of our school classes.</p> <p>There is positive pupil voice in relation to Christian Values and the fact that we are a church school.</p> <p>Christian Values have begun to be developed and embedded in to worship and school life in general.</p>	<p>Topics are taught in a lively, engaging and practical way.</p> <p>Children take ownership of their own learning.</p> <p>Cohesion between subjects will be more effective.</p> <p>Christian Values will be embedded in all curriculum areas as well as the social and moral aspects of school life.</p>

Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs linked to finances	Monitoring Person and Method
January 2019	Enabling pupils to effectively acquire, embed and recall knowledge alongside key skills and have the ability to apply this knowledge and skills in different contexts. We will work on whole school topics to achieve this aim together.	<b>Plan a three year topic cycle for y1 – 6 with whole school topics. To start after February half term.</b>  Resources audited and ordered (use ELS).  Trips planned in line with topics.	All staff	Dependent on equipment, books and artefacts required – use of library service should minimize this.	JB & HB
March 2019	Enabling pupils to effectively acquire, embed and recall knowledge alongside key skills and have the ability to apply this knowledge and skills in different contexts. We will work on whole school topics to achieve this aim together.	<b>Subject leader to write</b> and share action plan in humanities.  S leader to check planning for English alongside topic	HB	Subject leader time – cover in house	JB & HB
Ongoing	Christian Distinctiveness. Christian Values to be an integral part of a curriculum and school life.	<b>Termly Christian values days covering a range of Christian Values</b>  Continue to develop worship with Christian Values themes. Link themes to all aspects of school life. Work towards children planning and leading worship.	All staff, Rev David and church community, committee governors	Time for planning in staff meetings HT time	JB, Rev David
January 2019	RE to be taught to an excellent standard and given the status it deserves in a Church School.	<b>Whole school RE topics and trips. Year one of three year rolling program done.</b> Complete the other two before the end of July 2019.	JB & JT	NA	JB

## Assessment

- Implement and embed a new system of assessment, to effectively meet the needs of our children and our school. Use of AFL.

Where are we now...	Success Criteria...
<p>Informal assessment takes place continually through observations, marking and other feedback given every day.                      Staff use weekly paper copies of objectives to track pupils' individual progress.                      Children are formally assessed at the end of each term using a reading and a maths test.                      Tests inform teacher assessments which are then entered into a central electronic system termly – SIMS.                      The data on sims analysed and used in PP meetings to inform future planning.                      Writing moderation takes place termly, both internally and externally.</p>	<p>An effective assessment system fully implemented and supporting teaching, learning and communication with parents highly effectively</p>

Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs linked to finances	Monitoring Person and Method
September 2018	Implement and embed a new system of assessment, to effectively meet the needs of our children and our school. Use of AFL.	<p>Staff training on new in house system for formative assessment of reading writing and maths - Embedding into teaching and learning cycle</p> <p>Summative system SIMS, uploaded with prior year's data and implemented from baseline of year – updated termly and used to inform PPMs</p> <p>Test data held centrally within assessment system</p> <p>Updated approach to PPMs to include progress as well as attainment implemented from Autumn 2019</p>	JB & all staff	HT time Staff meetings time	JB Half termly assessment weeks
Autumn 2018	To ensure effective communication with parents regarding expectations and assessment for each child	<p>End of year expectations information sent out to parents early in Autumn term 2019.</p> <p>Flexi schoolers already had this info – give out to all parents in March parents evening.</p> <p>Expectations used as a reference for discussion with parents during the year.</p> <p>Parent voice questionnaire.</p> <p>Consider aligning school report to end of year expectations and implement approach agreed.</p>	All staff	HT time	JB

## Leadership and management

### Subject leadership & governance

- Develop middle leadership across school so that teachers are planning strategically for their subject areas.
- Develop the role of governors to include strategic planning, robust link governor actions and monitoring of SDP.

Where are we now...	Success Criteria...
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Subject leaders are not yet leading or monitoring their subject effectively. Governors are beginning to better understand the nature of their roles and responsibilities.	Effective subject leadership by staff including monitoring delivery and planning for their subject. Effective governance.
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Start date	Target	Actions to achieve target position	Persons responsible	Resources and costs linked to finances	Monitoring Person and Method
March 2019	Develop middle leadership across school so that teachers are planning strategically for their subject areas and monitoring the implementation of policies etc.	<p>Staff to understand the role of a subject leader</p> <p>Staff to engage with monitoring subject including gathering evidence and auditing resources and action planning in line with the teaching standards</p> <p>Work with other subject leaders from other schools Pip and Emily, maths lead from Rainow</p> <p>Subject leadership time to effect the above</p>	All staff	<p>Supply cover for subject leadership time £150</p> <p>Supply cover for maths specialist £75</p>	JB
	Develop the role of governors to include strategic planning, robust link governor actions and monitoring of SDP.	<p><b>Governors to be made aware of their responsibilities regarding governor link roles – regularity and reporting back to FGB</b></p> <p><b>Committee restructured and terms of reference revised</b></p> <p><b>Code of conduct – revised and given out</b></p> <p>Challenge and questioning – minuted by clerk</p> <p>Questions suggested for governors to ask</p> <p><b>Ofsted framework given out – leadership and management section.</b></p> <p>Governors to regularly attending appropriate training.</p> <p>Committee chairs to post minutes on governor hub in a timely manner and all relevant documents to be shared using GH.</p> <p>Chair – visit another FGB meeting at another school.</p>	All governors and chairs of committees.	Training already paid for and budgeted for next year.	Ofsted!