

The Reddings Primary and Nursery School – KPI 2018 – 2019



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| Key | | | | |
| | Not yet actioned | In progress | Good progress | Action complete |

Updated December 2018

| | Autumn 2018 | Spring 2019 | Summer 2019 | Key headlines | Impact | Evidence |
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| Improving the effectiveness of leadership and management by: | | | | | | |
| 1.1 securing high-quality teaching, learning and assessment for pupils over time, in each year group | | | | <ul style="list-style-type: none"> pupil progress set up meetings Autumn Term 1 progress outcomes meetings formal drop ins with appraisers | <ul style="list-style-type: none"> all staff aware of needs of learners, strategies have been identified and added to learning plans where appropriate senior staff all aware of strength and next steps for staff that they line manage staff clear on strengths and areas for development | <ul style="list-style-type: none"> cohort files, current attainment and tracking folder and learning plans teaching and learning file teaching over time document-updated learners books |
| 1.2 assessment more accurately so that greater account is taken of the progress that pupils are achieving when making judgements about the quality of provision | | | | <ul style="list-style-type: none"> assessment week; including PM benchmarking , destination questions, Year 3/ 4 writing moderation cluster meetings attended Whole school writing moderation CPD (Autumn 1) Phonics half termly Reception baseline | <ul style="list-style-type: none"> staff have a clear understanding of individual and group needs + progress over half term staff clear on attainment of learners, agreement with other schools as well as attainment agreed within school Robust assessments, clear knowledge of | <ul style="list-style-type: none"> cohort files, current attainment and tracking folder staff meeting minutes phonics assessment |

| | | | | assessment and analysis | clear next steps | |
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| 1.3 ensuring that governors use their visits and assessment information more precisely to challenge leaders over the quality of provision in the school, and that they routinely review leaders' progress in improving standards. | | | | <ul style="list-style-type: none"> • Governors had in depth analysis of data across school • Governor learning walk • Governor collaboration on visions, values and aims • Curriculum reports from all subject leaders have been read • Governors have led Head Teachers Appraisal • Anonymized learning walk feedback provided | <ul style="list-style-type: none"> • Governors have a robust knowledge of attainment and progress across the school, across all curriculum areas • Governors clear and committed to schools vision and values • Governors clear on teaching and learning and monitoring across the school- Governor learning walk • Governor Writing competition to be launched Spring term | <ul style="list-style-type: none"> • Governor minutes- Governor file • Head Teacher Appraisal (p&C) • SLT minutes • Governor files- learning walk/ book look |
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| Improving teaching, learning and assessment by: | | | | | | |
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| | Autumn 2018 | Spring 2019 | Summer 2019 | Key headlines | Impact | Evidence |
| 2.1 securing consistently good teaching and learning across the whole school, but particularly in key stage 1 | | | | <ul style="list-style-type: none"> formal drop ins with appraisers cross phase 2 (Yr 1-3) writing and feedback moderation | <ul style="list-style-type: none"> senior staff all aware of strength and next steps for staff that they line manage staff clear on strengths and areas for development Consistency across the phase, staff clear on next steps. Good practice shared and staff held to account | <ul style="list-style-type: none"> teaching and learning file teaching over time document- updated learners books End of term data phase meeting overview – core plan file 2018-2019 Updated Teaching and learning policy |
| 2.2 ensuring that teachers use assessment information accurately to plan learning and activities which meet the needs of pupils , including the most able, so that they can attain the higher standards | | | | <ul style="list-style-type: none"> Teaching sequence CPD CPD from Maths Herts advisor CPD from English Herts advisor Whole school writing moderation Pupil progress meeting Assessment week Learning plan set up Moderation cluster (EYFS) New to Year 2 training Assess, plan, do review of learning plans | <ul style="list-style-type: none"> Robust assessments all staff aware of needs of learners, strategies have been identified and added to learning plans where appropriate Books show evidence of progress Vast majority of books show clear teaching sequences for writing Bespoke 'writing clinic' and next steps for improving writing All staff working with SENd learners are clear on their targets and how to move their learning on | <ul style="list-style-type: none"> Staff meeting minutes Book look monitoring – core plan file Teaching over time document Hfl English advisor report HFL Maths advisor report Learning plans and reviews |
| 2.3 making sure that pupils have frequent opportunities for extended writing , and | | | | <ul style="list-style-type: none"> Whole school 'take one book' approach (Hansel and Gretel) | <ul style="list-style-type: none"> Staff all aware of the expectations of extended writing within topic and | <ul style="list-style-type: none"> Key priorities on website and shared with |

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| <p>applying their writing skills in different curriculum subjects, so that pupils' progress is more rapid</p> | | | | <ul style="list-style-type: none"> • Key priority shared with all stakeholders • SLT writing scrutiny • Science and topic book scrutiny (Autumn 2) | <p>cross curriculum</p> <ul style="list-style-type: none"> • Phase meeting focus on extended writing in topic • Staff more focused on standards of work and presentation expected in all curriculum areas | <p>children and parents- on display and website</p> <ul style="list-style-type: none"> • phase meeting overview – core plan file 2018-19 • learners books • Monitoring file-science and topic book scrutiny |
| <p>2.4 insisting that teachers use the school's agreed feedback policy consistently, and well, to support pupils to learn from their mistakes effectively in order to make more rapid progress</p> | | | | <ul style="list-style-type: none"> • writing moderation (Sept) • Phase meeting (Yr 1-3) • Key priority shared with all stakeholders • Reflected in appraisal targets • Updated guidance on feedback created following staff CPD | <ul style="list-style-type: none"> • Consistent approach to feedback • Staff all aware of the expectations of extended writing within topic and cross curriculum • Phase meeting focus on extended writing in topic • All staff clear on consistency in feedback, guidance linked to what is happening in books (consistency to be monitored again in Spring term) | <ul style="list-style-type: none"> • Staff meeting minutes • Key priorities on website and shared with children and parents- on display and website • phase meeting overview – core plan file 2018-2019 • staff meeting minutes • Consistency in feedback guidance • Updated Teaching and learning policy |
| <p>2.5 raising teachers' expectations of the presentation of pupils' work, so that pupils take greater pride in their work</p> | | | | <ul style="list-style-type: none"> • writing moderation (Sept) • Phase meeting (Yr 1-3) • Key priority shared with all stakeholders • Reflected in appraisal targets • Handwriting teacher led intervention shared | <ul style="list-style-type: none"> • Consistent approach to feedback • Staff all aware of the expectations of extended writing within topic and cross curriculum • Phase meeting focus on extended writing in topic • Targeted support for | <ul style="list-style-type: none"> • Staff meeting minutes • Key priorities on website and shared with children and parents- on display and website |

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| | | | | <p>from Herts English advisor (to Yr 3)</p> <ul style="list-style-type: none"> • Science and topic book monitoring, followed by phase meetings to discuss findings | <p>individual learners</p> <ul style="list-style-type: none"> • Staff aware of greater emphasis required to ensure high quality presentation in all books | <ul style="list-style-type: none"> • phase meeting overview – core plan file 2018-2019 • English advisor report • Science and topic book monitoring-monitoring file |
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| Improve outcomes by: | | | | | | |
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| | Autumn 2018 | Spring 2019 | Summer 2019 | Key headlines | Impact | Evidence |
| 3.1 raising standards of reading, writing and mathematics in key stage 1 and 2 | Reading KS1 | | | <ul style="list-style-type: none"> cross phase 2 (Yr 1-3) writing and feedback moderation Teaching sequence CPD | <ul style="list-style-type: none"> Consistency across the phase, staff clear on next steps. Good practice shared and staff held to account Bespoke targets from learners in writing High quality text Developing up skilled vocabulary Bespoke CPD from maths advisor to ensure all staff new to year group confident in the maths curriculum and in how to use analysis of data to support planning to ensure accelerated progress Revised spelling home learning (implemented) | <ul style="list-style-type: none"> phase meeting overview – core plan file 2018-2019 English advisor report Maths advisor report Word of the week shared in displays and on Twitter Curriculum maps, planning folders and on website Vocabulary on working walls Home learning folders/ High frequency word cards – assessment folder (KS1) ASP for 2017 to 2018 Standards report 2018 |
| | Maths KS1 | | | <ul style="list-style-type: none"> CPD from Maths Herts advisor CPD from English Herts advisor Whole school writing moderation Take one book approach- high quality text | | |
| | Writing KS1 | | | <ul style="list-style-type: none"> Change to curriculum maps to ensure text were appropriately challenging for individual cohorts | | |
| | Reading KS2 | | | <ul style="list-style-type: none"> Word of the week (KS1 and 2) Reading areas priorities, with a focus on developing greater independence in selecting appropriate books for their reading age | | |
| | Maths KS2 | | | <ul style="list-style-type: none"> Stream lined home learning to core priorities Updated spelling home learning | | |
| | Writing KS2 | | | | | |

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| <p>3.2 ensuring that teachers use assessment information accurately to plan learning and activities which meet the needs of pupils, including the most able, so that they can attain the higher standards (see 2.2)</p> | | | | <ul style="list-style-type: none"> assessment week; including PM benchmarking , destination questions, | <ul style="list-style-type: none"> staff have a clear understanding of individual and group needs + progress over half term | <ul style="list-style-type: none"> cohort files, current attainment and tracking folder |
| <p>3.3 ensuring that more pupils achieve the expected standard in the phonics screening check by the end of year 1, so that these results are at least in line with the national average.</p> | | | | <ul style="list-style-type: none"> .Phonics is in line with national, so to continue current practice and monitor progress and attainment half termly | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Outcomes 2017 to 2018 Phonics spreadsheet and gap analysis Phonic group planning and assessments |