

The Reddings Primary and Nursery School –2017 – 2018



KPI Overview- July 2018

Improving the effectiveness of leadership and management		
<p>1.1 securing high-quality teaching, learning and assessment for pupils over time, in each year group</p>	<p>1.2 Monitoring teaching, learning and assessment more accurately so that greater account is taken of the progress that pupils are achieving when making judgments about the quality of provision</p>	<p>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.</p>
Overview key of actions		Overview of Impact
<ul style="list-style-type: none"> .Rigorous and robust assessments- formative and summative <ul style="list-style-type: none"> .Half termly data submission .Pupil progress meetings .Regular lesson drop ins and return drop ins- bespoke support provided where required .Rigorous monitoring programme .Changes to feedback guidance .SOARR approach for TAs .Support from HfL advisors- English, Maths and EYs <ul style="list-style-type: none"> .Review of Governance .Changes to Governing board .Challenge in every Governors meeting 		<ul style="list-style-type: none"> .Leaders at all levels know where learners are working + next steps to move them forward- gaps addressed quickly .Majority of teaching good with some outstanding practice, where there are inconsistencies support is in place .Greater understanding of the needs of individual learners <ul style="list-style-type: none"> .Actions/impact reviewed as part of core plan .Clear next steps provided .High quality moderation- robust assessments <ul style="list-style-type: none"> .Improved long term maps- quality text led .Improving teaching sequence .High quality Governing body <ul style="list-style-type: none"> .Critical friend
<p>Next steps: Review responding to feedback further Continue to support where there are inconsistencies in teaching and learning</p>		

Improving teaching, learning and assessment

<p>2.1 securing consistently good teaching and learning across the whole school, but particularly in key stage 1</p>	<p>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</p>	<p>2.3 making sure that pupils have frequent opportunities for extended writing, and applying their writing skills in different curriculum subjects, so that pupils' progress is more rapid</p>
<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>	<p>2.5 raising teachers' expectations of the presentation of pupils' work, so that pupils take greater pride in their work</p>	

Overview key of actions	Overview of Impact
<ul style="list-style-type: none"> .Regular drop ins and return drop ins .Maths meetings across the school .Cross phase support and top ups .Quality CPD- internally and from HfL advisors .External monitoring (moderation clusters/ moderation) .Accurate formative assessments .Robust summative assessments .Embedded phonics teaching in EYs and KS1- half termly gap analysis used to target learners needs .Raised profile of writing throughout school .Raised profile of handwriting throughout school- and quality of provision .Introduction of pen licenses .Regular book looks from staff at all levels, to ensure consistency of approach to revised feedback guidance 	<ul style="list-style-type: none"> .Majority of teaching good with some outstanding practice, where there are inconsistencies support is in place .Good practice disseminated and embedded .Robust assessments give confidence in judgments made <ul style="list-style-type: none"> . Raised SATS at KS1 and KS2 .Improved GLD .Sustained phonics attainment (above national-83%) .At least expected progress for majority of learners across the school with some accelerated progress .examples of improved handwriting, presentation and pride within the school, not yet consistent across learners

Next steps: Raise the attainment of writing throughout the school
 Develop responding to feedback further
 Further develop learners abilities to articulate their pride in their work and the school

Improve outcomes		
3.1 raising standards of reading, writing and mathematics in key stage 1 and 2	3.2 Continuing to quicken the progress that pupils make in reading, writing and mathematics, so that most pupils make good progress from their individual starting points	3.2 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.
Overview key of actions		Overview of Impact
<ul style="list-style-type: none"> .Changes to curriculum map to be led by quality text .Well supported and targeted phonics teaching <ul style="list-style-type: none"> .Embedded Herts Essentials maths .Maths meetings .Embedding fluency project .Bespoke training from HfL advisors .Half termly assessments and pupil progress meetings .CPD on guided reading and use of high quality, language rich text .Pre-learning and vocabulary sessions 		<ul style="list-style-type: none"> . Raised SATS at KS1 and KS2 <ul style="list-style-type: none"> .Improved GLD .Sustained phonics attainment (above national-83%) .Majority of learners making at least expected progress, where there are inconsistencies, support in place .Maths meetings provide daily manipulation of number and allow for targeted whole class response to feedback <ul style="list-style-type: none"> .Learners able to access main teaching
<p><u>Next steps:</u> Develop attainment in writing across the school through a focus on developing vocabulary and ‘writing like an author’</p> <p>Sustain growth in attainment in phonics</p> <p>Continue to quicken progress</p>		