



Evaluating Teaching And Learning

AREA	ANALYSIS	PLANNING/INTERVENTIONS/PRIORITIES
Quality of Teaching and Learning	<p>MC has carried out lesson observations in English with a focus on extended writing. Feedback has been given to staff, which was positive. The main area that needs improvement is in modelled writing. Any other individual areas to be addressed or improved will be observed again during the next cycle of monitoring. There were no areas of weak teaching observed and all lessons observed were good with children being engaged and challenged.</p> <p>Maths lesson observations will be undertaken before Easter and reported on in the next ETAL.</p> <p>Work Scrutiny has been carried out for all books in all classes and feedback given to all staff individually on areas to improve. Overall the main issue continues to be presentation of work and neatness, although this is improving.</p> <p>Pupil Voice meetings have taken place with a variety of staff this time to cover science and foundation subjects.</p>	<ul style="list-style-type: none">• Revisit modelled, guided and shared writing and the difference between them in achieving better outcomes in English.• Staff meeting delivered by MC and follow up staff meeting discussion on implementation of new writing assessment sheets.• Continue to ensure challenge is in every lesson. • Handwriting to be continually tackled in discrete lessons and across all curriculum areas.

	<p>No incidents of bullying have been reported, however there are some ongoing issues with a group of girls in Year 5 which is being addressed by SLT and all staff. Many incidents have occurred out of school hours and this makes it difficult for us to validate any complaints. Some incidents have been reported to the police. We are all being vigilant with regard to this issue and reporting any incidents on CPOMS. (our online safeguarding forum)</p> <p>Maths teaching seems to inspire the children with the majority of pupils saying this is their preferred lesson – particularly during VIP assembly on Monday mornings.</p> <p>Children are aware of their next steps in learning and appreciate having these to help them improve.</p>	
<p>Attainment and progress of pupils including groups of children (pupil progress meetings)</p> <p>N.B. Checkpoint 3 is a half term check. Checkpoint 4 is at the end of this term when the outcomes easier to predict as more teaching and learning of certain knowledge and skills has happened. Having a mid-point checkpoint means that staff can quickly identify</p>	<p>EYFS: Currently 84% of the children are on track to achieve a GLD (Good Level of Development). Speech & language and Physical development needs are continuing to be addressed through intervention programmes.</p> <p>KEY STAGE 1: Children in Year 1 are on target at this Checkpoint. In Year 2 the majority of children are progressing well towards their target.</p>	<ul style="list-style-type: none"> ● Talk Boost ● Physical environment includes provision for climbing and balancing inside the classroom as well as outside ● Forest school

<p>any initial gaps in learning and can implement interventions to prevent the gaps growing by the end of the term.</p>	<p>KEY STAGE 2 Children in Year 3 are on target at this Checkpoint in all areas with progress across the half term being good.</p> <p>Children in Year 4 are not on target at this Checkpoint but progress across the half term is good. There is positive progress towards the target and interventions and plugging gaps is having an impact. The majority of children will be on target by the end of this term.</p> <p>The majority of Children in Year 5 are on target in all areas and progress across the half term is good.</p> <p>Children in Year 6 are progressing towards their target at this Checkpoint in all areas with progress across the half term being good.</p>	<ul style="list-style-type: none"> • Groups identified by JH and targeted interventions happening regularly • Groups have been identified by all class teachers and interventions are happening regularly
<p>Review of School development Plan</p>		
<p>Priority 1: Further improve the quality of teaching and learning with a focus on English, Maths and cross-curricular opportunities; closing the gap for Disadvantaged children and providing high quality challenge and success for High Ability children.</p>	<ul style="list-style-type: none"> • Evidence of good quality teaching and learning in lesson observations and work scrutiny • Outcomes for our HA disadvantaged pupils are excellent this year and above national averages for attainment and progress • Cross curricular approach to learning through our theme topics is engaging children. They know when they are working as ‘historians’ or ‘geographers’ etc. 	<ul style="list-style-type: none"> • Children are being challenged particularly in maths reasoning and problem solving • Identifying groups early in the year has helped plug gaps before they become too wide • Pupil progress meeting – very positive ensuring all children can succeed.

<p>Priority 2: Further improve pupils' progress and outcomes at the end of all key stages, maintaining good outcomes in EYFS, Phonics, KS1 and KS2</p>	<ul style="list-style-type: none"> • Outcomes in 2018 were all good. • See EPA document • Targets set and staff working towards achieving these by the end of the year. 	<ul style="list-style-type: none"> • Data information through ASP and IDSR on website
<p>Priority 3: Improve the experiences and outcomes for all children through high quality teaching and learning, raised expectations, creative and bespoke curriculum and more opportunities for consolidation of learning outside the classroom</p>	<ul style="list-style-type: none"> • Promises curriculum on website and being well received by children and parents. (Governor validation in March) • Initial Commando Joe's training - a resource to help underpin and embed our Character Education and promises Curriculum across school. (All classes have engaged with Commando Joe's activities) • Nursery provision continuing to grow – 9 new children started after Christmas More children starting after Easter – discussion to be had about how we continue to expand. • BASS group meeting more regularly to engage with Collective Worship and school ethos 	<ul style="list-style-type: none"> • Children engaged in all areas of their learning and enthusiastic • Greater focus on Character Education and school values – linking to CofE vision for education is enabling children to develop resilience and skills for learning – linked to growth mindsets