DEP 2016-17

Summary

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IMPROVEMENT PRIORITY 1:

IMPROVE THE QUALITY OF TEACHING SO THAT THE ATTAINMENT OF PUPILS RISES AND THEY MAKE MORE RAPID PROGRESS IN READING, WRITING AND MATHEMATICS.

1.1 Learning does not always engage pupils, often because the work is too easy.

1.2 The attainment and progress of many groups of pupils is lower than expected for their age in reading, writing and mathematics

1.3 Systems of assessment are not sharp enough to ensure that they are regularly used by teachers to plan lessons for pupils which suit their needs

1.4 Teaching outcomes still require further improvement

1.5 Children not given the opportunity to apply skills they learn in a variety of ways across all areas of the curriculum.

Actions taken include:

'How We Teach' policies created to ensure a consistent approach to teaching and learning.
Marking and Feedback policy updated in collaboration with Wentworth CofE.
Role of SENDco developed.
Role of Pupil Premium Leader developed.
Targets set using previous milestones – linked to appraisal.
Underperformance has been challenged.
Provision map created to track use of intervention/focus support.
Significant groups tracked as part of Pupil Progress meetings.

Impact:

See Termly Impact reports for data impact.
KS1 moderation team commented on the accuracy of assessment judgements presented.
Teaching profile shows 67% of teaching staff graded consistently good or better.
To be updated following release of raise online and the collation of summer term data..

Further Actions:

Improve the teaching profile so that all teaching is consistently good or better.

Establish a consistent approach to the teaching of reading, writing and maths.

Develop the curriculum to allow for greater application of basic skills in other areas.

Continue to track specific groups using the provision map and tailor interventions according to the needs of the children and the success of the interventions.

Develop the use of the Emag in making assessments in collaboration with Swinton Fitz (V. Helliwell).

Establish a robust monitoring schedule in collaboration with S. Armstrong and other external practitioners.

IMPROVEMENT PRIORITY 2:

TO IMPROVE THE QUALITY OF LEADERSHIP AND MANAGEMENT

2.1 Leaders have not ensured that teaching has improved rapidly since the last inspection in November 2013

2.2 Improve the effectiveness of the Governing Board

Actions taken include:

Leadership structure created.
Termly reports from leaders on key areas.
Weekly support for HT from S. Armstrong (Wentowrth CofE) funded by WWPAT.
Support for Ht from M. Wagstaff (Rawmarsh Rosehill) funded by ROSIS.
Robust monitoring schedule put in place.
Leadrership developed through National Professional Qualfications.
Morning timetable created to provide structure and ensure daily literacy/numeracy.
New GB structure created based on outcomes from GB review.
Monthly GB meetings.

Impact:

R. Cousins awarded NPQH.
Books show evidence of daily maths/writing.
How we teach policies in place.
More robust monitoring schedule has allowed leadership to challenge underperformance.

Further Actions:

Leadership structure to be reviewed.

EYFS Leader to train as a LA Moderator.

Continue to ensure a robust monitoring schedule is in place and work alongside external practitioners to raise the teaching profile across school.

IMPROVEMENT PRIORITY 3:

TO IMPROVE THE BEHAVIOUR OF PUPILS THROUGHOUT SCHOOL.

3.1 Work in lessons not challenging enough leading to restlessness in class, causing disruption.

3.2 Pupils' and parents' perception is that bullying is not dealt with effectively and can be an on-going problem

3.3 Ensure all stakeholders share high expectations of behaviour by pupils

Actions Taken:
High expectations of behaviour set out and shared with the children at the start of the year.
Staff CPD on effective behaviour management strategies and dealing with children that have attachment issues.
Fixed term Exclusion of disruptive children.
Whole school assembly – Golden Rules.
Regular monitoring of behaviour including tracking of incidents recorded.
Anti-Bullying Krew – set up and delivery of regular anti-bullying assemblies.
Anti-Bullying Display in main area outside the hall.
Removal of Golden Time as a sanction.
Gardening club set up by D. Salkeld to target specific children at lunch time.
Y1 now use Foundation stage play are at lunch time.
RUFC – Timetabled to include 30mins dinner time activities.
Lunch time clubs.
SMSA training on using effective behaviour management strategies

Impact:
Significant reduction in incidents from 56 in the autumn term to 36 in the spring term.
Significant reduction in classroom incidents from 19 in the autumn term to 8 in the spring term.
Reduction in playground incidents from 34 in autumn term to 24 in the spring term.
Low number of incidents during break times, 3 incidents during spring am break and 0 during spring pm break.
Oct 2016 - HMI commented on the improvements in behaviour and that there was no evidence of disruption in lessons. Jan 2017 - New timetable has given the children a clear structure for the morning sessions resulting in less disruption to learning.
Jan 2017 - Visit by M. Moody(Director of White Woods), commented on how behaviour in classes was definitely not an issue.
Two incidents of alleged bullying during the autumn term – all parents and children happy with the actions taken which included a 6 week follow up phone call/meeting.
No incidents of alleged bullying during the spring term.
One incident of alleged bullying during the summer term.

Further actions required
The number of incidents recorded indicate that the vast majority occur at lunch time.

More lunch time clubs to be offered (autumn 2017).

SLT and other school staff to show a presence during lunch time play.

Develop a play leader scheme.

Purchase more resources for children to use during lunch time play.

Restructure lunch time if possible to reduce the amount of time that the children are outside.

Lottery bid to improve the playground/create specific areas.