

Chantry Community Primary School

Chantry Community Primary School



Strategic Improvement Plan 2015/16

Updated April 2016

Updated June 2016



Chantry Community Primary School

3 to 5 Year Plan 2015 - 2020

Area of Focus	1 – 2 years	3 – 5 years
Overall Outcome	At least good judgement by Ofsted and Local Authority, well on the way to becoming outstanding in all areas. Happy, engaged pupils who are inspired to continue learning outside of school as well as inside. Teachers and support staff who work to their strengths and are always looking to improve and support each other.	To achieve outstanding grade at Ofsted and Local Authority and be on the route to becoming recognised as a centre of excellence for teacher and support staff training. Provide opportunities for CPD to schools across the town.
Leadership & Management	Governing Body working closely with school to raise percentage of higher achievers. No gaps between attainment of disadvantage & non-disadvantaged pupils.	A cohesive environment where all individuals take collective responsibility to ensure the highest standards of teaching and learning are taking place at all times.
Teaching & Learning	50% of all teaching is outstanding with nothing less than good. Talk for Writing project impacts on reading & writing Opportunities to thread British Values into each subject area are mapped out across the curriculum. Children apply their mathematical reasoning skills across the curriculum.	All teaching is outstanding. Talk for Writing project embedded throughout all key stages and across the whole curriculum. British Values are embedded through all direct and non-direct learning.

Chantry Community Primary School

Environment & Facilities	UKS2 quiet outdoor study area developed Curriculum kitchen area developed in Rainbow Room Outdoor food growing areas identified and built	Skylights put into KS2 corridor
Curriculum & Assessment	Evolving wider curriculum that excites and engages all pupils Commercial tracking system embedded and used by all teachers effectively Feedback for learning embedded as an in-class ongoing assessment system High standards are applied across the whole curriculum.	Outdoor learning, e.g. growing boxes, quiet areas, skills areas are part of the curriculum.
Community	Parents engaging with school by requesting workshops. Parents feeding back that information about learning and progress is good.	All parents engaging with school to support their child's learning.
Behaviour & Personal Welfare	Pupils taking responsibility for their own learning. Thrive language and approach to PSHE embedded in each classroom, through whole class Circle Time and one to one support.	Independent learners, supporting each other, highly engaged with a clear thirst for knowledge. Emotional barriers to learning recognised and understood by all members of staff.

Vision

Chantry is a Centre of Excellence for standards of teaching, learning and personal development.

Chantry Community Primary School

Overview of Main Focus Areas 2015-16

Area for improvement		Success Criteria
1. Effectiveness of Leadership and Management	<ul style="list-style-type: none"> - The Development of the Re-Constituted Governing Body - The Development of Subject Leaders - Curriculum development - Research 	Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including PP, sport funding and SEN funding, secures excellent outcomes for pupils. Leaders & Governors focus on consistently improving outcomes for all pupils.
2. Quality of teaching, learning and assessment	<ul style="list-style-type: none"> - Raise the percentage of outstanding teaching, with all teaching to be judged at least good. - Assessment - Feedback for learning 	100% of teaching to be judged as at least good through triangulated evidence, data, book reviews, observations. At least 50% of teaching to be judged as outstanding through triangulated evidence, data, book reviews, observations.
3. Personal Development, Behaviour and Welfare	<ul style="list-style-type: none"> - Create a Chantry Learning Model to incorporate attitudes to learning, personal development and British Values. 	Children and adults to have a good understanding of what constitutes good learning, both academically and emotionally, and be able to draw upon this, building resilience.
4. Outcomes	<ul style="list-style-type: none"> - Raise the percentage of outstanding teaching, with all teaching to be judged at least good, to secure outstanding achievement 	Floor standards will be reached as a minimum. Pupils throughout the school will reach targets and be on track to achieve national averages as a minimum. The targets for each year group to be; 90% at or above the expected standard.
5. Early Years Foundation Stage	<ul style="list-style-type: none"> - To create an outside learning area that enhances and extends the indoor learning and is rich in language. 	Increase of 3% of pupils will make a Good Level of Development on 2014/15 figure.

Chantry Community Primary School

Area for improvement 1: Effectiveness of Leadership and Management						
Ofsted Judgement: Good (Leadership and Management) The Governing Body has played an active and successful role in school improvement and understands the school's strengths and development needs well.						
■ 1.1 The Development of the Re-Constituted Governing Body						
Objective/Practice Indicators	Action:	Lead	Timeline	Additional support	Costs	Success Criteria
1.1.1 To ensure all Governors have clear areas of responsibility linked to the School Improvement Plan. 1.1.2 To ensure all Governors have the information they need to challenge school leaders and hold them to account. Practice Indicators Governors will be confident to ask and answer questions about the school. Governors will be seen in school and viewed as part of the leadership team. Governors will attend all FGB meetings and have pre-prepared questions to raise queries or deepen their knowledge. Governors are aware of any weaknesses in the school and what action the school is taking to address these. Governors are aware of action taken by the school to ensure all pupils are reaching their full potential and any gaps for disadvantaged pupils are closing.	<ul style="list-style-type: none"> Create areas of responsibility in line with the School Development Plan. Governors to have a termly meeting with the key school personnel for their area. Governors to make a minimum of two school visits per year, in addition to meetings Governors to keep a folder of their area plus any generic areas of responsibility. Carry out a self-audit. CoG/HT to carry out reviews of the visit reports for each Governor area. 	HT/CoG	Autumn 2015			Governors will challenge the Senior Leadership Team during Governors' meetings. Governors will be able to talk about the strengths and areas for development of the school.
						Monitoring CoG to hold Governors to account through area reviews.
						Comment/Progress April 2016 Governors have action plans that are being followed. Several meetings have taken place between Governors and key members of staff. However, there have been very few reports submitted detailing work covered or raising questions. June 2016 BT has continued to come into school, looking at the wider curriculum with CD by looking at books across all years groups and is currently following this up by visiting each classroom for an afternoon session.

Chantry Community Primary School

Area for improvement 1: Effectiveness of Leadership and Management

Ofsted Judgement: Good (Leadership and Management)

The Headteacher has driven forward improvement successfully, she is very ably supported by the recently appointed deputy and regular checks on teaching have helped secure improvement over time.

■ 1.2 The Development of Subject Leaders

Objective/Practice Indicators	Action:	Lead	Timeline	Additional support	Costs	Success Criteria
<p>1.2.1 To ensure that all Subject Leaders are monitoring their impact</p> <p>1.2.2 Subject Leaders to develop assessment in their subject</p> <p>1.2.3 English Lead to monitor impact of whole class reading in KS2 on reading progress.</p> <p>1.2.4 Mathematics Lead to check all year groups plan to teach for fluency and reasoning.</p> <p>Practice Indicators</p> <p>Subject Leaders have a clear picture of their subject across the school</p> <p>Subject Leader files are consistent</p> <p>Subject Leaders have quantitative evidence of their impact</p> <p>Weaker teaching is identified and support/training given.</p>	<ul style="list-style-type: none"> Develop non- negotiable list of contents for subject leader files All Subject Leaders have a clear action plan clear success criteria and measurable actions Subject Leaders review their action plans twice a year Subject Leaders to meet with Head/Deputy during terms 1 & 3 Subject Leaders to carry out a self-audit Subject Leaders have ½ day per term release for monitoring Subject Leaders to ensure they have a good knowledge of their subjects' curriculum Subject Leaders identify strengths/weakness in the teaching of their subject and teacher knowledge Subject Leaders arrange any CPD needed 	<p>BR</p> <p>Subject Leaders</p> <p>Subject Leaders</p> <p>CD/BR</p> <p>Subject Leaders</p> <p>Subject Leaders</p> <p>Subject Leaders</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 3 & 5</p> <p>Term 1 & 2</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>	<p>Improvement Partner</p>	<p>Possible supply for identified CPD needs. £180 per day</p> <p>Possible supply for identified CPD needs. £180 per day</p>	<p>All subject leaders will have good subject knowledge across year groups, knowing where there are strengths and areas for development. All subject leaders will have subject files with evidence of how their subject is taught across the school.</p> <p>Monitoring Subject leader files will be discussed and shared at regular intervals during professional development meetings. Subject Leader meetings with SLT</p> <p>Comment/Progress April 2016 RR has worked with the subject leaders, preparing files with contents lists and guidelines. The majority of SL have now updated their subject policies. KB (SIP) has followed up on the work completed last year with a meeting with the core subject leaders – see report of meeting. RR is due to meet with SL during Term 5. June 2016 The meeting with subject leaders had to be postponed due to other pressures but is now in place for Wednesday 29th June. English & Maths subject leads have continued to have regular release time to monitor their subjects.</p>

Chantry Community Primary School

Area for improvement 1: Effectiveness of Leadership and Management						
Ofsted Judgement: Good (Leadership and Management) The Headteacher has driven forward improvement successfully, she is very ably supported by the recently appointed deputy and regular checks on teaching have helped secure improvement over time.						
■ 1.3 Curriculum Development						
Objective/Practice Indicators	Action:	Lead	Timeline	Additional support	Costs	Success Criteria
1.3.1 To continue to monitor the implementation of the new curriculum 1.3.2 To develop a mastery approach to teaching 1.3.3 To improve the teaching of reading skills in Key Stage Two. 1.3.4 To develop teacher's subject knowledge in grammar 1.3.5 To further develop science teaching across the school 1.3.6 To develop the teaching of food technology across the school Practice Indicators • There will be good coverage of	<ul style="list-style-type: none"> SLT and subject leaders to monitor coverage of the new curriculum Maths Inset for all staff on reasoning and problem solving Monitor the teaching of maths through lesson observations and book scrutiny to ensure mastery approach Training on over-learning and deepening of knowledge Introduce whole-class reading across Key Stage 2 Reading comprehension books introduced to record children's work in reading Regular moderation to look at reading evidence and assessment Regular grammar training in PDM Evaluate the current teaching of science and ensure coverage of the new curriculum Develop an assessment system for science Hold whole-school science focus weeks to promote science New science leader to attend 	CD/RR/HD/NM NM SLT CD BR NM SLT BR RL RL/BR All staff RL HD/JR	Termly Sept 15 Termly Term 2 Sept 15 Sept 15 Terms 2, 4 and 6 Term 3 Terms 1, 3 and 5 Ongoing		Possible supply for identified CPD needs. £180 per day	All teachers will develop a mastery approach to teaching maths, with a focus on reasoning and problem solving. The discrete teaching of reading across KS2 will be high quality and there will be evidence of the children's achievement in reading. All teachers will be clear about the expectations for teaching science. Science will have a higher profile within the school. The teaching of food technology will impact on the children's knowledge of healthy eating. Monitoring SLT and subject leaders to monitor teaching and learning. Comment/Progress April 2016 Maths monitoring shows an increase in number work followed up with application. Reasoning is now evident in most year groups. KS2 have adopted whole class reading and good progress can be seen across the key stage in reading comprehension. A local NLE (National Leader of Education) presented a twilight session on marking but ended up talking about how her school teaches whole class reading. This was a good professional dialogue and helped shape our own sessions. Grammar has been a focus for professional development for 3 of the key stage two teachers

Chantry Community Primary School

<p>the N.C. across the school</p> <ul style="list-style-type: none"> • Children will confidently use reasoning and problem solving skills in all areas of maths. • Teachers are confident in their own grammar knowledge • There is exciting, practical high-profile science curriculum, which covers the N.C. skills • Food technology is taught effectively 	<p>training</p> <ul style="list-style-type: none"> • Create a kitchen area in the Rainbow Room • Develop outside growing areas 		Term 3		£ 5000	<p>and for all support staff.</p> <p>Science has been a focus this year, during monitoring it was evident teachers are confident in teaching science and there is good coverage across the science curriculum.</p> <p>We have plans for a cookery teaching area in the Rainbow Room and have carried money forward in the budget to complete this.</p> <p>June 2016</p> <p>All teachers have completed an 'Arts' Fortnight' based around a picture book and we are looking forward to displays of fresh artwork going up around the school. This has been very engaging and continued to support comprehension and whole class reading.</p>
---	--	--	--------	--	--------	---

Chantry Community Primary School

Chantry Community Primary School

Area for improvement 1: Effectiveness of Leadership and Management						
Ofsted Judgement: Good (Leadership and Management) The Headteacher has driven forward improvement successfully, she is very ably supported by the recently appointed deputy and regular checks on teaching have helped secure improvement over time.						
■ 1.4 Research						
Objective/Practice Indicators	Action:	Lead	Timeline	Additional support	Costs	Success Criteria
1.4.1 To develop action learning sets around areas of research: <ul style="list-style-type: none"> • Feedback and marking • Developing learning behaviours • Mastery approach to teaching • Effective use of TAs/support staff/mentoring programmes <u>Practice Indicators</u> All teaching staff will be involved in professional research	Plan in PDM time for action research SLT to source examples of case studies/ completed school research projects	SLT SLT				Case studies of teacher's research highlight best practice to be shared and taken forward into our learning model.
						Monitoring Termly meetings in action learning sets
						Comment/Progress April 2016 This is an area that is not going to happen. We did discuss it as a staff group in September but this is not the right year to take on additional expectations of teachers. June Key Stage Two teachers did take forward their action research by introducing a whole class reward (giant jars to collect marbles). I am going to do some pupil interviews to find out what the children's perspective of this is.

Chantry Community Primary School

Area for improvement 2 : Quality of teaching, learning and assessment						
Ofsted Judgement: Good (Quality of Teaching) Occasionally, teachers' expectations of pupils are not consistently high in different subjects to sustain a rapid pace of learning. ■ 2.1 Raise the percentage of outstanding teaching, with all teaching to be judged at least good.						
Objective/Practice Indicators	Action:	Lead	Timeline	Additional support	Costs	Success Criteria
2.1.1 Teaching & Learning Raise percentage of outstanding teaching with nothing judged less than good. Practice Indicators <ul style="list-style-type: none"> The majority of pupils making good progress during every lesson Pupils applying skills across the curriculum Pupils demonstrating independence in their learning Pupils supporting each other with their learning Pupils engaged and motivated to learn Pupils asking questions and investigating the answers Pupils understanding and knowledge is deepened through accurate questioning and task setting. All teachers to take part in lesson studies 	<ul style="list-style-type: none"> PDM focused on mastery learning/teaching Lesson observations Lesson studies Data analysis Book reviews Planning reviews Set targets following observations and lesson studies Pupil interviews 	HT/DH SLT Teachers	Termly Term 3 Termly	SIP	SLT time	100% of teaching to be judged as at least good through triangulated evidence, data, book reviews, observations. At least 50% of teaching to be judged as outstanding through triangulated evidence, data, book reviews, observations.
						Monitoring Lesson observations – Autumn and Summer, more regular follow-ups for teaching judged less than good. Regular programme of drop-ins. Termly data analysis and book reviews.
						Comment/Progress April 2016 During our first round of monitoring one teacher was judged to be below our expectation of at least 'good' through triangulated evidence. This teacher was monitored throughout December and raised the standard to reach a judgement of 'good'. Concerns continued in some areas and support has

Chantry Community Primary School

						<p>been in place throughout the Spring Term. Alongside this all FTE teachers have participated in lesson studies to support each others' professional development.</p> <p>Term 5 will see our second round of classroom based observations.</p> <p>June 2016</p> <p>Seven out of nine teachers were observed during term 5, all were judged to be at least good with two judged as outstanding. One of the outstanding judgements was for a teacher who has not been judged at this level previously. We always take into account a fuller picture than just the lesson and our judgements are supported by behaviour management and progress.</p> <p>The final two teachers will be observed this week.</p>
--	--	--	--	--	--	---

Chantry Community Primary School

Area for improvement 2 : Quality of teaching, learning and assessment						
Ofsted Judgement: Good (Quality of Teaching)						
■ 2.2. Assessment						
Objective/Practice Indicators	Action:	Lead	Timeline	Additional support	Costs	Success Criteria
Assessment 2.2.1 To develop a whole school tracking system 2.2.2 Ensure the new assessment system is embedded consistently across the school. 2.2.3 Develop assessment of foundation subjects 2.2.4 Moderate assessments across school 2.2.5 Moderate assessments across Bexhill with Alliance schools Practice Indicators The new assessment system will be embedded and teachers will be using it effectively. Teachers will be confident at making judgements using the NC statements Teacher judgements will be moderated in school and externally	<ul style="list-style-type: none"> PDM to introduce teachers to the new tracking system SLT to look at new system in term 2 to ensure it shows data required Liaise with technical support to ensure new system can be maintained/updated Regular time allocated in weekly PDM meetings to discuss assessment and any issues arising with new system Pupil progress meetings 3x year to monitor teacher's assessment Subject leaders to support teachers to assess foundation subjects (using new assessment format) Plan in PDMs to moderate reading, writing, maths and science All teachers to attend Alliance moderation meetings 	DH	Term 1	IT support	£500	Teachers will confidently record assessment judgements on new tracking system at the end of terms 1, 3 and 5. Regular dialogue about assessment will take place and all SLT will evaluate the new tracking system. Any technical issues with new system will be ironed out and technical support will be organised
		SLT	Term 2			
		DH/IT support	Term 1			Monitoring SLT to monitor effectiveness of new tracking system HT/DH to monitor teacher judgements against NC
		Teachers	Termly			
		Teachers	Terms 2,4,6	SIP		Comment/Progress April 2016 Ongoing assessment and moderation of assessments has taken place throughout the year. RR has led on this and all teachers have raised their confidence levels in moving forward under the new system. Target tracker is now in place and RR has produced our first data-wall using the new assessment system.
		Subject Leaders	Terms 1,2 and 3			
		Teachers	Termly			
		Teachers	Terms 2, 3 and 5			

Chantry Community Primary School

Area for improvement 2 : Quality of teaching, learning and assessment						
Ofsted Judgement: Good (Quality of Teaching)						
■ 2.3 Feedback for Learning/Parental Involvement						
Objective/Practice Indicators	Action:	Lead	Timeline	Additional support	Costs	Success Criteria
<p>2.3.1 Further develop feedback for learning to impact on target setting, accelerating progress and informing future planning</p> <p>2.3.2 Develop a system to keep parents informed about their child's achievement throughout the year</p> <p>Practice Indicators</p> <ul style="list-style-type: none"> All pupils taking part in FFL activities at the beginning of the day Pupils will know what they need to do to progress in their learning Parents will receive regular information about their child's achievement and targets 	Pupil's to be given opportunities to respond to feedback	Teachers	Termly	SIP	SLT time	Progress will be accelerated through accurate and meaningful feedback Parents will be informed when children achieve their targets
	Teachers will regularly set and review targets with children					
	SLT to create a system for informing parents about their child's progress	SLT	End of term 2		£200	Monitoring Regular early morning drop-ins Book reviews and pupil interviews
	Hold a curriculum and assessment information evening for parents	HT/DH	Term 1			Comment/Progress April 2016 FFL takes place four mornings a week, evidence of impact is very clear when monitoring books or doing book reviews with teachers. It is not perfect yet but when comments focus on moving learning forward and providing opportunities to put this into practice immediately through editing or redrafting there is impact. We have developed a system of moving reading comprehension forward by marking the work with an in depth question, when done well this is having an impact – this needs further development for some teachers. June 2016 Drop-ins during Feedback for Learning sessions have shown these sessions to be more focused and productive across the school. Impact on pupils will be gathered during pupil interviews.

Chantry Community Primary School

Area for improvement 3: Outcomes						
Ofsted Judgement: Good (Achievement) There is not yet enough outstanding teaching to secure outstanding achievement. ■ 3.1 Raise the percentage of outstanding teaching, with all teaching to be judged at least good. Judgement to be based on triangulated evidence.						
Objective/Practice Indicators	Action:	Lead	Timeline	Additional support	Costs	Success Criteria
3.1.1 Achieve at least national floor standards for keystage 2 – equivalent to 85% at ARE reading, writing, maths combined. 3.1.2 Increase percentage of above age related expectations to at least 50% in reading, 40% in writing and 45% in maths. 3.1.3 Increase the percentage of Key Stage One pupils achieving ARE and above ARE in reading, writing and maths 3.1.4 Develop the role of support staff to increase their effectiveness 3.1.5 Develop support staff's expertise in their areas of interest Practice Indicators Lesson observations, drop-ins, book reviews and data throughout the year will show pupils are on track to achieve the above outcomes.	SLT to increase number of drop-ins to ensure: <ul style="list-style-type: none"> FFL takes place every day and evidence can be seen in books of children responding to feedback. Phonics/grammar takes place daily outside the English lesson. Mental maths sessions take place daily. All pupils receive a broad and balanced curriculum. Pupils are engaged with their learning and applying skills across the curriculum. 	HT/DH	Termly		SLT time	Floor standards will be reached as a minimum. Pupils throughout the school will reach targets and be on track to achieve national averages as a minimum. The targets for each year group to be; 90% at or above the expected standard.
						Monitoring Termly book reviews, pupil progress meetings, data analysis. Drop-ins weekly. Lesson observations at least twice per year. Intervention drop-ins at least twice a year
						Comment/Progress April 2016 We are concerned that the expectations of what age related will be this year are very high. We are monitoring year 2 and 6 very closely and supporting pupils to achieve the expected level. An additional teacher is working with Year 2 two afternoons a week and Year 6 have additional group support in place. An additional teacher has also been brought into Year 5 two afternoons a week to raise attainment for all pupils.
	SLT to increase number of book reviews to ensure: <ul style="list-style-type: none"> Evidence of pupils responding to feedback and a dialogue with the teacher is in place. Feedback is informing planning. All pupils receive a broad and balanced curriculum. Pupil progress meetings take place termly. Intervention is organised termly based on pupil progress meetings and data.	HT/DH			SLT time	
		KS leaders SENCO/DH /Teachers	Termly		SLT/TA3 time SLT time	

Chantry Community Primary School

<p>High expectations will be seen in all classes across the curriculum.</p> <p>Pupils will be applying the same standards they achieve in English across all curriculum areas.</p> <p>Intervention will be focussed and time limited</p> <p>Over-learning and pre-learning will take place; with a focus on developing vocabulary for vulnerable pupils</p>	<p>In school training provide monthly for support staff</p> <p>New TAs mentored by experienced TA/ HLTA</p> <p>Assign intervention programmes to support staff who express an interest in a specific area of development</p> <p>Provide outside training for support staff where available and appropriate</p>	<p>DH/HD</p> <p>HLTA/NL</p> <p>HD</p> <p>BR/HD</p>	<p>Monthly</p> <p>Terms 1 and 2</p> <p>Terms 1,3 and 5</p> <p>Termly</p>			
---	--	--	--	--	--	--

Chantry Community Primary School

Area for improvement 4: Personal Development, Behaviour and Welfare						
Ofsted Judgement: Good (Behaviour and Safety) Pupils behave well and feel safe. They are enthusiastic about school but do not always have enough chances to take responsibility for their own learning.						
■ 4.1 Create a Chantry Learning Model to incorporate attitudes to learning, personal development and British Values.						
Objective/Practice Indicators	Action:	Lead	Timeline	Additional support	Costs	Success Criteria
Personal Development 4.1.1 Update the PSHE programme of study to ensure year groups are building on prior knowledge and the curriculum is fully covered. 4.1.2 To develop the Thriveftc work to provide support for parents. 4.1.3 Further develop children's understanding of the importance of being British and what this means in today's world. 4.1.4 Create a school ethos for learning 4.1.5 Ensure that learning behaviours and language are consistently modelled throughout the school 4.1.6 Further develop the Growth Mindset model to ensure pupils and adults are not limiting their own learning. Behaviour 4.1.7 Continue to develop the Lunch Club and playground zones to reduce poor behaviour at lunchtimes	<ul style="list-style-type: none"> Review of PSHE curriculum, expectations and outcomes. Staff training to ensure all staff are up to date with requirements and aware of curriculum before and after their year group. Staff new to Chantry to attend Circle Time training when available – or in-house if necessary. HD to team teach/model good practice of Circle Time including Thrive practice Thrive support to be offered to parents when identified as a need to support the emotional development of specific pupils. Assemblies to incorporate Christian Values followed by British Values. British Values highlighted for focused teaching in PSHE curriculum. Create a Chantry learning model and display around the school Agree on the learning behaviours and language we want to promote 	HD HD HD HD RR/HD RR Teachers	INSET and Staff Meetings Sept 2015 Terms 3 and 4 2016 Sept 2015 Terms 2 and 3 Sept 2015		£150	Children to understand the importance of being British and what this means in today's world. Children and adults to have a good understanding of what constitutes good learning, both academically and emotionally, and be able to draw upon this, building resilience. Targeted Parents to work with the school to develop a solid understanding of how to manage challenging behaviour, how to support their children during difficult periods and situations and how to diminish ongoing undesirable behaviours. Pupils become independent learners and can be seen to be trying their best in all they do. Pupils are proud of their work. Pupils become independent in their learning, demonstrating resilience. Incidents of poor behaviour at lunchtime are reduced.

Chantry Community Primary School

<p>Welfare 4.1.8 Audit Child Protection practices to ensure support is provided before a safeguarding situation arises.</p> <p>4.1.9 All potential child protection issues are identified and support provided before escalation.</p> <p>4.1.10 Raise awareness of the Prevent and FGM agenda to all members of staff.</p> <p>Practice Indicators All teachers are providing a consistent programme of PSHE teaching that raises awareness for pupils of issues they may need to discuss.</p> <p>All teachers and support staff are using the language of a growth mindset and have high expectations of all pupils.</p> <p>Feedback for learning takes place daily in the classroom and pupils are seen responding to feedback provided.</p> <p>A dialogue between teacher's feedback and pupils response emerges.</p> <p>All adults understand the Child Protection procedures in school and understand the importance of the prevent agenda.</p> <p>Incidents of poor behaviour at lunchtime will continue to reduce</p>	<ul style="list-style-type: none"> • Growth Mindset to be a focus for the year and included in the first Inset in September. Links to Thrive and emotional development, as well as the PSE curriculum made explicit. • Follow-up CPD to ensure all adults are using the language of Growth Mindset. • Identify children who would benefit from nurture club at lunchtimes. • Organise and run a wider range of activities in the playground zones • Follow up training for TAs. • Duty teacher to model Restorative Practice at lunchtimes • SENCO to attend Designated Person's training as an additional person. • Safeguarding audit to be completed as good practice. • Action plan to be drawn-up following audit. • Attendance at Early Intervention Group to continue. • Include Prevent and FGM in September Inset and again in Child Protection Inset in October. • SENCO to monitor PSHE curriculum and build evidence file. 	<p>CD/RR /HD</p> <p>HD</p> <p>HD/BR/NL/J E</p> <p>NM/HD/BR/SJ/DN</p> <p>HD</p> <p>CD/RR</p> <p>HD</p> <p>CD/RR</p> <p>CD/RR</p> <p>HD</p> <p>CD/RR</p> <p>HD</p>	<p>Term 2</p> <p>Termly</p> <p>Ongoing</p> <p>Daily</p> <p>Term 1</p> <p>Term 4</p> <p>Term 4</p> <p>Termly</p> <p>Sept 15</p> <p>Terms 1,2,3,4</p>	<p>£250</p>	<p>Vulnerable children are supported during lunchtime playtime.</p> <p>Any child protections issues are dealt with quickly, appropriately and following the correct procedures. Accurate records are kept.</p> <p>Monitoring</p> <p>Drop-ins Pupil voice Book reviews Child protection audit Single Central Record – checked by C of G, three times a year</p> <p>Comment/Progress April 2016 The KS2 Leader attended a conference on British Values which is now being threaded through the planning – this is yet to impact on other teachers but is threaded through all PSHE teaching.</p> <p>All teachers us a growth mindset approach with pupils and we beginning to see children becoming more resilient when learning gets tough.</p> <p>We are working very closely with parents of children with challenging behaviour, four sets of parents are very supportive of our work. (We currently have four pupils who present more challenge than others.)</p>

Chantry Community Primary School

						<p>All staff have attended a session on the Prevent agenda and understand how to identify someone who may be at risk of being radicalised.</p> <p>Lunchtime behaviour incidents have reduced during Term 4 - see the data-wall.</p> <p>June 2016</p> <p>Drop-ins on PSHE lessons are due to begin in a weeks time, these are being carried out by HD the SENCO/PSHE subject leader. HD has also completed observations on support staff and has been looking at the use of growth mindset language being used – this has been seen during several observations. All staff have attended a workshop on the Prevent agenda along with a few Governors.</p>
--	--	--	--	--	--	--

Area for improvement 5: Effectiveness of Leadership and Management

Ofsted Judgement: Good (Leadership and Management)

■ 5.1 Early Years/Foundation Stage

Objective/Practice Indicators	Action:	Lead	Timeline	Additional support	Costs	Success Criteria
5.1.1 To create an outside learning area that enhances and extends the indoor learning. 5.1.2 To establish routines that ensure all pupils have equal access to outdoor learning. 5.1.3 Extend language development through rich outdoor	<ul style="list-style-type: none"> Create an outdoor learning space that is ready for opening when pupils start school in September 2015. Plan an enriching outdoor experience that covers all prime and secondary areas of the Foundation Stage curriculum. Train members of the 	HT /EYFS teacher CG/HD/	Autumn 2015 Term 2		£16000	Increase of 3% of pupils will make a Good Level of Development on 2014/15 figure. An increase in the amount of feedback received from parents. Monitoring Regular assessments using Language Link to ensure progress in language. Observations, drop-ins, pupil voice, book reviews

Chantry Community Primary School

<p>learning.</p> <p>5.1.4 Increase engagement with parents.</p> <p><u>Practice Indicators</u> Pupils will be excited by the outdoor learning that is provided.</p> <p>Pupils' language skills will be enhanced through the outdoor learning.</p> <p>More feedback from parents to be seen in Learning Journey records.</p>	<p>Foundation team to extend language development through the outdoor learning.</p> <ul style="list-style-type: none"> Wow moments to be sent home weekly with an expectation that parents will complete and return. 	HT	Ongoing		<p>Comment/Progress</p> <p>April 2016 The outside learning environment for Foundation Stage is now complete and providing a fabulous outdoor learning space. The EYFS teacher has worked hard to replicate learning taking place inside the classroom. There is a clear focus on extending children's language skills through their learning.</p> <p>We need to continue working on ways to engage parents, some are very good at responding to ideas but others are not. Although there is an increased number of 'wow' moments from parents. By sending these slips home every week it prompts parents to complete them and send them back.</p> <p>June 2016 EYFS has been moderated by County this year, the environment has been looked at and five children's work and judgements have been moderated – only two judgements were altered (there are 17 outcomes for each child). Very positive comments were made by the County moderators. "The teacher demonstrated accurate judgements and illustrated children's achievements well."</p>
--	---	----	---------	--	--