

**Chantry Community Primary School**

# Chantry Community Primary School



## **Priorities for Development 2018/19 A Parents' Guide**

# Chantry Community Primary School

## Context

2018's data showed a marked improvement; outcomes at the end of Key Stage 2 (KS2) were above National and Local Authority (LA) averages in maths and writing, broadly in line for Grammar and Reading showed an improvement rising to 70%. Our combined score was significantly improved at 70% (33% in 2017). Unfortunately, progress was less than the national average for this cohort. The number of children achieving a Good Level of Development (GLD) in Reception was our highest ever at 83%. Excellent practice in phonics teaching helped 94% of children reach National Standards in Year 1.

There was a positive picture at the end of KS1 with 90% of children achieving the Expected Standard (EXS) in Reading and Maths, 83% in Writing. Our numbers achieving Greater Depth Standards (GDS) were in line with LA averages in KS1 and above national in reading at KS2. There was good progress and attainment across the rest of the school with the current Year 6 cohort on track for attainment and progress that is above the LA and National averages.

100% of disadvantaged children achieved National Standards in phonics and in reading and maths at the end of KS1. A lower percentage of disadvantaged children achieved EXS in Upper Key Stage 2 compared to non-disadvantaged.

Chantry had an Ofsted inspection in October 2017 and was judged to be Good all areas. The leadership team underwent a restructure in February 2018 and two Assistant Headteachers were appointed (replacing the Deputy Headteacher position) The Senco returned from maternity leave in May. The school appointed a new School Business Manager (SBM) who started in June. A Newly Qualified Teacher (NQT) joined us in September 2018 in Year 3 and we have a Recently Qualified Teacher in Year 2. The two teachers in EYFS and Year 1 have swapped year groups.

Behaviour is good across the school and we work hard to support our most vulnerable children emotionally. The acting Senco remains as a teacher on 0.2 to support children's mental health and wellbeing.

## **KEY PRIORITIES**

KPI 1 To raise attainment in reading at the end of KS2
KPI 2 To increase the percentage of children achieving greater depth standards at the end of KS2
KPI 3 To improve the progress of children across KS2
KPI 4 To raise the progress and attainment of disadvantaged children
KPI 5 To increase the percentage of outstanding teaching
KPI 6 To further develop the skills of the SLT
KPI 7 To ensure there is continuity and progression in the foundation subjects
KPI 8 To support children's behaviour, mental and emotional health
KPI 9 To share good practice with all staff
KPI 10 Increase the number of disadvantaged children achieving a GLD

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### Development Plan for the year:

KPI 6 To further develop the skills of the SLT	
KPI 7 To ensure there is continuity and progression in the foundation subjects	
Actions:	Success Criteria (What it will look like)
<b>6.0 To further develop the skills of the SLT</b> <ul style="list-style-type: none"> <li>Headteacher to continue to receive informal mentor support from LLE</li> <li>Consultant coaching/support to develop Assistant HT skills</li> <li>Support from Bexhill Alliance as required</li> <li>Identify areas for support and training during SLT appraisals</li> </ul>	<ul style="list-style-type: none"> <li>SLT are confident in their roles and responsibilities</li> <li>SLT judgements of Teaching and Learning are consistent and accurate</li> <li>SLT have support from other local leaders</li> </ul>
<b>6.1 To monitor continuity and progression in the core subjects</b> <ul style="list-style-type: none"> <li>Set up a monitoring programme for the year</li> <li>English and Maths Leads to have release time together</li> <li>Allocate staff meeting time for English and Maths termly, to feed back to staff</li> <li>Whenever possible Maths and English Leads to be part of Pupil Progress Meetings (PPM)</li> <li>To monitor the teaching of SEND as part of observations</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring plan for year in place and shared with staff</li> <li>English/Maths Leads have robust action plans in place</li> <li>English and Subject Leaders have quantitative evidence of their impact</li> <li>Weaker teaching is identified and support/training given</li> </ul>
<b>KPI 6.2 To provide support for new staff</b> <ul style="list-style-type: none"> <li>Ensure new staff have completed induction</li> <li>Provide an induction pack for new staff</li> <li>SBM to receive mentoring from an experienced SBM</li> <li>HT and SBM to meet weekly</li> <li>NQT to receive mentoring from an experienced colleague</li> <li>NQT to have release time alongside Mentor</li> <li>NQT to receive training and support through Teaching School Alliance (and LA)</li> <li>All new staff to have time with SENCO re expectations, behaviour etc</li> </ul>	<ul style="list-style-type: none"> <li>Year R, 1 and 3 teachers feel confident with expectations and curriculum</li> <li>All teachers new to year group receive mentoring</li> <li>SBM is confident in her new role</li> <li>NQT has allocated time with mentor</li> </ul>
<b>6.3 Further support governors with their strategic roles</b> <ul style="list-style-type: none"> <li>Ensure that new governors have received necessary training.</li> <li>Carry out a Governor skills audit.</li> <li>Ensure governors have an input in the School Development Plan (SDP)</li> <li>Make sure new Safeguarding governor meets with BR 3x year</li> </ul>	<ul style="list-style-type: none"> <li>Governors have received all statutory training for their role</li> <li>Governors regularly monitor safeguarding systems in the school</li> <li>Governors understand progress and attainment data and confidently ask and answer questions about the school.</li> <li>Governors aware of any weaknesses in the school and action being taken to address these.</li> </ul>

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<p><b>KPI 7 To ensure there is continuity and progression in the foundation subjects</b></p> <ul style="list-style-type: none"> <li>• Introduce a new model of foundation subject leadership</li> <li>• Plan curriculum foci for terms 1-6</li> <li>• Plan specific subject training for areas of weaker subject knowledge identified by audit</li> <li>• Embed the tracking of foundation subjects using Target Tracker</li> </ul>	<ul style="list-style-type: none"> <li>• Staff understand the new leadership model</li> <li>• Staff understand the progression of skills in the foundation subjects</li> <li>• All skills are covered across the School</li> <li>• Work is of a high standard across the curriculum</li> </ul>
<p><b>KPI 7.1 To complete a curriculum review and audit</b></p> <ul style="list-style-type: none"> <li>• Complete an audit of existing curriculum coverage</li> <li>• Plan Yearly overviews for each class which map out the curriculum</li> <li>• Plan detailed Medium term plans which include skills broken down from NC objectives</li> <li>• Introduce 'Foundation Fridays' so children can be fully immersed in learning.</li> <li>• Creative Fridays to continue monthly</li> </ul>	<ul style="list-style-type: none"> <li>• NC is mapped out across the school</li> <li>• Medium term plans are skills based</li> <li>• Foundation Fridays facilitate coverage of all subjects</li> </ul>
<p><b>KPI 7.2 To ensure that high standards of handwriting and presentation are evident across the curriculum</b></p> <ul style="list-style-type: none"> <li>• Handwriting lessons 3-4 times a week in terms 1 and 2</li> <li>• English books with handwriting guides introduced from Reception to year 3</li> <li>• Every year group to use English books with handwriting guides until a child's handwriting is consistently evident across all areas of writing.</li> <li>• Each curriculum subject to have at least 1-2 pieces of longer writing examples for term.</li> <li>• Moderation of writing to always include curriculum writing examples.</li> <li>• Clear guidelines for handwriting and presentations to be displayed</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation is consistent across all subjects, with high standard of GPS.</li> <li>• Handwriting books support children until they are fluent writers</li> <li>• Children complete at least one piece of long writing a week.</li> <li>• Termly moderation is carried out of writing across the curriculum</li> </ul>
<p><b>KPI 7.3 To provide Outstanding provision for the arts across the curriculum</b></p> <ul style="list-style-type: none"> <li>• To support other schools within the alliance with their Artsmark application</li> <li>• Every year group to take part in an Arts project and link with an Arts Centre</li> <li>• All KS2 children learn an instrument</li> <li>• Creative Fridays once a month</li> <li>• Arts week x3 year</li> <li>• Year 4/5 will successfully complete Arts Award Discover/Explore</li> <li>• Provide additional enrichment 'Cultural Capital' for disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers feel confident with expectations and curriculum</li> <li>• Arts projects enrich the curriculum</li> <li>• Every KS2 child can play an instrument</li> </ul>

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<b>KPI 5 To increase the percentage of outstanding teaching</b> <b>KPI 9 To share good practice with all staff</b>	
<b>Actions:</b>	<b>Success Criteria (What it will look like)</b>
<b>KPI 5.0 To increase the percentage of outstanding teaching</b> <ul style="list-style-type: none"> <li>• Support plans put in place for any teachers with less than consistently Good practice</li> <li>• Rigorous teacher appraisal process holds teachers to account and links performance to SDP priorities</li> <li>• All teachers to take part in lesson studies</li> <li>• Mentoring for new teachers/ teachers new to year group</li> <li>• Planned programme of teaching observations and drop ins</li> <li>• All staff to be set targets from lesson observations</li> <li>• Termly data analysis by SLT</li> <li>• Opportunities for teachers/TAs to observe outstanding practice in/outside of the school.</li> <li>• Regular pupil voice carried out</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching is at least good with a significant percentage being outstanding.</li> <li>• Children making at least good progress during every lesson</li> <li>• Children apply skills across the curriculum</li> <li>• Children demonstrate independence in their learning</li> <li>• Children are engaged, motivated and ask questions</li> </ul>
<b>KPI 5.1 To take part in a peer learning project</b> <ul style="list-style-type: none"> <li>• Meet with project lead to agree precise focus (Greater Depth)</li> <li>• Meet with staff to outline the visit day</li> <li>• Teachers to take part in an improvement workshop</li> <li>• PDM to evaluate impact</li> <li>• HT/AHT work with other senior leaders to share good practice and identify improvements</li> </ul>	<ul style="list-style-type: none"> <li>• SLT are clear about the strengths and weaknesses within the school around the teaching of GDS</li> <li>• Staff confidence improves</li> <li>• HA are challenged in lessons</li> <li>• Evidence that staff have used Improvement Workshop to improve their practice</li> </ul>
<b>KPI 9 To share good practice with all staff</b> <ul style="list-style-type: none"> <li>• Carry out lesson studies in feedback and assessment</li> <li>• Every TA meeting to include a focus on an aspect of English and Maths</li> <li>• Every term moderate pieces of writing against NC standards</li> <li>• Core leaders team teach in all Year groups</li> <li>• Every Professional Development Meeting (PDM) to include a spotlight on an aspect on English or Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and marking will be consistent across the school</li> <li>• There are regular, planned opportunities for staff to share good practice</li> <li>• Outstanding practice will be modelled across the school</li> </ul>

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<p><b>KPI 9.1 To embed the teaching of maths mastery and fluency</b></p> <ul style="list-style-type: none"> <li>• Staff inset ½ day on further embedding mastery</li> <li>• Introduction of key instant recall facts so that teachers (especially those new to year groups) are aware of expectations of children at different points in the year</li> <li>• Regular drop-ins/ learning walks to ensure key instant recall facts are being practised daily and learning environments reflect the mastery approach</li> <li>• Focus on vocabulary and mathematical talk during maths lessons</li> <li>• Monitoring of planning to ensure WRMH being followed</li> <li>• Regular book scrutiny</li> <li>• Pupil voice carried out 3x a year</li> <li>• Additional staff training</li> <li>• Buy in resources to support</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback and marking will be consistent across the school</li> <li>• High quality questioning and vocabulary used as regular classroom practice</li> <li>• There are regular, planned opportunities for staff to share good practice</li> <li>• Outstanding practice will be modelled across the school</li> </ul>
<p><b>KPI 9.2 To develop the use of higher order thinking skills and questioning</b></p> <ul style="list-style-type: none"> <li>• Where possible Learning Intentions to include higher order skills</li> <li>• Build on PDM on questioning though including higher order questions on planning</li> <li>• During Observations higher order questions are evident as part of classroom practice.</li> <li>• Higher order questions evident on all displays</li> <li>• Develop cognitive skills/inner voice with vulnerable children</li> <li>• All staff to have questioning cards on lanyards</li> <li>• Focus of lesson studies to be questioning</li> </ul> <p>Question of the week across the school</p>	<ul style="list-style-type: none"> <li>• Feedback and marking will be consistent across the school</li> <li>• High quality questioning and vocabulary used as regular classroom practice</li> <li>• There are regular, planned opportunities for staff to share good practice</li> <li>• Outstanding practice will be modelled across the school</li> <li>• Observations, drop-ins, book scrutiny data, PPM, SLT appraisal</li> </ul>
<p><b>KPI 9.3 Provide support for RQT and teachers/TAs new to year groups</b></p> <ul style="list-style-type: none"> <li>• Ensure staff have additional training necessary e.g. phonics</li> <li>• Build capacity by identifying skills and areas of interest</li> <li>• Use Alliance and TTSA to build networks for new staff</li> <li>• All new staff to attend Alliance moderation 3x year</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching of phonics/spellings will be consistent across the school</li> <li>• There are regular, planned opportunities for all staff to share good practice</li> <li>• Outstanding practice will be modelled across the school</li> <li>• Moderation support to be given in school</li> <li>• Planned opportunities to visit other schools to observe good practice</li> </ul>

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KPI 8 To support children's behaviour, mental and emotional health	
Actions:	Success Criteria (What it will look like)
<b>KPI 8 To support children's behaviour, mental and emotional health</b> <ul style="list-style-type: none"> <li>• Thrive team to focus on high needs children with focus sessions, regular check ins etc.</li> <li>• All staff to have an understanding of behaviour interventions and support of challenging behaviour as differentiation not special treatment.</li> <li>• Parents to be called into the school at early indication of difficulties and have regular meetings for children demonstrating challenging behaviour (twice in one week in isolation )</li> <li>• Higher priority to be given to coverage of PSHE / Thrive / Mental Health sessions in week (e.g. Once a day top ups)</li> <li>• Highly focused behaviour plans and strategies for children demonstrating challenging behaviour</li> <li>• Teachers to be proactive with children within their class, focussing on pre-empting and managing difficulties before they arise based on their knowledge of their children and their triggers.</li> <li>• Run a set of sessions for parents re: behaviour support at home, understanding how we manage it in school, brain development and where behaviour comes from, how to understand other children's behaviour and support their child in managing it</li> <li>• Ongoing Training Mental Health, planning for vulnerable children and avoiding flashpoints, reward and behaviour strategies for vulnerable children</li> <li>• Restructure of lunch club with the focus solely on targeted children.</li> <li>• Extend lunch club to playtimes for KS2</li> <li>• Counselling put in place for targeted children</li> <li>• Attend LA training on mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Children to manage their own behaviour in school (with support where necessary)</li> <li>• The behaviour policy is followed consistency by all adults</li> <li>• Vulnerable children have a named adult to talk to</li> <li>• A nurture group/drop ins support emotional resilience</li> <li>• Regular SENCO meetings with teachers to evaluate and adapt strategies where needed</li> </ul>
<b>KPI 8.1 Support teachers' resilience and ability to manage challenging behaviour</b> <ul style="list-style-type: none"> <li>• Help staff to identify and manage their own triggers</li> <li>• Support teachers' mental health through: offload sessions, partners within school they can talk to, targeted time after school to talk through a specific issue with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers are confident in being able to manage challenging behaviour</li> <li>• Teachers know who to ask for help</li> <li>• Teachers have more strategies for dealing with the most challenging children.</li> </ul>

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<p><b>KPI 8.2 Continue to support identified pupils with emotional resilience and behaviour.</b></p> <ul style="list-style-type: none"> <li>• Set up a nurture group/individual drop ins to support children's confidence, emotional resilience and appropriate communication skills</li> <li>• All adults to encourage and model appropriate communication skills (using scripts if needed)</li> <li>• Establish a mentoring programme for vulnerable individuals</li> <li>• Children to be trained to access and use learnt calming strategies and calm boxes</li> <li>• Reward/sanctions used by all adults consistently and appropriately</li> <li>• Seek support from ESBAS where appropriate</li> <li>• Earlier regular, targeted and more consistent positive parenting input and support from school.</li> </ul> <p>A named adult to be allocated for children with challenging behaviour to access (across school, including support staff).</p>	<ul style="list-style-type: none"> <li>• Structured conversations with parents take place 2x year</li> <li>• All children can access a calm box</li> <li>• All children know how to use the calm box</li> <li>• Children know who to speak to if they are struggling</li> </ul>
<p><b>KPI 8.4 To improve the attendance of persistent absentees</b></p> <ul style="list-style-type: none"> <li>• Attendance letters 6x year for persistent absentees</li> <li>• Teachers to remind parents about impact of attendance in initial meetings</li> <li>• Outline our attendance expectations to new reception parents</li> <li>• 3x year attendance meetings and follow up offering advice and support</li> <li>• 3x year lateness meetings</li> <li>• ESBAS referrals for attendance below 80%</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance expectations and links to attainment are clear to parents</li> <li>• Attendance meetings are held three times a year</li> <li>• Termly late swoops</li> </ul>
<p><b>KPI 8.5 To build up children's fitness and stamina</b></p> <ul style="list-style-type: none"> <li>• Daily completion of golden mile by every child</li> <li>• Childs fitness and stamina tracked and celebrated</li> <li>• Children to take part in National/County fitness incentives e.g. Beat the Street 2019</li> <li>• Daily independent sports challenges during breaks/lunchtimes</li> <li>• Continue to enter town/county competitions for all Year groups</li> <li>• Build on relationship with local private school to increase range of clubs/tournaments on offer</li> </ul>	<ul style="list-style-type: none"> <li>• All KS2 children take part in a sports club</li> <li>• Golden mile achievements tracked in each class</li> <li>• School to enter all 6 Premier tournaments</li> <li>• School to enter a wide range of HRSP tournaments Waterpolo training &amp; tournament Year 5 &amp; 6</li> <li>• Swimming Gala for Year 3-6</li> <li>• Sports alliance meetings terms 1 &amp; 5</li> </ul>



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<p>KPI 1 To raise attainment in reading at the end of KS2</p> <p>KPI 2 To increase the percentage of children achieving greater depth standards at the end of KS2</p> <p>KPI 3 To improve the progress of children across KS2</p> <p>KPI 4 To raise the progress and attainment of disadvantaged children</p>	
Actions:	Success Criteria (What it will look like)
<p><b>KPI 1 To raise attainment in reading at the end of KS2</b></p> <ul style="list-style-type: none"> <li>Children who aren't reading at home to have 1-to-1 reading in school</li> <li>1-to-1 tutoring for pupils vulnerable to underachievement in year 6</li> <li>All staff to receive more training on analysing Accelerated Reader</li> <li>Intervention groups to focus on comprehension and test skills e.g. completion of papers, language used (once children are fluent readers).</li> </ul> <p>Use volunteers to hear with most vulnerable read across school</p>	<ul style="list-style-type: none"> <li>80% reached as a minimum in end of KS2 tests</li> <li>85% of children from year 1 - 5 will be working at the expected standard</li> <li>All KS2 children receive specific reading teaching</li> <li>All identified children receive 1-to-1 reading mentoring</li> </ul>
<p><b>PKI 1.1 To support children's vocabulary development</b></p> <ul style="list-style-type: none"> <li>Train all staff in supporting vocabulary for all Year groups</li> <li>Ensure during observations the development of vocabulary is evident by all adults</li> <li>Ensure reading lessons are taking place 3-4 times a week</li> <li>Identify children to be targeted for extra support in vocabulary development with interventions that include rigorous assessment and tracking</li> <li>Parent workshop to support understanding of the importance of vocabulary</li> <li>Pre-teaching to be given priority at end of a term and beginning of new one to provide opportunities for children to become familiar with vocabulary</li> <li>Re-framing grammatically incorrect speech for children</li> </ul>	<ul style="list-style-type: none"> <li>Year 2 and 6 children can access the end of KS reading papers</li> <li>High quality vocabulary is evident throughout the School</li> <li>All adults are modelling vocabulary consistently</li> <li>Parents understand the importance of vocabulary development</li> <li>High quality questioning and vocabulary used as regular classroom practice</li> </ul>
<p><b>KPI 2.0 To increase the percentage of children achieving greater depth standard in writing at the end of KS2</b></p> <ul style="list-style-type: none"> <li>Identify children to target based on year 5 data</li> <li>Ensure targeted children have met EXS by Christmas</li> <li>Ensure targeted children are reading widely</li> <li>Explicitly teach editing skills</li> <li>Focus group 1x week</li> <li>Journal for ideas and to encourage experimentation</li> </ul>	<ul style="list-style-type: none"> <li>Children are using feedback to deepen their learning.</li> <li>Teachers are able to confidently identify potential GDS children</li> <li>GDS is moderated across the Alliance</li> <li>Children apply their reasoning skills to a range of contexts</li> </ul>

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<p><b>KPI 2.1 To increase the percentage of children achieving greater depth standards in maths at the end of KS2</b></p> <ul style="list-style-type: none"> <li>• Maths mastery embedded across the school</li> <li>• Ensure children are taught mathematical vocabulary in order to access reasoning papers</li> <li>• Identify children to target for GDS based on year 5 data</li> <li>• GDS maths intervention group- starting term 3</li> <li>• Regular arithmetic practise- aiming for 35+ score by end of term 2</li> </ul>	<ul style="list-style-type: none"> <li>• Children are using feedback to deepen their learning.</li> <li>• Teachers are able to confidently identify potential GDS children</li> <li>• GDS is moderated across the Alliance</li> <li>• Children apply their reasoning skills to a range of contexts</li> </ul>
<p><b>KPI 3 To improve the progress of children across KS2</b></p> <ul style="list-style-type: none"> <li>• Analysis of KS1 data and predictions for KS2</li> <li>• In PPM teachers to be given a list of children's KS2 targets</li> <li>• Structured conversations for identified children</li> <li>• Maths catch up sessions 4x weekly</li> <li>• Focus for intervention groups to be on cognitive and specific gaps.</li> <li>• Focus to be on underachieving not necessarily special needs (who may need different strategies)</li> <li>• 1-to-1 coaching in year 6 for children vulnerable to underachievement</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of children make at least good progress in reading, writing and maths</li> <li>• All children not on track receiving intervention</li> <li>• All teachers are aware of children's targets</li> </ul>
<p><b>KPI 4 To raise the progress and attainment of disadvantaged children</b></p> <ul style="list-style-type: none"> <li>• Pre-teaching and over learning to be carried out during afternoons</li> <li>• Children who aren't reading at home to have 1-to-1 reading in school</li> <li>• Reading and maths intervention groups in year 6 targeting disadvantaged</li> <li>• Lunchtime 'Mathletics' to improve children's rapid recall of number</li> <li>• Spelling and GPS taught discretely when needed through intervention groups</li> <li>• Monitoring of home learning and support to complete in school</li> <li>• Allocate pupil premium funding to develop talent, interest and cultural capital</li> <li>• Older to be buddies/peer mentors for younger children, older</li> <li>• Carry out pupil voice to explore what children find challenging</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of disadvantaged children reach national standards</li> <li>• All disadvantaged children make good progress in reading and maths</li> </ul>

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KPI 10 Increase the number of disadvantaged children achieving a GLD	
Actions:	Success Criteria (What it will look like)
<b>KPI 10 Increase the number of disadvantaged children achieving a GLD</b> <ul style="list-style-type: none"> <li>Ensure all disadvantaged children are identified in term 1</li> <li>Analyse baseline assessments for weak areas</li> <li>Take part in Baseline trial and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Children requiring interventions are identified</li> <li>Interventions are timetabled in weekly</li> <li>The progress of all disadvantaged children is discussed during PPM</li> </ul>
<b>KPI 10.1 Ensure disadvantaged children receive additional support in reading and writing</b> <ul style="list-style-type: none"> <li>Plan and implement small group interventions to support development e.g. fine motor skills, phonics, write dance –</li> <li>Provide more opportunities for children to write with purpose e.g. school newsletter written by the children about achievements outside of school, a section dedicated to children's writing in the library factual and fiction,</li> <li>Senco to support Reception teacher with identifying needs – with a particular focus on speech and language</li> <li>Pre-reading and writing</li> <li>Pupil progress meetings to discuss progress</li> <li>Parent workshops after pick up/before drop off time for targeted parents giving guidance with how to support their child's reading, phonic understanding, enrichment, local signposting etc.</li> </ul>	<ul style="list-style-type: none"> <li>Children requiring interventions are identified</li> <li>Interventions are timetabled in weekly</li> <li>Children are pre prepared for new learning journeys</li> <li>Writing is purposeful</li> <li>S&amp;L needs are identified early</li> </ul>
<b>KPI 10.2 Increase the opportunities for child initiated learning.</b> <ul style="list-style-type: none"> <li>Opportunities for child-initiated learning to be planned in weekly.</li> <li>Reorganise classroom to ensure children can access resources independently</li> <li>Resource outdoor classroom to facilitate imaginative play</li> <li>Reception teacher to visit another school to see outstanding practice</li> </ul>	<ul style="list-style-type: none"> <li>Children can find resources independently</li> <li>Outdoor area provides resources to encourage imaginative &amp; creative play</li> <li>Reception teacher has observed outstanding practice</li> </ul>
<b>KPI 10.3 Support children in Reception with a higher level of need</b> <ul style="list-style-type: none"> <li>Meet with parents of children with high need, prior to children starting reception</li> <li>Use visuals to support communication e.g. CIP, first/next, individual symbols</li> <li>Set up calm space for Year R children outside the classroom</li> <li>Ensure reward/sanctions used by all adults consistently</li> <li>Home school communication books to support</li> <li>1 to 1 support sessions from Senco for children with a high need</li> <li>Speech and Language Link assessments to be carried out on identified</li> </ul>	<ul style="list-style-type: none"> <li>Visual timetable and prompts are used as part of classroom practice</li> <li>Calm space is available for children to use</li> <li>There is consistent use of rewards/ sanctions by all adults in Yr R.</li> </ul>

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children. <ul style="list-style-type: none"> <li>• Focus on talk and vocabulary with targeted group.</li> <li>• Older peers/mentors for vulnerable children</li> </ul>	
<b>KPI 10.4 Use an electronic system to record observations to help track even more effectively.</b> <ul style="list-style-type: none"> <li>• All observations to be carried out using iPads</li> <li>• Children's profiles and photographs to be collated electronically</li> <li>• Target tracker to be used regularly to track progress</li> </ul>	<ul style="list-style-type: none"> <li>• Observations are accurate and kept up to date</li> <li>• Paper recording is reduced</li> </ul>
<b>KPI 10.5 Support the new reception teacher</b> <ul style="list-style-type: none"> <li>• Seek support from Early Years Hub</li> <li>• Ensure Reception teacher attends 'New to Reception' training</li> <li>• Reception teacher to attend Early Years Moderation sessions 3x year</li> <li>• Mentoring from an experienced Reception teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Reception teacher feels confident in planning and assessing the curriculum</li> <li>• Reception teacher observes outstanding EYFS practice</li> <li>• Reception teacher has a support network</li> </ul>