

## Self-Evaluation Form 2016/17

<b>Overall effectiveness</b>	<b>Last inspection (Nov 2014)</b>	<b>Good</b>	<b>2</b>
	<b>Current position</b>	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Personal development, behaviour and welfare		Outstanding	1
Quality of teaching, learning and assessment		Good	2
Outcomes for children and learners		Good	2
Overall Effectiveness of Early Years		Good	2

### Context Statement

- Our Primary Phase currently has 288 children in Nursery (48 – 26 in the morning, 22 in the afternoon), Reception (60), Year 1 (60), Year 2 (60) and Year 3 (60). This will rise by 60 each year until 2020 when we will be a full primary phase with 472 children.
- Gender splits in each year group are as follows: Nursery – 21 boys/ 27 girls, Reception – 32 Boys / 26 Girls, Year 1 – 25 Boys / 34 Girls, Year 2 – 31 Boys / 29 Girls, Year 3 27 Boys / 32 Girls. This leads to an overall gender split of 47% boys/ 53% girls
- The large majority of students are from minority ethnic backgrounds (96%).
- A large number of our children and families speak English as a second language (88%).
- The proportion of disadvantaged students is (15.3%). This figure is mis-leading. We are focussing on ensuring that all of those eligible families have applied.
- We have one 'Looked After Child' in our Reception class.
- The proportion of students receiving SEN-D support is (10%).
- The vast majority of children enter our Nursery working within 22-36 Developing or below with significant weaknesses in most areas of learning.
- Of our nine fully qualified classroom teachers, five are NQTs (56%) and a further two are second or third year teachers (22%).
- As a growing school, 40% of our fully qualified teachers started employment with us in September 2016.
- In our pursuit to offer high quality training to people who aspire to teach in Bradford and in order for us to 'grow our own teachers', we are currently supporting three salaried Schools Direct students and one un-salaried Schools Direct student.

**Personal development, behaviour and welfare****SEF grade: 1****Current Position:**

- Attendance: 96%; Persistent Absence: 6% (compared to 10% nationally)
- 2.7% of children arrived late to school in the second half of Cycle 3 2015/16.
- 100% of lessons formally observed during 2015/16 were graded good or outstanding, for behaviour.
- 90% to 100% attendance at Parental Engagement events such as Parent Workshops, Parent Lunches and Parental Consultation Evenings
- Percentage of children who received a warning 'yellow letter' in 2015/16 – 8.6%. Percentage of children where this 'yellow letter' escalated to a 'red letter' – 0.8%.
- Between 92% and 97% of children achieved at least a secure judgement in 'Underpinning Aspects of Effective Learning' ('Dispositions to Learning', 'Communication', 'Health and Well Being and Movement and Agility') in Year 2 in 2015/16 with a further 25% to 31% achieving 'mastery'.
- Our EYFSP data in both 2015/16 and 2014/15 shows that 90% of children achieved at least expected judgements in the PSED and Communication and Language strands. At baseline in 2015/16, 5% of children were on track to achieve an expected judgement with slightly more on track at the start of the 2014/15 year thus highlighting the significant progress that children make in these key areas. In 2015/16 an average of 48% of children achieved an exceeding judgement in the PSED and Communication and Language strands.

**Success:**

- Children have high levels of respect for each other and adults around school due to the routines for school culture which have been established (i.e. smiley corridors, family dining) meaning that low level disruption in lessons is extremely rare.
- Our focus on independent learning across the Primary Phase and ensuring that provision supports children in working collaboratively and with high levels of initiative supports a culture of community.
- A focus on 'peer critique' supports children in giving kind, helpful and specific feedback to their friends as standard in all lessons.
- Family Dining and a relentless focus on outdoor learning supports children in making healthy choices throughout every school day.
- Visitors to the academy often comment on the happiness and purposefulness of our children due to our focus on independent learning and provision which supports children in making choices.
- Continuing high expectations of parents and carers are held. Parents and carers are expected to attend parent workshops. They are supported to attend these events by key stage and senior leaders offering regular reminders about these events and reminding them of the benefits of attending.
- We have written a new Key Stage 2 curriculum which focuses on the following as 'underpinning aspects of effective learning – 'Dispositions to Learning', 'Addressing an audience', 'Esteem' and 'Mindfulness and Community'. A focus on these curriculum areas will support us in continuing to deliver a curriculum steeped in SMSC.
- Due to the academy's focus on community and respect, instances of bullying are very rare. Due to instances of bullying occurring for one group of children in Cycle 2 of 2015/16, our strategy for dealing with bullying was reformed. We now have an effective formalised approach to dealing with any instances of bullying or allegations of behaviour which could be construed as bullying.
- Any child whose attendance falls below 90% and who is recorded as being persistently absent receives intervention from the academy Educational Social Worker. In Key Stage 1 in 2015/16, 12.5% of children were at one point recorded as being persistently absent. The impact of this intervention meant that 6% of children were recorded as being persistently absent.
- A more robust and systematic way of tracking and tackling families who bring their children late to school was trialled in Cycle 3 2015/16. This new system, where families trigger 'staged' meetings depending on the severity of their case positively impacted on punctuality. This positive impact has continued during the start of the 2016/17 school year. Lateness fell from 2.9% to 2.7% over the first six weeks of using the system.
- Staff have received in house Child Protection Training at the start of the 2016/17 school year. In this training there was a focus on collecting the right information from the child at the point of disclosure without asking leading questions or interrogating. This aspect to the training was in reaction to a number of cases in 2015/16 where practitioners had to return to a conversation with children in order to collect information to clarify.
- Due to the employment of a 'Resource and Enrichment Manager' after and before school clubs now offer children a wide range of extra curricula activities which enhance their learning and development (i.e. karate, pottery, tag rugby, football, dance, cooking)

***'The activities children take part in promote good physical development, social skills and emotional well-being. A wide range of activities make a good contribution to children's spiritual, moral, social and cultural awareness. As a result of good teaching, children's skills develop well, particularly communication and language skills.'* – Ofsted, November 2014.**

***'The calm, purposeful environment and the interesting work, covering all of the areas of learning, help children to develop good attitudes to learning'. Ofsted November 2014.***

***'Children's behaviour makes a strong contribution to their learning.'* Ofsted, November 2014.**

***'The workshops are always helpful. You have given me an idea of what and how they learn in class' (Year 1 Parent, May 2016).***

***'Pupils feel safe and know how to keep themselves safe, including what to do in case they are bullied. They stated that bullying was rare'. Bradford Partnership, November 2015.***

#### **Next Steps:**

- Attendance is at least 96.5% (Reception to Y2) by July 2017.
- Persistent absentees (-90%) are less than 6%.
- Ensure that the number of children who arrive late is minimal (2 or less a day) and that no child is regularly late to school (more than twice in three weeks).

#### **Evidence:**

2015/16 Assessment Data –EYFSP and Underpinning Aspects of Learning in KS1

2015/16 Behaviour data

2015/16 Attendance and Punctuality Data

2015/16 Parental Engagement Records

## **Quality of Teaching, Learning and Assessment**

**SEF grade: 2**

#### **Current Position:**

- Lesson observations, book scrutinies and externally verified learning reviews as well as progress data confirms that 100% of teachers are working at or beyond career expectation – 78% of class teachers are NQTs or RQTs.
- All teachers working at or beyond career expectations.
- Contribution of support staff in lessons is a strength.
- In excess of 90% of children make at least expected progress in reading, writing and maths with a further 48% in reading, 39% in writing and 40% in maths making accelerated progress in Year 2 2015/16.
- Maths Mastery (Year 1) and Inspire Maths (Years 2 and 3) introduced at the start of 2016/17 to support teachers with maths planning, teaching, learning, assessment and subject knowledge.
- Teaching of phonics in Reception and Year 1 a strength (80% of children in 2015/16 and 2014/ 15 passing phonics screening test – in line with national).

#### **Successes:**

- 2015/16 saw the first Year 2 cohort and was the first year of the revised curriculum and assessment framework for end of Key Stage 1. Despite these factors, children achieving 'working at the national standard' for reading, writing and maths combined was in line with the national figure (60%).
- All groups of children in Reception made at least expected and many cases accelerated progress in all areas of learning. At the start of 2015/16, 0% of children were on track to achieve Good Level of Development with many children demonstrating significant weaknesses in prime areas of learning. Due to high quality Early Years teaching, provision and a learning environment that meets their needs, 62% of children achieved GLD.
- Groups identified at the start of 2015/16 made accelerated progress to the point where they either 'caught up' with the rest of the cohort or in some cases exceeded them (Girls in Year 1, Disadvantaged in Year 2). These groups were systematically tracked throughout the year with additional support provided to ensure that they made the progress needed.
- Written marking and feedback was identified as an area for development in February 2016. Due to a keen focus on marking and feedback including extensive training, more robust book scrutinies and greater clarification on expectations, marking and feedback in books is now regular (every lesson) and clearly guides children as to what they need to do to improve. Marking and feedback is clear, visual and

signposts where progress has been made. Children's responses to feedback are regular and capture the progress that has been made in lessons. A much higher quality and greater regularity of marking in feedback in books is supporting progress over time as was commented on by Bradford Partnership in July 2016.

- The academy curriculum is unique and tailored and continues to be reviewed and developed. We now have a succinct and systematic approach to the planning and assessment of key skills that are taught in each area of provision (i.e. woodwork, painting, clay). A more systematic way of teaching these skills through 'skills sessions' and then a more robust way of collecting evidence for these foundation subjects is proving successful in monitoring coverage and standards.
- The academy curriculum design and focus on independent and collaborative learning both indoors and outdoors is supporting children in developing communication well across the curriculum. Communication is assessed separately in Key Stage 1 – 93% at least secure in Year 2, 70% at least secure in Year 1, 90% achieving an 'expected' judgement in all three communication and language strands in Reception.
- The vast majority of NQTs and RTQs were supported by the academy's tailored CPD schedule, mentoring and coaching to enable them to make rapid progress in their first or second year of teaching (100% of teaching was judged to be at least good by Cycle 3 2015/16)

**'There is a relentless pursuit of improving teaching and learning and a strong emphasis on all staff understanding how best to meet the needs of all children. A rigorous programme of training ensures that 'best practice' is spread effectively' (June 2015).**

**'The teaching and learning are underpinned by innovative and well thought out plans which enable all groups of pupils to rapidly develop their skills'.**

**'By the end of Reception, children are well prepared for the next stage in their education' (Ofsted, 2014).**

**'... there are examples of pupils of both low and high ability making excellent progress in writing, both in terms of what they are writing and in their handwriting itself'. (Bradford Partnership, December 2015)**

#### **Next Steps:**

- Continue to improve the quality of mathematics teaching across school to ensure that a thoroughly broad, balanced and enriched mathematics curriculum is supporting children in learning and refining and deepening a rich range of mathematics skills. – number and calculation.
- Ensure that spelling is an on-going focus in lessons in Years 1, 2 and 3 in order to improve the accuracy and quality of writing. Quality of spellings will be a focus in learning walks and work scrutinies as directed in the leadership monitoring schedule.
- Ensure that reading is taught in a more systematic way, focusing on the key objectives when planning, teaching and assessing to develop a broader range of reading strategies.

#### **Evidence:**

2015/16 data books

Quality of teaching and learning records 2015/16

CPD schedule 2015/16 including examples

Examples of personalised NQT development Plan

## **Outcomes for Children**

**SEF grade: 2**

Current position:

- 60% of children 'working at the national standard' for reading, writing and maths combined 2015/16 – in line with national.
- 67% of children in Year 2 'working at the national standard' for reading (74% nationally).
- 67% of children in Year 2 working at the national standard for mathematics (73% nationally).
- 60% of children in Year 2 'working at the national standard' for writing (66% nationally).
- 80% of children in Year 1 passed the phonics screening test.
- The vast majority of children in Years 1 and 2 made at least expected progress in reading, writing and maths (90%+ with an average of 45% making accelerated progress).
- 97% of children passed the phonics screening test by the end of Year 2.
- There is a gap between disadvantaged children passing the phonics screening test although a significant number of disadvantaged children in Year 1 2015/16 also have SEN.
- Disadvantaged children in Year 2 outperform non-disadvantaged children after ending Year 1 behind.
- There is a significant gap between non-disadvantaged girls writing and the same measure nationally.

**Successes:**

- Considering the challenges of a very inexperienced teaching team, lack of capacity for leadership and a changing Year 2 curriculum, although our attainment in specific areas was below national, the percentage of children who achieved a combined reading, writing and mathematics 'working at the national standard' was in line with national. Therefore, the same number of children at DAA enter Key Stage 2 being well prepared for the next stage of their education as nationally.
- Teacher Assessment judgements in Year 2 were thoroughly and rigorously moderated by a number of external bodies (LA Moderator, Dixons Moderation, in house moderation). We are therefore absolutely sure that our judgements were accurate and in line.
- The majority of children in receipt of Pupil Premium in Year 2 made rapid progress throughout Key Stage 1 (67% accelerated progress in maths, 67% accelerated progress in reading, 67% accelerated progress in writing). These children were closely tracked and received intensive, bespoke intervention which included effective spending of the PPM funding to enable them to catch up after leaving Year 1 behind.
- ...% of children who did not achieve GLD at the end of Reception and left EYFS with significant weaknesses in Prime Areas of learning (therefore starting Key Stage 1 with a very low starting point) continued to catch up and are mostly now working at the national standard or have caught up to 'just behind'. These children have been supported by our holistic curriculum which focuses on developing communication and dispositions to learning.
- Due to close tracking of children and targeted intervention in Year 1 and Year 2, 80% of children passed the phonics screening test in Year 1 (in line with national) and 97% of children passed the phonics screening test by the end of Year 2.
- Due to bespoke learning plans being implemented leading to personalised learning opportunities and targeted intervention, children with SEND continued to make progress in line with their peers (90% expected progress or more in Year 2).

**'... there are examples of pupils of both low and high ability making excellent progress in writing, both in terms of what they are writing and in their handwriting itself'. Bradford Partnership, December 2015)**

**Next Steps:**

- The 'push children' in each year group make accelerated progress in order to meet the national standard by the end of the school year. (80% target in each year group for reading, writing and maths – the push group children will equate to between 10% and 20% in each cohort and have been identified.)
- Ensure that attainment gaps identified are closed:
  - Non – Disadvantaged girls writing – Year 3
  - Disadvantaged children phonics screening test – Year 2
  - Boys literacy and maths – Year 1
- Ensure children in receipt of the Pupil Premium achieve in line with other children of the same starting points (taking into consideration cohort sizes and proportions of children who are in receipt of Pupil Premium who are also identified as having SEND).
- Ensure that higher attaining children or those children with the capacity to be high attaining achieve Mastery 2/ Greater Depth/ Exceeding in reading, writing and maths by Cycle 3. Projected figures to be calculated by 26.9.16.

**Evidence:**

2015/16 Data Books  
2015/ 16 Data Gap Analysis

**Leadership and Management****SEF grade: 2****Current Position:**

- 100% of all teachers working at or beyond career expectations.
- When identified, gaps between certain groups of children are closed (i.e. girls in Year 1, disadvantaged in Year 2)
- Capacity for leadership greater in 2016/17 due to the appointment of a Deputy Primary Head.
- The vast majority of feedback from parent workshops either 'agrees' or in many cases 'strongly agrees' with positive statements linked to the effectiveness and helpfulness of the parent workshop.

**Successes:**

- The quality of teaching and learning, provision and environments - both indoors and outdoors - coupled with the good outcomes for children indicate that school leaders are committed unwaveringly to setting high expectations.
- Due to well thought through and innovative curriculum plans and supporting documents, teaching and learning is consistent across school and supports the promotion of the core values.
- Due to succinct documentation and robust CPD including a new 'coaching' approach to supporting staff, teachers, 78% of whom are NQTs or RQTs make rapid progress in their practice enabling them to perform at or beyond career expectations.
- Staff often observe best practice in each other's classrooms and use what they have learned to continually improve their own teaching. This shared practice and an open and reflective culture also supports NQTs and RQTs to make the progress that they do.
- The effective spending of PPF led to the majority of children in receipt of Pupil Premium in Year 2 made rapid progress throughout Key Stage 1 (67% accelerated progress in maths, 67% accelerated progress in reading, 67% accelerated progress in writing).
- School leaders monitor regularly and act decisively where inadequacies are discovered (i.e. marking and feedback going from poor in February 2016 to a strength in July 2016 – Bradford Partnership)
- By attending the Governing Body of Dixons Music Primary (Outstanding Ofsted June 2016) leaders at DAA are challenged by two Governing Bodies.
- Reports to Governors have been simplified in line with Dixons Trinity Academy and now inform Governors more succinctly about the current position, successes and next steps of the Primary Phase.
- Parents are highly involved in school life as is proved by the high attendance for parental involvement events such as Parent Workshops, Stay and Learn sessions and Parent Lunches. Parents views have contributed to the improvement of some key systems in school. The 'response to allegations of bullying' was reformed after feedback from a parent as was the way in which we celebrate Eid. Thanks to a view from a parent, the large amount of donations that we collected during Ramadan were shared with two charities in Bradford.
- We have acted to extend the safeguarding team in the Primary Phase as we grow. The Early Years Co-Ordinator has attended named person training and now supports the Primary Head alongside the Designated Safeguarding Lead for the academy in ensuring that safeguarding procedures are affective.

***'Leadership and management are outstanding. The Head Teacher has high expectations of both staff and pupils. This approach is underpinned by a clear and shared philosophy on how children learn best and how to engage their innate sense of curiosity'. Bradford Partnership, June 2015.***

***'Due to good leadership, parents are highly engaged in their children's learning. Many have attended training sessions to learn how to help their children learn at home. Parents say they are 'delighted' with how early years is organised and in the quality of provision overall' in November 2014.***

***'a rigorous programme of training ensures that 'best practice' is spread effectively' Bradford Partnership, June 2015.***

**Next Steps:**

- Ensure that a more succinct planning and assessment tool is in place for teachers to systemically and regularly assess reading, writing and maths in order to secure progress for children in these areas.
- Ensure that a more frequent and robust monitoring schedule supports the continuing improvement of teaching and learning as well as the robust tracking of child data.
- Ensure that all groups identified in (Outcomes for Children) are tracked and monitored to ensure that all targets in section 1 are met.

**Evidence:**

Data Books 2015/16

Parent Evidence 2015/16

Change Documents 2015/16

Quality of Teaching and Learning 2015/16

Minutes from Governors Meetings 2015/16

**Effectiveness of the Early Years****SEF grade: 2****Current Position:**

- The vast majority of children enter our Nursery working within 22-36 Developing or below with significant weaknesses in most areas of learning.
- The majority of children enter Reception working within 30-50 developing or below with weaknesses in the Prime Areas of learning and significant weaknesses in the Specific Areas of learning.
- 62% of children achieved Good Level of Development in 2015/16. 0% were on track to achieve GLD at the start of Reception.
- Attendance of four year olds in Cycle 3 2015/16 was 95.6%, up 2.3% from the previous cycle.
- The vast majority of the cohort have made accelerated progress this school year, especially in the Prime Areas of learning (between 72% and 100% accelerated with many areas seeing 92%+ accelerated).
- Children in receipt of free school meals outperformed 'all' children with regards to achieving GLD. 100% of children in receipt of FSM made accelerated progress meaning that this group of children have diminished and exceeded this difference.
- There was a significant gap between the percentage of boys achieving GLD and the number of girls achieving GLD. In a girl heavy cohort, 6 of the seven children identified as having SEN are boys. When removing these boys from the data set, 58% of boys achieved GLD which is in line with national data for 2015.
- The average points score in 2015/16 was 38 points which is higher than the national figure for 2015.
- There is a three year dipping trend in children achieving the Early Learning Goal for reading, writing and number. This fact must be considered alongside the fact that the intake of the school has changed in the past three years. We now take much more from the local community. There has been a 25% increase in the number of disadvantaged children and the deprivation index has also increased. The finance department are currently establishing the exact trend.

**Successes:**

- We believe that our Early Excellence Baseline Data in Autumn 2015 demonstrated that our provision supports children in feeling safe, secure and able to learn (83.1% of children at typical in 'well-being' and 74.1% at typical in 'involvement' at baseline).
- Characteristics of effective learning are developed through skilful interactions and a supportive environment. 96% of children were assessed as having age related expectations with regard to each of the three characteristics of effective learning and therefore were said to be 'Year 1 ready' at the end of Reception.
- Our relentless focus on developing children's listening skills through a curriculum and teaching approach steeped in rhymes and response and singing lead a number of children to exceed in the listening and attention strand.
- Our relentless focus on developing independence and a sense of purpose through outdoor learning (including putting on willies, waders and jackets) and making healthy choices at family dining mean that the number of children achieving an exceeding judgement in Health and Self Care exceeds the national figure.
- The Early Years Foundation Stage Leader and Primary Head have analysed the EYFSP data from 2015/16 and have a clear plan for how to ensure that the three year dipping trend in Literacy, Maths and GLD overall is addressed.
- Parents are highly engaged with their children's learning which is evident in the high percentages of parents attending parental involvement events in school. Over 2015/16, there have been 12 Parent Workshops in Nursery and 12 in Reception as well as 3 Parent Lunches in Reception. The lowest attendance at one of these events has been 87%. Attendance is usually above 95%.
- Over 30 other Early Years settings visited us in 2015/16 in order to observe good practice. The feedback that we received was always positive and indicated that the best practice that had been disseminated would improve practice in other settings.
- Due to children entering our Early Years with significant weaknesses in the Prime Areas of learning, our outdoor area has been further developed to provide children, particularly boys with a wider range of learning opportunities in order to accelerate their development and learning.
- School leaders acted decisively in March 2016 when it was felt that not a wide enough range of evidence to support assessment judgements had been collected. By EYFSP submission, a wide range of evidence supported judgements which were subsequently moderated.
- The Early Years at DAA continues to be considered as a model of good practice in Bradford. In 2015/16, over 30 schools and settings visited to observe good practice. We are proud that the quality of our provision is deemed to be worthy of dissemination to others.

***'The majority of children enter Nursery with skills that are significantly below those typical for their***

**age. They have particular weaknesses in understanding and speaking English as well as limited skills in making relationships and exhibiting self-confidence'. Ofsted, 2014**

**'The early years setting provides a highly stimulating environment. As children settle into early years, they begin to select purposeful activities for themselves and to explore the well-equipped outdoor learning area' Ofsted, 2014.**

**'The activities children take part in promote good physical development, social skills and emotional well-being. A wide range of activities make a good contribution to children's spiritual, moral, social and cultural awareness. As a result of good teaching, children's skills develop well, particularly communication and language skills' Ofsted, 2014.**

**'Leadership is very strong and has resulted in an excellent ethos and drive for improvement across the whole of Early Years. Children benefit from extremely positive relationships with adults, who are entirely focused on the children's interests and who model language extensively and accurately.' Bradford Partnership, 2014.**

**'Provision in Early Years is outstanding and as a result outcomes are on the cusp of outstanding. The majority of children arrive at school with knowledge and skills which are below to well below those expected for their age, with language development being a particular limitation.' Going on to say: 'As a result children rapidly develop independence and the ability to play, focus and cooperate for extended periods of time.' Bradford Partnership, 2015**

#### **Next Steps:**

- Ensure that more children achieve the Early Learning Goal for reading and writing in order to support the academy's GLD being in line with national figure. The quality of teaching in these areas must be improved despite having an NQT and an RQT teaching in Reception.
- Ensure that there is no gender gap in this year's Reception cohort.
- Ensure that those children leaving our Nursery 'above age typical' and who are capable of achieving an 'exceeding' judgement in reading, writing and number do so.

#### **Evidence:**

Early Years Data Book 2015/16  
School to School Support Folder  
Parental Engagement Folder 2015/16

## **Overall Effectiveness**

**SEF grade: 2**

- The academy has a strong, consistent and well embedded vision for learning that is shared by all staff and the vast majority of stakeholders, including parents.
- The vision for learning and valuing of the importance of childhood and providing joyful, enriched and meaningful experiences for children drives innovative curriculum plans.
- The academy has a continuing drive to improve through robust and reflective self-evaluation and continuing willingness to engage in external support.
- Teaching, learning and assessment are currently good which is largely due to the high percentage of NQTs and RQTs who are all working at career expectation.
- Outcomes for children at the end of Reception and in the Year 1 phonics screening test are broadly in line with national figures despite children entering Reception and Nursery with low starting points and significant weaknesses in many areas.
- Safeguarding is effective; all staff receive annual Prevent Training to ensure our children are protected from radicalisation and extremism. Weekly assemblies focussing on our core values of happiness, respect and achievement promote British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

**What does Dixons Allerton Academy need to do to improve further?**

From our data sets, we have identified the following priorities for improvement in 2016/17:

- Non – Disadvantaged girls writing – Year 3
- Disadvantaged children phonics screening test – Year 2
- Boys literacy and maths – Year 1

Due to 78% of the teaching team being either NQTs or RQTs, many of our teachers need continuing support to improve the quality and depth of their subject knowledge, particularly in core subjects. In order to continue to improve, we must therefore:

- 1) Continue to improve the quality of mathematics teaching across school to ensure that a thoroughly broad, balanced and enriched mathematics curriculum is supporting children in learning and refining and deepening a rich range of mathematics skills.
- 2) Ensure that spelling is an on-going focus in lessons in Years 1, 2 and 3 in order to improve the accuracy and quality of writing.
- 3) Ensure that reading is taught in a more systematic way, focusing on the key objectives when planning, teaching and assessing to develop a broader range of reading strategies.
- 4) Ensure that a more frequent and robust monitoring schedule supports the continuing improvement of teaching and learning as well as the robust tracking of child data (see priorities 1 to 4).