



Whitfield St James' CE (VC) Primary School

School Progress Meeting

11/03/2020

Agenda

- School priorities and aim and objectives
- Governor update
- Data overview
- Class and staffing structure
- English update
- Curriculum update
- Maths update
- Pupil Premium and Sports Premium
- What next?

Ofsted Report - Key Issue 1

- **Leaders and those responsible for governance should ensure that:**
 - **The impact of their initiatives to bring about improvement is consistent.**
 - **They further develop the roles of middle leaders so that they have greater impact in improving standards in their areas of responsibility.**
 - **Plans for improvement are more sharply focussed to better hold staff to account.**
 - **They refine their strategies to improve the progress and raise the attainment of disadvantaged pupils.**
 - **The governing body acts upon the findings of the forthcoming review to hold leaders more effectively to account. This includes checking the progress made by the different groups of pupils and the impact of additional funding provided for them.**

Progress towards Key issue 1

- Four teachers enrolled on NPQML.
- Training - New Ofsted framework for new curriculum and subject leadership, Early reading and phonics, Student framework with Manchester University, Lego Therapy, Big picture and application and implication for the classroom. , Asbestos training, COGs SENDCO meeting, Highfields Level 3 Health and Safety , Delivered well-being to university students, Ofsted updates and new curriculum and NPQML.
- Data shared and discussed with SLT – discussions demonstrate a more robust understanding of the schools needs and focus on whole school issues.
- The performance appraisal system shows teachers are developing against schools expected standards and their own CPD needs.
- Monitoring of Maths books show the gap between PP and non is closing.
- Monitoring of Maths books show that SEND pupils are being challenged and making progress appropriate to their ability and needs.
- Case studies of vulnerable pupils show that systems in place to identify their needs are having a positive impact on attendance, self-esteem and learning.

Progress towards Key issue 1

- Governors visits have increased and challenge presented at meetings show an increased understanding of school needs. See minutes and governor reports.
- PP and SP has reported progress and provision to governor.
- Subject leader action plan in place.
- Training plan created from PM and school needs.
- Infrastructure in the office is more effective and system such as Integris and School Money is providing greater efficiencies.
- COGs writing moderation took place at for Year 5/6 in school and was led by Michael from Dinting.
- Policy timetable created on a three-year cycle.
- Governor conference took place in October.

Ofsted Report - Key issue 2

- Improve the quality of teaching, learning and assessment to improve pupils' progress and raise their attainment by ensuring that all teachers, including in the early years;
 - Have high expectations of what pupils, especially the most able, can achieve.
 - More effectively use information about pupils' learning to address misconceptions and match work to pupils' abilities.
 - Give pupils a secure understanding of the important ideas in mathematics and develop their problem-solving and reasoning skills.
 - Teach pupils how to evaluate, edit and improve their writing, particularly in regard to grammar, punctuation and spelling.

Progress towards Key issue 2

- Monitoring of Maths books show the gap between PP and non is closing.
- Monitoring of Maths books show that SEND pupils are being challenged and making progress appropriate to their ability and needs.
- Case studies of vulnerable pupils show that systems in place to identify their needs are having a positive impact on attendance, self-esteem and learning.
- Teachers are becoming more proactive in seeking CPD and completing training. This is enabling them to specialise in areas of interest and need for the school.
- Lesson observations demonstrate teachers have a more in depth understanding of the prior learning of the pupils and are setting appropriate learning objectives and success criteria.
- Pupils know what they are learning.
- Monitoring shows working walls are an area for development and will be for part of a staff meeting on the 06/01/20.

Progress towards Key issue 2

- The new reading banding system is having a positive impact on developing decoding and the new guided reading resources are supporting teachers in guided reading and aiding in more accurate teacher assessment.
- The cornerstones assessments are providing a more realistic testing experience and greater accuracy of results against the national curriculum.
- The performance appraisal system shows teachers are developing against schools expected standards and their own CPD needs.
- The results of the parent survey clearly show parents are broadly very happy with all the areas covered on the survey. We are going to develop a system to report attainment three times a year.
- The new spelling system is having an impact and the spelling aspect of the SPaG test and monitoring of books which show application are broadly positive and the gap is closing.
- The pupils are very engaged in times tables rock star and there have been tangible improvements in their arithmetic results.
- Staff discussions and monitoring clearly show that the cornerstones system is having a positive impact on both pupil motivation and cross curricular links.

Aims and Objectives

- Our vision, values and aims are at the core of everything we do. They underpin our teaching and learning, and provide an environment which values all individuals, fosters a passion for learning and prepares all of our pupils for the future.
- Our Christian ethos is reflected in the life of the whole school.
- Central to the heart of our school are the six values of: forgiveness, friendship, resilience, wisdom / achievement, thankfulness and hope.

Vision

**Working together to achieve our
best**

Our Values

- We are proud to belong to our school and community.
- We are committed to high standards in all areas.
- We nurture a culture of positivity and challenge and give opportunity and support in an environment where children can learn without limits and realise their full potential.
- We build lasting, positive and happy memories for our children and develop quality relationships with them.
- We will maintain a secure, caring and supportive environment.
- We promote enjoyment of learning and value everyone.
- We see the school as part of a wider community.
- We believe in positive attitudes, self-belief, mutual respect and personal responsibility.

Our Aims

- To provide opportunities for all pupils to learn and achieve in a secure and caring environment.
- To promote pupils' spiritual, moral, social, British values and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- To encourage lively and enquiring minds with the ability to question and reason.
- To develop an understanding of the world and an understanding of other cultures, religions and ways of life.
- To have high expectations of the children so they will become resourceful and independent with a positive attitude towards all aspects of school.
- To allow all members of the school community, including pupils, parents/carers, staff and governors to feel valued and respected.
- To help pupils to be responsible and caring citizens capable of contributing to the wider community and promote sustainability and support children in becoming responsible global citizens.

School Priorities

- Raise the attainment in Maths, specifically application of skills and problem solving.
- Provide opportunities for pupils to write independently and apply age related skills.
- Develop reading in both decoding and comprehension.
- Develop a leadership team that raises standards across school.
- Provide opportunities for all pupils to experience a breadth of experience appropriate to their needs.
- Close the gap between pupil premium children and non-pupil premium children.
- Provide challenge and high expectations for all.

Governors

- Dedicated and committed team
- Full governance review

What has changed in the last two years?

- How we teach reading, writing and maths.
- How we assess reading writing and maths.
- How we use assessments for reading, writing and maths.
- ASC and Dyslexia friendly classrooms.
- High expectations
- CPD
- Moderation in all areas

Data Overview

- EYFS

2018	2019
70%	79%

- Phonics

2018	2019
78%	86%

KS1 Data

	Reading	Writing	Maths	Overall
2018	82%	76%	73%	71%
	LA 75%	70%	76%	LA 66%
2019	80%	76%	76%	67%
	LA 76%	LA 76%	LA 76%	LA 64%

KS2 Data

	Reading	Writing	SPaG	Maths	Overall
2018	80%	65%	66%	58%	46%
2019	61%	65%	70%	50%	37%

Class and Staffing Structure

- New Class Structure
- Office Restructure

English Update

- Spelling - Two aspects
 - New Spelling System – No Nonsense Spelling
- Reading
 - Decoding and comprehension
 - Library
 - Reading for pleasure
- Writing

Curriculum Update

- Engage, deliver, innovate and express.
- Extra curricular opportunities.
- Wider curriculum opportunities.
- Music
- Sport

Maths Update

We aim to provide a high quality maths education for all children – teaching children the essential skills and knowledge to develop an understanding of the world and to create a natural curiosity and love for maths as a subject.

At Whitfield St James' we follow the White Rose Mastery approach to learning which teaches Maths in topics. This allows children time to understand a topic, looking at arithmetic skills, reasoning skills (why and how) and problem solving skills (using skills in different contexts). These topics can last a number of weeks, some last 1 week whereas some can last 4 weeks plus.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Addition and Subtraction					Number: Multiplication and Division			Consolidation	
Spring	Number: Multiplication and Division		Measurement: Money	Statistics		Measurement: Length and Perimeter			Number: Fractions		Consolidation	
Summer	Number: Fractions		Measurement: Time			Geometry: Properties of Shape		Measurement: Mass and Capacity			Consolidation	

Maths Update Cont.

- We use a range of different resources to support the learning, this could be concrete apparatus (beads, counters and numicon) pictorial representations (pictures) and number (abstract) representations. These resources are used from EYFS to Year 6.
- This year we have provided INSET day training for staff and resources to support and challenge children. We have invested in TTRockstars to help children with their times table recall. We have also worked on ensuring consistency across the school from EYFS to Year 6 in teaching and learning. The updated calculation policy is on the website so that parents can see the different methods we are using in school.

Pupil Premium overview

Pupil Premium funding is money given to schools each year by the Government to improve the attainment of disadvantaged children. Schools are given funding by the Government if:

- a child in Reception to Year 6 who are, or have ever been, entitled to free school meals based on their family income.
- a child is in care
- a child has previously been in care who has been adopted, or who has a special guardianship order, a child arrangements order or a residence order
- a child is recorded as being from service family

Pupil Premium

We have split our Pupil Premium Funding into 3 main areas (Teaching Priorities, Targeted Academic Support and Wider Strategies) in line with recent Government recommendations.

Teaching Priorities

- Maths Mastery
- Curriculum Training
- Reading and Writing resources

Targeted Academic Support

- Teaching Assistant support in class
- Small group Maths intervention
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Sports Premium

There are 5 main indicators that schools have to achieve:

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

Key indicator 2: The profile of PE and School Sport being raised across the school as a tool for whole school improvement

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key indicator 5: Increased participation in competitive sport

Sports Premium

- **Active break times and lunchtimes**
- UK Sports Coaching have been in to develop active lunch times
- New resources have been purchased – hockey, scoops and balls, football resources, spots, skipping ropes and basketball nets
- Sports Leaders (as well as staff) have requested new resources to be purchased
- **Developing staff**
- UK sports coaching is working with all staff to develop PE and Sport.
- Every class has coaching from UK sports coaching throughout the year
- Derbyshire Cricket board provided 6 coaching sessions with Year 1 and 2
- Tennis coaching starting this week for Year 2/3

Sports Premium

- **Attend more competitive sports**
- Part of Glossopdale and High Peak Sports Partnerships
- Y3/4 Gymnastics
- Football league
- Orienteering at Manor Park (rescheduled)
- Swimming Gala (planned)
- Cricket (planned)
- Plus more when they become available
- **Extra-curricular activities**
- Climbing club KS2 (Autumn term)
- Football on a Monday
- Multi-sports on a Monday
- Martial arts on a Tuesday and Wednesday
- Dance on a Thursday

Pupil Premium Cont.

Small group Phonics intervention

-Resources to challenge Higher Ability children

-Small group writing intervention

Wider strategies

- Rise and Shine breakfast club

- Nurture provision – jungle group, Lego therapy, Peer Massage and other interventions

- Wider curriculum provision – activities/trips/resources

- Clothing

Simon Watts is the Link Governor. Termly meetings are held to look at current spending, current attainment and progress and opportunities for the next term.

Schools have to have their projected spending for the year on the school website.

Wider School Improvements

- PTA
- Toddler group
- Online payment system
- Wifi – Interactive whiteboards
- Increased number of laptops
- New boiler in KS2
- New windows in KS2
- New heating in KS1
- Hall Floor

What we are good at

- Creating a welcoming and nurturing environment
- Supporting families
- Parental involvement and support
- Community involvement
- Providing enrichment opportunities

Coronavirus

- Phone: 0800 046 8687
Email: DfE.coronavirushelpline@education.gov.uk
Opening hours: 8am to 6pm (Monday to Friday)
- **Please notify school immediately if anyone who has had contact with anyone in school who has had a confirmed case of Coronavirus.**

What next?

- Introduce a new handwriting scheme.
- Continue to adapt and improve the staffing structure.
- Computer and ICT training.
- Curriculum enrichment.
- CPD training.
- Working towards becoming an enhanced resources school.

Questions

