



*We work hard, enjoy school*

*and do our best!*

# Southridge First School

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## School Development Plan

Sept 2018 - 2019

**Our Core Values are: Friendship, Kindness, Honesty, Respect and Responsibility.**

*Our Vision Statement:*

- *to ensure that all our children are healthy and secure, enjoy school and do their best' through our core values.*



## LEADERSHIP AND MANAGEMENT

**Context:** Southridge is one of the highest ranking schools within North Tyneside with high levels of attendance. In order to extend capacity and develop succession planning we need to continue to develop the skills and expertise of our effective Senior Leadership Team, working closely alongside governors enabling us to maintain our very high standards and to enhance the high quality teaching and learning. **We will continue to pursue excellence to maintain our school culture of high expectations, aspirations and excellence in a happy, secure environment.**

KEY PRIORITY 1	Actions	Who	Timescale	Resources
<ul style="list-style-type: none"> <li><b>Ensure specific and focussed monitoring takes place which is effective, enabling us to maintain our high standards and school ethos.</b></li> </ul>	<p>Senior Leadership Meetings - plan monitoring actions Deputy Head and Assistant Head to support in monitoring areas for improvement and ensuring follow up points are actioned Staff Meetings - undertake book scrutiny, subject monitoring Subject Leaders keep monitoring file demonstrating leadership of their subject Governor Visits - subject monitoring School Improvement Partner Visits - analysis of progress and impact School Adviser Visits - Early Years &amp; Assessment Governors play a key role in the strategic direction of the school - via committees and gov visits - allocate specific areas to individual governors. Lesson observations Analysis of 2017-18 data - attainment and progress Governor review of IDSR (inspection data summary report) and actions resulting from analysis of data it contains. Governor Review of school day - review any impact on standards, staff feedback, attendance analysis Effective delivery of a broad and balanced curriculum Maintain the highly effective teaching that exists across the school Maintaining standards of attainment in all key phases Review impact of earlier finish time (3.20pm)</p> <ul style="list-style-type: none"> <li>Governor review during school visits - talk to staff</li> <li>Staff feedback</li> <li>Attendance</li> <li>Standards - termly data</li> <li>Follow up any parent feedback - parent's evening</li> <li>Liaison with wrap-around care/out of school club</li> </ul> <p>Monitor teacher workload and staff health and well-being by :</p> <ul style="list-style-type: none"> <li>Reviewing workload</li> <li>Monitoring Marking and Feedback</li> <li>Review planning format</li> </ul> <p>Analysis and response to staff questionnaire</p>	<p>SLT</p> <p>All</p> <p>Govs SH/JC</p> <p>Govs MK/JG/ SH/FW/ SLT</p> <p>All staff</p>	<p>Weekly</p> <p>Half termly Termly Termly</p> <p>Termly November</p> <p>Termly</p>	<p>AHT release time £5,000 DHT release time £5,000</p> <p>School Improvement SLA £1,000</p> <p>Tailored support from L.A as part of School Improvement SLA £2,000</p> <p>Training Budget £4,000</p>



Other Areas of Focus	Actions	Who	Timescale	Resources
<ul style="list-style-type: none"> <li>Effective Safeguarding is in place</li> </ul>	<p>Review of updates to Keeping Children Safe in Education 2018 (provided by HR in Sept 2018)</p> <p>Annual staff safeguarding update / Induction of new staff inc. Child Protection training</p> <p>Designated Safeguarding Lead Child Protection Training/ Multi-Agency Training</p> <p>Designated Safeguarding Lead to update Safeguarding Audit and Action Plan</p> <p>Review of Safeguarding and Child Protection Policy in line with KCSE 2018 updates. Approval by governors</p> <p>Designated Safeguarding Lead meets with Safeguarding /Child Protection Lead Governor for an update termly</p>	<p>FW/SH</p> <p>FW</p> <p>FW</p> <p>FW/SH</p> <p>FPHS</p> <p>Comm</p>	<p>Sept.</p> <p>Oct.</p> <p>Oct</p>	<p>Release time - 1 day £200</p> <p>Release time (£200 + course £50)</p> <p>Release time (£200 + course £50)</p>
<ul style="list-style-type: none"> <li>Effective Induction of NQT and teacher training student (SCITT)</li> <li>Ensure those staff who are in second and third year of teaching are supported effectively</li> <li>Ensure staff are confident in promoting Southridge / 'Inspection Ready'</li> </ul>	<p>NQT Mentor Training - Assistant Head</p> <p>NQT release time - planned activities - staff training and peer to peer observations</p> <p>Attend North Tyneside NQT Induction sessions</p> <p>Monitoring, training and support plan implemented to support staff in second and third year of teaching - Assistant Head</p> <p>Build confidence in all staff to share successes</p> <p>Peer Mentors for staff</p>	<p>SMc</p> <p>SO'H</p> <p>SMc</p> <p>All</p> <p>SMc</p> <p>SH/FW</p>	<p>Sept</p> <p>All year</p>	<p>NQT time (1/2/ day per week)</p> <p>Supply cover £2,000 per term)</p>
<ul style="list-style-type: none"> <li>Succession Planning for Chair of Governor role</li> </ul>	<p>HT to discuss with individual governors</p> <p>Support from Governor Services</p> <p>Handover period in summer 2019</p> <p>Training opportunities identified in Autumn for academic year to support transition</p>	<p>SH</p> <p>CM</p> <p>All Gov's</p>	<p>On-going</p>	<p>Governor SLA £2,100</p>
<ul style="list-style-type: none"> <li>Effective Use of Sports Premium and Pupil Premium Funding</li> </ul>	<p>Review of after school clubs /Book sports coaches / providers</p> <p>Letters/club request forms out to parents / Allocation of clubs</p> <p>Audit of resources - summer term / Purchase of resources - new budget</p> <p>Pupil Premium financial statement to Finance Committee</p> <p>Website compliance - upload Pupil Premium report</p> <p>Pupil Premium Funding allocated for specific interventions</p> <p>Pupil Premium Review of 2017-18 - analysis of outcomes</p> <p>Pupil Premium Lead Teacher and Pupil Premium Governor liaison -termly</p>	<p>JR/SH</p> <p>JR</p> <p>SH/KT</p> <p>SH</p> <p>SH/NM</p> <p>NM/PL</p>	<p>Sept.</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Oct.</p> <p>Sept.</p> <p>Termly</p>	<p>See Pupil Premium and Sports Premium</p> <p>Financial Audit (Finance Committee)</p> <p>Pupil Premium Funding 2018 - 19 (financial year £15,460)</p>

<p><b>Monitoring &amp; Evaluation:</b> : Headteacher, Staff, Governing Body and School Advisor</p>	<p><b>Success Criteria:</b></p> <p>Deputy Headteacher, SLT and governors fully involved in Leadership and Management of the school, ensuring standards are maintained</p> <p>Sports Premium and Pupil Premium used effectively to raise standards of eligible pupils. Termly review demonstrates high outcomes from Sports Premium Grant - standard of teaching /value for money/quality of provision.</p>
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## QUALITY OF TEACHING, LEARNING & ASSESSMENT

**Context:** Southridge was judged as an 'Outstanding' school (Ofsted 2007). The school has maintained a consistent and strong position and a recent SIP report and Local Authority Assisted Review (2016) indicated the school has maintained its high standards and has the capacity to continue at this level. Recommendations which were addressed in 2017-18 were:

- a) further refine the quality and consistency of marking and feedback so that opportunities to deepen pupils' learning and make additional progress are seized.
- b) Strengthen the impact of leaders' monitoring by ensuring that areas for improvement are always identified and clearly followed up
- c) Present data in ways that effectively show typical and rapid progress so that leaders can identify gaps, challenge data and respond appropriately.

In 2018-19 we intend to:

**TEACHING:** To continue to maintain the high quality of teaching in the light of self- evaluation, monitoring etc. with a focus on boy's writing.

**LEARNING:** To continue to offer an inspirational, broad and balanced curriculum based on the National Curriculum and the school core values of friendship

**ASSESSMENT:** To embed systems for assessing pupil progress in English and Maths and refine our simple assessment system for foundation subjects

KEY PRIORITY 2	Actions	Who	Timescale	Resources
<b>Develop Talk 4 Writing strategy to improve confidence of boys in writing</b>	Literacy Co-ordinators (AH / Nmc) - Input to staff - Sept training day Talk for writing displays in classrooms New resources used Can I be a writing wizard? - whole school writing strategy, inc Hot /Cold Writes. Develop planning / bank of texts Planning incorporates grammar with texts (rather than stand- alone units) Liaison with neighbouring school to share good practice Focus on technical aspects of writing - handwriting and spelling Increase opportunities for extended writing and focus on developing joined handwriting. ( Nelson Handwriting) T.A.'s deliver spelling intervention group Ensure handwriting and spelling strategies applied to independent writing Nelson handwriting taught effectively and regularly - SLT & Lit Leads to monitor Increase resilience in boy writers - raise expectations /boy friendly texts to inspire	NMc/AH	Sept	XLarge lined paper Whiteboards with handwriting lines Exercise bks - lined paper Yr 1 - summer /Yr 2 / Yr 3 Autumn £500 Triangular whiteboard pens£200 Yr 1 Nelson handwriting practice booklets Reading books - Pie Corbett Reading Spine Talk for Writing Training - Lit Leads. Oxford Owl (Nelson Handwriting) subscription renewed
KEY PRIORITY 3	Actions	Who	Timescale	Resources
<b>Curriculum Development - ensure that we offer an 'inspirational, broad and balanced' curriculum that meets the needs of Southridge pupils and that staff can clearly articulate the 'rationale' behind it.</b>	Workshops: What does our curriculum need to look like and why? Understand rationale behind curriculum Review curriculum planning within year groups and by subject co-ordinators Deliver themed days /weeks to provide opportunities for pupils and staff to mix and work together <ul style="list-style-type: none"> <li>Faith &amp; Diversity Week</li> <li>Careers Events</li> <li>Enterprise Event</li> <li>Sport Relief - talent show</li> <li>Community Links - Redhouse Ramble</li> <li>International Links</li> </ul> Mix classes across the year groups for some subjects e.g. P.E. I.C.T and music to give pupils	All staff	Sept Training Day  Staff Meetings  On-going	SLA - Early Years School Improvement



	the opportunity to mix across the year group - prepares children for transition to middle school Investigate practicalities of staff teaching to subject specialism - utilising expertise. Investigate how we 'weave developing more resilience' through our curriculum			
Other Areas of Focus	Actions	Who	Timescale	Resources
<p>Maintain the high standard of teaching over time.</p> <ul style="list-style-type: none"> <li>Consistently striving to improve the quality of teaching over time so that even more pupils make substantial and sustained progress and increase their resilience.</li> </ul>	<p>All teachers have consistently high expectations of all pupils. Teachers plan and teach lessons that enable pupils to learn exceptionally well. Induction and mentoring of NQT in Year 3 Staff Training - (see cpd log) and Peer to peer observations Lesson Plans / schemes of work are effective and demonstrate challenge Active learning the first 15 minutes of the day (registration) Maintain pace - ensure a wider range of activities in the first 30 minutes of the lesson No hands up approach in some but not necessarily all lessons Teachers check pupil's understanding systematically and effectively in lessons, offering clearly directed and timely support. Teachers questioning is challenging the most able pupils enough. Lesson observations - pupils' responses, in lessons and over time, demonstrate sufficient gains in their knowledge, skills and understanding. They know how to improve their work. Marking - monitor impact of marking policy and workload on staff. Continue to deliver 'Maths Mastery' from 2016-18 Pupils routinely have the opportunity to deepen their understanding by responding to feedback and marking. Staff build in response time to lessons Moderation - in school / Local Authority Interventions are appropriate and ensure those working below peer group are offered appropriate support to narrow the gap Data Analysis termly to identify any issues in year groups/individual classes Ensure teaching assistants are clear about their role</p>	<p>All</p> <p>All</p> <p>SLT</p> <p>T.A.'s /SLT</p>	<p>On-going</p> <p>Termly</p> <p>Weekly</p> <p>Half termly</p> <p>On-going</p> <p>On-going</p>	<p>1/2/ day release per week for NQT</p> <p>SLT release time</p> <p>Assessment Co-ordinator/AHT (additional hours)</p>
<p>Reduce the gender gap across the school in writing</p> <ul style="list-style-type: none"> <li>Support small group of L.A. pupils (more boys) who not meeting year group expectations in previous year group</li> </ul> <p><b>Challenge for boys:</b></p> <ul style="list-style-type: none"> <li>Increase % of boys achieving GDS/exceeding in writing by the end of Yr 2 and Yr 4</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of data and strategies to improve</li> <li>Current Year 2 (when this cohort in Year 1 % of boys exceeding was 18%. Aspirational target to increase % boys exceeding to 25%)</li> <li>Current Year 3 - track very small number of pupils who were exceeding at end of Reception in writing but did not achieve GLD at the end of Yr 2 in 2018.</li> <li>Use elements of Talk for Writing to help children structure their writing and for boys to develop stamina and resilience to reach GDS / Exceeding</li> <li>Concentrate on handwriting to remove barrier to achieving Greater Depth (N.B. - Presentation is very good but some children need more encouragement to join their handwriting)</li> <li>Use Oxford Owl/nelson handwriting to improve handwriting. Ear2,3 to use handwriting lines in writing books, Whiteboards with handwriting lines</li> </ul>			<p>Nelson Handwriting Scheme renew subscription £600 Whiteboards - handwriting joins £200 Writing books with Handwriting lines -£250</p>



				<ul style="list-style-type: none"><li>By the end of Year 4 increase the % boys reaching exceeding in writing and narrow the gap between boys and girls in this cohort.</li><li>Ensure that topics engage boys e.g. Stone Age, WW2 etc.</li><li>Assistant Head to create tracking sheet to monitor progress of this group of pupils</li></ul>			
	30 Boys	31 Girls	GAP				
	% at GD /Ex	% at GD/Ex	btwn boys/girls				
E.Yrs	15%	27%	12%				
Yr 2	20%	58%	38%				
Yr 3	24%	67%	43%				
Develop staff expertise in teaching coding / programming				Review curriculum planning Training sessions with Claire Graham - Computing Advisor for teachers and T.A's Use Ozobots - new equipment	All staff	On-going	ICT SLA Ozobots - class packs £3,000 (support from PTA)
Ensure that marking promotes rapid progress				Review of Marking Policy and SLT to monitor impact on staff workload Marking in practice - workshop for staff Book scrutinies to check marking policy applied consistently Check prompts are 'actions' and effectively challenge pupils to think deeply about their work Monitor impact of marking - are children improving over time? Staff to build in response time to lessons	SMc SMc SLT	Sept.  Half termly	Labels/pens etc. £500  Assessment Adviser - release time £750 per term
Assessment - continue with established systems and refine				Staff to take ownership of data analysis - Termly data collection Staff to analyse own year groups data for reading, writing and maths and focus on measuring progress Adapt interventions for vulnerable groups accordingly Implement new Foundation Subjects tracking sheets (2017-18 system has been refined taking in to account effectiveness and teacher workload.) Review data with staff to ensure they understand where children are and where need to be to demonstrate rapid progress - track termly. SLT to monitor impact on staff workload	All staff (support from SLT)	Dec, March, June  Half-termly Termly	Staff Meetings Leadership time -SLT  PPA time
Monitoring & Evaluation: Headteacher, Staff, Governing Body and School Advisor				Success Criteria: Pupils tracking demonstrates at least expected progress and some rapid progress which shows teachers have high expectations Lesson observations demonstrate that interventions from teachers and support staff are of high quality - termly and external by SDP. High Quality marking and verbal feedback aids progress % boys exceeding in writing by the end of Yr 2/Yr 4 has increased			





## PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE

**Context:** Responses to parent questionnaire 2018 indicate that:

My child has been happy and has enjoyed school this year - 99%

My child feels safe in school - 100%

Behaviour is a strength of the school and judged as 'Outstanding', however staff feel children need support in developing and maintaining friendships and learning 'how to play games'.

**Whole School Action:**

To promote responsibility, respect and celebrate pupil's excellent attitude to learning.

To maintain the excellent standards of behaviour and safety, maintain the significant improvement in attendance levels and reduce holiday absence.

To enhance lunchtime provision to ensure that all pupils are happy and secure and know who to ask for help and support with friendships.

KEY PRIORITY 4	Actions	Who	Timescale	Resources
<p>Improve the resilience and independence of our pupils</p> <p>#Learn from mistakes!</p> <p>Continue to focus on our Core Values</p>	<p>Who to talk to if worried at school</p> <p>Roles of responsibility - Year 4 (AHT)</p> <p>Pastoral Group (staff meet monthly with DH)</p> <p>Friendship Box</p> <p>Anti-Bullying Week - 'Choose Friendship' - Nov</p> <p>Help children to understand bigger picture' - link pastoral and academic</p> <p>Reinforce the value of making mistakes and learning from them</p> <p>Core Values discussed at start of each term and evident in classroom displays</p> <p>Weekly Headteacher Awards</p> <p>Half-termly Core Value Awards</p> <p>Link to effort put in to sports competitions/ importance of 'taking part' and sportsmanship.</p>	All staff	On-going	<p>Anti-Bullying Week resources</p> <p>Assembly Planner</p>
Other Areas of Focus	Actions	Who	Timescale	Resources
<p>Pupils emotional health and well - being is high - they feel safe and secure at school</p>	<p>Develop 'resilience and independence' in key stage 2 pupils in preparation for transfer to middle school</p> <p>Responsibility roles - Buddies, Eco Warriors, Womble Warriors, School Council</p> <p>Deputy Head holds Pastoral Group meetings every month</p> <p>Anti-Bullying Week activities - link to Core Values- Kindness and Friendship - certificates awarded</p> <p>PSHE Curriculum</p> <p>Pupils can explain accurately and confidently how to keep themselves healthy and safe</p> <p>'Eco-Warriors and Wombles'</p> <p>Assemblies - Friendship and The Worry Box</p> <p>Buddies - Playground Buddies - Bronze/Silver/Gold Reward schemes for Year 4 -termly</p> <p>Buddy Bench / Friendship Corner</p> <p>Year groups mixed 2x per week to ensure children develop friendship groups across the</p>	<p>All pupils</p> <p>FW</p>	<p>On-going</p> <p>Half-termly</p>	<p>Leadership time</p>



	<p>classes</p> <p>Pupils value school life and attendance remains high across the whole school</p> <p>Monitor Attendance levels / punctuality of all pupils and those children in 'persistent absentee' category</p> <p>School garden developed</p>			
Lunchtimes run smoothly and pupils are actively engaging in physical activity	<p>Sports Coach runs 'Fit for Life' sessions at lunchtime</p> <p>P.E. SCITT student trains pupils up in playground games to be Sports Leaders</p> <p>Lunchtime Supervisors engage with pupils</p> <p>Playground organised in to 'zones'</p> <ul style="list-style-type: none"> <li>• Activity Zones inc. Imagination Boxes/Activity Tables- cars/trains</li> <li>• Tarmac laid</li> <li>• Playground markings</li> <li>• Seating purchased around trees</li> </ul>	Ross H Adam H	On-going	<p>£1,000 per term</p> <p>Playground extended with tarmac to create designated ball area / quiet area</p>
Maintain the fitness levels and healthy lifestyles of our children (improved significantly last year)	<p>Continue a mile per day run</p> <p>Lunchtime 'Fit for Life' sessions</p> <p>Maintain the amount of sports after school activities</p> <p>Review PSHCE Curriculum</p> <p>Work towards 'Gold Award' - School Games (Southridge awarded this in July 2018 for 2017-18. Look to maintain this in 2018-19)</p>	All staff SH/PM  TP	On-going	See Sports Premium Grant
<p><b>Monitoring &amp; Evaluation:</b> : Headteacher, Staff, Governing Body and School Advisor , Playground Buddies, Sports Leaders, School Council</p>		<p><b>Success Criteria:</b></p> <p>Attendance Levels and high standards of behaviour maintained</p> <p>Children play in mixed ages on the playground / outdoor classroom at break / lunchtimes.</p> <p>Evidence of Year 4 pupils demonstrating Leadership Skills by engaging with younger pupils.</p> <p>Staff feel children are building up resilience</p>		





## OUTCOMES FOR PUPILS

**Current Position:** Our standards are significantly above the national average across the school and rates of progress are good at all key stages. Staff will need to embed good practice whilst meeting the challenge of the National Curriculum. Historical Data demonstrates that we meet the needs of vulnerable groups exceptionally well. Staff expertise has developed in delivering specific interventions. We will continue to use our strengths in assessment and tracking to ensure SEND children make expected progress.

We intend:

**To maintain high attainment and achievement of all pupils - ensure children progress well from their different starting points and the vast majority achieve the expected standards for their age nationally and a significant proportion exceed them**

**To ensure that effective targeted intervention work is in place for vulnerable groups of pupils / those on Southridge 'Additional Needs' Register to narrow the gap with non - disadvantaged pupils.**

KEY PRIORITY 5	Actions	Who	Timescale	Resources
Increase the percentage of boys <u>exceeding</u> year group expectations in writing at the end of KS1 and Year 4 (our exit from school) and support for small group of boys not meeting year group expectations at end of previous year (July 2018)	Analyse updated IAF's (Interim Assessment Frameworks) Plan more opportunities for extended writing to challenge the most able. Deliver Talk for Writing (detail above) Investigate the opportunity to create ability group writing sessions in Yr 2 Focus on handwriting and ensure vast majority of Year 2 pupils are joining handwriting / are ready to join by end of spring term. ( to meet criteria for GDS)	SW SW/NM  SW/NM  SW/NM/ HJ	September September  October  On-going	PPA time  PPA time  Nelson Handwriting subscription £600
Other Areas of Focus	Actions	Who	Timescale	Resources
Maintain the attainment levels in all key stages across the school	Early Years activities planned to ensure that the gender gap is reduced and opportunities in place to promote boys writing in the outdoor area Phonic interventions to support those pupils at risk of not reaching expected level in Year 1 Phonics test Effective planning and teaching ensures that the progress of pupils is 'substantial and sustained' across all years. Continue to deliver Maths Mastery strategies from 2016-18 Focus on Times Tables at Year 3 & 4.	TP/HM  AH/FW All staff	On-going  Weekly monitoring	Early Years Budget £1,000  T.A. time 2 x sessions per week
To ensure that effective interventions are in place to support all pupils in increasing resilience and making substantial and sustained progress	Support Year 1 in making transition to Year 2 (This cohort are a young cohort - 54 % summer birthdays) Support pupils in Year 1 who didn't achieve ELG's at end of Reception and for all Yr 1 pupils as transition on to 'National Curriculum' <ul style="list-style-type: none"> <li>Close liaison between Reception and Yr 1 staff</li> <li>Reduce quantity of work that is 'recorded' in the Autumn term for Foundation subjects in Year 1</li> </ul>	All staff  SLT & T.A.'s SLT	Termly Termly  Half-termly	Leadership Time £1,000



Implement actions to ensure that expected progress is evident from EYFS to end of Year 2 particularly for those children reaching exceeding at end of EYFS	<ul style="list-style-type: none"> <li>Year 1 Autumn term transition - continuous provision in Year 1 - new classroom layout. Train children to be independent and organise learning tasks.</li> </ul> <p>Analyse data and select pupils who need support in R,W &amp; M Pupil progress meetings held termly to identify pupils causing concern Analyse data for vulnerable groups and implement appropriate interventions e.g. Fast Track, One plus One etc. Review and measure impact of findings</p>			
Focus on transition between KS1 and 2 to maintain the rate of progress when entering Year 3	<p>Plan provision to support pupils as they enter Year 3 (T.A. provision map) Increase the pace and expectation in Year 3 as pupils move through the term. Ensure that consolidation occurs in the first half-term to ensure children secure in basic skills Intervention groups support pupils who find transition challenging</p>	JS/MR/ JF  MR/JF	Sept.  Oct-Dec  Autumn	PPA time
Ensure the pupils in Year 2 who did not meet expected level in Year 1 Phonics test narrow the gap in phonic knowledge.	<p>Phonics interventions for 4 Year 2 pupils Phonics Lunchtime Club Regular phonic assessments to track progress</p>	B.McS HJ	Weekly	Year 2 T.A. support Pupil Premium funding

**Monitoring & Evaluation:**

Headteacher, (Book Scrutinies ,planning lesson observations, learning walks Staff -subject leaders, Governing Body - Governor Visits and School Advisor - SIP visit.  
Headteacher - review pupil tracking for disadvantaged pupils, Staff -SEND co-ordinator to monitor interventions, Governing Body and School Advisor

**Success Criteria:**

Across the school Reading, Writing and Numeracy standards are significantly above average over time and all groups make at least expected progress.  
**In Early Years** - At least 90% of pupils in Nursery and Reception working securely within expected development age band and at least 95% have made at least typical progress across the year. At least 80% pupils achieve a Good Level of Development at end of Reception.  
**Year 1** - at least 85% pupils to be working at expected level in Phonics. In Reading at least 90% meeting Year Group Expectations and 40% exceeding by end of the year. In Writing and Maths at least 90% meeting Year Group Expectations and 35% exceeding by the end of the year.  
**Year 2 and 3** - In Reading at least 90% meeting Year Group Expectations and 50% exceeding by end of the year. In Writing and Maths at least 90% meeting Year Group Expectations and 30% exceeding by the end of the year.  
**Year 4** - In Reading at least 90% meeting Year Group Expectations and 50% exceeding by end of the year. In Writing and Maths at least 90% meeting Year Group Expectations and 40% exceeding by the end of the year.  
SEND Provision to meet best practice standards and children monitored to ensure all groups and individual children on specific intervention / transition plans make expected progress - half-termly.



## EFFECTIVENESS OF THE EARLY YEARS

**Context:** Historical Data demonstrates that the vast majority of our children in Early Years achieve well above both National and Local Authority average and are well prepared for KS1. The quality of teaching is consistently outstanding across Reception and Nursery and is well organised with a clear vision by the Headteacher and a highly effective Early Years Co-ordinator. In 2015 the GLD was 83% rising to 90% in 2016. In 2017 this was lower and cohort specific at 83% (very young cohort). This increased to 88% in 2018. In 2016 the gender gap was a priority area and was reduced from 28% to 14%, In 2017 the gender gap was reduced further to 11%. In 2018 it increased to 18% due to SEN pupils. Reducing this will be a focus in 2018-19. In terms of school readiness, looking at progress in the core areas of reading, writing and maths the vast majority of pupils made typical progress and a significant number made rapid progress. A small number of pupils in a vulnerable group did not achieve their GLD, however they did make at least typical progress and some rapid progress.

We intend:

**To maintain the highly effective leadership and management of provision and pupil outcomes in Early Years.**

**To ensure an enabling environment is created in the Outdoor Area**

KEY PRIORITY 6	Actions	Who	Timescale	Resources
<p>Pupils are making at least good progress across all areas of learning</p> <p>BECAUSE</p> <p>The teaching from all adults over time is highly effective and never less than consistently good; it is highly responsive to children's needs</p>	<p>Data to be tracked and analysed regularly and rigorously</p> <p>Pupil progress meetings to inform intervention groups</p> <p>Regular review of intervention groups</p> <p>Continue close links with parent/carers e.g. Parent workshops</p> <p>Develop resources and learning environment</p> <p>All EY staff have consistently high expectations of all pupils.</p> <p>Teachers plan differentiated learning to enable all pupils to learn exceptionally well and increase their resilience.</p> <p>Teachers systematically and effectively check pupils' understanding during direct teaching</p> <p>All learning activities and act to deepen and extend learning along with clarifying any misconceptions.</p> <p>Pupils are supported by adults through careful questioning, scaffolding and modelling.</p>	<p>All staff in E.Yrs</p> <p>SLT</p>	Ongoing	
Other Areas of Focus	Actions	Who	Timescale	Resources
To increase the % of pupils exceeding in writing from 13% exceeding in 2018	<p>Deliver Talk for Writing</p> <p>Introduce 'Over and Over' reading strategy (read same story daily to practice rhyme, repetition, develop vocabulary.</p> <p>Nelson handwriting scheme followed</p> <p>Literacy co-ordinators attend Talk for Writing Literacy Conference and feed back to E.Yrs Team</p> <p>Observe practice at other N.Tyneside schools who deliver Talk for Writing.</p>			<p>Pie Corbett Reading Books</p> <p>Nelson handwriting subscription</p> <p>Talk 4 Writing Conference</p>
To reduce the gender gap of pupils achieving	Early Years Co-ordinator to monitor planning and continuous provision using the EYFS framework	TP	On-going	TLR award £2,250



the GLD - ( 2015 -28% / 2016 -14% / 2017 -11% 2018 18%)	Provide opportunities for boys to develop writing in the outdoors E. Yrs Co-ordinator attend Early Years Network Meetings To continue to work as a strong, proactive team to review, monitor, share ideas and constantly improve provision inside and out. Parent Workshop in September on fundamental principles of early writing Continue focus from 2017-18 on technical aspects of writing to improve stamina	TP/HM/K P		Supply cover half-termly £200
Maintain the percentage of children making rapid progress from their starting points across early Years.	Reception staff to undertake CEM Baseline assessment Early Years Target Tracker Baseline completed and then followed up termly Early Years Leader meet with Local Authority Early Years Adviser termly Moderation - in school half-termly Local Authority moderation - termly Incorporating 'Exceedingly exceeding' document in to Early Years assessment to help identify those pupils making rapid progress. Carry out regular drop ins, informal and formal observations are carried out to support staff in effective questioning, modelling, scaffolding to move learning forward	HM/TP All staff	Sept Dec/March /June On-going	CEM baseline £450 Target Tracker subscription £350 Supply cover £200 per term
To ensure that the provision meets the needs of all pupils both indoor and outdoor	Staffing levels appropriate to meet the needs of pupils Indoor and Outdoor area set up and organised to facilitate good practice Resources replenished	All EYrs staff	On-going	
Increase the percentage of children exceeding in People and Communities (2018 - 22% of our children were exceeding. This was our weakest area in the exceeding judgements)	Review planning and activities and provision to target this area Encourage parents to contribute to learning journeys with activities from home (weekly newsletters) Monitor the use of Learning Journeys ensuring that relevant sufficient evidence is gathered to support exceeding judgements. Hold regular moderation with staff to ensure validation and depth of understanding across the phase Continue to provide opportunities outside of school e.g. visit to Woodhorn Colliery Continue to develop links in the wider community e.g. Hidden Heroes, links with High School Staff training on judgement for exceeding in people and Communities	HM/TP	On-going	TLR - Early Years Co-ordinator  Early Years Network Meetings $\frac{1}{2}$ day per term (£150 per term)  Moderation events - termly (L.A.)

<p><b>Monitoring &amp; Evaluation:</b></p> <p>Headteacher, - Work Scrutinies , planning lesson observations, learning walks Staff -subject leaders, Governing Body - Governor Visits and School Advisor - SIP visit Headteacher - review pupil tracking for disadvantaged pupils, Staff -SEND co-ordinator to monitor interventions, Governing Body and School Advisor Governors - Early Years Governor to monitor in governor visits</p>
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>Achieve GLD for at least 85% pupils at end of Reception and the gender gap is reduced</li> <li>The percentage of children exceeding in writing has increased from 13% in 2018</li> <li>Ensure at least 90% of pupils in Nursery and Reception working securely within expected development age band and have made at least typical progress across the year</li> <li>Maintain Effective provision - analyse data evaluation and parent questionnaires</li> <li>Nursery Outdoor Environment - used effectively.</li> </ul>

See SLT Monitoring File for Evaluation Schedule 2018-19