

## School Improvement update for parents

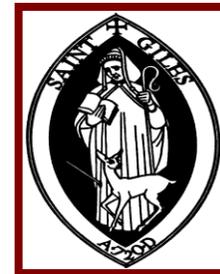
Dear Parents

Earlier in the year I promised I would update you with our progress in relation to improvements planned post Ofsted. I have put various nuggets of information into the Friday update, but below is a more comprehensive report of actions and progress to date.

Writing this has reminded me just how much we have achieved in a short time, I will be leaving for my summer holiday feeling satisfied with progress to date, and I will be excited to return, rested and relaxed to continue the journey in September. Of course all of these changes and improvements have only been possible as a result of the whole staff team pulling together and striving to improve. I would like to take this opportunity to thank every single member of staff and the governors for their hard work and commitment to change.

I hope you find the following information is useful and informative, as ever please do not hesitate to contact me if you have any questions, suggestions or observations.

Mrs Douch



Area of improvement	Actions	Outcomes / Impact
Assessment	<ul style="list-style-type: none"> <li>• We purchased Target Tracker (data management systems).</li> <li>• Assessment and Marking policy reviewed and updated.</li> <li>• Staff have attended a range of moderation meetings to ensure judgements are accurate in relation to pupil attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• The Headteacher and curriculum leaders have a clear picture of pupil progress and outcomes enabling them to plan strategic next steps across the school.</li> <li>• Target tracker enables much closer monitoring of pupil progress; this means we can pick up issues quickly and address them.</li> <li>• New assessment systems have meant that teachers have a better understanding of where pupils are in their learning, this has led to improved differentiation in lessons and interventions that are tightly focussed on the needs of pupils.</li> <li>• The review of assessment has led to an improvement in the information sent out to parents, e.g. attainment given out at parents evenings and clear attainment on school reports.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• We have been trialling a new maths scheme (White Rose) for full implementation in Sept 17. (This covers planning, resources and assessment materials)</li> <li>• The PTA have funded some new maths equipment.</li> <li>• Weekly planning has been reviewed</li> <li>• KS2 text books purchased.</li> <li>• Skills progression document produced to ensure consistency of teaching across all year groups and abilities.</li> <li>• Continuing Professional Development –</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are having more opportunities to applying their number knowledge to solve problems.</li> <li>• Pupils are having to explain their thinking and justify their answers</li> <li>• Pupils are able to talk about their learning more confidently - <b><i>‘We are learning to ‘</i></b> has been adopted as the vocabulary used by all pupils.</li> <li>• New equipment has supported pupils learning, helping them move from concrete to abstract thinking.</li> <li>• Pupils like the new text books and enjoy the challenge this offers them.</li> <li>• The skills progression document is now on the website for parents to view, it has enabled all staff to increase their knowledge (particularly TA’s), and this has helped to ensure consistency in teaching methods across the school.</li> </ul>

	<p>teachers have attended a range of training and moderation events and cascaded this to other staff.</p> <p>Further work is planned to support the teaching of reasoning and problem solving.</p>	<ul style="list-style-type: none"> <li>• Moderation events have allowed staff to validate their judgements in relation to pupil outcomes.</li> <li>• Training opportunities have allowed staff to develop their skills, interests and knowledge of different approaches and resources.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• We conducted a review of the teaching of spelling and phonics across the school.</li> <li>• Early Years and KS1 pupils have been divided into ability groups for phonic teaching.</li> <li>• We adopted 'Letters and Sounds' as the basis for our phonics teaching.</li> <li>• The PTA funded resources to support the teaching of phonics.</li> <li>• Year group spelling tests have been purchased, to be used twice a year.</li> <li>• We have had had staff training on teaching of spelling.</li> <li>• We have introduced ½ termly assessed writing tasks, work is moderated by all teachers and in the locality.</li> <li>• Teachers in KS1 have been trialling weekly 'self-initiated' writing tasks. This gives pupils the opportunity to apply their skills in a way they choose to, so they could write a letter, make a poster, write a set of instructions etc.</li> <li>• We have developed a whole school strategy to teach pupils to proof read and edit their own work.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Elm, Sycamore and Beech all used the proceeds of their cake sales to supplement the class book stock.</li> <li>• We have exciting plans to redevelop the library – we will be talking to the PTA about possible funds to support this, in addition we will be holding a book week and fair in September.</li> </ul> <p>Further work is planned on the teaching of reading and developing our reading scheme for our younger pupils.</p>	<ul style="list-style-type: none"> <li>• The spelling review led to a change in approaches in some classes, this enabled pupils, who needed it, to revisit certain elements of the curriculum and others to move on in their learning.</li> <li>• Interventions programs have been developed to support pupils with spelling difficulties. A review of support staff timetabling has enabled more pupils to receive interventions.</li> <li>• Ability grouping pupils for phonics teaching means teaching better matches pupils needs resulting in increased progress.</li> <li>• New resources used with our younger pupils have ensured teaching is engaging, multi-sensory and effective.</li> <li>• Assessments have been tightened, all pupils will be given a simple spelling test at the start and end of the year. This ensures we have a clear picture of their needs and allows us to track progress.</li> <li>• As a result of our staff training in spelling we have been trialling various new approaches. Two ideas we have tried and will be developed more fully next year, are 'Graffiti spelling' and 'have a go pads'.</li> <li>• Closer assessment of writing had led to more focussed teaching and improved support for pupils.</li> <li>• Self-initiated writing has been a huge success, it allows pupils to own their learning and is a fantastic way for teachers to assess whether learning is embedded.</li> <li>• Teaching pupils to proof read and edit their work has had a big impact on progress. Pupils are becoming much more skilled at spotting their own errors, this not only supports learning but is a lifelong skill! This work will continue next year.</li> <li>• Pupils have been much more motivated to read books they have chosen themselves, this has been reflected in pupil outcomes.</li> </ul>

Home learning and communication with parents	<ul style="list-style-type: none"> <li>• Our Homework policy had been reviewed.</li> <li>• Friday updates with key events, dates and information are now published weekly.</li> <li>• Curriculum meetings – literacy/math's held and support documentation made available to attendees and on the website.</li> <li>• Opportunity to purchase materials to support home learning in relation to maths / literacy.</li> </ul>	<ul style="list-style-type: none"> <li>• This policy will be shared at a parents meeting early next year, in the meantime it is on the website.</li> <li>• Feedback from parents suggests that the 'Friday update' is a good means of communicating. Date reminders seem to be particularly welcome.</li> <li>• Again we have received positive feedback from these events, timing is always an issue, but we seem to have an equal split between those wanting it first thing and those who prefer an early evening. We will endeavour to please all by ringing the changes!</li> <li>• Parents have appreciated the opportunity to buy work books linked to particular year groups. These helped parents support their child with homework activities and ensured they have a greater understanding of the revised expectations in the 2014 curriculum.</li> </ul>
Early Years	<ul style="list-style-type: none"> <li>• We have spent money renewing furniture and storage in the Early Years.</li> <li>• Planning and provision has been revised.</li> <li>• Staff have attended various training courses and networking meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• The classroom and outside areas are now much improved.</li> <li>• Monitoring has shown the pupils display a high level of independence and enjoyment in their learning.</li> <li>• Training and networking meetings have led to improved staff knowledge in relation to the EYFS curriculum and assessment processes.</li> </ul> <p>Next term we plan to use 'tapestry', those attending the pre-school will already know about this, it is an online assessment and evidence collecting tool that allows greater parent involvement.</p>
SEND	<ul style="list-style-type: none"> <li>• We conducted a review of SEND provision and interventions.</li> <li>• New resources purchased to support pupils with SEND needs.</li> <li>• We have reviewed the processes for referring and evaluating the effectiveness of our learning mentor program.</li> <li>• Our Learning Mentor has attended regular training during the last two terms.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils with additional needs are well supported through in-class support and a range of individual interventions.</li> <li>• The wider range of teaching resources has resulted in pupils being more engaged and making improved progress. (High interest/low reading age books/'Nessy' online reading and spelling resources/phonics games)</li> <li>• We have had some very pleasing results in reading, with pupils making accelerated progress.</li> <li>• Increased training opportunities for our Learning Mentor has led to a wider range of support being offered to pupils.</li> <li>• Parents are now able to request Learning Mentor time for their child.</li> </ul>
<b>Enrichment Activities</b>	<ul style="list-style-type: none"> <li>• Science week</li> <li>• Creative Arts Week</li> <li>• Rocksteady music school workshops</li> <li>• Sports week</li> </ul>	<p>All our enrichment activities have been very well received by teachers, pupils and parents. All have led to highly motivated children and some fantastic work. I think both teachers and pupils will tell you that these opportunities really contribute to learning, both of basic skills and in developing passion, perseverance, resilience and development of new interests. We will continue to develop this next year; in addition, we plan to introduce class assemblies and sharing afternoons, these will give you more opportunities to see pupil's work and also to assess progress.</p>

<p>RE, ethos and links to St Giles Church</p>	<p>During the last two terms we have worked to link our school themes/RE topics to the themes covered in church on Fridays, this has worked well with pupils better prepared for events in church, it has also resulted in a greater level of engagement. Most recently we have been thinking about the school ethos and values, this is something both governors and staff have been considering. It has been very interesting finding out children's views and ideas. I plan to consult with parents early in September to gain their views and ideas.</p> <p style="text-align: center;"><b>Nurture – Inspire – Respect</b> <b>Achieving together in the light of God's love</b></p>
<p>Feedback from our School Improvement Monitoring conducted by West Sussex 12<sup>th</sup> June 2017</p>	<ul style="list-style-type: none"> <li>• Focus towards learning is evident and there is a buzz around school.</li> <li>• Teachers planning now demonstrates a consistent approach.</li> <li>• Facilitating and encouraging of independent strategies was evident. Pupils were demonstrating self-selection of resources and there is a consistency developing in regard to self-editing and proof-reading of writing.</li> <li>• In all classes pupils were seen to be engaged and focused. They were keen to discuss their learning and are developing their ability to articulate skills.</li> <li>• Pride in and presentation of work has improved.</li> <li>• It is evident that there are increased opportunities for pupils to write. Pupils are beginning to independently edit and proof read their work and are able to discuss the strategies they use and expectations of them.</li> <li>• Opportunities for pupils to reason and problem solve was evident in maths learning.</li> <li>• Early years' environment has developed and provision is focussed on ensuring that child-initiated learning opportunities are encouraged.</li> <li>• Science books show some good opportunities for maths and English across the curriculum. Science in lower KS2 is very strong.</li> </ul> <p><b>Next steps: ensure planning, teaching and learning in writing is linked to quality texts and that there is a learning sequence for writing that embeds the whole writing process.</b></p> <p><b>Continue to develop reasoning and problem solving as an integral part of the maths curriculum.</b></p> <p><b>Use different teaching strategies and lesson structures in order to increase pupils voice/self-selection in learning and to effectively challenge learners, particularly the more able.</b></p>