

Parent Council Meeting 30<sup>th</sup> April 2018

# Ofsted

## Next Steps for Alwyn...

*'further improve outcomes in mathematics'*

*'diminish and, wherever possible, eradicate variations in the performance of potentially more-vulnerable pupils compared with other pupils nationally'*

*'further improve outcomes in mathematics'*



<p>Priority: <b>MATHS</b> (Attainment)</p>			
<p>Objective: Raise <b>MATHS</b> attainment across the school.</p>			
<p>Success Criteria/Impact on Standards:</p> <p>Yr R: We have a higher % of children achieving 'at least expected' than the National score. A higher % of children achieve 'exceeding' than the previous year and the National score.</p> <p>Yr 1: Maintain or increase the 'expected and above' score. More children achieve 'exceeded' in Maths than last year.</p> <p>Yr 2: The % of children achieving 'expected &amp; above' will be higher than the National score.</p>			
Tasks/Activities	Personnel/Resources	Financial Implications	Timescale
Use White Rose Maths Resources to help teachers plan for coverage of the curriculum.	<p>White Rose Resources saved in planning folder.</p> <ul style="list-style-type: none"> <li>All teaching staff to follow agreed coverage order for their year group.</li> <li>All teaching staff to save maths planning on the network in Maths Planning folder.</li> </ul>	Free resources.	2017-18 Academic Year
Change format of Y1 & Y2 Parent Information Sheets for maths so that they are in line with the termly coverage.	<ul style="list-style-type: none"> <li>Maths Lead to create new format.</li> <li>All Y1/2 staff to check through and agree/change together.</li> </ul>	Photocopying. Information Sheets on School Website.	2017-18 Academic Year
<p>Continue to moderate maths as was introduced last year.</p> <p>Teachers to moderate a different set of children each term.</p>	<ul style="list-style-type: none"> <li>All teaching staff to attend meeting.</li> <li><b>Staff to fill in a moderation sheet (1 for each child moderated).</b></li> <li>Staff will need to bring: *Assessment grids, books, folders, etc for 3 children in their class/maths group.</li> </ul>	Photocopying of moderation sheets.	<p>3X Moderation Meetings:</p> <ul style="list-style-type: none"> <li>4<sup>th</sup> December</li> <li>19<sup>th</sup> March</li> <li>25<sup>th</sup> June</li> </ul>

Year group moderations.	<ul style="list-style-type: none"> <li>• <b>Staff to discuss all target children in moderation meetings.</b></li> </ul>		
<p>Monitor data of children at the end of each term, particularly considering the target children for each year group.</p> <p>Trial White Rose assessments at the end of Autumn Term (December).</p>	<ul style="list-style-type: none"> <li>• All teaching staff to discuss target children in their year group moderations.</li> <li>• Head Teacher/Maths Lead to look at data at end of each term.</li> <li>• Y1/2 staff to trial White Rose Maths assessments and use these to further inform their assessment judgements.</li> </ul>	Photocopying of White Rose assessments.	Autumn Term. Possibly the rest of the Academic Year.
<p>EYFS: Timetable Maths activities to target different ability groups. <i>(TA to take short registration session and short maths input. Teacher to take differentiated groups that challenge pupils thinking. Ensure there are small groups to provide hands-on experiences.)</i></p>	<ul style="list-style-type: none"> <li>• EYFS teachers</li> </ul>		
<p>Mid-year review:</p> <ul style="list-style-type: none"> <li>• Y1 and Y2 staff are all using the White Rose resources to plan and are saving plans on the network. <i>This will be ongoing for the rest of the school year.</i></li> <li>• Y1 and Y2 parent information sheets for Autumn and Spring terms have been updated and sent out to parents. They are also saved on the school website for parents to access. <i>The Summer Term information sheets will need to be sent out in Summer term.</i></li> <li>• Reception, Y1 and Y2 teachers completed a maths moderation on 11<sup>th</sup> December for Autumn, rather than 4<sup>th</sup> December, to allow staff to use the White Rose assessments to inform their judgements. <i>The Spring Moderation is scheduled in for the 26<sup>th</sup> March (rather than 19<sup>th</sup> March due to changes in other staff meetings). The summer moderation date is in the diary for 25<sup>th</sup> June.</i></li> <li>• The maths co-ordinator, headteacher and teachers in year groups have all looked at the Autumn data and have action points to help improve it.</li> <li>• All year groups have children to target and discussed their target children in the moderation meeting on 11<sup>th</sup> December. <i>All year groups will need to focus on their target children to ensure they are getting closer to the final year percentage goals.</i></li> <li>• Y1 &amp; Y2 staff trialled the White Rose assessments at the end of Autumn Term. Teachers found them useful and informative filled in Excel sheets. These were used to look at any potential gaps in understanding. Y2 teachers looked at the Excel sheets for their maths groups in order to plan in further opportunities to</li> </ul>	Date: Feb 2018	Evaluation:	Date:

<p>fill any gaps, while Y1 teachers were given a summary of what to include in mental starters or to go over again by the Maths co-ordinator. This was done as Y1 were being taught in classes rather than maths groups during Autumn Term. <i>Y1 teachers to continue to trial the White Rose assessments and Y2 will need to decide as a year group if it is best to use White Rose assessments or past Maths sample/test papers from previous years in Spring term 2.</i></p> <ul style="list-style-type: none"><li>• Reception have had a free inset from a Borough Consultant, attended by all Reception teachers and the maths co-ordinator. The head of reception/Assistant Headteacher has also begun additional training focused on EYFS and so far has attended 1 of these sessions.</li><li>• The Assistant Head/Reception Lead is currently attending a Maths Course (Developing Deep Mathematical Learning in Early Years). She has reported back that it is an excellent course. It also has classroom based tasks. <i>Assistant Head/Reception lead to continue attending the course and to feedback to team and implement ideas from the course.</i></li><li>• Reception maths activities that are adult initiated and differentiated have been timetabled 12:55 – 13:30 4 times a week. Children are taught in small groups. Feedback is that the sessions are working very well.</li><li>• Reception teaching staff are aware of child initiated maths opportunities, especially in the garden. They are presently having another push with mathematical language. Their aim is to provide opportunities to enhance a child's interests in maths. <i>Next step: maths displays are being planned for the garden.</i></li><li>• Maths resources are stored in a resources shed and in maths cupboards inside the classrooms.</li></ul>			
---	--	--	--



Priority: <b>MATHS</b> (Mastery)			
Objective: Improve problem solving in Maths.			
Success Criteria/Impact on Standards: <ul style="list-style-type: none"> <li>• All teachers to plan maths lessons to encourage pupils to apply their knowledge of maths to different contexts and problems.</li> <li>• All teachers to teach maths lessons to encourage pupils to apply their knowledge of maths to different contexts and problems, to be observed in lesson observations and book scrutiny.</li> <li>• TAs to have an awareness and understanding of how to approach the teaching of problem solving, under the guidance of their teacher.</li> <li>• All maths planning to show problem solving included in each unit.</li> </ul>			
Tasks/Activities	Personnel/Resources	Financial Implications	Timescale
Use White Rose Maths Resources to help teachers plan for including fluency and reasoning/problem solving questions in their teaching.	White Rose Resources saved in planning folder. <ul style="list-style-type: none"> <li>• Teachers to include fluency, reasoning/problem solving problems in their planning.</li> <li>• Maths Lead to monitor planning throughout the year.</li> </ul>	None.	2018-18 Academic Year
External Maths Trainer to train all teaching staff in the Autumn Term, with 2 sessions focused on problem solving.	Training sessions: <ul style="list-style-type: none"> <li>• 27<sup>th</sup> September – Number rods/bar modelling</li> <li>• 11<sup>th</sup> October – Problem Solving</li> <li>• 8<sup>th</sup> November – Problem Solving</li> <li>• 22<sup>nd</sup> November – Fractions</li> </ul> Staff to fill in a questionnaire to find out how useful the training was and to have an opportunity to ask for any further resources/help.	£693 Photocopying of questionnaires.	Autumn Term
TAs to be trained on problem solving and how to include good questioning when working with children.	Maths Lead to train the TAs on problem solving in Spring or Summer terms.	Time to cover Maths Lead.	Spring or Summer Term

<p><b>Mid-year review:</b></p> <ul style="list-style-type: none"> <li>Teachers are planning from the White Rose resources that include examples of fluency, reasoning/problem solving. Reception, Y1 and Y2 teachers looked at examples of each other's planning in a staff meeting on 4<sup>th</sup> December and this showed that all teachers across the school are including problem solving in their maths planning. Problem solving relies on children understanding the maths they are doing, understanding and using the correct vocabulary, knowing some number facts (bonds/times tables), being able to represent a problem. It can take a variety of forms, such as being a word problem, a thinking/reasoning problem, being able to answer 'Why/How' questions and explaining what they are doing verbally or in written form.</li> <li>The maths co-ordinator then looked in more detail at the maths planning to see what types of problems have been included, in comparison to what we covered in Problem Solving training. The planning showed many 'How' questions, a lot of inclusion of vocabulary and opportunities for children to discuss their learning, opportunities to find more than one answer (open ended questions), and problems in contexts. Maths co-ordinator to discuss with year groups which aspects of problem solving are being covered well, and to look at examples of planning to see if there are more thinking/reasoning problems being included in more recent planning. Staff to continue to save their maths plans onto the maths planning folder on the network.</li> <li>An External Maths Trainer trained all teaching staff in 4 sessions during Autumn Term. Teachers have filled in questionnaires and have said that they found the training useful. They have stated what aspects of the training they have already begun to use in their teaching and how they plan to incorporate more problem solving in future planning. Each year group also commented on aspects of problem solving that their children find tricky. Reception mentioned '1 less,' and conservation of number. Y1 mentioned using the correct language to match operations and Y2 mentioned metacognition, subtraction, open-ended questions, 2-</li> </ul>	<p>Date: Feb 2018</p>	<p>Evaluation:</p>	<p>Date:</p>
---	---------------------------	--------------------	--------------

<p>step problems and difference problems. Maths co-ordinator to meet with year groups to see how they are finding the aspects they mentioned and if they need any further help with these.</p> <ul style="list-style-type: none"><li>• In the questionnaires teachers have also asked for further resources. These have all been purchased and given out to Year groups.</li><li>• In the questionnaires, teachers asked for the training on the following aspects: Specific Reception Training for Reception teachers, looking at the 4 calculations in more detail, and 5 teachers felt that they would benefit from an introductory Numicon session, Reception Teachers would like this to focus on Reception Teaching. The Reception Year Group leader (Assistant Head Teacher) is currently attending a maths course specific to Reception. The maths co-ordinator will plan an introductory session in Numicon to the 5 staff who requested it (and to any others who are interested) and will plan a staff meeting to discuss the 4 operations in more detail.</li><li>• A date needs to be set for TA training on problem solving for the Summer Term.</li></ul>			
--	--	--	--

*'diminish and, wherever possible, eradicate variations in the performance of potentially more-vulnerable pupils compared with other pupils nationally'*

# Who are our 'potentially more-vulnerable pupils compared with other pupils nationally'?

- Nationally, on average, pupils who attract **pupil premium** funding achieve less well than those children who do not attract pupil premium funding.
- Nationally children with **special educational needs and/or disabilities** achieve less well than those without SEND.

# Pupils who attract pupil premium funding

Children who have qualified for free school meals at any point in the past six years.

*(From April/May 2018, free school meals/pupil premium will only be allocated to pupils with a family income under £7400 (net) per year.)*

Children who are or have been looked after under local authority care for more than one day.

Children from service families who receive a child pension from the Ministry of Defence.

# Children with special educational needs and/or disabilities

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

(Special Educational Needs and disability code of practice: 0 – 25 years, 2015).



<b>Priority: PUPIL PREMIUM</b>			
<b>Objective:</b> Promote progress and outcomes for Pupil Premium pupils so 'the difference is diminished'.			
<b>Success Criteria/Impact on Standards:</b>  <b>EYFS</b> – 'Diminish the difference' between our Pupil Premium children and the National Benchmark.  <b>KS1 1</b> – All PP children to make measurable progress from their Sep 2017 starting points and towards their individual targets – to be evidenced in their individual portfolios/case studies.			
Tasks/Activities	Personnel/Resources	Financial Implications	Timescale
<ul style="list-style-type: none"> <li>• Closely monitor achievements of pupil premium pupils across the curriculum.</li> <li>• Ensure all staff in the school are aware of which children are eligible for PP funding.</li> <li>• Ensure that all available opportunities are taken up by pupil premium pupils by funding:                         <ul style="list-style-type: none"> <li>○ clubs</li> <li>○ school trips</li> <li>○ milk daily</li> </ul> </li> <li>• Pupil Premium provision grids for all staff working with the children to be completed with specific learning targets and impact reviewed termly. Identify barriers to learning and ways to minimise impact on learning.</li> <li>• Daily reading opportunities and records kept for PP children.</li> </ul>	<p>SMT/Teachers</p> <p>All staff</p> <p>All staff</p> <p>Range of clubs, activities, trips, milk</p> <p>Teachers. Provision Grids.</p> <p>TA</p>	<p>Assessment grids</p> <p>PP funding</p> <p>Record sheets and time to complete</p> <p>Reading time</p>	<p>Sept 2017-July 2018</p>

<ul style="list-style-type: none"> <li>• Pupils receive targeted interventions by TA in order that they achieve age related expectation. ARE explicitly shared with TA.</li> <li>• Support TA to keep session notes and share with class teacher.</li> <li>• Review interventions regularly and monitor impact.</li> <li>• Pupil Premium child/teacher interviews to understand chns views and identify successes and barriers.</li> <li>• Termly Pupil Progress meetings Head/Dep Head, teacher &amp; TA to discuss needs and hold teachers and team leaders accountable for the progress of the pupils in their team/class.</li> <li>• Teachers to engage parents with learning activities (home packs)</li> <li>• Termly data is analysed, issues identified and problems are addressed.</li> <li>• Moderation ensures our judgements are accurate.</li> <li>• Staff meeting time for moderation.</li> <li>• Feedback from lesson observations, planning scrutiny and learning walks.</li> <li>• Book scrutiny for identified groups.</li> <li>• Case studies to be put together to track the progress of the children and build a picture of their learning.</li> </ul>	<p>TA/Teachers. Assessment grids/l cans.</p> <p>TA. Session record sheet.</p> <p>Teachers. Data. Record sheets. Provision Grids</p> <p>Teachers. Supply cover</p> <p>HT/DHT/TA/Teachers. Supply cover</p> <p>Teachers</p> <p>HT/DHT. Data.</p> <p>Teachers. Dedicated time.</p> <p>HT/DHT.</p> <p>HT/DHT All staff/SMT</p> <p>HT/DHT</p>	<p>Planning time. TA funded by PP</p> <p>Supply day x 4 per term</p> <p>Supply days</p>	
---	--	---	--

<p><b>Mid-year review:</b> Yr1 Pupil Premium children are supported by a TA with greater emphasis on in-class support in the mornings and then individual support on identified targets in the afternoon. This support is having a positive impact and is a more cohesive approach. Yr2 Pupil Premium children are supported by afternoon TA intervention and this is having positive impact. Each child has individual learning targets. The impact of the interventions is measured and monitored throughout the year. Individual daily reading is successful.</p>	Date: Feb 2018	Evaluation:	Date:
--	----------------------	-------------	-------

# From our SEN Information report

We try to identify pupils with SEND as early as possible and the progress of children is regularly monitored and reviewed. We identify children as having SEND through:

- Observation
- Assessment
- Tracking progress & attainment
- Information from parents/carers
- Information from previous setting
- Input from Educational Psychologists
- External agencies may be involved in order to make a more detailed assessment where appropriate.

If the pupil is failing to achieve in the first instance the class teacher will speak to the parents/carers of the pupil and discuss interventions that can be put in place. Should the pupil continue to have difficulties the Special Educational Needs Coordinator (SENCo) will become involved. It may also be that outside agencies will be consulted with the parent's/carer's permission. Information gained from assessments will be shared with the parent's through either a formal report or feedback at a review meeting.

Different assessments help us form decisions about the child's needs. Once the child has been identified as having special educational needs we will agree targets we would like the child to meet. The type of support the child receives will depend on the extent of their needs and the targets that have been agreed.

A Provision Grid will be written with individual targets for the child to work on. These will be set at the initial review meeting and reviewed at the review meeting in the following term. The targets are written with the expectation that they will be achieved by the next review meeting.

Teaching Assistants are used both within the classroom and to support intervention groups and individuals.

Work within the classroom is differentiated to ensure all children can fully access the curriculum. Different strategies will be used according to the needs of the individuals as the teachers recognise that not all children learn in the same way.

If a child has been identified as having a special need, they may be given a Provision Grid. Targets will be set according to their area of need. These will be continually monitored by the class teacher and the SENCo and three times a year they will be reviewed. Provision Grids will be discussed with parents/carers and a copy given to them. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pencil grips or easy-to-use scissors.

For children with identified special educational needs, or disabilities, teaching strategies are tailored to support their learning. If they have a Provision Grid, they might have time both within and away from the classroom receiving one to one support or very small group support in order to help them meet their targets. Similarly, children with Speech and Language Therapy Plans may receive one to one support and small group activities to work on their specific targets.

We may also adapt the classroom to support a child in their learning, e.g. use of visual timetables or individual work stations.

Each class has an allocated teaching assistant in the mornings to support the children. They work with individuals and with groups of children. Often children with an Education, Health and Care Plan (EHCP) will work with specific Teaching Assistants (TAs) and this will include implementing learning strategies recommended by the Educational Psychologist and recommended in their EHCP.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

- The agencies used by the school include:
- Autism Outreach Team
- CAMHS (Child & Adolescent Mental Health Service)
- Social Services
- School Nurse

An Educational Psychologist is allocated to each school and she usually works with children whose needs are felt to be quite considerable and who may not have responded well to the interventions previously put in place for them. In order to help understand the child's educational needs better, the educational psychologist will usually meet with the parents/carers and give feedback after the assessment has been completed. They will offer advice to the school and parent/carer(s) on how to best support their child in order to move their learning forward.

The progress of all children is assessed regularly to show attainment and achievement, to inform planning so each child's needs are being met, to help teachers set appropriate, challenging and individual ongoing targets, to differentiate group work, to monitor standards across the school, to provide feedback for parent evenings and report writing and to pass on results to the next teacher.

We assess the different areas of reading, writing and maths and record our findings. These assessments are kept by the teacher. They are studied and appropriate action taken as necessary. They inform planning. They are passed to the next teacher and are also passed to the child's next school at the end of Year 2.

Regular Pupil Progress Meetings are held to provide a forum for analysis and discussion of the factors that have supported pupil progress. Any barriers to learning are identified as are successful strategies.

Children with a Statement or Education, Health and Care Plan (EHCP) will have a formal annual review and depending on the needs of the child, may have interim reviews throughout the year.

Well done to our amazing staff .....



WELL DONE & THANK YOU to our amazing children.....

