



# Netherton J&I School Development Plan

September 2017 - July 2018

Headteacher: Georgina Haley

Deputy Headteacher: Andrea Rosamond

Ofsted Category: *Good*

Date of last inspection: 10-11 January 2017

<b>EYFS % Good Level of Development</b>										
<b>National</b>					<b>School</b>					
<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018 Prediction</b>
52%	60%	66%	69%	71%	59%	70%	90%	88%	79%	88%

<b>Y1 Phonics % WA</b>										
<b>National</b>					<b>School</b>					
<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018 Prediction</b>
69%	74%	77%	81%	81%	77%	73%	70%	93%	96%	90%

<b>Y2 Performance Indicators</b>	<b>2013 National</b>	<b>2013 School</b>	<b>2014 National</b>	<b>2014 School</b>	<b>2015 National</b>	<b>2015 School</b>	<b>2016 National</b>	<b>2016 School</b>	<b>2017 National</b>	<b>2017 School</b>	<b>2018 Targets</b>
L2+ in Re			90%	93%		100%					
L2+ in Wr			86%	93%		100%					
L2+ in Ma			92%	97%		100%					
L2B+ / ARE in Re	78%	80%	81%	90%	82%	97%	74%	82%	76%	87%	93%
L2B+ / ARE in Wr	67%	57%	70%	77%	72%	79%	66%	71%	68%	81%	90%
L2B+/ ARE in Ma	78%	73%	80%	83%	82%	93%	73%	79%	75%	84%	90%
ARE in R,W,M							60%	68%	64%	74%	86%
L3 / above ARE in Re	29%	43%	31%	43%	32%	48%	24%	29%	25%	52%	52%

L3 / above ARE in Wr	15%	0%	16%	13%	18%	14%	13%	14%	16%	32%	35%
L3 / above ARE in Ma	23%	13%	24%	23%	26%	38%	18%	14%	21%	29%	41%
GD R,W &M							9%	11%	11%	23%	28%

## KS2 Outcomes

Y6 Performance Indicators	2013 National	2013 School	2014 National	2014 School	2015 National	2015 School	2016 National	2016 School	2017 National	2017 School	2018 Targets
L4+ in Re	86%	84%	88%	92%	89%	100%					
L4+ in Wr	83%	72%	85%	92%	87%	100%					
L4+ in EGPS			76%	88%		96%					
L4+ in Ma	85%	88%	86%	84%	87%	100%					
L4+ in Re, Wr, Ma	76%	72%	78%	84%	80%	100%					
L4b+ / ARE in Re			78%	92%		100%	66%	58%	71%	83%	87%
L4b+ / ARE in Wr			-	-		-	74%	81%	76%	83%	77%
L4b+ / ARE in EGPS			68%	80%		81%	72%	54%	77%	80%	84%
L4b+/ARE in Ma			75%	72%		89%	70%	73%	75%	73%	80%
L4b+/ARE Re, Wr, Ma			67%	72%		89%	53%	50%	61%	67%	63%
L5+ / above ARE in Re	45%	32%	49%	36%	48%	78%	19%	19%	24%	20%	33%
L5+ / above ARE in Wr	30%	36%	33%	20%	36%	22%	15%	12%	18%	23%	20%
L5+ / above ARE in EGPS			52%	60%		44%	23%	4%	31%	37%	33%
L5+ / above ARE in Ma	41%	64%	42%	20%	41%	30%	17%	12%	23%	13%	23%
L5+ / above ARE in Re, Wr, Ma	21%	32%	23%	12%	24%	19%	5%	4%	9%	7%	18%

L6+ / above ARE in Re			0%	0%		0%					
L6+ / above ARE in Wr			2%	0%		0%					
L6+ / above ARE in EGPS			4%	4%		0%					
L6+ /above ARE in Ma			9%	0%		4%					
2 LPs / expected progress in Re			91%	88%		100%			100%		
2 LPs / expected progress in Wr			93%	96%		100%			100%		
2 LPs / expected progress in Ma			89%	84%		100%			97%		
3 LPs / better than expected progress in Re			35%	24%		56%			13%		
3 LPs / better than expected progress in Wr			33%	28%		22%			3%		
3 LPs / better than			35%	12%		19%			7%		

expected progress in Ma											
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<b>Attainment</b>				
<b>Average Scaled Score KS2</b>				
	<b>2016 National</b>	<b>2016 School</b>	<b>2017 National</b>	<b>2017 School</b>
Reading	103	103	104	105.0
Maths	103	103	104	102.5
GPS	104	100.7	106	106.0

<b>Progress Measures KS1-KS2</b>	<b>2016</b>	<b>2017</b>
Reading	-0.3	1.7
Writing	0.3	2.3
Maths	-1.1	-0.8

## The School's Priorities for Improvement:

### Priority 1:

Secure good progress in maths for pupils of all abilities, and ensure that pupils benefit from consistently good teaching in all year groups and that they are well prepared for the rigors of the KS2 test. SG to lead.

### Priority 2:

Continue to implement a broad and balanced curriculum, ensuring sufficient opportunities to embed maths and English across the curriculum, with high expectations evident in all subjects. GH to lead.

### Priority 3:

Continue to develop provision for more able readers, in line with Ofsted recommendations. GH to lead.

**Priority 1:**

Secure good progress in maths for pupils of all abilities, and ensure that pupils benefit from consistently good teaching in all year groups and that they are well prepared for the rigors of the KS2 test. SG to lead.

The maths subject leader is leading the action under this priority and will report half termly to the Governing Body on actions, impact and progress towards pupil targets.

<b><u>Success criteria:</u></b>						
<ul style="list-style-type: none"> <li>Monitoring indicates that the majority of children are meeting age related expectations or above and are making good progress from their starting points.</li> <li>All 2B children to achieve expected at KS2 with an increased proportion of 2C children achieving the expected standard.</li> <li>Increase proportion of L2A pupils to GD at KS2</li> <li>Increase proportion of children leaving L3 at KS1 to GD at KS2.</li> <li>Monitoring indicates that provision in reading is strong across school.</li> <li>Close any gaps in attainment ensuring that any children who have fallen behind in lower KS2 catch up quickly by targeted intervention.</li> </ul>						
<b>Actions</b>	<b>Who</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
Ensure that senior leaders undertake rigorous monitoring of teaching in maths.	GH SG	Management time.	Head teacher reports to the Governing body on outcomes of monitoring and progress data for all ability groups.	By October Monitoring schedule is in place and distributed to all staff.	By March Monitoring indicates that:  Pupil needs are addressed through the effective use of targeted intervention.  All ability learners are sufficiently challenged and are on track to make	By July  As a result of good teaching in maths all groups of children make good progress in line with year group targets.  KS1 and KS2 outcomes are in line with national data or above for expected standards and GD.



			SIA to support Head teacher in reviewing provision in maths.		<p>good progress from starting points.</p> <p>Monitoring indicates good teaching in all year groups.</p>	2018 KS1-2 progress measures indicate a positive score which is improved on the last 2 years which have been negative progress scores.
Ensure effective assessment for learning including teacher feedback moves children's learning on as pupils consistently respond to teachers points for improvement			Reports to GB and SIA.	<p>By October</p> <p>Effective transition arrangements from the previous year group ensure children are accurately assessed allowing for targeted groupings and intervention in Autumn term.</p> <p>Pupil progress tracking systems allow teachers to identify any children falling below and address through targeted interventions.</p> <p>Teacher marking supports children to</p>	<p>By March</p> <p>Monitoring evidence indicates that teachers regularly review learning and identify gaps which are filled through targeted support.</p> <p>Work in books show good progress for all groups of learners.</p> <p>Assessment data indicates that children are on track to meet expected standards or above making good progress from starting points.</p>	<p>By July</p> <p>Good assessment for learning has resulted in good progress being evident in books.</p> <p>Children achieve in line with year group expectations. Outcomes are improved at KS2.</p>

				<p>identify mistakes by appropriate modelling. Marking also provides challenge as appropriate and moves learning on.</p> <p>Teachers regularly plan in mini assessments in order to assess learning and plan to filling any gaps.</p>	<p>Data from tests matches work in books more closely as children can apply knowledge to a test situation.</p> <p>Teachers regularly plan in mini assessments in order to assess learning and plan to filling any gaps.</p>	
<p>Leaders to ensure a comprehensive induction and support programme is in place for the recently appointed NQT In order to secure good teaching.</p>	<p>Leaders to sign up to LA NQT support package.</p>	<p>Cost of LA NQT programme.</p>	<p>NQT reports Mentor updates to SLT Progress reports to GB and SIA</p>	<p>By October NQT mentor is fully trained and effective in supporting the NQT.</p> <p>Development areas for this term identified and support given.</p>	<p>By December First assessment successfully completed and areas of development identified and support put in place for next term. By March Second assessment successfully completed with outstanding actions identified for the final term.</p> <p>Assessments clearly show the development of the NQT in meeting the teacher standards.</p>	<p>By July NQT has successfully completed his NQT year and is well place to go into his next year of teaching and subject leadership.</p>

Leaders to continue to support RQT (Year 2) to develop her teaching practice.	SLT to identify and source support for	Identified CPD	Progress report to GB and SIA	By October Training needs identified through performance management process. LD providing effective support as KS1 leader.	By December Diary of professional development shows where bespoke training has impacted upon teaching practice. RQT beginning to have a wider school impact in role of PE subject leader.	By July Monitoring indicates that teaching is good due to targeted and effective support as required.
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### Priority 1 Evaluation

#### October 2017

#### **Ensuring challenge for all abilities**

New White Rose strategies for problem solving given out to staff. There is already evidence in books of teachers using these to challenge children.

#### **Support for NQT**

The maths subject leader observed the NQT teaching maths and is supporting him to increase the amount of challenge for the more able. Subsequent monitoring has already shown evidence of improvement.

Drop in observations this half term have seen:

#### Year 1

- Observation took place during independent activity time following the teacher input.
- 2 groups were working independently with 1 group with TSA and LA with the class teacher. Good teacher modelling for LA group.
- Work followed previous practical work on sorting and grouping objects.
- TSA well deployed outside the classroom with the low expected group who were practically sorting in different ways.
- Work in books showed a focus on problem solving, using and applying/reasoning skills by using the maths hub resources.
- Children were well grouped, challenged and supported as required.
- All children very settled with a calm and productive atmosphere.

- Work in Y1 books shows evidence of problems solving and good differentiation for all abilities.

### **Year 2**

- Good teacher modelling partitioning of numbers into tens and ones on the whiteboard. Children had just completed some examples of these on individual whiteboards. The children were then involved in suggesting numbers to make the sequence of numbers add up to the top number by using place value knowledge.
- All children settled and following instructions.
- TSA well deployed using place value arrows to support the children with the concept of partitioning the number.

### **Year 3 Maths Books**

- Emphasis on place value work which is to be expected at this stage of the year.
- Challenge evident in all books with clear differentiation.
- Maths books so far look good with lots of problem solving/reasoning activities.

### **General Next Steps**

Ensuring challenge for all children across school at all stages of the lesson.

### **December 2017**

Monitoring in maths indicates that staff are making full use of assessment data to support and challenge pupils in maths through intervention. There has been a real increase in the amount of focused groups happening in school and staff resourcing has been effectively used to deliver interventions throughout the school day including before school sessions. TSA working patterns have been changed to reflect this.

### **March 2018**

The maths subject leader continues to monitor maths in school through observations and book scrutinies.

Since the last meeting she has focused on the year groups where follow up was needed from the last round of monitoring and has also focused on the progress shown in books by individual pupils as this is our key focus.

SG has also worked closely with Ryan Lake, our NQT in Year 5 to support teaching and learning in maths. She has provided feedback from lesson observations and review of books in the same style as above.

Subject leadership of maths continues to be very strong resulting in continued improvements in practice across school.

**Priority 2:**

Continue to implement a broad and balanced curriculum, ensuring sufficient opportunities to embed maths and English across the curriculum, with high expectations evident in all subjects. GH to lead.

**The Headteacher is leading the action under this priority and will report half termly to the Governing Body on actions, impact and progress towards pupil targets.**

<b>Success criteria:</b>						
<ul style="list-style-type: none"> <li>All children make good progress from their starting points due to good provision across the curriculum.</li> <li>Strong subject leadership in core and foundation subjects has a direct impact on improving teaching and learning.</li> <li>The curriculum is personalised to our school and is fully enriched through wider experiences to deepen learning.</li> <li>The curriculum is showcased well on our school website and shows progression through school.</li> </ul>						
<b>Actions</b>	<b>Who</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
Provide more opportunities for pupils to apply their mathematics and English across the curriculum. (OFSTED AFI JAN 17)	GH		Reports to GB and SIA Monitoring records.	By September The whole school INSET DAY in June (Cross Curricular Connections - Chris Quigley Education) has resulted in curriculum changes across school where stronger links are made between areas of learning.  End of year August book scrutiny provides each teacher with feedback for improvements in topic provision for the 2017/18 academic year.	By March Topic books show increased opportunities for pupils to apply English and maths skills across the curriculum in all year groups.  Opportunities for cross curricular learning are utilised and topic books provide increased	By July Books indicate strong provision across the curriculum with good cross curricular links and application of English and Maths Skills.

					amount of assessment evidence.	
To develop a termly monitoring schedule involving all subject leaders in monitoring provision.	Head teacher and SLT to devise termly schedules and distribute to staff in advance.	SLT time Release time for leaders to monitor.	Monitoring records and reports to GB and SIA of monitoring findings and subsequent actions and impact.	<p>By October Termly monitoring schedules reflect the schools priorities for improvement and clearly outline how and when and by whom provision across school will be monitored.</p> <p>All leaders are involved in the monitoring cycle and support given to RQT subject leaders.</p>	<p>By March Subject leaders of foundation subjects are fully involved in monitoring schedules and conduct work scrutinies, observations and learning walks to inform their actions.</p> <p>Feedback provided to staff results in improved provision in books.</p>	<p>By July All subject leaders are actively involved with monitoring activities in line with termly schedules and can confidently talk about standards in their subject supported by data and monitoring records. Due to strong subject leadership provision is good in all foundation subjects.</p>
To develop the school website as a showcase platform of the school curriculum	Subject leaders to develop curriculum pages for their subject.	Cost of any changes to the fabric of the website.	SIA review of school website.	<p>By December <a href="http://swinemoorprimary.org.uk/">http://swinemoorprimary.org.uk/</a></p> <p>Following HT Briefing in September GH will share example of curriculum pages from Swinemoor primary school and ask leaders to plan how to develop a similar page across the year.</p>	<p>By March Subject leaders have initiated planned changes to the curriculum pages to reflect our school curriculum with real examples of pupil work.</p>	<p>By July Some new curriculum pages are finished with plans in place for the remaining subject areas.</p>

				Following initial staff meeting a rolling plan of curriculum pages has been developed.		
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**Priority 2 Evaluation**

**October 2017**

Monitoring so far has included:

- Drop in observations across school - GH
- Topic and English book scrutiny - GH
- Drop in observations for TSA usage - AR

**Monitoring this half term indicates**

**Early Years**

- All adults well deployed within the unit including the Wakefield College Student.
- All children very busy and confident in chatting to me about their learning.
- One child with additional needs supported well by TSA and responding well to the outdoor area. TSA encouraging his interaction with other children in a sensitive manner.
- General TSA (SH) supporting play and turn taking with a child.
- Children accessing continuous provision independently and adults intervening as appropriate.
- Classroom environment well organised and inviting, lovely hot and cold display.

**Year 1 drop in**

- JK working with low expected writers.
- Class teacher had modelled the work on the class whiteboard following the same format as the children had on their writing frames.
- Work differentiated appropriately.
- Class teacher encouraging children to expand on their ideas.
- Key words provided for children.

- Work was appropriate and drew on the children's experiences - holiday writing.
- Children responding well to the formal nature of Y1 which built on what was started in EY last year. Children seem to have settled quickly to the different lesson format rather than continuous provision.

### **Year 3 Work Scrutiny**

#### **Topic Books**

- Evidence of writing across the curriculum. Children asked to prioritise prehistoric human achievements and justify reasoning. Good task for applying extending writing.

### **Year 4 Writing drop in**

- Little teaching input in this session as the children were involved in editing work when GH came into the classroom.
- Children were clear on what they were doing.
- Books showed opportunities for extended writing.
- Good evidence of editing work from some children.
- Books are well marked following school policy.
- There was a calm productive classroom environment.
- GH looked at a sample of books which looked good with some varied sentence structure and vocabulary. All books seem were well presented. GH was impressed with the standard produced from the low ability children in particular.

### **Generally across school**

The presentation in books is very good, topic writing is also well presented.

Classroom environments are well organised and inviting with opportunities to directly link with current learning through displays, working walls and use of challenge area.

### **December 2017**

- A learning walk with Rachel Redfearn and another one with Adrian Woodhouse saw evidence of cross curricular writing with a focus on EGPS skills.
- The learning environment continues to showcase a wide range of pupil work from across the curriculum with meaningful links made across subjects.
- The ICT subject leader has conducted drop in observations and looked at evidence provided by class teachers. GH is awaiting monitoring feedback and will report on this in the next Headteacher report to Governors.
- The science subject leader has conducted a book scrutiny. GH is awaiting monitoring feedback and will report on this in the next Headteacher report to Governors.



- A planned INSET will focus on the development of the school website to show progress across subjects.

## **March 2018**

Curriculum monitoring since the last meeting has shown:

### **Science**

#### **Year 1**

- Work reflects the scheme of work for *Seasonal Changes*.
- Work is pitched at children's ability and work is differentiated.
- Good amount of teacher marking punctuation/grammar. Marking gives clear instruction and corrects inaccuracies.
- Variety of different activities - sorting, describing changes, observational skills
- Great inclusion of maths -Weather report. Children produced a weather chart using weather symbols, temperature and compass points.
- Learning is easy to access - presentation is good

#### **Year 2**

- Work reflects that which is identified in the scheme of work for *Habitats*.
- There is significant evidence of science enquiry. In particular appropriate pitch and pupils are demonstrating ability to make decisions independently.
- Range of recording strategies - method is appropriate for task,
- worksheets are used to contribute to the learning.
- A large range of activities, sorting, arranging.
- Children make scientific decisions e.g. 10.10.17
- Higher ability are pushed - Mrs GREEN activity

Children take pride in their work and presentation is good.

#### **Year 3**

- Work reflects that which was identified in the scheme of work for *Animals including Humans*.
- Work is pitched at children's ability and work is clearly differentiated.
- Good amount of teacher marking punctuation/grammar. Marking gives clear instruction and corrects inaccuracies.
- Variety of different activities - sorting, close procedures, completing tables.
- Great inclusion of maths -Nutrient Needs 16.10.17. Children read and understood a pie chart by answering questions.

#### **Year 5**

- Work reflects that which was identified in the scheme of work.
- Work is pitched at children's ability and work is differentiated (18.10.17).
- Good amount of teacher marking punctuation/grammar. Marking gives clear instruction and corrects inaccuracies.

- Variety of different activities - close procedure, crossword.
- Great inclusion of maths - lesson on sunset and sunrise times. Children produced a line graph using squared paper.

### **Year 6**

- Work reflects that of the scheme of work.
- A range of recording is used e.g. worksheets/comprehension/extended pieces of writing.
- Higher ability are pushed - 16.10.17 - tables and bar graphs. Layout is impressive for this lesson.
- Teacher marking asks a question about how the food pyramid is helpful. (16.10.17)
- Learning is easy to access and presentation is good.

### **Next Steps in Science**

Increased investigative work seen in books/lessons

Assessment in Science

### **Art**

#### **Summary**

All year groups show clear evidence of teaching skills that are relevant to their year in revised art scheme of work. All KS2 classes show the teaching and practising of skills in sketchbooks building up to then applying these skills in a final piece of work. All classrooms have elements of art on display and most classes have multiple cross curricular references to other subjects through art.

#### **Follow up**

Next learning walk I would like to see evidence of artists being covered in the spring term, either suggested artists on the scheme or other artists that link to the art skills for that year group (Y5 already covered this). Teachers should introduce the artist, show children examples of artists work and discuss the skills and techniques used by the artists to create the effect. Why have they chosen to paint in this way? Why is this effective? Skills should then be practised in sketchbook building up to creating a final piece influenced by the artist.

### **RE**

RE monitoring, since the last meeting has included a book scrutiny and lesson drop ins. Monitoring has focused on previous areas for development and has shown continued improvements in provision. The RE subject leader will attend the launch of the new RE syllabus which will be introduced to staff during our May INSET day.

**Priority 3:**

Continue to develop provision for more able readers, in line with Ofsted recommendations. GH to lead.

**The Headteacher is leading the action under this priority and will report half termly to the Governing Body on actions, impact and progress towards pupil targets.**

<b><u>Success criteria:</u></b>						
<ul style="list-style-type: none"> <li>• Increase proportion of L2A pupils to GD at KS2</li> <li>• Increase proportion of children leaving L3 at KS1 to GD at KS2.</li> <li>• Monitoring indicates that provision in reading is strong across school.</li> <li>• Close any gaps in attainment ensuring that any children who have fallen behind in lower KS2 catch up quickly by targeted intervention.</li> </ul>						
<b>Actions</b>	<b>Who</b>	<b>Resources</b>	<b>Monitoring</b>	<b>Milestone 1</b>	<b>Milestone 2</b>	<b>Milestone 3</b>
To consistently track more able readers through accurate assessments and teacher judgements.	SLT Staff	Target Tracker  Profile  School Tracker	Pupil progress meetings  SIA/KIT days  Standards and pupil governor meetings	By October School profile data is shared with all teaching staff to share the bigger school picture and identify groups of children on the transition matrices who are falling below in attainment and progress for reading.  School progress tracking clearly identifies the progress children are making	By March Rigorous assessment procedures identify children who are falling behind to target for interventions.  Data shows that more able readers are on track to achieve greater depth in line with the targets set for each year group.  Year 2 and Year 6 predicted outcomes indicate that 2018	By July Effective assessment and monitoring of more able readers has resulted in improved attainment and progress at KS2.  2018 KS1-2 progress measures indicate a positive score which is improved on last years. (1.7)

				<p>from starting points and is shared with teachers to quickly target any more able children who are dropping off.</p> <p>Leaders will ensure progress measures across KS2 are maintained through rigorous Pupil Progress and target setting meetings.</p>	<p>greater depth reading data will be significantly above national data at KS1 and slightly above at KS2.</p>	
To increase resources for more able readers at all ages.	LD GH SG	Oxford University Press  Book People	Staff to report lost books to SLT  Staff to report concerns over quantity or limiting texts at staff meetings	<p>By October The purchase of new reading books for KS1 and KS2 has resulted in a structured approach to the provision of home reading books. All children in school are now on an appropriate reading scheme book tailored to their ability.</p>	<p>By December Additional books and reading material will be sourced through discount offers and other book companies that promote Oxford Reading Tree material. EY2 provision will be enhanced following an audit of early reading books.</p> <p>Pupil interviews indicate positive views on reading and increased knowledge of authors.</p> <p>Children's reading ability is now graded by book</p>	<p>By July A comprehensive and challenging library area will be established which fully promotes a study of the classics. The colour bands within the Oxford Reading Scheme have fully replaced the 'free reader' and is now fully embedded from EY1 right through to Year 6. Improvements in provision is reflected in pupil data with more able readers achieving greater depth in line with year group data. Attainment and progress is improved in 2018 outcomes.</p>

					band rather than Salford reading age testing resulting in more accurate assessments which follows on seamlessly through Key Stages. (No children put back)	
To ensure more able readers are prepared in answering more challenging comprehension papers and are equipped with the skills to answer the questions posed.	SLT Staff	Target tracker  Guided reading templates  Pupil Progress meetings	Monitoring and drop in sessions for guided reading groups.  Adequate resources  Assessment strategies and recording	By October Guided reading will be firmly established and directly teaches inferential skills.  Guided reading assessments will show children responding well to oral feedback and making the required progress against ARE and ARE+  Audit of comprehension resources identifies gaps.	By March A scrutiny on guided reading assessments will show that children are being challenge on comprehension and word reading elements of the curriculum rather than decoding and fluency. A deeper level of questioning and inferential meaning provides increased challenge to the more able reader and better prepare them for the end of KS2 SAT.  More able readers who have previously dropped to expected have made up lost ground and are now on track to achieve	By July Guided reading is effective throughout the school and has an impact on more able readers.  Reading provision in school is good and has resulted in improved outcomes with increased % of children achieving Greater depth at KS1 and KS2.  As a result of improved provision more able children in all other groups are achieving greater depth in line with year group targets.

					<p>greater depth by the end of the year. .</p> <p>Purchase of addition CPG comprehension resources improved provision and are used effectively to challenge more able readers.</p>	
<p>Ensure that the most able pupils access challenging reading books through attending a more able reading book group.</p>		<p>Support from Horbury Library in running the sessions.</p>		<p>By October half term More able readers are identified from key stage 2 to take part in a classics reading group led by Horbury Library. A timetable of sessions is in place for the remainder of the year. Sessions are planned around a challenging text and work is evident in the library.</p>	<p>By March Reading group fully in place and is supporting a higher level of understanding through an increased focus on inferential meaning and use of challenging text. More challenging texts are now explicitly showcased in the library and being used by the children.</p>	<p>By July Pupil interviews indicate an increased knowledge of the classics and authors.</p> <p>More able readers are now challenged through the texts that they read and data indicates that they are exceeding year group expectations.</p>

**Priority 3 Evaluation**

**October 2017**

**1. New books purchased to enhance reading scheme.**

In order to improve our reading provision for the more able we have recently purchased new reading books for KS1 and KS2 in order to ensure that a structured approach to reading is maintained throughout school and that children are not just 'free readers' and remain on a suitably challenging reading scheme right up to Year 6. This has been at considerable cost to school and together with

PTA support we have spent around £2000. Each child in school should now be taken home a school book and any lost books are replaced at a cost to parents.

2. Looking at alternative to outdated Salford reading check.
3. Our Year 5 children are involved in a Shakespeare event which will be performed for parents at the Theatre Royal in Wakefield. This opportunity involves an in-depth study of a difficult text which will ultimately challenge our more able readers due to the complexity of language used in Shakespeare.
4. Across school there is a visual emphasis on reading through enhanced reading corners in classrooms, additional phonics/reading displays and the creation of additional reading areas in shared spaces.

### **December 2017**

The teaching of reading skills across school has been a focus for monitoring this half term. Monitoring indicates good provision across school with some differences in organisation within key stages.

Early Years phonics continues to be very well led and organised across the whole of the foundation stage. All adults are very well deployed with children in appropriate groups according to ability. The sessions are very interactive and skills are built upon and extended within a lesson. For example EY1 children were looking at the letter t but then moved on to writing CVC words. Similarly EY2 began with speed sounds and writing CVC words and moved on to sentence writing.

Year 1 phonics is well organised and taught as a carousel of activities across an afternoon. Children have responded well to guided reading as last year's cohort didn't begin until the Spring term.

Year 2-6 guided reading sessions are taught across the week with TSAs taking a group.

Year 4 used interesting independent tasks with a log book of activities seen in one session and use of ICT in another session.

The Year 6 sessions were very effective in teaching comprehension skills and ran like clockwork - these will be used as best practice for KS2.

All staff were given individual feedback and areas to improve. Some areas for development were:

- Maximising the use of TSAs in Year 3
- Marking of guided reading books in year 4
- Year 2 using reading SATs papers as they go through the year.
- Year 1 having a go at splitting the sessions over 2 days to see if this makes a positive difference.

**March 2018**

Data for more able readers across school indicates each year group to be on track to meet end of year targets. Pupil progress meetings looked closely at reading as some year groups were showing a regression however this indicated a reliance on test data and in some cases assessing what has not been taught. Revisions in data has resulted in smoother assessment data which is reflected in books/observations.

Phonics data for Year 1 shows a good improvement on Autumn data. (20% increase)