



THE SPIRE FEDERATION OF EAST WOLD AND NORTH COCKERINGTON

SCHOOLS' IMPROVEMENT PLAN FOR 2016-2017

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Introduction to the Schools

The Spire Federation of East Wold and North Cockerington CE Primary Schools was formed in July 2015, following a successful two-year informal collaboration between the schools. One Governing Body oversees the strategic direction of both schools. The Headteacher and Assistant Heads of both schools are members of the Governing Body.

East Wold Church of England Primary School is a rural Church school in Legbourne. In September 2016 the number of pupils on roll is 122. There is a planned admission limit of 17 pupils in each year group. However, in the last two years, five classes have been established, which has enabled the school to go over PAN where this will not compromise the education of other pupils in the year group.

September 2016 roll (R:20, Y1:19, Y2: 19, Y3:17, Y4: 17, Y5:12, Y6:18). In its latest Church Inspection (June 2013) the school was recognised as 'outstanding' in all aspects, where 'the Christian ethos, supported by the parents, has a significant impact on the school's mission to cement its partnership with the Church and the local community.'

The most recent Ofsted report (October 2013) described the school as one where 'teaching is good because lessons are lively and interesting.' (Ofsted 2013: *'Pupils' spiritual, moral, social and cultural education is particularly good. Close links with the church help to develop pupils' spirituality and set the tone for their positive attitudes to learning and good achievement'*). The staff and Governors of the school provide a strong combination of experience and new ideas, with leadership that recognises the importance of securing all members of our learning community to the same vision of excellence through enjoyment

North Cockerington Church of England Primary School is a small rural Church school. In September 2016 the number of pupils on roll is 90. There is a planned admission limit of 12 pupils in each year group. The current arrangement of four classes has enabled the school to go over PAN where this will not compromise the education of other pupils in the year group.

September 2016 roll: R:14, Y1:10, Y2:12, Y3:13, Y4:13 , Y5:12, Y6:16.

Our most recent Ofsted report (January 2016) described the school as one where '*.. leaders and governors have a comprehensive knowledge of pupils' attainment and are constantly seeking ways to improve the school and outcomes for pupils ...pupils talk confidently about the measures taken to keep them safe from harm. Their consideration and care for other pupils reflect the school's values and ethos in a most practical way.* In its latest Church Inspection (March 2016), the school was recognised as 'outstanding' in all aspects, where '*Excellent relationships pervade the school. These exemplify the Christian values for which the school stands.*'

Our dedicated parents, staff and pupils collaborate to retain the special qualities inherent in village Church schools and we cherish our caring, family atmosphere and strong spiritual and moral emphasis. The schools draw pupils from the surrounding villages, though both schools have an increasing number of pupils for whom they are not the nearest school. The staff and Governors of the schools provide a strong combination of experience and new ideas, with leadership that recognises the importance of securing all members of our learning community to the same vision of excellence through enjoyment.

This Action Plan has been formulated by the Governors

(a) to continue to address the issues raised by the latest Ofsted Inspections; and

(b) in response to our own ongoing evaluation of present practice, to continue to raise standards to help the school meet its aims to develop the potential of all children. This Plan builds on issues identified in previous School Improvement Plans and will drive the budget and devolved capital funding for the next year.

(c) to secure the long-term future of The Spire Federation as a popular, thriving, learning community.

Values

The Spire Federation promotes the social, emotional and intellectual development of each child in a happy, caring and stimulating environment, rooted in Christian values. At the heart of our school is the belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood. We encourage the love of neighbour, the challenge and gift of service, and the experience of trust and forgiveness.

Vision

We trust that, in partnership with parents, we will have laid the foundation for our children to be happy, confident and independent. It is our hope that all our pupils become flourishing members of society, capable of applying and adapting themselves to the demands of living and working in an ever-changing world.

Aims

The Federation's aims are rooted in the five outcomes of the Every Child Matters agenda:

Be Healthy, Be Safe, Enjoy and Achieve, Make a Positive Contribution and Economic Well-being

- A1 To provide a lively, broad-based curriculum incorporating academic, practical and aesthetic aspects
- A2 To develop opportunities for our pupils to ask creative questions and develop their thinking skills
- A3 To develop an esteeming ethos where children feel safe to explore their ideas and where they can consider others' ideas
- A4 To provide opportunities for our pupils to appreciate the diversity of a multi-ethnic society and foster a respect for the values, beliefs and traditions of others
- A5 To promote high expectations of what our pupils can achieve and high expectations of self-discipline with a clear acceptance of personal responsibility
- A6 To provide experiences to help pupils become increasingly aware of their responsibilities within the community and show both consideration for and sensitivity to others;

A7 To promote opportunities for individuality, to explore their own beliefs and the meaning and significance of faith.

The Governing Body

Governor	Title	Sub-Committee
Mr David Manders	Chair Co-opted Governor	Curriculum & Resources
Reverend Lorraine Turner	Vice Chair Foundation Governor <i>ex officio</i>	
Mr Jonathan Savage	LA Governor	Curriculum & Resources
Mrs Lesley Ward	Foundation Governor	Finance and Resources
Mrs Imogen Plaskitt	Staff Governor	Curriculum & Standards
Mrs Donna Underwood	Parent Governor	Curriculum & Standards
Mr Duncan Langley	Parent Governor	Finance & Resources
Mrs Lesley Thornes	Head <i>ex officio</i>	Finance & Resources Curriculum & Standards
Reverend Chris Turner	Co-Opted <i>Ex officio</i>	
Dr Caitlin Green	Co-Opted Governor	Curriculum & Standards
Mrs Hilary King	Co-Opted Governor Safeguarding & SEN Governor	Finance & Resources
Mrs Jacqueline Stratford-Parker	Co-Opted Governor SEN Governor	Curriculum & Standards
Dr Caitlin Green	Co-Opted Governor	Curriculum & Standards
Mr Jonathan Jackson	Co-Opted Governor	Finance & Resources
Mrs Jane Amey	Co-Opted Governor <i>ex Officio</i>	Curriculum & Standards
Mrs Lynn Moors	Co-Opted Governor <i>ex Officio</i>	Finance & Resources
Mrs Heather Sandy	Co-Opted Governor	Curriculum & Standards
Mr Simon Nicholson	Associate Governor	Finance & Resources

Mrs Georgia Beach	Clerk to Governors	
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The Staff – North Cockerington

Mrs Lesley Thornes	Head Teacher	
Mrs Lynn Moors	Assistant Head and Class Teacher	Owl Class (Y5,Y6)
Mrs Imogen Plaskitt	Class Teacher, SENCo & Safeguarding Lead	Kingfisher Class (Y2,Y3,Y4)
Miss Alex Sturman	Class Teacher	Robin and Wren Class (R,Y1,Y2)
Mrs Rachel Barker	Instructor/Teaching Assistant	Wren Class
Mrs Lesley Pringle	Part-time Teacher	Across school
Mrs Sarah Cladingbowl	Teaching Assistant	Owl Class
Mrs Jayne Lawrence	Teaching Assistant	Kingfisher Class
Mrs Julie Bell	Teaching Assistant/	Robin Class
Mrs Philippa Lidstone-Scott	Teaching Assistant	across school
Mrs Rebecca Trafford	Teaching Assistant	Wren Class 1:1
Mrs Bell/Mrs Sy/Mrs Greenwood	Lunchtime Staff	
Mr Martin Bell	Cleaner	
Ms Emma Dowty	Senior Administrator	

The Staff – East Wold		
Mrs Lesley Thornes	Head Teacher	
Mrs Jane Amey	Assistant Head	Oak Class (Y6)
Mr Stephen Mason	Class Teacher	Hazel Class (Y4,Y5)
Mrs Alison Whitfield	SENCo & Safeguarding Officer	Elm Class (Y2,Y3)
Mrs Tiffany Noden	Class Teacher	Beech Class (Y1,Y2)
Mrs Jenna Bollan	Class Teacher	Willow Class (Reception)
Mrs Lesley Pringle	Part-time Teacher	Across school
Mrs Janice Moon	Teaching Assistant/Midday Supervisor	KS2
Mrs Kirsty Atkinson	Teaching Assistant/lunchtime assistant	KS1/2
Mrs Linda Pocklington	Teaching Assistant/Midday Supervisor	KS1
Miss Marie Hollingsworth	Teaching Assistant R&S/Buzz Club Playworker	KS1/2
Mrs Shona Mummery	Lunchtime Assistant	
Mr Sam Williams	Teaching Assistant/lunchtime assistant R&S/Buzz Club Supervisor	FS
Mrs Michelle Holmes	R&Shine Club Supervisor	
Miss Steph Moon	R&S/Buzz Club Playworker	
Mr Stuart Craig	Caretaker and Cleaner	
Mrs Kathy Murray	Senior Administrator and IT Instructor	

STRATEGIC OVERVIEW

Strategic Intents

- S1** To promote high quality teaching and learning focused on enjoyment and achievement for pupils; characterised by CPD opportunities for teachers and learning support assistants, focused on pedagogy and research, and in collaboration with other schools and Education Establishments, in order to move the schools from 'Good' to 'Outstanding'.
- S2** To secure the future sustainability of the school through strategic leadership and good management across the school; characterised by clear roles, responsibilities and structures, collaborative working using teams and networks and learning centred leadership.
- S3** Extend partnerships with the wider world, characterised by strong communication between partnerships with other schools and development of understanding of multi-cultural Britain and other cultures.

<u>Priority 1: Strengthen teaching practice to improve pupil outcomes in core subjects</u> <u>Objectives</u> 1.1 Consistent and routine marking takes place which results in improved outcomes for all groups of pupils. 1.2 Strong maths subject knowledge with regard to developing pupils' reasoning and problem-solving skills 1.3 Improved writing outcomes through embedding practice of drafting and redrafting 1.4 Policy for presentation is rigorously applied					Named governors responsible: Jane Amey – School Lead Donna Underwood Caitlin Green
<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring</u> <u>Who and How?</u>	<u>Evaluation</u> <u>(with suggested activities to support governor evaluation)</u>
1.1 Consistent and routine marking and feedback takes place which results in improved outcomes for all groups of pupils.					
1.1a) Whole school marking and feedback policy agreed and in use across schools.	LTh	Leadership time Staff meeting time	Sept 2016- Dec 2016	SLT report to Governors on: Book Trawls Lesson Obs	Does feedback pick up on precise next steps in learning? • Pupil books available to view at beginning of Governor meetings • Governors join SLT members for book trawl (Dr Green 09.11.2016 – peer review) • Discuss with pupils effect of marking/feedback • Governors to submit report to C&S committee

1.1 b) Federation staff meetings dedicated to sharing good practice in marking and feedback	LTh	Staff meeting time	Sept 2016-2017	C&S Cttee Staff meeting minutes	Does sharing practice result in consistently effective approach to feedback? - Attend a staff session - Discuss with staff impact of opportunities to share practice
1.2 Strong maths subject knowledge with regard to developing pupils' reasoning and problem-solving skills					
1.2a) A programme of whole staff, teaching staff and TA training established to strengthen subject knowledge in maths, including making videos to address particular teaching points	LM	Leadership Time Release time £1000	Jan 2017 Mar 2017 Jun 2017	DU/CG: SLT report to Governors on: Timetable of training Lesson Obs Book trawls/PPM	Do lesson observations/feedback indicate confident maths subject knowledge? - Visit a training session - Discuss impact of training with staff - Discussion with LM - View teaching videos
1.2b) Maths teaching resources uploaded to shared Google drive include long and medium term planning, planning for mastery, termly assessments and resources	LM	Leadership Time	Sept-Dec 2016	DU/CG: SLT report to Governors on: Staff meeting minutes Lesson obs Book trawls/PPM	Are agreed long and medium term plans and assessments for maths in place across Federation? - Meet with LM to look at what is contained in the drive - Attend an SLT monitoring session
1.2c) Following evaluation of available resources, new maths scheme purchased across Federation to match long-term plan	LM	Leadership time	Oct 2016	LTh in discussion with Finance Cttee	Finance committee approves budget spending after close scrutiny. - Look at the new resources - Visit a lesson where the new resources are being used. - Meet with staff and pupils to discuss the impact of the new resources.
1.3c) Termly assessments analysed and staff meeting used to highlight and address common threads	LM	Leadership time Release time £200	Nov 2016 March 2017 July 2017	DU/CG: SLT report to Governors on: Assessment Identification of common threads and plans to address these	Head teacher's report to highlights improvements in data for specific cohorts and vulnerable groups due to professional development, particularly in maths. - Discussion with teachers around the feedback they have received – What are they doing really well? What are their action points? Do they know where to find best practice? - Trail monitoring outcomes to check for improvements in pupils' work & planning - Discussion with subject leaders – what are they finding? What impact has their monitoring had? Are there any areas for whole school development? What are the strengths of individual areas in school? - C&S committee look at termly data: Is % pupils on target to attain ARE in maths improving term on term? How does % for vulnerable groups (PP, EAL, SEND) match against data for all pupils? - What provision is made for these groups and what is impact? See attached data
1.3 Improved writing outcomes through embedding practice of drafting and redrafting					

1.3a) Introduce IPEEL process to teaching staff, provide initial resources and staff meeting time to clarify implementation	LTh/JA	All teaching staff have a copy of IPEEL programme Funding for 'memorable experiences' to be taken from Curriculum resources budget line	July/Sept 2016	SLT report to Governors on: IPEEL rationale Book trawls/PPM Lesson obs Peer Review	Is the IPEEL process in place from Y1-Y6 across schools? • Visit lessons • Look at pupil books/talk to pupils • Discuss process with staff
1.3b) Staff meetings dedicated to sharing good practice and moderating outcomes	JA	CPD time Leadership time	Feb 2017	LTh	Does sharing practice result in consistently effective approach to feedback? • Attend a staff session Discuss with staff impact of opportunities to share practice
1.3c) Termly assessments (published version in writing assessment book) analysed and staff meeting used to highlight and address common threads	JA	Leadership time Release time £200	Nov 2016 March 2017 July 2017	SLT report to C&S Governors on: Assessment Identification of common threads and plans to address these C&S monitor data	C&S committee look at termly data: • Is % pupils on target to attain ARE in maths improving term on term? • How does % for vulnerable groups (PP, EAL, SEND) match against data for all pupils? • What provision is made for these groups and what is impact?

Priority 2: to improve effectiveness of teaching assistants in contributing to pupil outcomes Objectives: 2.1 Aims, objectives and rationale of LLP-funded Mobilise Project shared at Leadership, teacher and TA levels 2.2 TA skilled in assessing the use of probing questions to maximise learning 2.3 Vision for deployment across schools established 2.4 Implementation of action research plan					<u>Named governors responsible</u> Lynn Moors – School Lead David Manders Jonathan Jackson
<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring</u> <u>Who and How?</u>	<u>Evaluation</u> <u>(with suggested activities to support governor evaluation)</u>
2.1 Aims, objectives and rationale of LLP-funded Mobilise Project shared at Leadership, teacher and TA levels					
2.1a) Following attendance at Head and Research Leads attend launch of Mobilise Project and share with Governors, teaching staff and teaching assistants, school's current practice audited and staff questionnaires completed.	LTh	Release time for RLs and TA training session: £500 per school	Dec 2016	DM Discussion with staff	Are all staff aware of their commitment to the Mobilise Project? - Discussion with teaching staff and teaching assistants – what will the project mean for you? What do you see as the benefits? What are the barriers? - Report back to Governing Body
2.1b) Research Leads attend formal training, cluster sessions (x6 over the year)	AW (EW) LM (NC)	Release time CPD time £1000 per school	July 2016	LTh Reports to Head and Governing Body termly	
2.2c) Action research plan including timetable and focus of training for teaching staff and teaching assistants to be drawn up	AW/LM/LTh	Release time £220 per school	March 2017	DM Scrutiny of plan discussion	Does action research result in a new vision and rationale for the effective deployment of teaching assistants? - Discussion with research leads - Reading of research information
2.2 TAs developing skills in assessing the use of probing questions to maximise learning					
2.2 a) Training on inverted triangle of support and questioning based on Bloom's taxonomy, enables teaching assistants to offer the most appropriate form of support for pupils in class	LTh	Leadership time TA release time £500 per school	Dec 2016 Feb 2017 June 2017	JA LM Through learning walks Peer Review	Do teaching assistants use probing questions to establish where on the 'inverted triangle' of intervention a pupil needs support? - Discussions with teaching assistants – how did training impact on their practice? What are the benefits/barriers? Next steps? - Learning walk accompanied by Head/Assistant Heads to see good practice inschools
2.3 Vision for deployment of TAs across schools established					

2.3 a) Following Mobilise cluster meetings, Research Leads to work with Head to develop a strategic plan for implementing the action plan the effective use of TAs in classrooms and share with Governors	LM AW LTh	2 half day Release time for AW and LM	Dec 2016 Feb 2017		Are Governors secured to the vision? Working party of DM, JJ and LM and Head to cost implementation of action plan to present to Finance Committee for consideration in 2017-2018 budget
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Priority 3: To build strong leadership strengthen systems of recording the monitoring and accountability at all levels of leadership Objectives: 3.1 to build capacity of AHs to contribute to effective leadership of school 3.2 to build capacity of, and opportunity for, GB to evaluate school's effectiveness under the four categories of self evaluation 3.3 continue to develop School to School Peer Review .					Named governors responsible Lesley Thornes – School Lead Duncan Langley Heather Sandy
<u>Key actions</u>	<u>Lead Person</u>	<u>Resources</u>	<u>Timescale</u>	<u>Monitoring Who and How?</u>	<u>Evaluation</u> <u>(with suggested activities to support governor evaluation)</u>
3.1 to build capacity of AHs to contribute effectively to leadership of school					
3.1a) AHs to be proactive in seeking good practice in other schools and creating a timetable of opportunities to moderate maths, reading and writing evidence and outcomes within school, across Federation, across Cluster	LM and JA	CPD time Leadership Time Membership of Kyra East Release time	Oct 2016	LTh Standards summaries	Head teacher's report to highlights improvements in data for specific cohorts and vulnerable groups due to professional development, particularly in maths. - Discussion with teachers around the feedback they have received – What are they doing really well? What are their action points? Do they know where to find best practice? - Trail maths and writing monitoring outcomes to check for improvements in pupils' work & planning - Discussion with AHs – what are they finding? What impact has their monitoring had? Are there any areas for whole school development? What are the strengths of individual areas in school?
3.1.b) JA to participate in LeadLincs programme for aspiring Heads	JA	Release time	July 2017	LTh Feedback	JA to report to Governors impact of programme on leadership Discussion with JA – what aspects of programme are impacting on practice? How can new knowledge be accommodated most effectively in Federation?
3.1 c) AHs to take lead role in Peer Reviews and attend Heads Briefings	JA	Release time	July 2017	LTh Report to Governors	Peer Review outcomes reported to Governors by Head and AHs Governor participates in Peer Review Day
3.2 to build capacity of, and opportunity for, GB to evaluate school's effectiveness under the four categories of self evaluation					
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3.2a) strengthen systems of recording the monitoring and accountability in the four Ofsted areas (Effectiveness of leadership and management; Quality of Teaching, Learning and Assessment; Personal development, behaviour and welfare; Outcomes for Pupils) through clearly	LTh	SIP	Nov 2016	FGB	School Improvement Plan names Governors responsible for monitoring activities Governors report in writing on impact of objectives Governors are proactive in making arrangements with Head to come into school or invite reports to be sent to them

defined roles and timely actions indicated on Schools' Action Plan					
3.2b) Governors establish a Head Recruitment Sub-Committee to carry out recruitment process	Chair	School Premises Caretaker overtime	End January 2016	Diocese/ LCC joint committee to advise on procedure.	Committee secures support of LA and Diocese Committee reports to Governing Body on progress of HT recruitment process

FEDERATION SCHOOLS' IMPROVEMENT PLAN MILESTONES

<u>Priority 1: Priority 1: Strengthen teaching practice to improve pupil outcomes in core subjects</u>		
Dec 2016	April 2017	July 2017
1.1a) Whole school marking policy in place – Governors able to evidence through looking at books at the start of Governor meetings		
1.2a) Federation staff meeting minutes evidence - at least one maths and writing training sessions have taken place for whole staff and teachers	Federation staff meeting minutes evidence - Joint moderation of writing sessions have taken place and shared good practice evident in books - Joint moderation of maths – focus on reasoning and problem-solving have taken place and shared good practice evident in books	
1.2b) Staff introduced to maths resources on Google drive and are using the resources (Governor discussion with staff) First termly assessment to be submitted to Maths Lead for analysis. Implications to be shared with staff/SLT as appropriate	Examples of good practice and useful resources uploaded to Google drive by Maths leader and also other members of staff. Improvement in % projected to be on track to reach ARE, so that each year group at least in line with national expectations, or at least 2 pupils below are now on track. Termly assessments are used by all and reported to Maths Lead. Anomalies between two schools investigated by Maths Lead, reported to SLT/Governors, together with actions to remedy.	Termly assessments demonstrate improved outcomes for most pupils across Federation. End of year outcomes confirm Spring Term projections for % reaching ARE. 90% pupils make good progress (2 points on school's data tracker)

1.2c) Investigation of maths schemes by Maths lead Trial of schemes by staff Federation-wide agreement between staff on preferred maths scheme/schemes	Maths Lead to investigate costings to implement in both schools and present to Governing Body Finance Cttee in Spring Term. Finance Cttee commit funds in 2017-2018 budget for the scheme.	Maths Lead reports to Governors on impact of new scheme Governors visit lessons where scheme is in use, discuss impact with staff and pupils.
Pupil progress is judged to be good for at least 90% of pupils See attached Autumn Term Data	Pupil progress is judged to be good for at least 90% of pupils. See attached Spring Term Data	Pupil progress is judged to be good for at least 90% of pupils. See attached Summer Term Data
Governors have attended an SLT meeting and staff session and have reported back to Governors on School Improvement Plan priorities	Governors have attended January staff training session and have reported back to Governing Body	
1.3a)All Y1-Y6 to have completed at least one whole writing task from cold task to published version by October half-term. Federation Staff meeting to review IPEELL programme. Anomalies in practice to be discussed, examples of good practice to be shared and agreed across Federation. All Y1-Y6 to have completed at least three whole task cycles by end of Term 2, implementing agreed practice. See attached Autumn Term Data	IPEEL format results in improved attainment in writing in Spring Term assessment data. Increased %, by at least two pupils, (and at least 65% of cohort) on track to attain age-related expectations. See attached Spring Term Data	End of Key stage results in writing at least match last year's national averages in attainment and progress. Across school, at least 65% reach age-related expectations, with 90% making at least expected progress (2 points on data summary) See attached Summer Term Data

EAST WOLD CE PRIMARY SCHOOL AUTUMN DATA 2016

YEAR GROUP	READING			WRITING			MATHS		
	Summer Attainment	Autumn 2016		Summer Attainment	Autumn 2016		Summer Attainment	Autumn 2016	
2016-2017 RECEPTION (20) 1=5%		On track to meet: All: 95%			On track to meet: All: 85%			On track to meet: All: 80%	
(2015-2016 RECEPTION (18) 1=5.5%) 2016-2017 YEAR 1 (19) 1=5.3%	Met: (Nat: 76%) All:83% (15%) EAL: 100% (1) Boys: 66% (6) Greater Depth: All: 17% (3) PP: EAL: Boys: 11% (1) SEN:	On track to meet: All: 63%		Met: (Nat:71%) All:72% (13) EAL: 100% (1) SEN: Boys: 66% (6) Greater Depth: All: 11% (2) EAL: Boys: 11% (1) SEN:	On track to meet: All: 58%		Met: (Nat 77%) All: 72% (13) EAL: 100%(1) SEN: Girls: 66%(6) Greater Depth: All: 22% (4) EAL: Girls: 22%(2) SEN:	On track to meet: All: 68%	
(2015-2016 YEAR 1 (17) 1=5.9%) 2016-2017 YEAR 2 (19) 1=5.3%	Phonics: met 75% (Nat: 81%) 15 pupils assessed at end Y1: Met: All:73% SEN: Boys: 56% Greater Depth: All: 27% PP: 100% Boys:22% SEN:	On track to meet: 68%		Met: All: 29% PP:100% EAL:n/a SEN: Boys:20% Greater Depth: All: 24% PP: 0 EAL:0 Boys:20% SEN:	On track to meet: 53%		Met: All: 71% PP:100% (1) EAL:n/a SEN: Girls:66% Greater Depth: All: 6% PP:0 EAL:n/a Girls: 0% SEN:0	On track to meet:88%	

(2015-2016 YEAR 2 (16) 1=6.25%) 2016-2017 YEAR 3 (15) 1=6.7%	Y2 Phonics:80% Met: All: 63% PP: 6% EAL:100% SEN: Boys: 55% Greater Depth: All: 44% PP: 33% EAL:100% Boys:45% SEN:	On track to meet:73%		Met: All: 56% (9) PP: 33% (1) EAL: 100%(1) SEN: Boys:50% Greater Depth: All: 0 PP: EAL: Boys: SEN:	On track to meet:60%		Met: All: 53% PP: 33% (1) EAL:100% (1) SEN: 0 Girls: 75% Greater Depth: All: 13% PP: 0 EAL:0 Girls:25% (1) SEN:0	On track to meet:76%		
(2015-2016 YEAR 3 (17) 1=5.8%) 2016-2017 YEAR 4 (17)	Met: All: 65% PP: 0 EAL:n/a SEN:17% (1) Boys: 66% Greater Depth: 0	On track to meet:53%		Met: All: 47% PP: 0 EAL:n/a SEN:0 Boys:33% Greater Depth: All: 6% PP:0 EAL:n/a Boys:0 SEN:0	On track to meet: 41%		Met: All: 53% PP: 0 SEN:0 Girls:64% Greater Depth: All: 35% PP:0 EAL: n/a Girls:33% SEN:0	On track to meet:47%		
(2015-2016 YEAR 4 (11) 1=9%) 2016-2017 YEAR 5 (12) 1= 8%	Met: All: 82% (9) SEN: 0 Boys:66% (2) Greater Depth: All: 18% Boys:33% SEN:0	On track to meet:83%		Met: All: 82% (9) SEN:0 Boys:66% Greater Depth: All: 45% Boys: 33% SEN:0	On track to meet: 50%		Met: All: 73% SEN:0 Girls:75% Greater Depth: All: 27% Girls:25% SEN:0	On track to meet:75%		

(2015-2016 YEAR 5 (17) 1=5.9%) 2016-2017 YEAR 6 (18) 1=6%	Met: All: 77% (13) PP: 0 (1) EAL:n/a SEN: 0 (5) Boys: 78% (9) Greater Depth: All: 18% (3) PP: 0 EAL:n/a Boys: 11% (1) Girls: 25% (2) SEN:	On track to meet: 74%		Met: All: 53% (9) PP:0 (1) EAL: n/a SEN: 0 Boys:56% Greater Depth: All: 29% (5) PP:0 EAL:n/a Boys:33% (3) SEN:0	On track to meet: 56% (10)		Met: All: 65% (11) PP: 0 EAL: n/a SEN: 0 Girls: 50% Greater Depth: All: 24% (4) PP: 0 EAL: n/a Girls: 13% (1) SEN: 0	On track to meet: 61%		
YEAR 6 (19) 1=5.3% Teacher Assessment	Met: All:84% (16) PP: n/a EAL: 0 SEN: 50% Boys: 83% Greater Depth: All: 32% PP: n/a EAL: 0 Boys: 11% SEN: 5%			Met: All: 47% PP: n/a EAL: 0 SEN: 5% Boys:42% Greater Depth: All: 11% PP: n/a EAL: 0 Boys:0 SEN: 0			Met: All: 79% PP: n/a EAL:100% SEN:66% Girls:86% Greater Depth: All: 19% PP: n/a EAL: 0 Girls: 29% SEN: 5%			
ATTAINMENT		Above 65% attainment		On (+/- 1 child) 65%		Below (+/- 1 child) 65%				
PROGRESS		ACCELERATED PROGRESS		EXPECTED PROGRESS		SLOW PROGRESS				

EAST WOLD CE PRIMARY SCHOOL PUPIL PREMIUM REPORT AUTUMN TERM 2016: CHILDREN CURRENTLY IN SCHOOL MID KEY STAGE:

<u>Current Year Group</u>	<u>Reading Attainment</u>	<u>Reading Progress</u>	<u>Writing Attainment</u>	<u>Writing Progress</u>	<u>Maths Attainment</u>	<u>Maths Progress</u>
Year 1 BOY ***						
Year 2 GIRL	GD	Accele- rated	GD	Accele- rated	ARE	expected
Year 4 <u>KS1 2014- 15</u> GIRL*sen	2B	Y2 met	2c	Y1 met	2c	Y2 met
Year 4 <u>KS1 2014- 15</u> BOY* sen	1c	Y1 met	1c	P7	1c	WTY1
Year 5 BOY***						
Year 6 BOY sen	2c	Y4 met	2c	WTY3	2c	WTY4

Key: :

ARE: age-related expectations; GD: greater depth;

PFK: pre-keystage foundations; BLW: below expected standard;

* joined mid-key stage; **: joined within last year; *** joined Sept 2016, not previously taught in British education system;

sen: SEND; eal: English as an additional language

NORTH COCKERINGTON CE PRIMARY SCHOOL AUTUMN DATA 2016

YEAR GROUP	READING			WRITING			MATHS		
	Summer Attainment	Autumn 2016	Spring 2017	Summer	Autumn 2016	Spring 2017	Summer	Autumn 2016	Spring 2017
2016-2017 RECEPTION (14) 1=7%		On track to meet: All: 71% (10) PP: 0 Boys:			On track to meet: All: 50% (7) PP:0 Boys:			On track to meet: All: 86% (12) PP: 0 Girls:	
(2015-2016 RECEPTION (11) 1=10%) 2016-2017 YEAR 1 (10)	Met: All:91%(10) PP: n/a EAL: n/a SEN: n/a Boys: 100% Greater Depth: All: 9% (1)	On track to meet: All:100% (10) Boys: 100%		Met: All: 73% (8) PP: n/a EAL: n/a SEN: n/a Boys:30%(2) Greater Depth: All: 18% (2)	On track to meet: 70% Boys: 50%(2)		Met: All: 82% (9) PP: n/a EAL: n/a SEN:n/a Girls: 83% (5) Greater Depth:	On track to meet: All: 80% (8) Girls: 83% (5)	
(2015-2016 YEAR 1 (10) 1=10%) 2016-2017 YEAR 2 (12) 1= 8.3%	Met: All: 60% (6) PP: 0 (1) SEN: 0 (1) Boys: 50% (2) Greater Depth:	On track to meet: All: 58% (8) PP: 0% (2) SEN: 0% (3)		Met: All: 40% (4) PP: 0 (1) SEN: 0 (2) Boys:14%(1) Greater Depth:	On track to meet: All: 33% (3) PP: 0 (2) SEN: 0 (3) Boys:14% (1)		Met: All: 80% (8) PP: 0(1) SEN:0 (2) Girls:80% (4) Greater Depth: All: 10% (1) PP: 0 Girls: 0 SEN: 0	On track to meet: All: 58% (7) PP: 0% (2) SEN: 0% (3) Girls: 80% (4)	

(2015-2016 YEAR 2 (11) 2016-2017 YEAR 3 (13) 1=7.7%	Y2 Phonics : met Met: All: 91% (10) PP: 100%(2) SEN: 0 Boys: 75% (3) Greater Depth: All: 45% (5) PP: 50% (1) Boys: 25%(1) SEN: 0	On track to meet: All: 92% (12) PP: 66% (2) SEN:0 Boys: 60%(3) Greater Depth: All: 31% (4) PP: 33% (1) SEN: 0 Boys:20% (1)		Met: All: 64% (7) PP: 50% (1) SEN: 0 Boys: 25% (1) Greater Depth: All: 27% (3) PP: 0 Boys:0	On track to meet: All: 54% (7) PP: 33% (1) SEN: 0 Boys: 20% (1) Greater Depth: All: 31% (4) PP: 50% (1) Boys: 0		Met: All: 82% (9) PP: 100% SEN: 0 Girls:100% (7) Greater Depth: All: 27% (3) PP: 0 Girls: 29% (2) SEN: 0	On track to meet: All: 62% (8) PP: 66%(2) SEN: 0 Girls: 63% (5) Greater Depth: All: 23% (3) PP:0 Girls: 25% (2)		
YEAR 3 (14) 1=7.1% 2016-2017 YEAR 4 (13) 1=7.7%	Met: All:71% (10) PP: 66% (2) SEN: 100%(1) Boys: 78% (7) Greater Depth: All: 14% (2) PP: 0 Boys: 22% (2) SEN: 0	On track to meet: All: 69% (9) PP: 50% (1) SEN: 100%(1) Boys: 75% (6) Greater Depth: All: 31% (4) PP: 50% (1) SEN:0 Boys: 50%		Met: All: 57% (7) PP: 66% (2) SEN: 0 Boys:50% (4) Greater Depth: All: 7% (1) PP: 0 Boys:13%(1) SEN: 0	On track to meet: All:54% (7) PP:50% (1) SEN:0 Boys:50%(4) Greater Depth: All: 8% (1) PP: 0 Boys: 13% (1)		Met: All: 71% (10) PP: 66% (2) SEN:100% (1) Girls: 60% (3) Greater Depth: All: 29% (4) PP: 33%(1) Girls: 0 SEN: 0	On track to meet: All:69% (9) PP:50%(1) SEN: 100%(1) Girls:60%(3) Greater Depth: All: 31% (4) PP:50%(1) Girls: 0 SEN:0		
(2015-2016 YEAR 4 (12) 1=8%) 2016-2017 YEAR 5 (12) 1=8%	Met: All: 58% (7) PP: 0 SEN: 50%(2) Boys:50% (6) Greater Depth: All: 8%(1) PP: 0 SEN: 0 Boys: 9%(1)	On track to meet: All: 83% (10) PP:100%(1) SEN: 50%(2) Boys: 82% (9) Greater Depth: All: 8% (1) PP: 0 SEN: 0 Boys: 9%(1)		Met: All: 58% (7) PP: 0 SEN: 50%(2) Boys:64% (7) Greater Depth: All: 8% (1) PP: 0 Boys:9%	On track to meet: All: 42% (5) PP: 0 SEN: 0 Boys: 36% (4)		Met: All: 42% (5) PP: 0 SEN:0 Girls:0 Greater Depth: All: 8% (1) PP: 0 SEN:0 Girls: 0	On track to meet: All: 75% (9) PP:100%(1) SEN: 50%(2) Girls:0		

(2015-2016 YEAR 5 (16)) 1=6.3% 2016-2017 YEAR 6 (16)	Met: All: 38% (6) PP: 25% (1) SEN: 0 Boys: 33% (3) Greater Depth: All: 13%(2) PP: 25% (1) SEN: 0 Boys: 11%(1)	On track to meet: All: 94% (15) PP: 75% (3) SEN: 75%(3) Greater Depth: All: 19% (3) PP: 25%(1) SEN: 0 Boys: 11%(1)		Met: All: 25% PP: 25%(1) SEN: 0 Boys:11%(1) Greater Depth: All: 0 PP: SEN: Boys:	On track to meet: 63% (10) Greater Depth: All: 19% (3) PP: SEN: Boys:		Met: All: 38% (6) PP: 25%(1) SEN:0 Girls:43%(3) Greater Depth: All: 19% (3) PP: 25%(1) SEN: 0 Girls: 29%(2)	On track to meet: All: 81% (13) PP: 25%(1) SEN: 33%(1) Girls: 57% (4) Greater Depth: All: 25% (4) PP: 25% (1) SEN: 0 Girls: 29% (2)	
(2015-2016 YEAR 6 (5)) 1=20% Teacher Assessment	Met: All: 100% PP: n/a EAL: a/a SEN: 100% Boys: 100% Greater Depth: All: PP: n/a EAL: a/a Boys: SEN:			Met: All: 100% PP: n/a EAL: a/a SEN: Boys: Greater Depth: All: PP: n/a EAL: a/a Boys: SEN:			Met: All: 100% PP: n/a EAL: a/a SEN:100% Girls:100% Greater Depth: All: PP: n/a EAL: a/a Girls: SEN:		

ATTAINMENT		Above 65% attainment		On (+/- 1 child) 65%		Below (+/- 1 child) 65%
PROGRESS		ACCELERATED PROGRESS		EXPECTED PROGRESS		SLOW PROGRESS

NORTH COCKERINGTON CE PRIMARY SCHOOL PUPIL PREMIUM REPORT AUTUMN TERM 2016

<u>Current Year Group</u>	<u>Reading Attainment</u>	<u>Reading Progress</u>	<u>Writing Attainment</u>	<u>Writing Progress</u>	<u>Maths Attainment</u>	<u>Maths Progress</u>
Reception boy**	emerging	n/a	emerging	n/a	emerging	n/a
Year 2 boy** SEN	BLW	n/a	BLW	n/a	BLW	n/a
Year 2 boy SEN	BLW	Slow progress	BLW	Slow progress	BLW	Slow progress
Year 3 <u>KS1 2015-16</u> girl	ARE	Expected progress	GD	Accelerated progress	ARE	Expected progress
Year 3 boy***	BLW	n/a	BLW	n/a	ARE	n/a
Year 4 <u>KS1 2014-15</u> girl	BLW	Slow progress	BLW	Expected progress	BLW	Slow progress
Year 4 <u>KS1 2014-15</u>						
Year 5 boy*	ARE	Expected progress	BLW	Expected progress	ARE	Expected progress
Year 6 girl*	GD	Accelerated progress	GD	Accelerated progress	GD	Accelerated progress
Year 6 girl SEN	ARE	Accelerated progress	BLW	Expected progress	BLW	Expected progress
Year 6 Girl 2*	ARE	Expected progress	BLW	Slow progress	BLW	Slow progress
Year 6 boy* SEN	BLW	Expected progress	BLW	Expected progress	BLW	Expected progress

Key: :

ARE: age-related expectations; GD: greater depth;

PFK: pre-keystage foundations; BLW: below expected standard;

* joined mid-key stage; **: joined within last year; *** joined Sept 2016, not previously taught in English education system;

sen: SEND; eal: English as an additional language

Priority 2: Priority 2: to improve effectiveness of teaching assistants in contributing to pupil outcomes		
Dec 2016	April 2017	July 2017
2.1a) Research Leads have attended training and draft strategic plan compiled by Research Leads and Head TAs/Staff have been introduced to Mobilise project and audit own practice against recommended.	Final strategic plan approved following consultation with staff and Governors. Implications for budget and Terms and Conditions of Employment explored by Governors.	A timetable of implementation of new ways of working with TAs approved and costed by Governors.
TA staff meeting has taken place, focus on grammar TA staff meeting has taken place, focus on maths	TA staff meeting has taken place, focus on probing questions, based on Bloom's Taxonomy. Governors' discussions with TAs have taken place to find out the impact of training on their practice.	TAs observed to be adopting the 'inverted triangle' of support consistently. Lesson observations evidence consistently effective use of TAs. Governors' discussions with TAs have taken place to find out the impact of training on their practice.
Priority 3: 1 to build capacity of AHs to contribute effectively to leadership of school		
Dec 2016	April 2017	July 2017
3.1a) timetable of monitoring agreed AH writing and maths monitoring visits to YR and Y2 have taken place in both schools. Notes recorded in learning walk note files in each class. Review visits confirm that suggested next steps to improve practice have been implemented. Learning walk notes shared at SLT meetings and staff training sessions planned to address general themes. Governor has attended SLT meeting and reported to Governing Body	AH writing and maths monitoring visits to Y5 and Y3 have taken place in both schools. Notes recorded in learning walk note files in each class. Review visits confirm that suggested next steps to improve practice have been implemented. Learning walk notes shared at SLT meetings and staff training sessions planned to address general themes. Governor has attended SLT meeting and reported back to Governing Body	AH writing and maths monitoring visits to Y4 and Y1 have taken place in both schools. Notes recorded in learning walk note files in each class. Review visits confirm that suggested next steps to improve practice have been implemented. Learning walk notes shared at SLT meetings and staff training sessions planned to address general themes. Governor has attended SLT meeting and reported back to Governing Body
3.1b) JA has attended LeadLincs programme and coaching sessions and reported on impact to Head	Discussion with Governor on the impact of the programme on her leadership skills and future leadership role identified	

3.1c) AHs have contributed evidence to Peer Review at EW through discussion of their subject monitoring outcomes and impact. Governor attended EW Peer Review and reported back to FGB	AHs have contributed evidence to Peer Review at NC through discussion of their subject monitoring outcomes and impact. Governor attended NC Peer Review and reported back to FGB	AHs have taken part in Peer Review at Lincs Wold Federation and at Withern.
3.2a) School Improvement Plan identifies opportunities for Governors to monitor the priorities of the school. Governors make arrangements with school leaders to carry out activities identified in SIP within termly timescales.	Governors report activities carried out in accordance with School Improvement Plan at relevant sub-committees or Full Governing Body meetings.	Governor reports demonstrate a monitoring trail of all aspects identified in School Improvement Plan over the year.
3.2b) Governors establish a Head Recruitment Committee Support from Diocese and LCC sought to establish job description and recruitment procedure. Advertisement placed.	Interviews have taken place. New Head appointed. Contingency plan in place if vacancy not filled. Budget agreed for familiarisation visits for new appointee.	New Head has made a number of familiarisation visits to schools.