

## SDP Development Areas and Success Criteria 2017 – 2018 03/10/2018

xxx – achieved

xxx in progress or awaiting results

xxx not achieved

xxx change of success criteria

<p><b>Development Area 1</b> <b>Promoting healthy living and well-being</b></p>	<ul style="list-style-type: none"> <li>• Increased physical well-being of all children.</li> <li>• Children who are less active participate in more physical activity.</li> <li>• Staff feel valued through having opportunities to participate in a range of developmental and social activities.</li> <li>• Increased knowledge and understanding of healthy eating.</li> <li>• Vulnerable children have a safe nurturing place to be at lunch times</li> <li>• Healthy School Silver Award attained</li> </ul>	<ul style="list-style-type: none"> <li>• Sports premium has funded a dance tutor for one hour a week. The group of 20 boys and girls are working towards a choreographed piece and a workshop event run through Active Surrey. The children were carefully selected by Mr Good and Mrs Reed.</li> <li>• Dance club after school is a paid club and is well supported by pupils (approximately 14), particularly in the lower years.</li> <li>• KS1 football club is run by Ultimate Coaching and is well supported and is a paid club</li> <li>• KS2 football club is run by Planet Soccer and is funded by sports premium. It is well supported by 26 pupils.</li> <li>• Dodgeball has attracted a range of children, many who do not take part in other activities. It has about 15-20 participants. A paid club</li> <li>• A netball coach has been employed 2 hours a week to take year 5 and 6 in PE curriculum time.</li> <li>• A sponsored skip event has been planned for March to follow up on the skills learnt during Healthy Living Sports Week</li> <li>• Year 3 and 4 girls will be taking part in a futsal festival</li> <li>• Year 3 and 4 boys and girls have their own football competition with ERPSSA for the first time this term</li> <li>• Physifun club run by year 6 pupils for year 1 pupils during lunch time – training provided through sports premium</li> <li>• Cross country planned for March (team 20-30) KS2</li> <li>• Dare to believe an event organised and sponsored by Youth Sports Trust and Allianz for SEN/D pupils (25-30 pupils who had at some point been on the SEN register took part during the autumn term) Our PE/Sport provision has been improved again. It is targeted at specific pupils and has increased their participation. The most able pupils also have specific activities targeted at them in order to develop their skills further and prepare them for the next stage of their education. Ian Knott and Jonathan Good will be analysing the impact further in the summer term.</li> </ul>
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Staff Survey 2018

		Strongly Agree	Agree
1	I am proud to be a member of staff at this school.	80%	20%
7	The school makes appropriate provision for my professional development.	64%	36%
11	The school is well led and managed.	76%	24%

- School council are gaining evidence of what pupils have for packed lunch in the spring term and promote healthy lunchboxes
- Headlines is being used to promote the Healthy Eating 100 calorie snack message
- Kitchen staff have become more pro-active in seeking the opinions of pupils regarding lunch likes and dislikes.
- Plated meals are available for pupils to look at and choose from.
- Pupils opinion of school dinners has improved
- Food and Nutrition curriculum supported healthy living

	Yes	No
School dinners taste good at Ongar Place KS1	76%	24%
School dinners taste good at Ongar Place KS2	62%%	38%

Query regarding if children who answered for KS2 are children who actually have school dinners

- Selected children are being given access to the library, Wii, support during playtime, responsibilities and support through ELSA
- Healthy Schools Silver award - Achieved. We are now working on our Gold award which involves putting the plans into place.

**Development Area 2**  
**Sharply targeting intervention and challenge for**

- The proportion of children who achieve greater depth is equal to or greater than national average.
- Pupils to make at least expected progress from their varying starting places

Spring 1

Percentage of pupils currently making expected progress from previous statutory test:

	Maths	Reading	Writing
<b>Year 1</b>	61%	96%	91%

**children and teachers**

- Provision in place for low attaining pupils to improve their rate of progress and raise their attainment towards ARE
- SEN/D pupils are quickly identified and additional support improves their progress

<b>Year 2</b>	89%	88%	92%
<b>Year 3</b>	91%	100%	100%
<b>Year 4</b>	70%	82%	74%
<b>Year 5</b>	77%	78%	83%
<b>Year 6</b>	86%	68%	96%

Percentage of Pupils currently on track to meet ARE

	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
<b>Year 1</b>	57%	77%	73%
<b>Year 2</b>	80%	77%	80%
<b>Year 3</b>	87%	87%	87%
<b>Year 4</b>	50%	57%	50%
<b>Year 5</b>	77%	83%	83%
<b>Year 6</b>	90%	83%	93%

Notes accompanying assessment give indication of Y4 needs and explanation of low attainment.

- Lego Therapy has taken place for four groups of children and supported the development of language skills and social skills. A way of assessing progress in this has been devised and will be reviewed at the end of the programme for each child.
  - New assessment grids created to track SEN children
  - New assessment grids created to track PP children with SEN
  - Pupil progress meetings taken place and interventions discussed and considered
  - Outside agencies have been into school to assess, review and work with identified children.
  - Language and Communication Assistant has worked with one child in Y1 and supported TA supporting child's progress in the classroom.
  - Discussions with parents, children observed
  - More SEND Support Arrangements completed
  - One EHCP application ready to be sent off, two others being collated currently and two others going forwards
  - Class intervention plans to be reviewed to support the SEND Support Arrangements format
- See additional report from LO

<p><b>Development Area 3</b> <b>Securing the accountability of all leaders</b></p>	<ul style="list-style-type: none"> <li>• Leaders can discuss their role and responsibilities with use of evidence and justification</li> <li>• Leaders monitor rigorously and can show how this has led to secured and sustained improvements.</li> <li>• Case studies show where there is evidence of decisive action by leaders and positive impact</li> <li>• Leaders show they have prioritised need and resources in line with school needs and government policy</li> <li>• Leaders can evidence where they have held staff accountable for variations in outcomes for all pupil groups</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to develop a broad, balanced appropriate and well-resourced curriculum that is appropriate for our changing context - DA8 All staff</li> <li>• To hold other to account through pupil progress meetings DA2 AP LO</li> <li>• To mentor and support students, including SCITT student DA3 AP</li> <li>• To plan and implement healthy school silver project DA1 FW DM</li> <li>• To develop leadership across EYFS and mentoring skills DA8/DA3 KB</li> <li>• To develop a progression of key skills in art across KS1 and KS2 to support teachers in assessment DA8/DA3 JW</li> <li>• To engage outside agencies and lead staff in empowering parents to encourage and support children DA5/DA6 AP</li> <li>• To actively seek, participate and devolve professional development within the school and beyond DA2 JW</li> <li>• To develop the SENCo processes within the school to ensure pupils needs are quickly identified and support and challenge put in place. DA2/DA3 LO</li> <li>• To work alongside AP to engage outside agencies to support families DA6 LO</li> <li>• To work alongside JG and other staff organise implement and ensure the legacy of healthy living weeks DA1/DA2 IK</li> </ul>
<p><b>Development Area 4</b> <b>Raising the profile of governors within the school</b></p>	<ul style="list-style-type: none"> <li>• Governors have an informed understanding of the changing context of the school</li> <li>• Staff know who governors are and have met with one governor regarding their responsibilities during the course of the year.</li> <li>• Governors know who staff are and have attended a staff/governor event.</li> <li>• Governors have a visible presence at class and school events and contribute to headlines at least once a half term.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

<p><b>Development Area 5</b> Empowering parents to encourage and support children</p>	<ul style="list-style-type: none"> <li>• Parents understand how to support their children's learning at school.</li> <li>• Parents understand how to support their children's through emotional difficulty</li> <li>• The children whose parents attend workshops show greater resilience and success</li> <li>• Increase in attendance for FSM, PP and SEN families.</li> <li>• Parents of SEN children attend a group meeting or individual meeting with the SENCo</li> <li>• Improved understanding of SEN needs and process by parents</li> </ul>	<ul style="list-style-type: none"> <li>• Family learning week gave all parents the opportunity to come into school and learn alongside their pupil for a session. 57% parents attended and evaluations show a positive experience</li> <li>• Parents evenings held 20 and 22<sup>nd</sup> February. Mid-term reports issued. 95% parents attended</li> <li>• Excellent programme of family learning activities organised beginning with cooking and single workshops to tempt parents in leading to extended courses to support parents with their own English and maths skills. All course full, some oversubscribed, and parents attended. The tutor now claims we are her 'favourite school to work with'! Evaluations overwhelmingly positive.</li> <li>• Signposting to support and advice available to all teachers. Links with food bank, Hebrews at St Pauls Church and Christians Against Poverty strengthened. The school is now a referral agency for the local food bank.</li> <li>• Parents' morning is being planned for those whose children attend Ginger Bear, Socially Speaking and Friendly groups.</li> <li>• Increased from 92.2% autumn 2016 to 93.84% Autumn 1 2017</li> <li>• Autumn 2 2017 93.62%</li> <li>• Autumn 1 difference between whole school and disadvantaged 3.66%</li> <li>• Autumn 2 difference between whole school and disadvantaged 2.88%</li> <li>• Staff aware of resource list on <a href="https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page">https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</a> to direct parents to for support.</li> </ul> <p>See additional report from AP</p>
<p><b>Development Area 6</b> Developing links with outside agents to support parents and children</p>	<ul style="list-style-type: none"> <li>• A list of services and providers are created and are accessible to all staff involved in advising parents</li> <li>• Appropriate services are invited into school to support parents and children</li> </ul>	<ul style="list-style-type: none"> <li>• Staff aware of resource list on <a href="https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page">https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page</a> to direct parents to for support.</li> <li>• Increased from 92.2% autumn 2016 to 93.84% Autumn 1 2017</li> <li>• Autumn 2 2017 93.62%</li> <li>• Autumn 1 difference between whole school and disadvantaged 3.66%</li> <li>• Autumn 2 difference between whole school and disadvantaged 2.88%</li> <li>• Signposting to support and advice available to all teachers. Links with food bank, Hebrews at St Pauls Church and Christians Against Poverty strengthened. The school is now a referral agency for the local food bank.</li> </ul> <p>See additional report from AP</p>
<p><b>Development Area 7</b> Improving the</p>	<ul style="list-style-type: none"> <li>• All identified areas will be well maintained and pupils can describe the benefit of it to the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Mrs Edmondson has kindly gifted the school a wild garden to be positioned by the front gate. One of our parents is currently developing this.</li> <li>• The quiet garden has been refurbished</li> </ul>

<p><b>outside area to enhance learning</b></p>	<ul style="list-style-type: none"> <li>Enhanced appearance of the front of the school.</li> <li>Pupils show that they appreciate and respect their environment</li> </ul>	<ul style="list-style-type: none"> <li>The fences have been replaced in the back playground</li> <li>The gates have been repaired at the front of the school</li> <li>Contract changed for ground maintenance</li> <li>Year One area being improved and used more regularly</li> </ul>
<p><b>Development Area 8</b> <b>Ensuring the continuation of broad and balanced curriculum provision</b></p>	<ul style="list-style-type: none"> <li>Children remain engaged and motivated through excellent choice, provision and personalisation in all curriculum areas</li> <li>Curriculum Groups are accountable for curriculum coverage, experiences and balance in their areas of learning.</li> <li>Artsmark Gold achieved through innovative provision and partnership</li> <li>PE premium used effectively to impact on pupils physical development and enjoyment of sport for all groups of children</li> </ul>	<ul style="list-style-type: none"> <li>Observations and School Review shows that children are engaged and on task in lessons</li> <li>Children report to School Reviewer that they enjoy the curriculum</li> <li>Regular monitoring of curriculum group work shows leaders have a good understanding of the NC2014 requirements and are able to reflect this in the curriculum experiences by pupils.</li> <li>See PE report on website – and comments in Development Area 1</li> </ul>

## Further Evaluation with reference to CPD Development Areas 1, 2, 3,5/6, 8

### CPD Report 2017-18

All staff have had access to a range of CPD opportunities in order to ensure that they feel confident and have the necessary skills to be competent in their roles.

CPD continues to be identified through performance management meetings and the priorities in the School Development Plan. We have also used CPD to make sure staff remain up to date with current local and national developments in education, working in partnership with others and continuing to maintain an outward-looking approach. Below are some examples of the CPD that staff have undertaken this year.

Area	CPD opportunities	Outcomes
Statutory training	All staff have had a Safeguarding update and completed First Aid training. KB has completed the Designated Safeguarding Lead training. AH and TG have completed Data protection training. AP led CEOP training for teaching staff looking at teaching children about and the law around online safety. AP will complete LAC training for Designated Teachers in the Summer term. LO will be applying for the Statutory SENCo programme in the Summer term.	Staff are confident in understanding Safeguarding procedures we now have three DSLs to ensure that there is always a DSL on site. Staff with specific roles are able to carry these out confidently and competently. The school is fully prepared for the introduction of GDPR.
Healthy Living and Well-being (SDP area 1)	During Healthy Living weeks, Lunchtime and teaching staff took part in skipping workshops which introduced activities to use with children. Staff were also encouraged to observe visiting coaches during these weeks. IK and JG network regularly with other sports leaders in the area and the Surrey School Sports Partnership. Several teachers have attended dance training this year. CG has attended ELSA network meetings regularly and will be completing training in the Summer term about working with children who are or have been Looked After. IK had been booked onto a course on tackling childhood obesity which had to be cancelled but he is hoping to be able to attend this in the future.	Staff lead children in taking part in skipping activities throughout the day – breakfast club, playtimes, lunchtimes. Teachers have raised expectations of what children are able to achieve through working with sports professionals and this year Ongar Place has taken part in tournaments and festivals covering a wide range of competitive and non-competitive sports. The profile of dance and teachers confidence to teach it has been raised through training and observing professional coaches. Through networking, Ongar's reputation for sport is growing within the community and the local Sports Association.
Sharply targeting intervention and challenge	Several teaching staff and TAs have attended Maths courses this year after it was identified as an area to be developed following Learning reviews. All teachers have been involved in moderations within school and across the confederation. Teachers have had time to work	Staff who have attended Maths training have fed back to all staff and the Maths and Calculation policies have been up-dated. Mastery has developed a much higher focus across the school. Teachers are using the assessment statements on SIMs to help to make judgements and

(SDP area 2)	together on using the new assessment process and agreeing judgements. LO has researched and attended training on recommended interventions. Information has been shared with all staff during meetings for teachers and TAs.	record progress. Lego therapy and Phonological Awareness intervention programmes have been introduced to support speech and language development.
Securing Accountability of Leaders (SDP area 3)	Leaders at all levels have had CPD opportunities. TG has regular OFSTED training. AP is undertaking the National Professional Qualification for Headship programme this year. TG and AP have attended inspirational talks from Sir John Jones on leading learning, Daisy Christodolou on Assessment and Leading educationalists at the Southern Education Show. All teachers have had opportunities to attend subject network meetings in order to support them in leading projects within school. Teachers with key responsibilities such as preparing for SATs, SEN, LAC or EYFS have also been on training and network meetings. TAs have had regular meetings to share information from training. Our NQT has had weekly meetings with her mentor and has observed a teacher in the same year group in another 'STAR' school.	Staff feel confident and supported to carry out their roles in school. Staff are motivated and ambitious and the school has a growing level of expertise at all levels. Leaders share knowledge with colleagues in school, within the STAR partnership and the local confederation. For example TG has led governor training on short OFSTED inspections for governors at local schools, AP has worked with the Assistant Head from a local school and local EYFS teachers have observed KB leading phonics sessions.
Encouraging Parental Engagement (SDP areas 5 and 6)	AP has attended meetings during which the South Runnymede Family Partnership has been developed. AP has also collaborated closely with Surrey Family Learning to design and host learning sessions for parents. LO has attended training during SENCo meetings on working with parents and has liaised closely with CAMHs, LLS, the EP and SALT to develop strategies to support and organisations to signpost parents to.	Ongar Place remains up to date with local issues affecting our families and has a role in the development of the SRFP (we are currently one of only two schools in the partnership). There are a greater number of opportunities for parents to be engaged with the school and learning through Family Learning sessions. All teachers have access to a directory of local services to direct parents to and Coffee Mornings to offer advice on specific areas have been planned.
Ensuring a Broad and Balanced Curriculum (SDP area 8)	Subject leaders have attended local Network meetings to share practice with others. DM attended a course on the History curriculum and FW will be attending training on the new RSE curriculum next term. NM has observed and taught alongside professional musicians from Surrey Arts and The Grange Opera through the Primary Robins and 'No Sound Ever Dies' projects. Staff have been involved in the planning and organisation of local and county collaborations including The Star Partnership Infant Music Festival, No Sound Ever Dies at Brooklands, The Star Partnership Art exhibition, Active Surrey Dance Festival and several sports fixtures.	Subject leaders remain up to date with developments within their subject and feed these back to all staff during INSET or staff meetings, ensuring the curriculum remains engaging and creative. As a result of networking, children at Ongar Place have had the chance to be involved in a range of activities outside of the classroom and showcase achievements within the community.



In addition to CPD training for current staff, we have been very involved with providing opportunities for students training for careers in education. At a time when applications for Teacher training is continuing to drop and teacher recruitment is difficult nationally, it is vital that schools support the Early Professional Development of those who wish to teach. We have had a SSF SCITT trainee working with us this year and a BA trainee from Brighton University who are training to become teachers next year. As well as CPD for them, these partnerships have given us access to CPD by giving teachers the opportunity to develop skills in mentoring and observations. We have hosted a Childcare student in our Reception class and in the Summer term we will host three Work Experience students which will again provide opportunities for staff to develop skills in mentoring and guiding others.

Angela Pirie  
April 2018

### **Further Evaluation Development Area 5 and 6**

- Empowering parents to encourage and support children
- Developing Links with outside agents to support parents and children

#### Family Learning Week

Family learning week was held in November. Parents were given an invitation to join in a morning's lessons in their child's class. During one week, each class had a morning timetabled when parents could join their child in a reading, maths and SPAG session. In Early Years and Year 1, parents joined the class in the afternoon to join in a range of activities.

Evaluation	Next Steps
<p>Staff all embraced the idea and welcomed parents into their classrooms. Across the school 57% of children were represented with some classes having up to 20 parents in the session. Parents' feedback was extremely positive with most parents requesting repeat days for them to join sessions.</p> <p>As a result of the morning, parents have a greater understanding of expectations of children and the way children are taught in school. This can be seen on the evaluation forms completed as well as more focused comments made in reading diaries.</p>	<ul style="list-style-type: none"><li>• Repeat morning, possibly annually</li><li>• Use sessions to cover e-safety information</li></ul>

#### Family Learning Workshops

Angela Pirie has liaised regularly with tutors and administrators at Surrey Family Learning in order to introduce a range of workshops and courses for parents to attend. We have so far held a Healthy Eating course to run during Healthy Living weeks, a cookery course and three story and craft workshops. In the Summer term we will host an English and Maths course.

Evaluation	Next Steps
<p>It was somewhat difficult to recruit parents for the first course – and those who attended were not necessarily parents the course was targeted towards. Parents have feedback that this is largely due to fear of being in a learning environment and potential judgements being made by school and other parents. However, as parents began to enjoy the courses and see the benefit, others have been encouraged to sign up. Recent courses have been oversubscribed and have all contained some target parents (PP/EAL/SEN). (See register lists)</p> <p>Some parents have said the times of the courses are difficult if they work or have younger children, which is something we could investigate further.</p>	<ul style="list-style-type: none"><li>• Investigate the possibility of providing a crèche or having weekend sessions to allow more parents to attend</li><li>• Extend range of topics</li><li>• Target parents with low academic achievement</li><li>• Introduce bring a friend sessions to increase confidence</li></ul>

#### South Runnymede Family Partnership

Evaluation	Next Steps
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<p>The group is currently in its early stages and much time is being spent trying to decide how the group will work and what the aims should be. Although there have been limited advantages to Ongar Place so far, the meetings are a good source of information about local services. By being a member of the partnership, we can ensure that schools' priorities are understood and that schools are considered and kept informed of local developments.</p>	<ul style="list-style-type: none"> <li>• Attend future meetings</li> </ul>
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Parent Coffee morning

Evaluation	Next Steps
<p>Ten parents attended (representing 8 families) as well as AP and CG (ELSA). Parents all said they found the session very useful in terms of strategies but also appreciated the chance to speak informally and be reassured by other parents and professionals.</p>	<ul style="list-style-type: none"> <li>• Work with other agencies to cover more areas</li> </ul>

Research has shown that high parental engagement is the factor that is responsible for the greatest variance in achievement in children. Through the Family Learning activities introduced this year, we have increased the engagement with parents. As these activities become embedded, it will be important to monitor the impact on achievement as seen by parents, children and teachers.

## Further Evaluation Development Area 2

### SEN Report

#### Provision in place for low attaining pupils to improve the rate of progress and raise their attainment towards ARE

The Assessment Co-ordinator and the SENCo have met termly with teachers to analyse the progress of all children. Children who are below age related expectations or who show that they are experiencing difficulties have been identified and included in intervention groups. These groups are reviewed termly. A Lego Therapy group has been introduced following staff training to primarily develop children's social skills but has also had an impact on descriptive language and confidence. A system for measuring the impact of Lego Therapy has been devised. All children who have taken part so far have shown an improvement in their social skills (from questionnaire to teachers). The greatest impact has been with children in KS1 and those with a diagnosis of ASD.

#### Parents of SEN children attend a group meeting or individual meeting with the SENCo & Improved understanding of SEN needs and processes by parents

Family learning sessions have been arranged and parents have been encouraged to sign up. Following a high level of concern from parents about children showing signs of anxiety a presentation from CAMHS has been arranged and targeted families have been invited. The SENCo has met with parents to write and / or update individual children's SEND Support Arrangements. During these meetings the processes have been explained to parents. There have been three applications for EHCPs made and meetings with the school's case worker have taken place to share the completed paperwork and evidence. These meetings have informed parents of the processes involved in applying for an EHCP as well as managing their expectations. We have had involvement from specialist teachers throughout the year and they have met, alongside the SENCo, parents which has supported parents in understanding the needs of their children.

#### SEN/D pupils are quickly identified and additional support improves their progress

Pupil progress meetings with the Assessment Co-ordinator and teachers have analysed progress of children and identified the needs of individual children. Information from these meetings have informed intervention groups. The SENCo monitors the progress of children on the SEND register half termly. Children have been referred to the EP, LLS, SEMH and PSS services. Advice from these specialists has been implemented by staff. Targets set by the specialist teachers have been reviewed either on their next visit or in school.

Lisa Overin

**Logical Group – Leaders DA3 / DA8**

Success Criteria		Actions	Impact
Leaders show they have prioritised need and resources in line with school needs and government policy	DT	KB and IK have attended DT networking courses on how to deliver different aspects of DT to primary school children. New circuit building kits were used and we put in a bid for these for next year's budget. A new scheme of work was also shared and KB and IK are looking into whether this could be a good idea for Ongar Place.	Children will have new resources recommended and created by DT coordinator at Salesians school. Networking with other teachers and learning new ideas/suggestions is ongoing, we hope to look into the new SOW in order to implement this in September 2018.
	DT (food and nutrition)	Teacher's plans were scrutinised for cooking/nutrition lesson plans for Autumn term. On the basis of this KB researched a number of Schemes of work for this area and created one for Ongar. This clearly outlines the skills that need to be developed and suggests menus. Teachers started using this SOW in the spring term.	Children's cooking skills are developing. Kitchen is in far greater use. Parents are also making use of cooking facilities during family learning events. Lessons are linked to other areas of the curriculum. Children's feedback is positive and they have said they are enjoying cooking new dishes and finding out where our food comes from. Teacher's feedback is also positive.
	Science	Plans were scrutinised to ensure progression  Science lessons have been observed.  Practical science workshop was booked and was participated by whole school.	Feedback at staff meeting highlighted that some lessons were crossing over. Next step: ensure this no longer is happening. Misconceptions were addressed during science observation and feedback given.
Children remain engaged and motivated through excellent choice, provision and personalisation in all curriculum areas	EYFS	New members of staff joined FS team to support new cohort. Teaching Assistants were given specific groups of children to develop their skills in OT, SALT and behaviour.  KB attended (and is continuing to attend) a maths course to develop children's deep mathematical thinking.  Maths and literacy workshops for parents have taken place in the classroom.  Each week lessons are evaluated and future lessons planned to extend and challenge children in class.	Because of the extra support the targeted children have made significant progress in the areas they have been supported in. Next Step: Focus TA's support for Literacy and Maths for LA groups. I have created an 'Estimation Station' as my project for the mathshub course. Children are starting to understand how to estimate effectively and are doing this independently. Cross curricular activities and lessons are changing constantly to add direct challenge for individuals and are based on the children's needs and interests.

## Arts Group – Leaders DA3 / DA8

### Arts group Report 2018

A major part of gaining the Artsmark accreditation is working collaboratively with all stakeholders and the wider community. Therefore, this has been a major focus for us this year.

English	<p>There have been several activities design to increase the profile of reading in school. Family Learning workshops have been held to help support parents when reading and sharing books with children. There are also 'Keeping up with the children workshops planned for the summer term'.</p> <p>We have had two author visits in school during book week and Scholastic book fair was held. LM also arranged a variety of activities for children to take part in, at home and in class – unfortunately some of these needed to be cancelled due to snow closures.</p> <p>Speaking and listening continues to be a focus with performances taking places regularly for all year groups.</p>
Music	<p>A link has been established with The Grange Opera house and children in Years 1,2,3 and 4 have a weekly music lesson with a professional musician.</p> <p>We have worked with the STAR partnership to develop an Infant music festival which will take place at Jubilee school in the Summer term. Twenty children will perform and parents will be invited to watch.</p> <p>In the Summer term the KS2 choir will perform as part of a mass production at Brooklands museum with a range of choirs, ensembles and orchestras across Surrey. As part of this children have been trained by tutors from Surrey Arts. We have also developed the link with Surrey Arts through hosting CPD sessions at the school (which allows us free spaces on training).</p>
Art	<p>JW has carried out a range of monitoring of Art across the school and as a result of this investigated different ways to plan/track progression throughout the school. She will be leading a staff meeting to discuss progression and next steps in Art in the Summer term.</p> <p>We are also going to be part of the STAR partnership Joint Art exhibition in the Summer term. We have attended planning meetings with other schools and LM will be leading this project within our school.</p>

Angela Pirie, Jill Wells, Leanne Marwick

**Humanities Group – Leaders DA3 / DA8**

SDP Success Criteria	Actions	Impact
<p>Children have an increased knowledge and understanding of healthy eating.</p>	<p>School council have carried out a survey of children’s snacks for all KS2 children.                      School council have surveyed what is being sold at tuck shop.                      School council have photographed snacks from home.                      School council have collected information on amount of fruit being eaten in KS1 and FS.</p>	<p>Sustained investment of School Council time. School council are continuing to analyse data collected.</p> <p>Data shows that Tuck Shop sells approximately 10-15 snacks on average per day – Geo Bars being the most popular, very little fruit is purchased.</p> <p>There is some evidence of some children not understanding what makes a healthy snack (flapjack? baked crisps? bread sticks?)</p> <p>There are lots children not having a snack at all.</p> <p>Some data has been shared with the school in the School Council newsletter and during their assembly on 23/4/18.</p> <p>Next steps: - To generate numbers of children having/not having snacks.                      Develop understanding of what is an acceptable healthy snack.                      Agree what snacks are allowed in school.</p>
<p>Leaders show they have prioritised need and resources in line with school needs and government policy</p>	<p>DM has attended a course/training on new history curriculum – this will be shared at a staff meeting this term before purchasing and implementing for September.</p>	<p>New curriculum will be in place for September 2018 ensuring coverage of all history skills.</p>
	<p>Healthy Schools Silver award secured and action plan in place for Gold award.</p>	<p>Data from school council will feed into the decisions around what makes a healthy snack.                      Decision will be made on what snacks are allowed at KS2 by the end of the year.</p>

	New Geography scheme in place and being used across the school.	Monitoring of Geography carried out and scheme is in place and clearer progression of Geography skills evidenced.
	New RSE curriculum is being researched – DM and FW have attended courses on teaching effective RSE. Schemes to support learning are being investigated.	New RSE curriculum to be trialled next year and fully implemented for September 2019.
	New PHSE curriculum being investigated.	New PHSE curriculum will be trialled and ready for full implementation in September 2019 in line with National requirements.
	Cooking timetabled and taught across the school.	Increased use of kitchen by children. New scheme of work of DT (cooking) is in place.
Maths	To continue to support staff to implement the new curriculum for maths.	Maths courses have been attended by IK, DM, JW, JW, JT and JM and feedback given to all staff in staff meetings. IK and JM to feedback on bar method this term. FW has attended Maths Leader briefings.
	Maths moderation across schools To ensure assessment is consistent throughout the school and reflects the high expectations of NC 2014 To secure the introduction of the KS2 maths curriculum and ensure that pupils make expected or expected + progress from statutory tests.	OP held maths moderation across local schools. Very successful and useful session with all attendees making positive comments. Clear understanding from all groups of expectations for year groups.
	New Maths Policy written	Policy written and shared with staff including calculation guidance. All teaching staff involved in development of calculation guidance.
	Maths resources sorted and reallocated to match expectations and support calculation guidance.	All concrete apparatus has been sorted and reallocated to appropriate year groups. Next steps: to monitor use of concrete apparatus in lessons.



## Foundation Stage Results 2018

### Reading

Grades	2018	2017	2016	2015	2014
1 Emerging	21%	17%	16%	13%	23%
2 Expected +	79%	83%	84%	87%	77%
3 Exceeding	21%	24%	17%	20%	10%

### Writing

Grades	2018	2017	2016	2015	2014
1 Emerging	21%	21%	10%	13%	23%
2 Expected +	79%	79%	90%	87%	77%
3 Exceeding	7%	3%	10%	20%	10%

### Number

Grades	2018	2017	2016	2015	2014
1 Emerging	17%	21%	10%	13%	23%
2 Expected +	83%	79%	90%	87%	77%
3 Exceeding	21%	14%	7%	20%	10%

### Shape and Space

Grades	2018	2017	2016	2015	2014
1 Emerging	10%	21%	7%	13%	23%
2 Expected +	90%	79%	93%	87%	77%
3 Exceeding	10%	14%	3%	20%	10%

### Good Level of Development

	2018	2017	2016	2015	2014
Percentage of children	79%	79%	80%	77%	60%
National Average	71%	66%	69%	66%	61%

### Phonics Results 2018 Provisional

	2018	2017	2016	2015	2014
Year One	77%	80%	72%	67%	63%
National Average	NK	81%	81%	77%	74%
Year Two (retakes)	50% (6 ch)	67%	56%	64%	NA
Y2 whole cohort	90%	93%	83%	87%	NA
Y2 whole cohort National Average	NK	92%	91%	90%	NA

## KS1 Results 2018

	Reading	Mathematics	Writing	Science
School 2018 Percentage of children who achieved the expected standard	83%	87%	77%	87%
National 2018 Percentage of children who achieved expected standard	75%	76%	70%	78% (2017)
School 2018 Percentage of children who achieved 'great depth'	23%	20%	7%	NA
National 2018 Percentage of children who achieved 'great depth'	23%	22%	16%	NA

% of pupils who achieved EXS (expected) at Reading, Writing and Mathematics = 83%

School 2017 Percentage of children who achieved the expected standard	83%	73%	77%	NA
School 2016 Percentage of children who achieved the expected standard 2016	73%	73%	67%	NA

## KS2 Results 2018 Provisional

	Reading	Grammar, Punctuation and Spelling	Mathematics	Writing (Teacher Assessment)	Read Write Maths
School 2018 % of children who achieved the expected standard in the test	70% (4 were 1/2 marks off)	83%	90%	83%	67%
National 2018 % of children who achieved expected standard in the test	75%	77%	75%	78%	64%
School % of children who achieved a high score	20%	20%	17%	17%	7%
National 2018 % of children who achieved a high score	25%	28%	24%	20%	10%
Progress Estimate National Average 0	-1	NA	+0.2	-0.7	NA

School 2017 % of children who achieved the expected standard in the test	71%	82%	82%	79%	64%
School 2016 % of children who achieved the expected standard in the test	70%	83%	83%	77%	70%

The expected standard in the tests is a scaled score of 100 or above.

	Reading	Grammar, Punctuation Spelling	Mathematics
School 2018 Average Scaled Score	105	105	105
National 2017 Average Scaled Score	104	106	104

School 2017 Average Scaled Score	104	106	104
School 2016 Average Scaled Score	103	104	103

The scaled score range runs from 80 to 120 with 100 as the expected standard, 110 as the higher standard

**In School Assessment Information**

**Teacher Assessment**

Year 1 and 2 progress from ELG

Year 1 30	making expected progress	%	achieve ARE	%	Achieve ARE+	%	PP progress 11	%	PP Achieve ARE	%
M	27	90	23	77	0	0	9	81		
R	27	90	23	77	5	17	10	84		
W	28	93	24	80	1	3	10	84		

Year 2 30	making expected progress	%	achieve ARE	%	Achieve ARE+	%	PP progress 1	%	PP Achieve ARE	%
M	27	90	26	87	6	20	1	100	1	100
R	28	93	25	83	7	23	1	100	1	100
W	25	83	23	77	2	7	1	100	1	100

Year 3 to 5 progress from KS1 score

Year 3 30	making expected progress	%	achieve ARE	%	Achieve ARE+	%	PP progress 8	%	PP Achieve ARE	%
M	29	97	25	83	2	7	6	75	5	63
R	26	87	26	87	5	17	6	75	5	63
W	29	97	26	87	2	7	7	88	5	63

Year 4 28	making expected progress	%	achieve ARE	%	Achieve ARE+	%	PP progress 5	%	PP Achieve ARE	%
M	20	71	11	39	1	3	1	20	1	20
R	21	75	14	50	1	3	3	60	2	40
W	19	68	11	39	1	3	3	60	1	20

Note the KS1 score in Year 5 is old 'levels'. All level 2 are targeted at ARE which disadvantages the progress of the L2C pupils

Year 5 30	making expected progress	%	achieve ARE	%	Achieve ARE+	%	PP progress 6	%	PP Achieve ARE	%
M	24	80	24	80	1	3	4	67	4	67
R	23	77	23	77	5	17	4	67	4	67
W	22	73	22	73	3	10	6	83	6	83