

We believe that Normand Croft is a **rapidly improving school** that has made considerable progress since the last Ofsted inspection in Autumn Term 2014. However, despite many positive developments, particularly the improvements in Early Years, in Primary writing and in the quality of marking/feedback, overall the school is not yet consistently good because:

- a. whilst the quality of teaching is often good overall, it remains at times inconsistent in a few classes
- b. whilst the **quality of teaching in writing** continues to improve and have a positive impact on children's progress and learning, and the **quality and consistency of marking assessment and feedback** has improved – the use of formative assessment (or assessment for learning) by some teachers is not yet sufficiently secure and further work is needed to ensure that all teachers have high expectations for all and have a clear understanding of what children need to do to secure progress

To address these points the following actions form the basis of our **Raising Achievement Plan** for 2015-16

<b>Leadership &amp; Management</b>	
<b>OFSTED Action Point:</b> Improve leadership and management by monitoring rigorously and frequently: <ul style="list-style-type: none"> <li>• the impact of developments to improve pupils' skills in writing</li> <li>• the progress of pupils who join the school at other than the usual times.</li> </ul>	
<b>Strengths</b>	<b>Key Actions</b>
<ul style="list-style-type: none"> <li>• The leadership team/governor partnership successfully completed a major reorganisation of the staffing structure in Summer '15, removing the role of teaching assistant, reducing the number of EY support staff and <u>increasing</u> the number of teachers. The school's <i>teaching partnership</i> model has <u>doubled</u> the number of teachers supporting children.</li> <li>• The school leadership team has introduced radical new assessment tools in both Early Years and Primary phases. These will transform teachers' ability to assess pupils progress and plan for next steps; whilst also providing the school with accurate information on children's progress towards new age-related expectation.</li> <li>• The school has embraced the opportunity to work co-operatively with other schools to moderate children's work against the new Primary curriculum descriptors.</li> </ul>	<ul style="list-style-type: none"> <li>a. <b>Ensure the school has a skilled and resilient staff team able to support all children:</b> <ul style="list-style-type: none"> <li>i. Appoint teachers to the remaining posts in the staffing structure currently covered by agency staff</li> <li>ii. Support the further development of the schools middle leaders</li> <li>iii. Support the establishment of subject leads</li> <li>iv. Build on the strong Senior Leaders (SLT)/Governor partnership to further support school improvement</li> </ul> </li> <li>b. <b>Self-evaluation and Action Planning:</b> <ul style="list-style-type: none"> <li>i. Create concise self-evaluation documentation and ensure that the judgements influence the school's training &amp; development priorities</li> <li>ii. Ensure core action plans in English, Maths &amp; Early Years are achieved to raise standards</li> </ul> </li> <li>c. <b>Promote a positive image of the school to the wider community to help 'grow' the school:</b> <ul style="list-style-type: none"> <li>i. Create an information-rich website that both celebrates children's achievements <u>and</u> provides information about the school in an accessible form</li> <li>ii. Design a user-friendly parent handbook</li> <li>iii. Explore the formation of Parent-Teacher Association based around the idea of collaborative '<i>parent partnership</i>'</li> </ul> </li> </ul>
<b>Teaching, Learning &amp; Assessment</b>	
<b>OFSTED Action Point:</b> To improve the quality of teaching so that it is consistently good or better over time, and accelerates pupils' progress especially in writing	
<b>Strengths</b>	<b>Key Actions</b>
<ul style="list-style-type: none"> <li>• The vast majority of the school's teaching team have a tireless work ethic and work long hours marking and planning to ensure they have an accurate picture of each child and can identify the most appropriate <i>next-steps</i> learning.</li> <li>• Writing outcomes at the end of KS2 (<u>up +22%</u>) on 2014 outcomes confirm that <u>significant progress</u> has been achieved in this area.</li> <li>• The proportion of good/outstanding teachers is <u>increasing</u>.</li> </ul>	<ul style="list-style-type: none"> <li>a. <b>Staff Coaching:</b> <ul style="list-style-type: none"> <li>i. Introduce intensive coaching model for all teaching staff based on weekly observation and feedback</li> <li>ii. Provide focused and timely training &amp; development for teachers with a particular a focus on the assessment-planning-teaching cycle</li> </ul> </li> <li>b. <b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>i. Develop consistent approach to the use of accurate baselines, ongoing &amp; in-year assessments to inform planning and teaching</li> <li>ii. support teachers in the use of assessment data so that teaching is well-matched to children's needs</li> <li>iii. Rigorous pupil progress meetings where teachers can demonstrate a good understanding of the progress children in their class are making and can identify what they need to do next to support them</li> </ul> </li> <li>c. <b>Extend learning opportunities</b> such as enhancing 'home learning'; developing writing opportunities via the school blog; frequent Family Workshops, and ongoing support for the 'Family Space' programme</li> </ul>

Personal Development, Behaviour & Welfare	
Strengths	Key Actions
<ul style="list-style-type: none"> <li>The school's shared values approach is now well-established and provides a framework of common language and understanding in which child and adults can discuss issues and find resolutions.</li> <li>School attendance is on an upward trend after a fall overall in '14-'15 with the vast majority of classes consistently achieving the 96%+ target.</li> <li>The school has continued to develop a wonderful 'green oasis' outdoor learning environment packed with potential for supporting children's learning.</li> </ul>	<ol style="list-style-type: none"> <li><b>Safe school approach</b> <ol style="list-style-type: none"> <li>Ensure whole school policies (SEN, Safeguarding &amp; Child Protection etc.) are up-to-date and consistently implemented across school EY to Y6 and achieve SEN Action Plan</li> <li>Improve attendance &amp; punctuality</li> <li>Promote parent partnership and encourage parental contribution to a wider understanding of every child</li> </ol> </li> <li>Use coaching to build <b>staff &amp; student culture</b> and ensure '<b>Shared Values</b>' approach to quality teaching and learning underpins our approach to Personal Development, Behaviour &amp; Welfare</li> <li>Develop the quality of the <b>learning environment</b> both indoors and outdoors to support learning, safety and personal responsibility</li> <li>In line with our shared-values approach <b>ensure that all children have access to the right level of support</b> to secure progress and meet age-related expectations</li> <li><b>Pupil Premium</b> ensuring that funds are well spent to close the equalities gap</li> <li><b>Sports Grant</b> ensuring that funds are well spent to increase participation and engagement and encourage healthy lifestyle choices</li> <li>To continue to have an explicit focus on <b>improving attendance &amp; punctuality</b></li> <li>To further develop children's independence both as learners and in their ability to manage their own behavior</li> </ol>

### Outcome for Pupils

#### OFSTED Point for Action:

To raise achievement in the early years by ensuring that all staff:

- provide excellent models of spoken standard English
- use information from assessments to provide purposeful, demanding activities that develop children's early reading and writing skills indoors and outdoors

Strengths				Key Actions
Key Data	School	Increase/decrease	National	
<b>All pupil GLD</b>	60%	↑+10%	61%	<ol style="list-style-type: none"> <li>Write an <b>early years action plan</b> clearly describing the actions necessary to create an excellent nursery and surpassing the Ofsted point for action</li> <li>Support teachers in effective implementation of new approach to <b>assessment of learning across the curriculum from nursery to Year 6</b></li> <li>To ensure '<b>quick graspers</b>' are well challenged in lessons</li> <li>To continue <b>to closely monitor, address, and narrow the gap</b> for <u>groups</u> of children</li> </ol>
<b>Phonics</b>				
<b>Y1</b>	90%	↑+4%	77%	
<b>Y2</b>	96%	↓-4%	90%	
<b>KS1</b>				
<b>% L2B+ or L3</b>				
Reading	81 / 27	↓92 / 28 ('14)	82 / 32	
Writing	77 / 19	↑↑68 / 20 ('14)	72 / 18	
Maths	88 / 35	↑88 / 24	82 / 26	
<b>APS</b>				
Overall	16.2	↑+0.1	16.1	
Reading	16.2	↓-0.3	16.5	
Writing	15.6	↔	15.3	
Maths	16.8	↑+0.5	16.4	
<b>KS2</b>				
<b>%L4+ or L5+</b>				
Maths	96/39	91/74('14)	87/41	
Reading	100/52	96/83	89/48	
Writing	96/22	74/35	87/36	
EGPS	87/52	87/65	80/55	
<b>APS 'All Subjects'</b>	29.1	↓-0.7	28.8	
<b>Value-added</b>				
<b>VA 'All Subjects'</b>	100.5	↓-0.4	-	
<b>Progress</b>				
<b>Expected progress R, W, M</b>	95/95/100	↑ ↓ ↑	91/94/90	