

QUESTION	WHAT NOW?	WHAT NEXT?
<p>Can good practice from the Early Years Foundation Stage (EYFS) setting help Key Stages 1 and 2 (KS1 and KS2) e.g. online system for progress tracking?</p>	<p>The School uses the same principles of assessment throughout the School, although the developmental stages in EYFS are specific to that stage and different assessment tools are used, eg Tapestry (Tapestry is an online tracking system which EYFS have; uses iPads to link photos with assessments for individual children, as much of their work isn't recorded in books).</p> <p>In KS1 and KS2, Phonics, Reading, Writing and Maths are tracked regularly and formally recorded on the School's Student Information Management System (SIMS) 4 times a year. Alongside this, teachers carry out continuous daily assessment which informs their judgments and planning. Teachers also moderate work across the Key Stages and settings and with teachers from local schools in the West Oxford Schools Partnership.</p>	<ul style="list-style-type: none"> ● Investigate Tapestry for KS1 to see if this will aid staff in tracking progress. ● Continue moderation across phases (ie EYFS, KS1, lower and upper KS2) and with schools. ● Possible buddy system between settings. ● Continue to share good practice during staff meetings. ● Governors to continue to monitor effectiveness of assessment tracking programmes.

<p>What support do children with EAL get?</p>	<p>First hand quality teaching. Pre Teaching of subject based vocabulary. Speaking and listening opportunities. Modelling the use of correct English by teachers. Regular 1:1 reading</p>	<ul style="list-style-type: none">• Continue with these practices.• Encourage more parents to join and attend the learning meetings that we arrange (not well attended, to date).• Flag up resources that are available online that school have purchased, and make suggestions on website.• Governors to look more closely at and discuss the performance data across all groups of children; to look in further granular detail at specific disadvantaged groups• Governors to record
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<p>What steps are being taken to improve teaching and assessment of writing, Spelling, Punctuation and Grammar (SPAG) and maths?</p>	<p>Already being undertaken as part of School's Development (Raising Achievement) Plan:</p> <p>Regular SPAG lessons in all years.</p> <p>Also VCOP (Vocabulary, Connectives and Openers) spellings for Years 1 - 6. As a result of the new SPAG tests, Years 5 and 6 have changed their VCOP spellings to reflect the greater depth and technical vocabulary needed.</p> <p>Differentiation/streaming in maths to stretch high attainers and support lower attainers</p> <p>Hands on practical maths sessions</p> <p>Improve times table knowledge - Times Tables Rocks</p>	<ul style="list-style-type: none"> ● Staff training booked for 4.1.12, on <i>phonics and spelling with specialist teacher of English</i> ● Continue to embed 'Babcock Spelling Programme' which was purchased for the beginning of this academic year. ● Purchase and implement Rising Stars Progress Tests for SPAG (Spelling and Grammar), Maths and English and Science. These tests will be completed termly. ● Curriculum meeting planned for parents TBC. ● Differentiation/streaming in maths to stretch higher attainers and support lower attainers ● Continue to have hands on practical maths sessions - Big Maths ● Introduction of working memory project for Year 3 pupils ● Class teachers continuing to target specific groups for
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<p>What steps are being taken to address the inspector's findings that most able pupils do not achieve well enough at the School?</p>	<p>We look at the child as a whole and celebrate all achievements, whether curricular or not, in our assemblies. More able children are encouraged to mentor others in their classes, across the key stages and across the school. For example, more able sportsmen are used to demonstrate athletics skills on the run up to sports day and are then used to support the groups of younger children. More academically able children are often invited to 'teach a lesson' or take the lead for the class within their termly topic and they will have meetings with teachers on how to get the information across to the other children.</p> <p>Work is differentiated in classes so that more able children have higher level work. Where the ability range is very wide, some maths sessions are streamed.</p> <p>In Years 5 and 6, we also have 'independent projects' to prepare children for independent learning and they have the freedom to explore an area of learning of interest to them, which is then presented in a style that they think is suitable. They are given advice throughout, but the main focus is theirs.</p> <p>This year, more able children have benefitted from external opportunities eg visiting Rutherford Appleton Laboratories for science events (years 5 and 6) and being part of a science/ engineering project with Oxford High School.</p> <p>We also have a Gifted & Talented (G&T) list. Our Inclusion Coordinator investigates and promotes opportunities specific for these children, e.g Girls Secret Writing Club, Magdalen Maths. Last year she initiated interviews with the children about current school provision and how it can be developed</p>	<ul style="list-style-type: none"> ● Look again at the provision for more able children across the board; review the extent of challenge provided in each lesson and implement more challenge tasks, as needed. ● Visit "outstanding" providers to gain evidence of best practice ● Review G&T list and provision. ● Consider more peer to peer mentoring as a way of stretching more able children further and deepening their understanding eg introduction of Literacy, and Maths mini leaders (Years 5 and 6) ● Governors to look closely at and discuss the performance data across all groups of children; review progress of more able as a specific action ● Governors to record challenge appropriately in minutes ● We are looking to develop an engineering scheme across the WOSP partnership to encourage more able children. ● Investigate whether there are more external opportunities for more able children in KS1
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	<p>for them and these points were taken on board.</p> <p>There are differentiated tasks within class and daily higher level tasks set for G&T children to challenge themselves each day.</p>	
<p>Will there be a shift away from cross curricular work in order to develop subject specific skills, knowledge and understanding?</p>	<p>Currently, where there is an overarching topic that covers the whole school e.g 'Water' then each stage (KS1 and lower and upper KS2) plan the pertinent objectives/ key skills that are relevant to their Key Stage, directly taken from the National Curriculum 2014. Where links are relevant to the overarching topic, these are used. If no,t then subject knowledge is taught in stand alone sessions.</p>	<ul style="list-style-type: none"> ● Review the curriculum and make changes where appropriate to ensure that subject skills and understanding are developed sufficiently. ● Visit West Oxford Partnership schools and outstanding providers to see best practice in curriculum planning and plan curriculum based on findings.

<p>How will leaders and governors ensure teachers have the necessary subject knowledge skills and understanding to deliver the improvements required?</p>	<p>Continuing Professional Development, rigorous Performance Management targets, phase planning meetings, Diagnostic Learning walks, lesson observations, team planning and sharing of good practice.</p>	<ul style="list-style-type: none">● Review current processes and further consider ways to support all teachers enhance their subject knowledge skills, including more training, if needed● More team teaching, where possible, so that teachers can work together and build on each others' strengths● Put in place ways to allow teachers' time away from their own classrooms to observe more experienced teachers at work so that there is an opportunity to look at how subject specialists within school cover particular subjects.● Consider observing lessons taught by subject specialists at other local schools● Continuing to engage in rigorous performance management● Governors to monitor effectiveness of any actions taken
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<p>Is homework considered by teachers/leaders to be a tool for consolidation and extension? If so, how is its standard this monitored?</p>	<p>Homework is set to consolidate children's learning and to engage parents with their child's learning. We currently ask for daily reading and for spellings and a specific task e.g maths/ topic based, to be completed weekly. Currently, homework is not always completed by all children and there are mixed messages from parents some wanting more and some wanting less or none at all.</p>	<ul style="list-style-type: none"> ● Invite parents for their views on homework: appropriate amount and appropriate standard; invite parents to provide their views on how best to support their children's learning ● Consider whether further additional and/or optional homework is set for specific groups of children (less able/more able); ● Compare ourselves with what other similar schools expect to be completed on a regular basis, for each year and differentiated groups of children within each year ● Governors to monitor how homework is set ● Governors to record challenge in appropriate minutes
<p>How is teaching monitored by the leadership team?</p>	<p>Diagnostic learning walks, lesson observations, book scrutinies and ultimately via performance management and the setting and reviewing of performance targets for teachers.</p>	<ul style="list-style-type: none"> ● In addition to the methods that we currently use, we will implement planning scrutinies, buddy system and coaching.

<p>What changes will you introduce to improve outcomes and bring them up to at least the national averages?</p>	<p>We currently follow the National Curriculum 2014 & Development Matters in EYFS</p> <p>KS2 and EYFS goals are at the national average.</p>	<ul style="list-style-type: none"> ● Introduce Rising Stars progress tests for Spelling and Grammar, Maths, English and Science, and use a progress measure termly. ● Review our targets at the end of term 2, assessment point and adjust targets for any child who needs a more challenging target setting. ● Typical progress for certain groups to be higher than national average to diminish the difference. ● Governors to continue to monitor and challenge all data ● Governors to record challenge in minutes
<p>How will you balance the need to improve outcomes for disadvantaged pupils with the need to provide greater challenge for more able pupils?</p>	<p>Children are assessed and grouped on their abilities. They are then given appropriate interventions for their needs whether this is to support and bring up to national average or stretch further.</p> <p>We investigate other sources of challenge/ opportunity for the more able, such as secret girls writing club, Magdalen school maths (see above).</p>	<ul style="list-style-type: none"> ● Continue to look urgently at ways of recruiting much needed staff, which will give our teachers much needed support ● Investigate opportunities in the community to give opportunities to more able children, particularly those in KS1 and lower KS2. ● Investigate having one -off opportunities where the focus is on supporting the more able in different subject areas eg. Big Maths day.

<p>Do you think that the assertion that the school does not have sufficiently high expectations of pupils is a fair one and, if so, what do you plan to do to address this?</p>	<p>We set high targets; our own Appraisal/Performance management states we have to have 85% at expected or better.</p> <p>We target all children to make better than expected progress (4 points in EYFS, 5 in KS1/2) narrow any gap between themselves and their peers.</p> <p>For higher attaining pupils, we aim for them to apply their skills at a higher level across the curriculum eg applying data handling skills learned in maths, to science and geography for example, likewise have high quality writing across all subjects, not just in English.</p>	<ul style="list-style-type: none"> ● Staff are set challenging performance management targets eg. We target the children who are “developing” at the end of the year to be expected or better by the end of the next year. ● We review the targets throughout the year and adjust them when needed. ● New forms of assessment tasks to ascertain a child's areas of weakness and then target appropriately. ● Governors to continue to interrogate data for key groups (i.e. Gifted and Talented, EAL, disadvantaged etc.) ● Governors to continue to carry out their monitoring roles eg. learning walks, meeting with subject coordinators, data analysis with a focus on all vulnerable groups, but especially- SEND, Disadvantaged and higher attainers. ● Governors’ minutes to record accurately the discussion and challenge at FGB and P and S committees
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<p>What changes will be made to ensure that a greater % of pupils reach the minimum standard for Yr 1 phonics</p>	<p>A systematic approach to phonics was introduced 2 years ago from Nursery to KS1. This consisted of regular daily phonics sessions which are differentiated across the year groups. Interventions for additional support for those who need it are also in place.</p> <p>Training for new staff (teachers and support staff) has been rigorously done by SENCo to ensure consistency in teaching. Botley School took part in Oxfordshire Phonics Project 2015-2016 which ensured staff had up to date training and renewed vigor for teaching phonics.</p>	<ul style="list-style-type: none"> ● Investigate and purchase new resources for phonics, including further training for staff. ● Visit outstanding providers and see good practice. Implement any changes as a result ● Governors to monitor the effectiveness of any changes implemented in phonics provision. ● Parents' meeting regarding phonics building on the Reception Parents' meeting that was held in the Autumn term.
<p>What changes will be made to ensure sufficient challenge for the more able?</p>	<p>See above Team planning and following the guidance for the new National Curriculum 2014 working at greater depth.</p>	<ul style="list-style-type: none"> ● See above ● Assessment data analysed to ensure children making expected or better progress. ● Governors to continue to interrogate data and ask challenging questions- and record findings in minutes ● Governors to continue to carry out their monitoring roles eg. learning walks, meeting with subject coordinators, data analysis with a focus on all vulnerable groups, but especially- SEND, Disadvantaged and higher attainers and feed this back as part of the annual monitoring cycle.

<p>When will parents of pupils see work which does stretch the gifted children?</p>	<p>Children are assessed and given challenges to stretch and widen their learning so that it does not become linear eg working at greater depth within their year group.</p> <p>We invited parents in for an open evening (just to look at books and displays) in September, but the attendance was very low.</p> <p>Lesson observations, data analysis and learning walks identify areas in teaching that are weaker-and are followed up during the next round of monitoring and appraisal.</p> <p>Teachers are held to account for pupil progress via appraisal with performance related pay.</p>	<ul style="list-style-type: none"> ● Invite parents in for open mornings/ afternoons to view their child's work. ● Encourage parents to meet with their child's class teacher in addition to parents evening to view books etc. This is to establish a shared vision for the child's provision, especially if the child is not making expected progress or a child illustrates an aptitude/talent and an agreed programme of work can then be implemented. ● Where challenge for higher attainers has been identified as an area to be developed further for individual staff - we will continue to monitor this via pupil progress and appraisal meetings and action taken as necessary. ● More curriculum meetings for parents to ensure everyone knows and understands the revised National Curriculum and assessment process, relevant to each Key Stage. ● Investigate other opportunities (online and face to face) to help stretch the children and provide ways to engage parents with their child's learning (ask
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PERFORMANCE & STANDARDS COMMITTEE
QUESTIONS / ANSWERS

		<p>parents for feedback on online systems currently in place).</p> <ul style="list-style-type: none">• Invite parents to share recommendations for other organisations/other suggestions to support higher attainers.
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