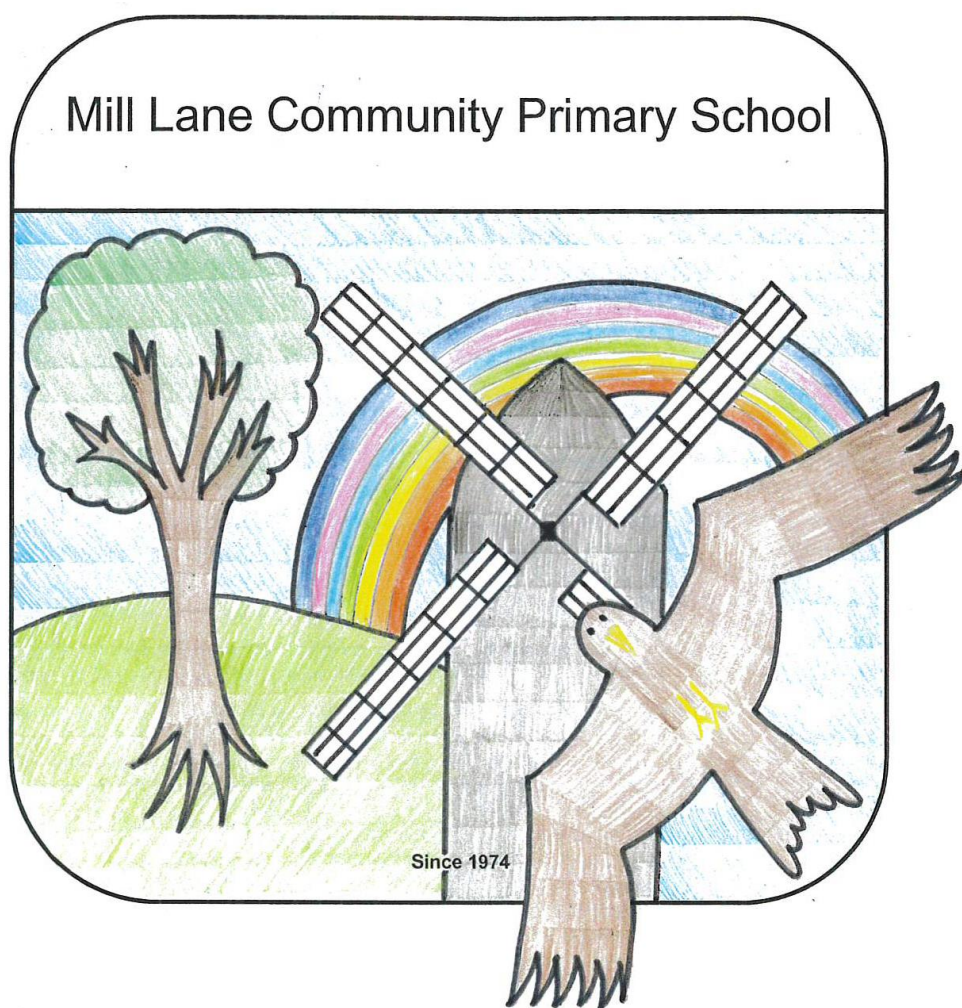


Mill Lane Community Primary School & Windmill Community Nursery

Growing, Thriving, Flying



School Self-Evaluation & Improvement Plan 2018 - 2020

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Review of School Priorities 2018 - 2019

Key issue	Actions and Outcomes
Standards of Education	
For SEN children to have a lower gap in months between their number, reading and spelling age and their actual chronological age and for a greater number to be working at the expected level especially in writing.	<p>Training:</p> <ul style="list-style-type: none"> Partnership training on reading strategies. INSET on SEN interventions and assessment with opportunity to look at resources and time to plan with TAs. Whole school spelling training for staff On using Education city to support writing, maths and reading. T4 Staff training and resources to try on writing activities to support less able Training for staff on the use of Bug Club, Phonics Bug to support reading and spelling Staff training on 'Spelling Shed'. <p>Interventions / Activities:</p> <ul style="list-style-type: none"> Early morning spelling group for Y6 twice a week. Spelling intervention twice a week for Y3 & 4 SEN groups used Bug Club & Grammar Bug to support independent reading and reading at home for SEN children Book week linked to World Book Day with activities over the week Children participated in extreme reading competition <p>Monitoring / Assessment:</p> <ul style="list-style-type: none"> Deployment of Tas reviewed and KS1 / lower KS2 classes had the same TA for the whole morning. Monitored pupil profiles and interventions being used with SEN children twice over year. Follow up training given to staff Reviewed tracking T2, 4 & 6 to identify where support needed
<p>Outcomes:</p> <ul style="list-style-type: none"> 65% - 70% of SEND children made progress across reading, writing and maths. At end of KS1 50% of SEND children received expected level in reading, 17% in maths, 33% in writing. At the end of KS2 71% of SEND children received expected level in reading, 85% in maths and 57% writing <p>Further development:</p> <ul style="list-style-type: none"> Improve the support given to SEND children in spelling and grammar & punctuation. Improve training and support offered to TAs. 	
To improve writing so that 80%+ of children in all classes are working at the expected level by the end of the year with a higher number of boys working at the expected level.	<p>Training:</p> <ul style="list-style-type: none"> Staff training on story telling Reviewed the effectiveness of marking during staff meeting. T4 Partnership story telling training Staff meeting on writing through outdoor learning and a folder of activities for staff was set up. <p>Interventions / Activities:</p> <ul style="list-style-type: none"> Introduced the red 4 ready and green 4 go books to replace the 'Big Write' way of assessing children Home access trialled for 1 year for Education City which supports spelling, grammar and punctuation. Yr 5 & 6 trialled a story telling game. Non-fiction writing workshop by Sean Callery for whole school Anglo-Saxon workshop to help with topic and non-fiction writing for Y5 & 6. T4 Theme week of 'Around the World' linked to picture book The Journey and associated writing activities T4 Signed up to the 'Pop Up' literacy initiative with training for staff, author visit and linked activities to set of class books that are part of project T5 & 6 all the classes had their visit from author / illustrator as part of the Pop Up Literacy project. Storytelling and dance workshop for all school – children retold the story of 'Where the Wild Things Go' through dance. <p>Monitoring / Assessment:</p> <ul style="list-style-type: none"> Long term plans use stories / texts to engage boys. T1 performance of Jungle Book as a stimulus for writing.

	<ul style="list-style-type: none"> Partnership writing moderation x 2 Year 2 & Year 6 writing moderated internally by staff and Year 2 also by an external moderator.
Outcome: <ul style="list-style-type: none"> In the majority of classes over 75% of the class were working at the expected level in writing. At the end of KS1 & KS2 our writing results were in line, or better than, local and national results and were an improvement on previous years. In the younger classes, boys were working at a comparable level with the girls in writing. However, a much higher number of girls are working at the greater depth level. Work samples in books shows an improvement in writing across all the school and although some children did not reach the expected level, you could see the improvement in their work. A survey of boys' attitude to writing had a positive response, with many of the boys enjoying more freedom over what they write about, no longer having to complete a 'big write' and enjoying the topics they had covered in writing. The extra writing activities e.g. pop up literacy, story telling dance workshop, Sean Callery workshop all had a positive impact on children's willingness to write and children produced good work as a result of these workshops. Future Development: <ul style="list-style-type: none"> Moderate more within school as opposed to within partnership as will prove more beneficial. There needs to be a review of how spelling (especially in the older classes) and grammar / punctuation is taught and assessed across the whole school. There needs to be more consistency in teaching and improving the standard of handwriting & presentation across all subjects Continue to look at supplementing writing with engaging activities. 	
Teaching & Learning	
Staff to introduce and develop the use of 'Cooperative Learning' strategies as part of their teaching in order to increase the engagement of all children and raise standards.	Training: <ul style="list-style-type: none"> Training on Sept. INSET day to introduce cooperative learning strategies and rationale behind their use. Follow up staff meeting at start of term 3 where went through main strategies again and introduced others. Staff gave feedback on the ones they had tried. Governors Standards committee were shown examples of cooperative strategies. Interventions / Activities: <ul style="list-style-type: none"> Staff given a booklet of the top 10 cooperative strategies. Term 1 & 2 staff trialled strategies. Term 3 staff given a folder of writing / GAPS activities & games that could be used with cooperative learning strategies. Term 4 staff were given a folder of outdoor activities to be used in maths and literacy. Staff trialled activities in T 5 & 6. Monitoring / Assessment: <ul style="list-style-type: none"> Focus of drop-ins for year was on how well the children were being engaged. T5 & 6 focus of drop-ins was outdoor learning opportunities. Term 5 survey of staff completed on their views regarding cooperative learning and what they had tried (positive response from all staff).
Outcomes: <ul style="list-style-type: none"> Staff became more confident in introducing cooperative learning strategies in to their teaching and have begun to use them more often. In a pupil survey the children enjoyed the variety of activities and liked learning in a group and supporting each other. In a staff survey, staff were positive about the impact the cooperative strategies had on the engagement of the children and also felt it freed them up to work with more children, observe and assess during an activity and improved the children's ability to talk about their work. Lesson drop-ins showed the children to be more engaged and focused during lessons and any chat was around the activity. Further Development: <ul style="list-style-type: none"> To continue to develop, and fine tune, the use and implement of a wider range of strategies. 	
To further improve the consistency of mathematics planning, teaching, breadth of activities, and assessment <i>for</i> learning (afl) across the school.	Training: <ul style="list-style-type: none"> T1 reviewed and updated the marking policy. Staff meeting on quality marking and assessment for learning. T4 Review teaching of multiplication and mastery during staff meeting T4 staff meeting to reinforce effecting marking and marking to move learning on T4 staff meeting on promoting the use of outdoor maths. File of suggested activities compiled for staff to try. T6 Staff meeting - reviewed medium and short term plans. Changes to be put in place

	<p>for September 2019</p> <p>Interventions / Activities:</p> <ul style="list-style-type: none"> • TAs trained in use of 'Let's Talk Maths' to use with SEND children (Y1 – 4). • Y5 & 6 maths intervention groups took place over the year with HLTA. <p>Monitoring / Assessment:</p> <ul style="list-style-type: none"> • Books monitored with a focus on effective, quality marking – staff given feedback on how to improve marking. • T2 reviewed tracking and identified areas of concern • T3 drop-ins to focus on engagement, range of activities and differentiation – staff given feedback • Thame Partnership moderating maths meeting • T5 maths book sampling • Drop-ins to look at use of outdoor learning in maths • T2, 4 & 6 tracking updated and analysed
<p>Outcomes:</p> <ul style="list-style-type: none"> • Staff became more confident at planning a wider breadth of activities, moving away from purely 'book-based' activities. • Staff developed and agreed a new approach to learning the multiplication tables in KS1 and 2, using the 'Maths Passport' document as a replacement for the previous 'Maths Badge' scheme. It was felt that this would be more in-line with the school's values and ethos. • A range of outdoor maths learning activities were observed, some of which also adopted the cooperative learning approach. Engagement of all children in these sessions was excellent. • Progress was seen in the effectiveness of marking with all teachers, with marking being more direct and purposeful. Books were sampled without notice and nearly all were seen to be marked up-to-date. • More evidence was found of marking being used as assessment <i>for</i> learning instead of a purely summative approach. There was a greater degree of challenge presented in the questions and next steps that teachers were using in their marking. • When questioned, children were more confident about the purpose and meaning of the various symbols and colours used by teachers in their books. • Internal moderation in years 2 and 6 showed accuracy in the judgments of class teachers. In the majority of other classes, teacher assessments and test scores were broadly in line with each other. • Areas of concern in the year 5 tracking were addressed early, with additional support in planning and teaching for the NQT and extra targeted group support for the under-achieving children. • Analysis of tracking in term 4 showed 'gaps' in teaching where certain aspects of the PUMA tests had not been delivered. However, by the end of term 6, results were generally positive. As a result, a new programme of assessments in the 2019-20 academic year should deal with this issue, as PUMA tests will not be undertaken until the end of term 6, when all objectives will have been covered in each year group. 	
<p>To continue to develop and provide a broader curriculum and to utilise children's different learning styles.</p>	<p>Training:</p> <ul style="list-style-type: none"> • INSET day T1 on multiple intelligences and how this can be integrated in to teaching and learning. • T4 staff meeting to go through multiple intelligences again and to demonstrate how it can be used to reinforce learning of a new thing <p>Interventions / Activities:</p> <ul style="list-style-type: none"> • Music lessons continue to be supplied by Joyful Music Tuition • All Year 4 children receive weekly whole class cornet lessons. • New Y5 & 6 Marimbas lunch time club • Y3 perform at Thame festival of Music • Y6 & Nursery took part in St. Andrews festival of trees and choir sang there. • Children take part in Daily 10minute exercise break. • Y3 & 4 swimming lessons • Y5 & 6 girls football club and also boys • Multisport breakfast club twice a week • T2 Year 6 residential to Kilvrough • Yr5 & 6 cycling proficiency lessons throughout the year. • Forest Schools for Y1, 3 and 5 • Y6 visit IMPS & Junior Citizens • Y5 & 6 Anglo Saxon Workshop

	<ul style="list-style-type: none"> • Y3 & 4 trip to Hatfield House • Whole school trip to panto • Early Years Fun on the Field • T4 Children perform in Spring music concert • Nursery – Y2 Drama Workshop • T2 Remembrance week, T3 STEM week • Cookery club • T4 'All Around the World' theme week with Google VR workshops and Bollywood dance workshop • T5 Yr 3&4 trigolf workshop • T5 choir performed at Dorchester • Year 3 parents agreed to a residential trip for Yr 4 children next year – already booked • T5 Science week took place with Professor Bubbles workshops and Science Factor Assembly • T6 Year 5 & 6 Survival trip to Hill End • T6 Year 3 & 4 trip • T6 Outdoor week with whole school walk, extra Forest School sessions • T6 KS2 swimming gala, KS 2 Thame Partnership Sports event, football matches • T6 Year 6 visit to LWS for Flippy Activity • T6 Skateboarding workshops for all <p>Monitoring / Assessment:</p> <ul style="list-style-type: none"> • T6 pupil survey to find out what they thought of different activities • T6 survey to find out what extracurricular activities the children have taken part in this year. • T6 staff to complete tracking for foundation subjects
<p>Outcomes:</p> <ul style="list-style-type: none"> • The school took part in a higher number of sports events. • Each curriculum team organised a themed week • The above list shows the high number of extracurricular activities that took place in a wide range of areas (the majority of activities had no extra cost for parents) <p>Further Development:</p> <ul style="list-style-type: none"> • Encourage staff to run clubs. • Develop the use of utilising learning styles in lesson activities. 	
Personal Development, behaviour & welfare	
To introduce and promote the development of positive characteristics towards learning	<p>Training:</p> <ul style="list-style-type: none"> • Staff training on INSET day reviewed current use of 6 steps to success and introduce change to 'positive characteristics of learning.' • T4 Jackie Wingrove and HT attended the first ever mental well-being conference in Oxford. • T5 There was a staff INSET day on identifying and supporting children with mental health difficulties. <p>Interventions / Activities:</p> <ul style="list-style-type: none"> • Behaviour policy updated to show change in focus and new rewards. • Focus of Term 1 assemblies on what makes a good learner and introducing our 8 characteristics. Revisited throughout the year. • Each class had a display to highlight the 8 areas and there was a central display in the hall. • Gold star awards given weekly based on the characteristics of learning. • Introduced THINK to the children and have displays around the school • Continue with the Gold Stars • T4 Year 6 and Year 3 children took part in the 'Make me Smile' project <p>Monitoring / Assessment:</p> <ul style="list-style-type: none"> • Review reflection book termly to look at who is going in to reflection room and frequency. • During drop-ins look at behaviour and attitude to learning

Outcomes: <ul style="list-style-type: none"> The introduction of a Friday celebration assembly helped reinforce and celebrate children showing the positive learning characteristics. Behaviour within the school is excellent. 	
To improve and update the e-safety training in school both to parents and children	Training: <ul style="list-style-type: none"> Staff meeting showed available resources and discussed how to use across the school. Interventions / Activities: <ul style="list-style-type: none"> E-safety policy reviewed and updated. List of e-safety resources compiled to show resources from EYFS to Yr 6. Governors Behaviour & wellbeing committee looked at the resources Focus of term 3's assemblies were e-safety. Staff delivered e-safety program term 3 & 4. Parent meeting in February on keeping children safe online. Display to be created in hall on keeping safe online and cyberbullying Monitoring / Assessment: <ul style="list-style-type: none"> Discuss with staff what they thought of the resources, what changes would they make, what impact did they think lessons had.
Outcomes: <ul style="list-style-type: none"> More parents attended the e-safety workshop than when we have previously put one on. There was positive feedback from those that attended. A consistent program of e-safety activities was delivered across the school. There were no incidents relating to e-safety and cyberbullying this year. 	
Monitor and improve persistent absenteeism.	<ul style="list-style-type: none"> Term 1: 5 children below 20% / 10 below 15%. 1 child non-attender since March 18, 1 child EHCP part time timetable. 2 children on two-week holiday, rest illness Term 1 & 2 combined: 2 children below 20% / 2 below 15%. The non-attender has left the school. 8 children are below 90% for T1 – 2, this is 5 less than for T1 on its own. 95.9% attendance rate for the whole school for T1 – 2. This is slightly lower than previous years due to long term non-attender and child on part time timetable. Every absence is recorded along with the reason for absence. If a child is absent with no reason provided, then a call is made home by 9.30am. <p>Term 3 & 4 attendance update:</p> <ul style="list-style-type: none"> 2 children below 80%, same as term 1 & 2 but only 1 is the same child. 1 child below 85% due to numerous ear infections and sore throats 11 below 90% which is increase from T1&2 (had been 8). This is mainly due to short terms therefore 1 day is a higher percentage. <p>Term 5 & 6 update:</p>
Safeguarding	<ul style="list-style-type: none"> Annual safeguarding report completed T2. SCR updated to take into account new staff. Safeguarding policy updated T1. HT and inclusion manager updated their designated safeguarding lead training in T2. Deputy had designated safeguarding lead training in T3. Safeguarding board created outside the staffroom T6 demonstration from MY Concern – a comprehensive safeguarding reporting and storing system for behaviour and safeguarding issues. Cost would be £550 a year but it would store securely all safeguarding information which could also be transferred securely to any other school.
To provide support for our children and families.	<ul style="list-style-type: none"> Pastoral support team reviewed support given to individual children and to families. Decision made to adapt family support program to cover different areas. T3 focus for family support program was anxiety. It is a 4-week course for parents and children on how to identify and manage anxiety. Program delivered by TAs and HT. 13 families took part. Training for TAs and SEN team on anxiety in T3. T4 ran family support program on sleep T5 currently running family support program on food issues.
Leadership & Management	
To develop strong leaders who can drive moving their subject / area forward and create a	<ul style="list-style-type: none"> A new literacy coordinator is in place and they are attending the 'Middle Leaders' course to help develop their leadership skills.

system for sustainable leadership	<ul style="list-style-type: none"> • 2 of the curriculum teams have new leaders but they are being supported by experienced staff on their teams. They were supported in the writing of their annual action plan by SLT. Each team has planned a themed week. • Expressive Arts team organised the remembrance work in T2 involving art, writing, workshops and special service & display. • STEM week took place T3 and children completed challenges, designed an invention for a competition, had a visit from an engineer and experienced VR handsets. • Deputy and Head are having weekly meetings to carry out monitoring activities and also to train DH in how school runs etc. and to plan for future. • One member of staff is mentoring a trainee teacher and DH is supervising this. • Tracking within foundation subjects reviewed and updated which should make easier for coordinators to monitor their areas. • T4 Around the World (culture and languages focus) planned by culture team • T5 book sampling by maths and literacy coordinators • T5 Science week planned by Science team • T6 Outdoor week planned by Sciences team • T6 Amanda Moseley Successfully completed the Middle leaders Course • T6 Staff updated tracking in all areas and information stored centrally for coordinators to look at and link to new planning for topics next year.
Outcomes: <ul style="list-style-type: none"> • The school frequently has a change of staff but despite this we are offering more activities in all curriculum areas than before. • The curriculum team set up means all coordinators, no matter how experienced, are supported by other members of staff. Further Development: <ul style="list-style-type: none"> • For all staff to be more aware of the standards within their areas and to be able to report on this. 	
Update policies and procedures in line with GDPR guidelines and ensure school website is fully compliant	<ul style="list-style-type: none"> • GDPR is a regular item at staff meetings which has resulted in staff using one drive to store info not USBs, the use of secure email for transferring certain data / info, all staff having a school email account not home, training on locking screens, reviewing procedures relating to storing info etc. and how to report data breaches as well as what constitutes a data breach. • All cupboards in classrooms were provided with locks so that they can be kept shut and locked at all times. • Data protection policy reviewed and updated. • Permission for storing data and use of images was sought from parents (T1) • A new online program was introduced (GDPRiS) which allows the school to show how it is training staff, auditing compliance of suppliers, monitoring data breaches, audit of staff understanding of GDPR (T2) • T3 staff were trained in how to use the GDPRiS program and completed an audit relating to their knowledge and understanding of GDPR. • T4 GDPR information sent to parents via Parent Mail • T6 one drive used to share SEN information, pupil reports and assessment data securely. • T6 completed review of suppliers using GDPRiS program.
Early Years	
To continue to improve the numbers using the Windmill Nursery.	<ul style="list-style-type: none"> • Nursery website reviewed and updated. • School flyer reviewed and updated. • School prospectus updated. • Nursery numbers each term have increased: T1 was 17, T2 was 21, T3 is 27. T5 & 6 numbers reached 30 • Extra staff have been needed due to high number of children in some sessions. • 16 children attending nursery receive the government 30 hour funding. • We already have 23 children (and rising) on books for September
To develop planning and assessment in Reception with a focus on Characteristics of Effective Learning (CoEL).	<ul style="list-style-type: none"> • Early Years staff training sessions from Pam Lafferty (early years consultant) – 14 sessions throughout the year. • T1 display on what are the characteristics of effective learning created. Children meeting characteristics have their photo displayed next to the characteristic. • T1 new learning journey format introduced

	<ul style="list-style-type: none"> • Children rewarded with gold star award for meeting a characteristic. • Post-its added to learning journey when child meets characteristic. • Planning monitored T3 & T5 • A new, very experienced reception class teacher has been appointed for September 2019
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Other Key Areas:

Key issue	Actions and Outcomes
Vision	<ul style="list-style-type: none"> • Working party met to draw together all the ideas from different groups into one statement. • This draft statement was agreed by governors and shared with parents / carers. • A display of the new proposed vision statement was put up in the front entrance. • Parents were canvassed on their opinion of a new logo and strapline. Their thoughts have been collated (T3) • T4 competition to redesign the school logo (winners chosen) • T6 logo winner was announced and new logo is ready to go at the start of September
Finance review	<p>Staffing T1 & 2: Susan Mathews resigned from play leader and lunch supervisor role. Nicole Shirley, who worked for Advanced Sports, has replaced her in After School Club and Corrinne Stratford is covering her lunch duties. Instead of using Advanced Sports to cover our P.E PPA sessions, we are now employing Nicole in HLTA role to cover (this works out cheaper).</p> <p>There has been an increase in expenditure on staffing due to covering sickness.</p> <p>T3 & 4: Elaine Steel resigned due to relocating to Nottingham. Nicky Palmer has been appointed to replace Elaine.</p> <p>Beth Harper decided not to return from maternity leave. Suzy Pocock (an experienced teacher) has been appointed as replacement.</p> <p>Sue Sanders has decided to retire, and Bev Hardstaff has been appointed as nursery nurse to replace her.</p> <p>T5 & 6: Due to an increase in Nursery numbers, an extra member of staff was needed for all nursery sessions. This was shared between Juliette Richards and Emma Rockall, both qualified Nursery Nurses.</p> <p>Premises: A new fence was built for the nursery area. Roofing repairs completed. Boiler serviced.</p> <p>County have put forward proposals for a new Yr 5 & 6 block. Option appraisals are currently awaiting approval from CEF. Also awaiting environmental reports.</p> <p>Perimeter fencing next to housing development to be completed over the summer holiday.</p> <p>ASC: Predicted income at start was £25,000 but adjusted figure is £20,000. Numbers have increased from last year and on Tuesday & Thursday we are often oversubscribed.</p> <p>ASC income is supplemented by the Y5 & 6 Chill out club which runs every Friday.</p> <p>Breakfast club prices increased from 50p to £1 with little effect on numbers attending initially and now numbers are actually up.</p>

Data Summary 2018 - 2019

Reception end of year data:

There are 28 children in the class (11 girls / 17 boys). There is 1 child with an EHCP who is currently on a reduced timetable and 2 other children on the SEND register. Since the start of the year 4 children have joined this class.

Percentage of children reaching a good level of development (GLD): 6 children did not achieve a GLD (5 boys / 1 girl).

	2015	2016	2017	2018	2019
Overall	81%	77%	76%	82%	79%
Boys	89%	69%	57%	79%	71%
Girls	76%	86%	100%	85%	91%
Summer born	63%	56%	83%	63%	71%
SEN	29%	0%	0%	0%	0%
FSM		100%	0%	0%	-

Percentage of children reaching the expected level in the different strands:

	PSED			CAL			PD			Lit			Maths			UW			EAD		
	17	18	19	17	18	19	17	18	19	17	18	19	17	18	19	17	18	19	17	18	19
At expected level	92	93	89	88	93	89	96	100	93	80	81	79	88	85	82	96	100	96	100	100	96
Below expected level	8	7	11	12	7	11	4	0	7	20	19	21	12	15	18	4	0	4	0	0	4
Exceeding expected level	0	7		12	11		0	19		4	7		16	19		0	0		0	0	

	2017			2018			2019		
	School	Oxon	National	School	Oxon	National	School	Oxon	National
% GLD	76	73	71	82	74	72	79	74	72
Av point	33.9	34.7	34.5	36.4	34.8	34.6	34	34.8	34.6

Year 1 Phonics results:

There are 30 children in this class (15 girls / 15 boys). 5 children are on the SEND register. Over the year, 4 new children started. 93% met the threshold of 32/40; only 2 children did not achieve the threshold.

Year 2 Phonics results:

3 children had to retake the phonics test in Year 2 and 1 child met the threshold this time round. 1 child joined us from another school with very poor communication and language skills, but they have made very good progress despite not meeting the threshold.

	2017			2018			2019		
Phonics	School	Oxon	National	School	Oxon	National	School	Oxon	National
% Y1	90	81	81	96	82	82	93	82	82
% Y2	96	93	92	100	93	92	92	92	91

Year 2 end of KS1 results:

There are 26 children in this class (11 girls / 15 boys). During the year 2 children joined the class (one of these went straight on to the SEND register). In total there are 6 children on the SEND register (23%) and 1 FSM. There are also 13 summer born children (50%) which is a high number. **This year we received a moderation visit.**

Here are the test results:

Expected level	Overall	Girls	Boys	Non SEN	SEN	Summer	FSM
Reading	81%	100%	67%	95%	50%	92%	100%
GPS	73%	82%	67%	90%	17%	69%	100%
Maths	77%	82%	73%	95%	17%	77%	100%

Here are the TA results:

The percentage of children achieving the expected level in all 3 areas of reading, writing and maths is disappointing, but it must be noted that only 2 children did not achieve the expected level in all 3 areas. 8 children only had a weakness in 1 area.

Expected	Overall	Girls	Boys	Non SEN	SEN	Summer	FSM
Reading	81% (27%)	100% (55%)	67% (7%)	85% (35%)	67% (0)	85% (23%)	100% (100)
Writing	73% (19%)	82% (45%)	67% (0%)	90% (25%)	33% (0)	69% (15%)	100% (0)
Maths	77% (19%)	82% (45%)	73% (0%)	100% (25%)	17% (0)	77% (8%)	100% (100)
Science	92%	100%	87%	100%	67% (0)	92%	100%
RWM	54% (15%)	67% (36%)	47% (0%)	65% (20%)	17% (0)	54% (8%)	100% (0)

	2017			2018			2019		
	School	Oxon	National	School	Oxon	National	School	Oxon	National
Reading	73	76	76	80	76	75	81	77	75
Writing	54	66	68	70	69	70	73	70	69
Maths	69	75	75	87	77	76	77	76	76

Year 6 TA results:

There are 30 children in the class (16 girls / 14 boys). Since the end of KS1, 3 new children have joined the class. There are no pupil premium children in this class, 1 EAL child, 8 summer born children (27%) and 7 SEND children (23%).

% Expected	Overall	Girls	Boys	Non SEN	SEN	Summer	EAL
Reading	90 (23)	88 (25)	93 (21)	100 (28)	57 (0)	63 (25)	100
Writing	87 (20)	88 (25)	86 (14)	96 (26)	57 (0)	63 (13)	100
Maths	90 (17)	88 (13)	93 (21)	96 (22)	71 (0)	75 (0)	100
Science	90 (20)	88 (6)	93 (36)	96 (17)	71 (29)	75 (13)	100
RWM	83 (13)	81 (13)	93 (14)	91 (17)	57 (0)	63 (0)	100

Year 6 Test results:

% Expected	Overall	Girls	Boys	Non SEN	SEN	Summer	EAL
Reading	87	88	86	91	71	75	100
GPS	67	69	64	70	57	75	100
Maths	93	88	100	96	86	88	100
Writing (TA)	87	88	86	96	57	63	100
RWM	77	75	79	78	57	63	100

% Exp KS2	2017			2018			2019		
	School	Oxon	National	School	Oxon	National	School	Oxon	National
RWM	63	61	62	76	63	64	77	64	65
Reading	80	74	72	91	76	75	87	74	73.2
Writing	77	74	77	76	77	78	87	78	78
Maths	87	76	75	95	74	76	88	78	79

Value Added Score for the school											
Reading				Writing				Maths			
2016	2017	2018	2019	2016	2017	2018	2019	2016	2017	2018	2019
-0.8	-1.3	-1.06	0.82	0	- 1.2	-1.5	0.92	-0.2	-0.7	0.38	-1.21

End of Year Results for Rest of School

Reading: % achieving expected level for PiRA reading test and teacher assessment

PiRA	% Expected (Exc)					TA	% Expected (Exc)				
	All	B	G	SEN	Sum		All	B	G	SEN	Sum
Rec	71 (21)	69 (13)	75 (33)	0		Rec	79 (7)	69 (6)	92 (8)	0	
Year 1	97 (67)	100 (80)	93 (93)	80 (20)	100 (50)	Yr 1	83 (40)	93 (27)	73 (53)	20 (0)	78 (56)
Year 3	83 (62)	88 (56)	77 (69)	57 (14)	78 (56)	Yr 3	90 (48)	94 (50)	85 (46)	63 (13)	67 (0)
Year 4	88 (29)	89 (33)	87 (27)	60 (0)	83 (33)	Yr 4	92 (46)	100 (22)	87 (60)	83 (0)	86 (29)
Year 5	63 (33)	55 (27)	69 (39)	20 (20)	60 (20)	Yr 5	79 (33)	55 (18)	92 (39)	0	80 (40)

Maths: % achieving expected level for PUMA maths test and teacher assessment

PUMA	% Expected (Exc)					TA	% Expected (Exc)				
	All	B	G	SEN	Sum		All	B	G	SEN	Sum
Rec	79 (46)	88 (50)	67 (42)	33 (33)		Rec	82 (4)	75 (0)	92 (8)	33 (0)	
Year 1	90 (60)	100 (53)	80 (67)	60 (20)	100 (67)	Yr 1	70 (40)	67 (27)	73 (53)	33 (17)	78 (56)
Year 3	96 (80)	100 (94)	92 (69)	88 (50)	89 (78)	Yr 3	96 (66)	100 (75)	92 (54)	88 (25)	89 (56)
Year 4	88 (63)	89 (67)	87 (60)	57 (14)	100 (67)	Yr 4	88 (46)	100 (22)	80 (69)	57 (0)	100 (29)
Year 5	63 (33)	55 (36)	69 (31)	0	80 (20)	Yr 5	71 (33)	55 (36)	85 (31)	0	80 (20)

Grammar, Punctuation & Spelling (GPS): % achieving expected level for GPS test and TA for writing

GPS	% Expected (Exc)					Writing	% Expected (Exc)				
	All	B	G	SEN	Sum		All	B	G	SEN	Sum
Rec						Rec	79 (4)	75 (0)	83 (8)	33 (0)	

Year 1	46 (13)	40 (7)	53 (20)	17 (0)	44 (11)	Yr 1	73 (30)	80 (6)	67 (53)	0	78 (56)
Year 3	72 (31)	69 (38)	77 (23)	43 (14)	56 (33)	Yr 3	75 (29)	75 (25)	77 (31)	38 (13)	59 (33)
Year 4	58 (38)	33 (22)	73 (47)	14 (0)	57 (43)	Yr 4	67 (25)	44 (0)	80 (33)	14 (0)	57 (0)
Year 5	71 (46)	55 (27)	92 (62)	0	80 (60)	Yr 5	79 (29)	55 (9)	100 (46)	0	100 (40)

We track the number of children working at the expected level for other key groups. The number of children contained within the other key groups across the school are: 10 FSM , 13 EAL, 1 looked after / post adoption and 2 service children.

Below is a table to show the percentage of children in different groups working at the expected level across all subjects (exceeding is in brackets):

	EAL (13)	FSM (10)	LAC/Adopt (1)	Services (2)
PiRA	46 (39)	70 (20)	100 (0)	100 (100)
Reading TA	69 (23)	70 (20)	0	100 (100)
PUMA	69 (46)	80 (60)	100 (0)	100 (100)
Maths TA	62 (31)	70 (30)	0	100 (100)
Writing TA	62 (8)	60 (10)	0	100 (100)
GaPS	54 (23)	50 (10)	0	100 (50)

Progress Across the School

Year 1	% exp at start	% exp at end	% exc entry	% exc exit	% progress	
Reading PiRA	42%	100%	4%	67%	100%	
Reading Obj	80%	83%	7%	40%	90%	
Maths PUMA	81%	93%	12%	60%	85%	
Maths Obj	83%	70%	13%	40%	70%	
Writing	80%	73%	7%	30%	77%	
		PiRA	Read TA	PUMA	Maths TA	Write
% move from below to exp		100%	33%	100%	20%	17%
% moved from exp to exc		63%	46%	71%	38%	36%
% drop from Exp to below		0%	0%	6%	24%	14%
% drop from Exc to Exp		0%	0%	0%	0%	50%

Year 2	% exp at start	% exp at end	% exc entry	% exc exit	% progress	
Reading PiRA						
Reading Obj	87%	84%	54%	27%	65%	
Maths PUMA						
Maths Obj	91%	78%	54%	19%	54%	
Writing	81%	73%	46%	19%	85%	
		PiRA	Read TA	PUMA	Maths TA	Write
% move from below to exp			67%		0%	20%
% moved from exp to exc			0%		0%	0%
% drop from Exp to below			38%		22%	33%
% drop from Exc to Exp			46%		8%	58%
Year 3	% exp at start	% exp at end	% exc entry	% exc exit	% progress	
Reading PiRA	82%	83%	54%	62%	79%	
Reading Obj	79%	90%	32%	48%	86%	
Maths PUMA	79%	97%	29%	90%	93%	
Maths Obj	86%	97%	21%	66%	97%	

Writing	66%	76%	14%	28%	64%	
		PiRA	Read TA	PUMA	Maths TA	Write
% move from below to exp		40%	50%	83%	75%	33%
% moved from exp to exc		25%	39%	100%	72%	20%
% drop from Exp to below		12%	0%	0%	0%	7%
% drop from Exc to Exp		0%	0%	0%	0%	0%

Year 4	% exp at start	% exp at end	% exc entry	% exc exit	% progress	
Reading PiRA	87%	88%	39%	29%	54%	
Reading Obj	87%	92%	44%	46%	63%	
Maths PUMA	96%	92%	57%	63%	57%	
Maths Obj	87%	88%	48%	46%	75%	
Writing	67%	67%	25%	25%	50%	
		PiRA	Read TA	PUMA	Maths TA	Write
% move from below to exp		100%	67%	100%	67%	0%
% moved from exp to exc		27%	10%	44%	0%	10%
% drop from Exp to below		18%	0%	22%	11%	0%
% drop from Exc to Exp		56%	0%	15%	0%	17%

Year 5	% exp at start	% exp at end	% exc entry	% exc exit	% progress	
Reading PiRA	82%	63%	36%	33%	38%	
Reading Obj	86%	75%	36%	42%	96%	
Maths PUMA	86%	63%	46%	33%	50%	
Maths Obj	91%	71%	41%	33%	79%	
Writing	82%	79%	18%	29%	79%	
		PiRA	Read TA	PUMA	Maths TA	Write
% move from below to exp		25%	0%	0%	0%	0%
% moved from exp to exc		20%	9%	11%	9%	21%
% drop from Exp to below		40%	18%	44%	36%	0%
% drop from Exc to Exp		30%	0%	30%	22%	0%

Year 6	% exp at start	% exp at end	% exc entry	% exc exit	% progress	
Reading PiRA						
Reading Obj	77%	90%	33%	23%	80%	
Maths PUMA						
Maths Obj	73%	90%	33%	17%	77%	
Writing	67%	87%	20%	20%	83%	
		PiRA	Read TA	PUMA	Maths TA	Write
% move from below to exp			63%		75%	60%
% moved from exp to exc			0%		0%	15%
% drop from Exp to below			0%		8%	0%
% drop from Exc to Exp			33%		50%	33%

School Priorities 2019 - 2020

Quality of Education

Priority 1: Intent

To create a broad and balanced curriculum across all subjects and to promote real life experiences and hands-on, practical learning opportunities.

Current strengths:

- Staff plan a 2-yearly cycle of topics and medium-term plans in pairs so can support each other and draw on each other's strengths.
- Review of all of the 2-year cycles of topics has already been undertaken by staff with a new one to start in September.
- Staff are already planning in detail but there is a lack of consistency in format and a need to keep more concise.
- Topics have been linked to books for a number of years.
- There is already an improved emphasis on practical, hands on experiences.
- Last year saw an increased number of themed weeks e.g. outdoor, Science, STEM, Around the World, Book Week.
- The MLSA donated £400 to each class to go towards a class trip. The MLSA also donated £250 per class to go towards a creative project.

Priority 1: Implementation

Training / Staff meetings

- All staff to review the new 2-year cycle of topics for each year group during 1 staff meeting and to create a mind map for each topic (July 19).
- 2 staff meetings (July 19) to review format for MT / ST plans and to begin planning for next year based on the new 2-year topic cycle. Planning to include a rationale for each of the topics
- Term 1 training on use of i-pads
- Staff meeting T2 and 4 for planning partners to meet and plan the next topic.

Activities / Interventions:

- Review how TAs are deployed and trial each class having the same TA (s) for the whole morning Including upper KS2
- Staff to trial a more flexible, less compartmentalised timetable with no set time for breaks.
- At the start of the year, introduce new 'learning journeys' to replace topics books. These learning journeys to be similar to early year's format and to include photographs, examples of work plus comments from children, staff and parents.
- Curriculum teams plan for and deliver a themed week so that we have 1 a term over the year.
- Classes look to book artefact boxes from the museum (where possible).
- Each class to take at least 1 trip a year and to try and take greater advantage of the local area to enhance topics.
- Use MLSA funding for a creative workshop linked to one of their topics.
- Introduce and make use of the new i-pads to enhance the curriculum and the children's learning.

Monitoring / Assessment:

- T1, 3 and 5 SLT and coordinators review MT / ST planning folders.
- T3 & 6 book sampling to take place across all subjects within curriculum teams
- Pupil survey at end of each term to find out what children have enjoyed & learnt during the topic.
- T6 staff complete Foundation Subject Tracking Forms.

Priority 1: Impact

- The school has a curriculum that is broad and promotes key skills in all areas as well as offering opportunities for children to experience relevant, hands on practical activities.
- The curriculum is enriched by a range of experiences such as visits, visitors, workshops, and a range of teaching styles.

Priority 2: Intent

To further improve the engagement of all learners by continuing to develop the use of cooperative learning strategies, promoting the use of outdoor learning and implement teaching that shows an awareness of multiple learning styles.

Current Strengths:

- Staff have had an INSET day and 2 staff meetings on developing and using cooperative learning strategies.
- Staff have also had training on different learning styles as well as developing the use of outdoor learning.
- Staff have been trialling different cooperative learning strategies.
- There was positive feedback from staff and pupils after a survey on how useful they found cooperative learning strategies.

Priority 2: Implementation

Training / Staff Meetings

- Term 2 staff meeting to remind staff about the different cooperative strategies. Review what staff have trialled so far and how successful they have been.
- Term 2 staff meeting to look at how to use multiple learning styles in GPS and maths – staff to share any examples that trialled last year after previous staff meeting.
- Term 2 staff meeting looking at how to use outdoor learning to engage children and time to plan activities with Year group

partner.

- Term 3 meeting to look at how well we are engaging children, what strategies are being used, how can we further improve things. Feedback from drop-ins.
- Term 3 staff meeting looking at how to use the classroom environment to engage and support children in their learning.

Activities / Interventions

- Term 1 staff to have non-contact time to create resources that can be used in grammar, punctuation and spelling linked with cooperative learning strategies.
- Introduction of new topic books, with greater emphasis on practical work, hands on experiences, photographic evidence and post-it notes, rather than over reliance on worksheets.
- Term 2 staff to have time non-contact to create resources that can be used in maths with different cooperative learning strategies.
- Term 3, in Year Group partners, plan and deliver a maths unit focussing on using outdoor learning and multiple learning styles. Teachers to observe each other and offer feedback.
- Term 4, in Year Group partners, plan and deliver a writing unit focussing on using outdoor learning and multiple learning styles. Teachers to observe each other and offer feedback.
- Term 5 review the parent survey that goes out at the end of the term so that it provides better evidence of opinion on the curriculum and progress children make.
- Term 6 parent survey to go out to all parents.
- Term 6 carry out a pupil and staff survey.

Monitoring / Assessment

- Termly drop-ins by HT and DH focusing on what strategies are being used to engage the children. Work with staff on trialling strategies and looking at ways to improve children's engagement.

Priority 2: Impact

- Children are focused, on task and engaged in their learning through a range of strategies being taught
- Children can identify how they learn best and use this knowledge to choose the best way to complete tasks independently.
- The children support each other with their learning showing good listening, communicating and cooperation skills.
- Within the curriculum, specific skills are being taught through a cooperative and engaging approach which develops children's knowledge and understanding.

Priority 3: Intent

To improve the number of children working at the expected and exceeding level in writing with a focus on improving children's spelling, handwriting, grammar and punctuation.

Current Strengths:

- Boys are feeling more positive about writing and a flexible approach to theme of writing is engaging boys more.
- Moving away from the 'Big Write' has had positive impact in that all children are freer writers and writing is linked more with everyday class work.
- Apart from Year 5 there was a consistent percentage of children working at expected level (70% and above). There was an increase in the number of children working at greater depth.
- Progress score for KS1-2 was a positive score for the first time.
- Our KS1 & KS2 results are in line and better than local and national results

Priority 3: Implementation

Training / Staff Meetings

- INSET day training on the new spelling program – No Nonsense Spelling, and the other resources available in the school e.g. Phonics Bug, Purple Mash and Education City.
- TAs to receive training on No Nonsense Spelling Program (T1).
- Staff meetings to moderate writing – focus on moderating several pieces of work for one child rather than 1 piece for several children (within school & Thame Partnership).

Activities / Interventions

- Term 1 introduce the No Nonsense spelling Program from Year 2 to Year 6.
- Term 1 classes to hold coffee mornings for parents to highlight how we teach spelling
- From term 1 all classes to increase the number of phonics / spelling sessions they deliver each week (Early Years / KS1 daily / KS2 5 sessions over 2 weeks).
- All classes to have a dedicated phonics / spelling display / area.
- Take part in the 2nd year of the Pop-Up Literacy programme.
- T1 & 4 staff to have non-contact time to create resources for cooperative activities for supporting GaPS teaching
- Introduction of a new handwriting scheme.
- Introduce system for rewarding improvement in handwriting, presentation of work e.g. pen licences, star writer certificates to be given out in Friday celebration assembly.
- Term 4 classes hold open morning for parents to come and participate in GaPS activities through use of cooperative learning strategies.

- Term 4 story telling through dance workshop.
- Throughout the year staff to put a greater emphasis on presentation of work.
- T1 whole school writing activity linked to performance of The Little Performance – classes and children can choose the style of writing.
- Each class to contribute a short news piece for the Chinnor Pump and the school website (make writing relevant and with a purpose).
- Each class to create a short piece for the Mill Lane News board (can be added after trips, visitors, workshops, sport events)
- Each term writing to be linked with topic / book. Staff to make writing focus more relevant and appropriate to children's interests.
- Classes to plan at least one outdoor writing activity a term e.g. could be linked to visit / visitor
- Introduce more flexibility in genre / theme within writing sessions.
- Continue with the 'Red for Ready' and 'Green for Go' books.

Monitoring / Assessment

- HT and literacy coordinator drop ins to look at the quality of teaching of spelling and how environment is used to promote spelling.
- Book sampling T3 & 6 to look at handwriting and presentation.
- T6 pupils take GaPS test and SLT compare results with last year.

Priority 3: Impact

- A greater number of children are working at the expected level for grammar, punctuation and spelling.
- A greater number of children will be working at the expected level in writing and children will develop the skills to become independent writers.
- Children use a range of strategies to reinforce and practice spelling and children play with words.

Priority 4: Intent

To review, update and improve the school's system for assessing and monitoring children's progress.

Current Strengths:

- The school moderates in maths and writing with other schools in the Thame Partnership as well as within the school.
- Over the last few years, confidence has grown in carrying out teacher assessment.
- The school is thorough in its tracking of all groups in maths and literacy using standardised tests alongside teacher assessment.
- The school has introduced a system for tracking children's progress in the foundation subjects.

Priority 4: Implementation

Training / Staff Meetings

- Term 1 meeting to look at data across the school and look at strengths and areas to develop. Also discuss the consistency of judgements and evidence that can be used to form judgements.
- Term 2 meeting to review marking policy and to look at effective marking and feedback.
- Term 2 meeting to look at ways of assessing children's progress throughout different units.
- Term 3 & 6 meetings in Key Stages to moderate in reading, writing and maths
- Term 4 meeting to look at examples of feedback from books and discuss how we continue to make marking and feedback as relevant and effective as possible.

Activities / Interventions

- No longer carry out standardised tests at the end of each term but carry out test at end of year.
- Staff to carry out end of unit assessments to replace termly tests and to support teacher assessment.
- Carry out more internal moderation of work, rather than with Partnership Schools.
- Term 2 class partners observe each other and discuss how feedback and assessment was given during lesson, also use time to discuss what level think children working at and evidence used to make this judgement.
- Introduce pupil / parent voice as part of assessment by children identifying in topic books what they think they have learnt and parents to add 'Wow' moments from home linked with topics e.g. a post-it based on a visit to a museum.
- Evidence to be more than just based on written work but taken from a range of opportunities e.g. photographs, observation records, children's feedback, teachers' comments on post-its included in books.
- Instead of updating tracking termly, staff to use tracking sheet as a running record and hand in TA spreadsheet at end of Term 3 and TA and Test spreadsheets at end of Term 6.

Monitoring / Assessment

- Term 2 & 4 curriculum teams and coordinators monitor books and work samples look at standards, feedback and presentation.
- Term 2, 4 & 6 literacy and numeracy coordinators to moderate random samples of work from each year group to ensure consistency of judgements and standards (take one child and see the portfolio of work).
- Term 1, 3 & 5 curriculum teams and coordinators monitor the long-term and medium-term plans for their subjects ensuring correct balance and breadth of key objectives across the whole school.

Priority 4: Impact

- A range of evidence contributes to the ongoing and end of year assessment of children's progress and development.

Leadership and Management

Priority 1: Intent

To develop the school's leadership structure in line with staff changes and to build staff's leadership skills, subject knowledge and monitoring skills.

Current Strengths:

- A new Deputy Headteacher is in place
- Amanda Moseley successfully completed the middle leader's course.
- Within the school there is a good mix of newly qualified and more experienced teachers.
- The school's structure for managing curriculum subjects e.g. curriculum teams, means all staff are well supported in developing and managing their subject areas.

Priority 1: Implementation**Training / Staff Meetings**

- INSET day reorganise curriculum teams in line with new staff. Look at Ofsted new framework and implications for curriculum leaders and teams.
- Termly staff meetings for curriculum teams to meet and develop their subject areas.

Activities / Interventions

- Update the school handbook
- Update and share the roles and responsibilities of a coordinator guidance and share with staff.
- Curriculum coordinators to have termly non-contact time to look at standards, planning and work linked to their curriculum area – time to work alongside HT or Deputy.
- Coordinators to compile a file containing plans, photos, tracking and work samples from each year group for their subject.
- Coordinators to do joint observations with HT and DH.
- Curriculum teams to plan themed week to promote their subject areas.
- Coordinators to keep a record of what children attend events / clubs linked to their subject area.
- Coordinators to carry out pupil survey (a group from each class) to find out pupil's views of what is on offer in their subject area.

Monitoring / Assessment

- Term 6 coordinators to produce report on their subject area to be given to governors for their final meeting of the year.
- Term 6 coordinators look at end of year data and use it to form part of evidence for governor's report.

Priority 1: Impact

- Coordinators have a greater knowledge of their subject areas and are able to identify what skills are being covered across the school.

Priority 2: Intent

To continue to develop the governor's knowledge of the school and effectiveness in supporting and challenging the school.

Current Strengths:

- Governors have completed the skills matrix.
- More formal visits have taken place over the last 2 years.
- A new governor's induction handbook has been created.
- The governors actively supported the school in the creation of a new vision and logo.

Priority 2: Implementation**Training / Meetings**

- Termly full governing body meetings and sub-committee meetings
- During subcommittee meetings, governor training on interventions linked to priorities e.g. no-nonsense spelling

Activities / Interventions

- Ensure HT termly reports highlight progress towards priorities.
- Appoint a new chair and vice chair of the governing body.
- Advertise and appoint 3 new governors as soon as possible.
- Review subcommittee membership and subject linked governors
- Safeguarding governor to work with HT on updating the school's internal safeguarding audit from last review.
- Curriculum governor to work with Deputy on reviewing the new long, medium and short term plans and carry out visits to look at how subjects being taught using cooperative learning strategies, outdoor learning and multiple learning styles.
- Governor to monitor and gain an understanding of all the extracurricular opportunities on offer at Mill Lane e.g. Forest School, Calm Kids group, Family support program etc.
- All governors to visit the school linked to their focus areas and to meet with any relevant coordinators.

Monitoring / Assessment

- Update governor skills matrix
- Keep record of governor visits and associated focus.
- Finance governor to meet with bursar for termly budget monitoring

Priority 2: Impact

- Governors have a greater knowledge about the school and its curriculum.
- There is an increased number of visits by the governors meeting with key coordinators.

Behaviour & Attitudes**Priority 1: Intent**

To continue to develop positive characteristics of learning alongside promoting a growth mindset and core values.

Current Strengths:

- Behaviour throughout the school is excellent.
- The school introduced the 8 positive characteristics of learning last year in assemblies and all classes had a display linked to these characteristics plus a central display in the school hall.
- There has been a British Values display up at the front of the school.

Priority 1: Implementation**Training / Staff Meetings**

- Staff meeting to remind staff of 8 positive characteristics of learning, link to key features of growth mindset and also as a staff decide on the school's core values.
- TA meeting to reinforce characteristics of learning, core values and growth mindset – how can they support teachers in promoting these areas?

Activities / Interventions

- Update the school values display at the front of the school to reflect the school's core values.
- Update the displays in the hall that promote characteristics of learning and also promote growth mindset.
- Update the school website to reflect the school's core values, to highlight the positive characteristics of learning and the school's new vision agreed last year.
- Update the school behaviour and values policy.
- Continue with the Friday celebration assembly linked to positive attitude to learning.
- Weekly assembly linking growth mindset & characteristics of learning to inspirational people. Create a display on inspirational people. From term 3 children have opportunity to lead assemblies based on inspirational people to them. They will also add a short piece for the display.
- Provide a leaflet for parents that explains characteristics of learning, multiple learning styles, growth mindset and the school core values.
- Displays in class to reflect promotion of growth mindset and positive characteristics of learning.
- Year 6 to deliver the 'Make Me Smile' project to Year 3.

Monitoring / Assessment

- Monitor how many children are being sent to reflection room – does it decrease over course of the year? Is it the same children?

Priority 1: Impact

- The core values are talked about and shared across the school with children displaying them in their everyday school life.
- Children know and use the 8 characteristics of positive learning and teachers refer to them in their teaching.
- Children display a positive attitude to their learning.

Priority 2: Intent

To continue to build and develop the school's pastoral support for children and families building on existing support.

Current Strengths:

- All staff received training from CAHMS on recognising and supporting children with mental health concerns.
- Staff also received training on supporting children with anxiety.
- The school has a strong pastoral support team which has been delivering 1:1 and small group support for a number of years.
- The school has run workshops for parents and children on behaviour, anxiety, sleep and food difficulties.
- The Reception Class children took part in 'Relax Kids' sessions and the Reception TAs have now developed this program and call it 'Chilled Children'.
- Year 6 have a lunch time art club where they support each other with social and emotional difficulties.

Priority 2: Implementation**Training / Staff Meetings**

- Term 1 staff meeting to look at how to assess and support children with social, behaviour and emotional difficulties. Look

<p>at what school already offers e.g. Chilled Children in Early Years.</p> <ul style="list-style-type: none"> Sue Sheen to receive training on the Relax Kids program for KS2 children (T1). <p>Activities / Interventions</p> <ul style="list-style-type: none"> Louise Murphy to continue to develop and deliver the new program 'Chilled Children' based on Relax Kids Program, which we received training on last year, to Reception children (new group each term). Sue Sheen to introduce 'Chilled Children' Program to Year 4 & 5 children in term 1 and 2. Sue Sheen to run 'Chilled Children' program with Year 3 from term 3. Sue Sheen to continue to run Year 6 lunch time art club (new group each term). Run the newly developed family support program from term 2 – 5 offering support and advice on sleep, anxiety, food and behaviour 4-week parent workshops on each theme. School Council to create, organise and run a 'lunchtime club' to support children with friendship issues and those who find being on the playground difficult. Create leaflet and section on website to show the support the school offers children and families. <p>Monitoring / Assessment</p> <ul style="list-style-type: none"> Survey to find out what children thought of taking part in the 'Chilled Children' programs. Survey of teachers to find out what impact the program had on children who participated in their class. For individual children carry out the SDQ to assess impact of program on children's behaviour and social skills. <p>Priority 2: Impact</p> <ul style="list-style-type: none"> Families engage with the support offered by the school and feedback shows how beneficial they found it. Children with SEMH difficulties have an improved SDQ score. Children feel supported by adults and those around them and are supportive of others.
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Personal Development

<p>Priority 1: Intent</p> <p>To provide a wide range of extracurricular opportunities across all age groups</p>
<p>Current Strengths:</p> <ul style="list-style-type: none"> The school hosts the annual Thame Partnerships Sports event. The school has 2 well attended choirs, which perform locally as well as at the O2 and Dorchester Abbey. Joyful Music Tuition provides music lessons in a range of instruments and instrumentalists provide entry and exit music for assemblies as well as perform at the annual spring concert. A marimba club was introduced for Year 5 & 6 children. All Year 4 children learn the cornet for a year. Over the last year the children have had the opportunity to perform in more sporting activities e.g. football matches, tri-golf tournament, swimming gala and cricket match (see review of last year's targets to see what happened).
<p>Priority 1: Implementation</p> <p>Activities / Interventions:</p> <ul style="list-style-type: none"> Year 5 class to take part in the 'Active Leaders' program in term 1. Term 2 Year 5 put Active Leader Program skills in to action by leading Year 2 lunch club. Introduce more regular after school / lunch time clubs in a range of areas e.g. newspaper club, sports clubs, school council, marimbas club, hand bells, eco. Continue to develop Forest School Program and offer to more classes by training another program leader. Sports – host Thame Partnership of Sports, take part in a range of sporting activities e.g. football matches, Swimming Gala, Cricket Festival. Look out for opportunities that come up and where possible send participants. Use of Sports Funding to try new sports / activities e.g. box2bfit, skip2bfit, orienteering, hoop guy Music – continue with the Little and Junior choirs, choirs to perform at local events e.g. village centre Christmas Fayre, Year 5 & 6 Marimbas workshop and club, continue with Year 4 cornet lessons, Perform at O2 at Young Voices concert, Spring music concert for school's instrumentalists to perform. Joyful music tuition to continue to provide instrumental lessons Sciences – science week in term 4, outdoor week in term 6, ICT club (focus on coding & animation) <p>Monitoring / Assessment:</p> <ul style="list-style-type: none"> Keep a list of the children who participate in all the different activities, clubs, sports events. Pupil voice survey on success of clubs
<p>Priority 1: Impact</p> <ul style="list-style-type: none"> The children have an opportunity to participate in a range of extracurricular activities and the number of children participating in clubs increases. The children experience a broad range of activities across the curriculum e.g. outdoor learning, visits, workshops and have an opportunity to try new experiences.

Priority 2: Intent

To review and update the school's policy and teaching of PSHE alongside Relationships & Sex Education and ensure there is progression of key skills and knowledge across the whole school.

Current Strengths:

- The Year 5 & 6 children receive a puberty session from the school nurse.
- The school follows the SEAL scheme of work.
- All classes deliver RSE sessions appropriate to year group

Priority 2: Implementation**Training / Staff Meetings**

- Term 1 staff meeting on new RSE guidelines and implications for the teaching of SRE across the school.
- Term 3 review current practice

Activities / Interventions

- Carry out an audit of current RSE provision. What resources are we currently using? How effective are they?
- Update any resources based on results of audit.
- Term 1 review the PSHE & RSE policy and make any necessary changes.
- Term 2 create a progression of skills grid to be able to track what skills are being taught in each year group. Look at how new guidelines impact on current long term plans. Make any necessary changes.
- Term 2 Make parents aware of what is taught in RSE lessons with opportunity to look at the resources.
- Observe PSHE lessons across the school, and carry out pupil voice to see what children think.

Monitoring / Assessment

- Term 6 create a map of what was taught in each class and ensure there is a progression of skills.

Priority 2: Impact

- Children will achieve age related expectations and knowledge within the PSHE curriculum.
- Children will develop positive and healthy relationships with their peers.
- Children will have respect for themselves and others.
- Teaching and learning will be in line with the PSHE / RSE progression of skills.

Early Years

Priority 1: Intent

To further develop EYFS in line with staff changes, new approaches and curriculum

Current Strengths

- Highly experienced EY staff implementing a carefully planned EYFS curriculum reflecting children's interests and needs.
- Thriving popular Nursery and Reception (Nursery T6 2019 30+ children)
- Extensive waiting list for year ahead
- Well planned links between Nursery and Reception
- % of children achieving GLD in EYFSP is above national average
- 2018-19 EY training given (14 sessions) to staff in twilight meetings by Pam Lafferty EY specialist
- EY very much part of Mill Lane School
- Recent appointment of experienced EY staff – EY teacher in Reception class, NNEB in Nursery

Priority 1: Implementation**Training / Staff Meetings**

- Do MUST audit for learning and development requirements, assessment, safeguarding and welfare requirements.
- Further develop learning environment to promote 7 areas of curriculum and COEL
- EY staff to prepare for new EY curriculum for Sept 2020 (available from T3 2020).
- Staff to research 'Planning in the Moment' and consider changes to existing planning, observations and record keeping.
- EYSENCo training for Nursery teacher (Mar 2020)
- Early Years Conference for Reception teacher

Activities / Interventions

- T2 Collect evidence for MUST audit and evaluate. Report any concerns to HT and make changes.
- T1 EY Information coffee mornings for new parents by Reception and Nursery teachers
- T3 Identify any changes of practice to reflect 'Planning in the Moment'
- T1 Louise Murphy to continue to develop and deliver the new program 'Chilled Children' based on Relax Kids Program, which we received training on last year, to Reception children (new group each term).
- T6 EY staff to make any changes ready for new curriculum

Monitoring / Assessment

- T2 Successful MUST audit

- T4 Evidence of improvements to learning environment
- T6 Evidence of using aspects of 'Planning in the Moment' eg Learning Journeys, focus child observations,
- T6 Evidence of updates to current practice ready for new curriculum.

Priority 1: Impact

- Good engagement and communication with parents, with regular opportunities for parents to visit the EYFS area.
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Curriculum Plans

Literacy

Priority 1: Intent

To further increase standards of reading (with a focus on SEND children) by improving engagement through links with home, ongoing assessment and targeted interventions.

Current Strengths:

- Majority of children at the end of KS2 are working at the expected level
- Year 1 phonic results are above national average
- Early years results above local and national average
- Good range of resources
- New library with new books – children can take books home
- Reading interventions; e.g. Reciprocal reading is helping to close the gap

Priority 1: Implementation

Training / Staff Meetings

- Training for staff on developing the different strands of reading. (Early years – year 6) (term 2)
- Develop an ongoing record sheet for assessment (term 2)
- Staff meeting to review guided reading/carousel (term 1)
- Moderate reading staff meeting (term 3 and 6)
- Term 5 staff meeting to review assessment

Activities / Interventions

- Workshops for parents to highlight strategies to support reading at home
- Questionnaire for parents (before and after)
- Leaflet for parents to show how to support reading at home
- A range of activities to promote reading e.g: Extreme reading, reading around the fire, Book Factor,
- Introduction of a reading incentive across the school where children receive bronze, silver and gold awards, tailored to meet the needs of individual children.
- Book review competition in the library (displayed in the library)
- Storytelling dance workshop
- Pop up literacy/whole class guided reading books linked with writing
- Each class to visit local library at least once a year
- New word sheet in guided reading book – space to record new words learnt while reading (highlight). Modelled in lessons; laminated sheet for noting unfamiliar/new words identified during lessons to be displayed in the classroom.

Monitoring / Assessment

- Drops in visits to look at guided reading
- Term 3 and 6 to update tracking
- Monitoring engagement of parents through workshops and reading record

Priority1: Impact

- The majority of children are working at the expected level with an increasing number showing mastery.
- The majority of children make progress by improving their standardised score.
- A range of interventions are used to improve the standardised reading score for SEND children meaning SEND children close the gap between their chronological age and reading age.

Maths

Priority 1: Intent

To increase progression, attainment and confidence in the children's knowledge of the target multiplication tables for each year group.

Current Strengths:

- Vast majority of children working at the expected standard (or above) in maths across the school;
- Results in KS1 and 2 were in-line or exceeding national expectations;
- In KS2, attainment of children in maths broadly exceeds that of reading and writing;
- Surveys of teachers and TAs show a good level of subject knowledge and confidence to teach maths;
- The school has an excellent range of physical resources and manipulatives across all year groups;
- The majority of lessons observed in the 2018-19 academic year were good with some outstanding elements;
- Teachers are becoming more adventurous at planning and delivering engaging activities, including use of the outdoor environment and cooperative learning strategies.

Priority 1: Implementation

Training / Staff Meetings

- Training on use of iPad apps, to include x tables apps (term 1)
- Staff meeting on effective teaching and learning of the multiplication tables- with a specific focus on skill-sharpening warm-ups. (term 2)
- TA training for working with intervention groups on times tables (term 2)
- Staff meeting to review mastery in maths with specific elements on outdoor learning and learning tables.

Activities / Interventions

- Initial 'rapid recall' assessments for tables (y2-y6) and counting (y1) to provide a baseline level for each pupil.
- Parental involvement workshop for parents/ children with a focus on learning times tables effectively at home (Term 1)
- Leaflet for all parents on effective ways to support children with counting and multiplication tables at home
- Crib support sheets for each multiplication table to be provided for children as homework activities
- Introduction of times tables 'passport' book for all pupils in KS1 and 2 – all children will have personal learning targets.
- ST meeting with maths coordinators group about how other partnership schools are progressing with learning the multiplication tables
- Focus week in February (to celebrate national maths day) where tables-focused investigations are carried out in all classes (*Magic Maths week*);
- Daily times tables/ counting activities to take place in all classes
- Friday lunchtime times tables support group for borderline expected children in KS2

Monitoring / Assessment

- Baseline year group-specific assessments to be completed for each child at beginning of term 1, end of term 3 and end of term 6 to track progress of individuals;
- Weekly 10 question tables 'quizzes' to assess progression of every child;
- Sampling of teacher record-keeping;
- Drop-ins to ensure that counting/multiplication table activities are taking place as an integral part of maths lessons;
- Sampling of 'pupil passports' across the school to ensure continuity and progression throughout the school;
- Internal moderation of LAP, MAP and HAP pupil from each year group to assess knowledge of times tables;

Priority 1: Impact

- Children confidently recall multiplication tables appropriate to their age range.
- Children confidently use multiplication facts in their everyday maths activities when required.

Culture Club

Priority 1: Intent

Continue to provide a wealth of experiences and opportunities and ensure that children build on their prior experiences and understanding

Current Strengths:

- Reflection areas in each classroom based on a current world topic.
- World religion celebrations/festivals calendar in each phase area.
- A wealth of opportunities and experiences offered to children (Bollywood dancing, trips, visitors) - Evidenced in the whole school scrapbook & curriculum leader folder.
- Stimulating classroom environments to promote interest and understanding of topics.
- Topic based approach to teaching and learning.
- A variety of P.S.H.E opportunities such as; Calm Kids, Make me Smile, Young Leaders, Art Therapy, Anxiety parent & children groups.
- Whole school 'Gold Star Values' displayed and referred to in each group- The tree of success will evidence praise and reward children's learning skill progress
- EYFS & Nursery Chinese New Year Celebration with the community.
- New approach to the planning of immersive topics – staff met during the last academic year to review the topics being taught in each phase group. We looked at the progression of skills within each topic and changed ones we felt were not meeting the needs of the curriculum. It is hoped that this new way of planning will reduce teacher work load.
- New curriculum guidance for each subject with progression documents in a folder for each class. These have been handed out to teachers to begin tracking the objectives that they are covering in their year group so that we can build on our progression of skills and ensure the objectives for each subject have been met by the end of each key stage. The folder of objectives will be passed on to the teacher of the next year group.
- Curriculum books/topic books show more of a child-lead approach to teaching topic through the use of photo evidence and child/teacher written reflections (children will learn through experiences and teacher workload will be reduced through less worksheet marking that we felt was not effective in ensuring progress).

Priority 1: Implementation

Training / Staff Meetings

- T2 - Review the subject areas for Culture Club to ensure that provision is built upon throughout the school (discussed how we could show progression through learning journey books). - All Staff have had feedback about use of Learning Journey.
- By end of T2 - Staff Audit of coverage and skills – Shown in Progression Maps
- Co-ordinator non-contact time to audit coverage and plan further actions.

Activities / Interventions

- T2 - Gather LTP for each phase group to audit coverage of R.E, Geography & History to inform further actions.
- Ongoing - Continue evidencing experiences offered to the children and develop evidence folder for each subject area.
- Look into links with international schools to provide a rich experience linked to geography – Look into this for next year (research)
- T2 - Audit resources to support teaching - LR
- T2 Contact Bucks library for provision of red topic boxes – LR – look into ordering for summer term – budget?
- T2/3 Compile a resource and experience catalogue – LR to start for History and develop Geog & RE afterwards.
- T2 - Draw community links to promote R.E experiences (Christingle Service, Traditional Hymn for harvest, visits or visitors, Bollywood dancing for Diwali) -
- An event to celebrate a religious festival showing progressing between year groups (Japan – link to Olympics in T3?) with a living museum for parents and the local community – Communicate with Mandy (Arts team)

Monitoring / Assessment

- Evidence in books
- Whole School Scrap Book (Photos of experiences)
- School Newspaper – Children's views and recounts of experiences.
- Culture club evidence folder
- Twinkl objective teacher assessment

Priority 1: Impact

- Children learn from a varied range of experiences e.g. visits, visitors, workshops, hands on practical experiences
- Children have a knowledge of cultures and religions in the community and wider world
- Teachers build on the skills taught in previous years.
- Teacher work load is reduced through the new method of planning and new ways of children showing their learning/experiences.

Expressive Arts

Priority 1: Intent

To develop children's progression, attainment and confidence in art, PE and music

Current Strengths:

- Well-resourced art room
- New display areas created around school
- Sarah Martin arranged many sporting opportunities for children within school and partnership eg Yr5&6 football clubs for both boys and girls, swimming gala, KS2 sports day for partnership, skateboard workshop, football tournaments, trigolf workshop
- Multisports breakfast club (twice/week)
- Well-resourced music room with celebration board
- Many musical opportunities eg. Choir club, Dorchester Festival, O2, Thame Music Festival, YR4 cornet lessons, Yr5/6 Marimba lunchtime club, Joyful Music lessons, assemblies,
- Whole school theme weeks

Priority 1: Implementation

Training / Staff Meetings

- T1 INSET training 'Skills and Progression' in Art by Sam Thompson
- T3 staff meeting to explore ways to show progression in pencil drawing and painting ready for art focus
- Coordinator noncontact time to develop subject folders.

Activities / Interventions

- Coordinators to compile a file containing plans, photos, tracking and work samples from each year group for their subject.
- Whole school art focus in
 - T3&4 pencil drawing
 - T5&6 painting
- T6 Whole school theme on Japan inspired by Tokyo Olympics. Possible expressive arts focus: origami, manga, emoji, jujitsu, Japanese drumming, karaoke, artist Hokusai (see also Culture Club action plan)
- Audit PE plans to ensure all aspects covered.
- Develop overview of PE provision and skills to ensure breadth and progression
- Run new sports clubs to include netball, badminton, ball skills
- Run clubs leading up to events to further develop skills e.g. cross country, athletics. Children selected from these clubs for events.
- T3/4 sports club for KS1

Monitoring / Assessment

- Evidence of art planning and progression in MTP
- Exhibition of artwork from T3&4 pencil drawings and T5&6 paintings shows progression
- Audit PE coverage and develop LTP to ensure breadth and progression.
- Drop ins by coordinators to PE, art and music lessons
- Audit music coverage and develop LTP to ensure breadth and progression.

Priority 1: Impact

- A wide range of extracurricular activities and opportunities are offered to all children
- Children compete in a range of different sporting events
- Musicians and singers have opportunities to perform
- Teachers build on the previous skills children have learnt and track children's progress
- Children achieve age related expectations at the end of the year

Sciences

Priority 1: Intent

To ensure specific age-appropriate skills and knowledge are being taught across the school, building on previous learning.

Current Strengths:

- Annual Science week – workshop with Prof. Bubbles
- STEM week introduced for the first time last year – Engineer visit
- Engineering competition
- Google VR workshop day
- New iPads
- Lord William's Science day – each class sends their most able scientist (2 from Yr5&6)
- Y6 Science day at Lord William's
- KS2 weekly Cookery Club
- LKS2 weekly Gardening Club
- Enter Wisley garden competition
- Part of Thame Partnership
- ICT used to enhance home school links through reading and homework e.g. Bugclub, Purple Mash, Education City
- Weekly Eco Club
- E-Safety parent meeting
- Annual E-Safety lessons for children

Priority 1: Implementation

Training / Staff Meetings

- Training on how to use specific programs in ICT - to show progression across year groups (coding)
- Training on specific Working Scientifically investigation skills
- Training staff on the use of iPads and available apps

Activities / Interventions

- Look at DT plans and audit resources required for these units
- New weekly after school DT club
- Staff ICT skills audit
- Child led termly assembly to share and celebrate Science investigations
- Examples of work done in ICT lessons in ICT room – class board (this term/week we have been learning to)
- Assemblies to cover inspirational people including Scientists and Engineers
- To reorganise the Scientific resources area to audit and improve access
- Term 6 – Pupil questionnaire
- Collate a list of appropriate ICT skills for each year group linked to different programs

Monitoring / Assessment

- Collect photographic evidence
- Look at Long and Medium Term Plans in all areas to see progression of knowledge and skills
- Look at books (Science & Topic)
- Drop-in to ICT lessons
- Book for teachers to log apps used on iPads

Priority 1: Impact

- Children achieve age related expectations by the end of the year
- Children have the skills to help them in the future
- Teachers build on the previous skills children have learnt and track children's progress against key objectives.