

SIAP Monitoring Grid 2016-2017 Term 4

SIAP reference	Who	When	How	Aim	Summary
2a 2b	Carole Long	21 Feb 2017	Meeting with Mrs Bridson	To look at current position regarding pupils for whom school receives Pupil Premium	<ul style="list-style-type: none"> • Currently 15 pupils throughout the school as 1 left at the end of term. • 7 have special educational needs. Mrs Watkins is processing Education, Health Care Plans for 3 of these which will take some time because of the waiting time for Educational Psychologist's assessments. • Raiseonline is complicated as different pupils appear to be included in different data presentations. • Booster sessions, run by class teachers before school, started in September, are improving progress. • 1:1 sessions are welcomed by the pupils.
3.1F 3.1G 3.2C	David Mills	22.02.17 01.03.17	Interviews with more able pupils from Key Stages 1 and 2 Look at English, GPS workbooks and Topic Books	Find out. Are children using their grammar, punctuation and spelling skills across the curriculum and are they being held accountable?	<ul style="list-style-type: none"> • Over two sessions I had discussions with 13 Key Stage 2 and 8 Key Stage 1 pupils • Time did not allow me to see a whole range of work across all curriculum subjects • Each pupil showed me one, and sometimes two pieces of work they were proud of • Pupils generally understood the importance of marking, and being able to use comments positively to help their progress • All Key Stage groups showed me evidence of how they had translated teacher comments into later pieces of work • Where used, GPS workbooks were liked. Pupils said that the exercises provided a basis for use in subsequent pieces of work over different subjects e.g. English, Topic etc <p><u>Key questions to pupils:</u></p> <ol style="list-style-type: none"> 1. Can you show me some writing in each book that you are proud of? 2. Show me some work where you have used your grammar, punctuation, and spelling skills? 3. How do you you show your teacher you have read her comments? How do you use your teacher's comments to help improve your work? <p><u>YEAR 6: 4 PUPILS</u></p> <p>Q1. Each pupil found a piece of work they were proud of: these included topic work, imaginative writing, newspaper articles. Reasons for choosing these pieces included: handwriting was good; stretched themselves in doing the work; proud because it was hard work and the achievement therefore greater; and the piece of work was difficult to do and needed time management for writing/editing/typing etc</p>

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					<p>Q2. We used the same piece of work to review GPS. Time did not allow other pieces of work to be reviewed other than the chosen pieces.</p> <p>There was evidence of using skills, methods in GPS workbook in the English and Topic books. Words previously marked, and corrected were being reused in later work. If they were studying adverbs, adjectives or other specific skills these were then practised in future work. Some thought this would improve their marks.</p> <p>GPS skills made them think about what they were doing and all considered them valuable to learning, and a good new asset. Some of the group mentioned that they would like to choose their own GPS exercises rather than have them prescribed.</p> <p>Q3. Pupils described using a smiley face, signature, or “I agree” to respond to teacher’s marking comment. Some stated that they did not know whether the pupil comment (in green pen) had been seen by the teacher i.e. there was no marked evidence.</p> <p>Sometimes a pupil did not agree with a teacher’s marking comment, but felt unable to make this observation in their response to marking. (An understandable apprehension!). Generally the group felt that the teacher comment gave them encouragement to move forward positively on future work.</p> <p>NOTE: some pupils thought the timescale for projects was too long. Individuals said that where work was done in pairs it would be better if each of the pair had similar ability. Sometimes less able cribbed answers, or did not pull their weight. We discussed the benefits in working in with other people. Something that they need to experience for later in life!</p> <p><u>YEAR 5. 4 PUPILS</u></p> <p>Q1. Each pupil found a piece of work they were proud of: these included, descriptive writing, an imaginative story, and topic work including the subjects of making bread and Isaac Newton.</p> <p>Reasons for choosing these individual pieces of work included: “I worked hard for it and got a ‘super wow’”. Another “I worked on it totally on my own and got a ‘wow’”. And for another it was the first piece of work he had done with joined up writing. One pupil showed me a piece of work on which he thought he had worked hard, with his best writing, but it was not marked by the teacher. This disappointed him as he didn’t know whether his work was valued!!</p> <p>Q2. We used the same pieces of work to review GPS. Individual pupils liked working with the GPS books, and thought they were “fun”. They had not used them in previous classes.</p>

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					<p>Pupils described how they used the skills gained in working through GPS exercises in English and Topic work. Each pupil showed me in their selected content where particular GPS skills learnt had been used.</p> <p>Q3. Similar responses to Year 6 on how they responded to teacher marking. Pupils liked the teacher response of a “flight of steps/stairs” to lead on to the next piece of work. They liked having the ‘post it’ notes, but thought that the regular time given over to RTM was often too long and a waste of time.</p> <p><u>YEAR 4 & 5: 5 PUPILS</u></p> <p>Q1. A varied number of pieces of work were produced, including: a persuasive letter, some work on France, and a travel brochure for Normandy. They were chosen because there were good uses of words, neat and clear writing was used, and the work had needed a great deal of planning to produce.</p> <p>Q2. All pupils liked using GPS workbooks to learn new skills, and tried to transfer the lessons learned into English and Topic books. I was shown descriptive words such as “fantastic”, “old fashioned” and “avocado green”?</p> <p>Q3. In responding to teacher marking this group said they used smiley faces, and ticks. They welcomed the next steps process and again tried to use the lesson learnt into their future work. They noted that teacher comments did not always need a pupil response. We discussed the use of WALT. Pupils found that this was a useful tool in measuring progress against targets. They also liked the “post it” note system left in workbook when RTM had not been completed.</p> <p><u>YEAR 3: 4 PUPILS</u></p> <p>Q1. I was shown work on instructions for mummifying a tomato, a spider diagram, a poem, and a pyramid of words. Reasons for choosing these pieces included, clear writing, good marks, rich vocabulary, good handwriting, plenty of descriptive words, and symmetry of drawing.</p> <p>Q2. As evidence of using GPS skills I was shown the use of speech marks, prefix and suffix use in a topic workbook. All pupils enjoyed using the GPS books and one pupil</p>
1 2 3 4	Curriculum & Standards Committee	01.03.17	Use SIAP monitoring grid Term 2 & the traffic light SIAP	Have the SIAP milestones for December been met? Is any further monitoring	Monitoring evidence (SIAP MONITORING TERM 3) & Task Sheet Term 4 was shared and discussed. Governors unanimously agreed that the milestones for February 2017 had been met. The SIAP Monitoring Grid (Term 3) was used to support this decision. TM asked if there were areas that were not as developed/embedded. KB replied that she thought the priority at the moment is to ensure that all areas for development continue to be embedded and that consistency across the school is maintained (equal ‘plate

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				required? Are the planned next steps appropriate?	<p>spinning'). KB reported that some of the milestones for April 2017 were already being well developed.</p> <p>KB shared and reviewed the December data analysis sheet. CL asked '<i>Is 'expected' progress for the child or against the national average?</i>'. KB stated 'expected' is against the national average. KB highlighted how children are being assessed against the end of year expectations and data will be more accurate the closer to the end of year. The data for this academic year is showing that the <i>School Improvement Action Plan</i> is having a positive effect to data outcomes. Projected standards for KS1 & KS2 look better than last year. Questions raised by governors:</p> <ul style="list-style-type: none"> • <i>Why are girls in Y1 not making as much progress in reading and maths?</i> • <i>Why are non-SEN Y5 boys not making as much progress in maths and writing?</i> • <i>Why are Y6 girls and boys not making as much progress in reading? Is this a concern for SATs?</i>
1 2 3 4 5	Kay Bridson (HT) Justine Watkins (DHT) Jim Smith (WIA) Governors	02.03.17	SER Review	Is the school taking effective action to be judged 'Good' at the next Section 5 inspection?	Report not yet received
5.2C	Safeguarding Working Party	03.03.17	Policy review	Ensure Safeguarding Policies are in-line with new definition of CSE	<p><u>Actions/Discussions</u></p> <p>What are the implications for the policies regarding the new definition of Child Sexual Exploitation?</p> <ul style="list-style-type: none"> • Child Protection Policy updated • Safeguarding Policy updated • On-line Safety Policy updated <p><u>Further Actions</u></p> <ul style="list-style-type: none"> • KB and HC to ensure website updated. • Send Bereavement Policy to Tessa Mann .

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3 4	<u>Assessment Team</u> Justine Watkins Hannah Crook	06.03.17	Assessment Analysis	What is the impact of the SIAP on current pupil outcomes?	<div style="background-color: #FF00FF; padding: 2px; border: 1px solid black; display: inline-block;">ATTAINMENT DATA Term 4 2016/2017</div> READING <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>YR 1</th> <th>YR 2</th> <th>YR 3</th> <th>YR 4</th> <th>YR 5</th> <th>YR 6</th> </tr> </thead> <tbody> <tr> <td>Expected or above</td> <td>20/22 91%</td> <td>14/18 78%</td> <td>19/22 86%</td> <td>15/17 88%</td> <td>22/26 85%</td> <td>12/14 86%</td> </tr> <tr> <td>Expected</td> <td>14/22 64%</td> <td>7/18 39%</td> <td>13/22 59%</td> <td>4/17 24%</td> <td>11/26 42%</td> <td>6/14 43%</td> </tr> <tr> <td>Working at greater depth</td> <td>6/22 27%</td> <td>7/18 39%</td> <td>6/22 27%</td> <td>11/17 65%</td> <td>11/26 42%</td> <td>6/14 43%</td> </tr> <tr> <td>Working towards expected or below</td> <td>2/22 9%</td> <td>4/18 22%</td> <td>3/22 14%</td> <td>2/17 12%</td> <td>4/26 15%</td> <td>2/14 14%</td> </tr> <tr> <td>Working towards expected</td> <td>2/22 9%</td> <td>1/18 5%</td> <td>3/22 14%</td> <td>1/17 6%</td> <td>3/26 12%</td> <td>1/14 7%</td> </tr> <tr> <td>Foundations for expected (SEN P levels)</td> <td>0/22 0%</td> <td>3/18 17%</td> <td>0/22 0%</td> <td>1/17 6%</td> <td>1/26 4%</td> <td>1/14 7%</td> </tr> </tbody> </table> WRITING <table border="1" style="width: 100%; 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Yellow= intervention required</p> <p>EYFS (GLOD: Good Level of Development)</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>NATIONAL AVERAGE 2016</th> <th>EYFS</th> <th>School GLOD in 2016 = 86% (This includes includes 3 summer-borns who are starting to make rapid progress)</th> </tr> </thead> <tbody> <tr> <td>Achieved a GLOD</td> <td>69%</td> <td>17/20 85%</td> <td></td> </tr> </tbody> </table> <p>KS1 PHONICS</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>NATIONAL AVERAGE 2016</th> <th>YR 1</th> <th>NATIONAL AVERAGE 2016</th> <th>YR 2 (cumulative)</th> <th>Y2 figures 2 pupils with Down Syndrome and pupil awaiting EHCP for learning difficulties</th> </tr> </thead> <tbody> <tr> <td>Passed</td> <td>81%</td> <td>19/22 86%</td> <td>92%</td> <td>15/18 83%</td> <td></td> </tr> <tr> <td>Not passed</td> <td>19%</td> <td>3/22 14%</td> <td>8%</td> <td>3/18 17%</td> <td></td> </tr> </tbody> </table> <p>READING Y2 / Y5 / Y6</p> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <thead> <tr> <th></th> <th>NATIONAL AVERAGE 2016</th> <th>YR 2</th> <th>NATIONAL AVERAGE 2016</th> <th>YR 6</th> <th>YR 5</th> <th>Y2 figures 2 pupils with Down Syndrome and pupil awaiting EHCP for learning difficulties Y5 1x Kabuki Syndrome. 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2.1 2.2 2.3 4.1	Hannah Crook	08.03.17	Discussion with girls (Yr 1-6) with their books	Have the planet booklets impacted positively on children's attainment, progress and confidence?	<ul style="list-style-type: none"> Compared to previous years, pupils were motivated and focused about which times tables they were learning. Pupils knew the next 'times table' challenge they were learning. Across the school, times tables element of the Planet Booklet is more used by the pupils than facts inside. Compared to the beginning of the year, pupils were more knowledge about the facts inside the Planet Booklets and how to use them Pupils in KS1 and Y4/5 number facts and measure facts set and assessed regularly Pupils able to identify facts/ times table that have challenged them Pupils able to identify x tables/facts in their Planet Booklets they have used in their maths learning <p>NEXT STEPS:: Change front cover of Planet Booklets:</p> <ul style="list-style-type: none"> KS1 - counting/ order/ mixed up with selected facts KS2 – order/mixed up/division NEXT STEPS: review approach taken across the school to learning number/measure facts to ensure pupils are regularly assessed 												
1 2 3 4 5	LA Evaluation Team (led by S.Telling)	14.03.17 & 15.03.17	LA 2-day Evaluation	Is the school taking effective action to be judged 'Good' at the next Section 5 inspection?	<p>Summary judgements from this Local Authority (LA) Evaluation:</p> <p>This was a two-day LA Evaluation. It is the view of the LA Evaluation team that from the evidence gathered, an Ofsted inspection would, in all likelihood, find that the school is 'Good'.</p> <p>The evidence is indicative of the judgements given in the table below.</p> <table border="1"> <tbody> <tr> <td>Overall effectiveness:</td> <td>2</td> </tr> <tr> <td>Pupil outcomes:</td> <td>2</td> </tr> <tr> <td>Quality of teaching, learning & assessment:</td> <td>2</td> </tr> <tr> <td>Personal development, behaviour and welfare:</td> <td>2</td> </tr> <tr> <td>Leadership and management:</td> <td>2</td> </tr> <tr> <td>Early Years Provision</td> <td>2</td> </tr> </tbody> </table> <p>Information about this LA Evaluation:</p> <ul style="list-style-type: none"> The LA Evaluation was conducted to support the school's own self evaluation process. During the evaluation, 10 lessons were observed. The school community was calm and well ordered. Pupils were observed at playtimes, lunchtimes and during other transition points during the day. Work was scrutinised, interviews with the headteacher, key leaders, parents, governors, teaching assistants and pupils were undertaken. 	Overall effectiveness:	2	Pupil outcomes:	2	Quality of teaching, learning & assessment:	2	Personal development, behaviour and welfare:	2	Leadership and management:	2	Early Years Provision	2
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3.1F 4.1F	Hannah Crook	02.04.17	Scrutiny of KS1 & KS2 medium term planning	<p>Are there opportunities across the curriculum for children to apply their GPS skills?</p> <p>Are there opportunities across the curriculum for children to apply their arithmetic skills?</p>	<p>GPS</p> <ul style="list-style-type: none"> • Across the school there are opportunities in topic areas for children to write, hence apply their GPS skills • Number of opportunities varies across the school • More opportunities in History and Geography • EYFS planning identifies a range of activities for child initiated writing activities • KS1 and most KS2 planning identifies the weekly GPS focus for sessions • Some classes identify the specific GPS focus for Writing Enjoyment • <i>How often should children have an opportunity to write at extended length at least once in the majority of foundation subject areas?</i> <p>ARITHMETIC</p> <ul style="list-style-type: none"> • Across the school, maths planning does not identify any links to other curriculum areas. However you would expect this as this is the nature of mathematics • KS1 have opportunities for topic maths. This tends to focus on geometry and statistics • KS2 have opportunities for statistics in science and geography. Opportunities for application of geometry in DT • <i>How often should children have an opportunity to apply number skills in science and geography?</i>
3.1F 4.1F	Hannah Crook	05.04.17	Scrutiny of KS1 & KS2 weekly planning	<p>Are there opportunities across the curriculum for children to apply their GPS skills?</p> <p>Are there opportunities across the curriculum for children to apply</p>	<p>GPS</p> <ul style="list-style-type: none"> • KS1 identify GPS focus during Grammar session • KS2 GPS sessions identify the focus and UKS2 write objective • No extended topic writing in any classes for the week • <i>How often should children have an opportunity to write at extended length in at least one topic subject per week?</i> <p>ARITHMETIC</p> <ul style="list-style-type: none"> • All arithmetic skills are taught within mathematics sessions • Across the school, daily Number time (& Quick Maths in KS2) • <i>How often should children have an opportunity to apply mathematics skills in a topic subject per week?</i>

SIAP reference	Who	When	How	Aim	Summary
				their arithmetic skills?	<p>OTHER NOTES</p> <ul style="list-style-type: none"> • WHAT/WHY/HOW being used consistently across the school • all weekly planning identified the SUPPORT/CORE/EXTENSION • Most teachers identify <i>Disadvantaged learners</i> • Some teacher identify <i>Target Children</i>