Powell Corderoy Plan 2019/20

Last updated: September 2019

OfSTED 2016 Targets	Progress against OfSTED 2016 targets
1.Improve teaching by ensuring that: ● The most able pupils are provided with sufficient challenge ● Teaching assistants provide effective support and guidance to teachers and pupils **2. Simplify management systems to avoid repetition so that leaders build more efficiently on current strengths and priorities for improvement.**	To ensure ongoing monitoring of these targets, specific criteria have been added to observation templates for 2019/20 to gather evidence from across the school and inform CPD.

School Context

- The school has two Co-Headteachers. Emma McLaughlin was appointed in April 2015 from a deputy position and Jo Wilson, appointed in September 2017.
- There are seven one-form entry, single year-group classes from EYFS to Year 6, with a maximum of 30 per class - most classes are full or nearly full.
- Children in EYFS attend full time.
- Most pupils are of white, British background and few speak English as an additional language.
- The proportion of pupils eligible for pupil premium funding is below average.
- The proportion of pupils who have special educational needs and/or disabilities is broadly average.
- The school meets requirements on the publication of specified information on its website (see website audit)
- The school meets the government's current floor standards.
- There is a school-run breakfast club and an after school club for pupils.

Changes to the school since the last OfSTED (since December 2016)

- The headteacher Emma McLaughlin, was on maternity leave for the majority of the 2016/17 academic year, and returned part time to a coheadship with Jo Wilson.
- The Inclusion Leader resigned at Easter 2018 and the SLT covered the role for the Summer Term 2018; new inclusion leader began in September 2018.
- The school has joined the SCITT programme and taken its first SCITT student teacher in September 2018.
- Systems of summative assessment for core subjects were replaced and updated in the 2018/19 year, and SPAG assessment and tracking introduced throughout the school from September 2018.
- Phase 2 and English leader left for promotion at the end of 2018/19, and a Key Stage 2 teacher was promoted to the phase leader position.
- The school wrote The Powell Corderoy School Curriculum, effective from September 2019, to be rolled out as a trial in academic year 2019/20.

	Strengths / areas of progress since last OfSTED
Quality of Education **GOOD**	1. Quality of Teaching, Learning and Learning good or outstanding in all classes, including from PPA cover teachers. 2. Monitoring identifies areas where learners are not making sufficient progress; support put in place has led to improvement in pupil outcomes. 3. Full curriculum review for September 2019 with renewed focus on intent, implementation and impact of the wider school curriculum. 4. NQT feedback indicates support is good for NQTs, and NQTs make good progress 5. Moderation (inc. external) consistently proves assessment at all Key Stages is very accurate. 6. 2018: ALL end of Key Stage results above National Average, in all areas, including proportion of children achieving Greater Depth 7. 2018: Progress from KS1 to KS2 "well above average" for reading and writing and average for maths, including for disadvantaged pupils 8. 2018: Phonics pass rates above National Average and significantly improved since last OfSTED 9. 2018/9: School listed 10th in Surrey on KS2 League tables
Behaviour and Attitudes **OUTSTANDING**	1. Clear model of escalation of support for children with challenging behaviour introduced and effective at reducing incidents during 2018/19. 2. Review of school behaviour policy for September 2018 to reduce 'systems' around behaviour management and prioritise a culture of positive behaviour and restorative justice. 3. Children support one another and show respect for one another e.g. play leaders, peer mediators, sports leaders, school council, many fair play / good sportsmanship awards, positive feedback from local community and visitors.
Personal Development **GOOD**	1. 5 staff trained as mental health first aiders to spot signs earlier of mental health difficulties and signpost support (2019) 2. Positive impact of work by ELSA noted in all classes - positive feedback from parents, staff and children. 3. Wide range of extra-curricular opportunities reviewed termly, and good participation in local cross-school enrichment events.
Leadership and Management **GOOD (one point off outstanding!)**	1. Leadership acted swiftly in response to whistleblowing concerns about a member of staff (2018) - positive impact. 2. Leadership coach brought in to provide leadership coaching for SLT as a group and individually - improved focus of SEF and SDP. 3. Succession planning and strategic recruitment was effective at improving recruitment and retention for leadership and teaching positions. 4. Robust and thorough induction process with a high focus on safeguarding and safer recruitment, remarked on by newly appointed teachers. 5. Business Manager effective, efficient and challenging; actively sought and implemented advice on new GDPR legislation. 6. New coheadship effective and cohesive - positive feedback from staff / parent surveys .
Effectiveness of Early Years Provision **OUTSTANDING?**	1. 2018: GLD 77% (above national and improved on previous) including three children (10%) with EHCPs. 2. Moderation shows assessment is thorough and accurate 3. Good support for NQT in EYFS from headteacher and colleagues in other schools 4. Good outcomes maintained despite significant staffing challenges in 2017/18 5. Good use of Tapestry involves parents in Learning Journeys - positive feedback from parents on this.

	Targets for 2019/20	Success Criteria / Key Actions
Quality of Education	**The Powell School Curriculum is fully planned and effective:** **Intent:** It is inspiring and delivers the school curriculum objectives **Implementation:** Children are engaged and enthusiastic about their learning. **Impact:** Children make good progress with foundation subjects and school curriculum objectives.	• Communicate to parents and governors by July 2019 • 3+ INSET days used to plan, evaluate and improve curriculum project content • Staff meeting time dedicated to discussing progress of curriculum and learning from one another • Monitoring gathers children's views on the new approach - lessons show high engagement / enthusiasm. • English plan to have a strong focus on promoting reading for enjoyment. • Clear skills progression from Year R-6 in each subject area; teachers have a good understanding of age-expectations • Increase opportunities to identify and celebrate difference, including cultural difference. • Pupils make more contributions to the life of the wider community. • Monitoring is triangulated - leaders work together to agree feedback and priorities for improvement • Outdoor learning is inherently part of all curriculum areas wherever possible • Children are able to independently present their work and learning in a variety of different ways.
	Provision for children in receipt of Pupil Premium is individualised and effective at accelerating progress.	• An analysis of needs of PP children ensures provision is targeted at closing the gaps. • Review of spending (Sept 2019) ensures spend is targeted at the gaps identified. • Provision is regularly evaluated (half termly) a rapid and flexible response to change provision when not on track. • Clear plans for addressing attendance issues are robustly followed and have impact. • Feedback is high-quality and effective, in line with the school's feedback policy - this is observed in lessons, recognised by children, and where relevant seen on work.
Personal Development	Increased opportunities for spiritual and cultural development (as part of SMSC.)	• Collective worship meets national requirements • Communicate changes to parents and governors by September 2019 • Stories / songs / speakers in assemblies represent a good range of cultures and beliefs. • More responsibility given to children (librarians, play leaders, part of assemblies, showing round visitors..)
Leadership and Management	Foundation subject leaders are effective at ensuring children across the school make good progress in their subject area.	• Monitoring drives subject leader actions, which have demonstrable impact. • Monitoring drives subject leader CPD, delivered through staff meetings (including developing understanding of ARE) • Subject leader plans / reports amalgamated with monitoring documents, have a whole-school strategic focus. • Children's work in books shows good progress at age-appropriate levels in foundation subject skills and knowledge. • Paired subject leadership trialled to enable cross-phase working and subject leader peer support • More regular slots in staff meetings to pick up on areas for development and ensure progress with targets.
	The school has a comprehensive plan for ongoing CPD which demonstrates measurable impact.	• Subject leaders attend DSP network events and/or visit other schools to share good practice. • Whole school improvement priorities and a gap-analysis of staff drive the CPD plan • Appraisals reflect on the impact of CPD and identify areas of expertise within the school that could be used to provide further CPD for others. • Monitoring and line management / appraisals are separated from coaching. All teachers are coached.