MEXBOROUGH St JOHN the BAPTIST PRIMARY SCHOOL

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|  | **EofY Targets** | **Mid-year Review (Assessment point 2)** | **Actuals** |
| **Overall Effectiveness** | | | |
| **Y1** | **Reading A/A+ : 79 %**  **A+ : 31%**  **Writing A/A+: 79.3%**  **A+ : 17%** | **Reading A/A+: 79.3%**  **A+ : 31%**  **Writing A/A+:79%**  **A+ : 20.7%** | **Reading A/A+:%**  **A+ : %**  **Writing A/A+:%**  **A+ : %** |
| **Phonics Y1** | **% to meet standard in Y1** | **88% to meet standard in Y1** | **% met standard in Y1** |
| **Y2** | **Reading A/A+:80 %**  **A+ : 31%**  **Writing A/A+: 76.6%**  **A+ : 26%** | **Reading A/A+: 79.3%**  **A+ : 31%**  **Writing A/A+:72%**  **A+ : 17%** | **Reading A/A+:% (%)**  **A+ : %**  **Writing A/A+:% (%)**  **A+ : %**  **(GLD: %)** |
| **Phonics retake Y2** | **% to meet standard in Y2** | **71 % to meet standard in Y2** | **% to meet standard in Y2** |
| **Y3** | **Reading A/A+: 79%**  **A+ : 35%**  **Writing A/A+: 82 %**  **A+ :28.5 %**  **SPAG A/A+:%**  **A+:%** | **Reading A/A+: 78.6%**  **A+ : 35.7%**  **Writing A/A+: 78.6%**  **A+ : 25%**  **SPAG A/A+: 78.58%**  **A+: 14.29%** | **Reading A/A+: %**  **A+ : %**  **Writing A/A+: %**  **A+ : %**  **SPAG A/A+:%**  **A+:%** |
| **Y4** | **Reading A/A+: 81%**  **A+ : 30%**  **Writing A/A+: 80%**  **A+ : 23%**  **SPAG A/A+:%**  **A+:%** | **Reading A/A+: 85%**  **A+ : 31%**  **Writing A/A+:65 %**  **A+ : 23%**  **SPAG A/A+: 61.54%**  **A+: 11.54%** | **Reading A/A+: %**  **A+ : %**  **Writing A/A+: %**  **A+ : %**  **SPAG A/A+:%**  **A+:%** |
| **Y5** | **Reading A/A+: 77%**  **A+ : 36%**  **Writing A/A+: 77%**  **A+ :40 %**  **SPAG A/A+:%**  **A+:%** | **Reading A/A+: 76.2%**  **A+ : 38%**  **Writing A/A+: 77%**  **A+ : 27.3%**  **SPAG A/A+:%**  **A+:%** | **Reading A/A+: %**  **A+ : %**  **Writing A/A+: %**  **A+ : %**  **SPAG A/A+:%**  **A+:%** |
| **Y6** | **Reading A/A+: 77%**  **A+ : 30%**  **Writing A/A+: 83%**  **A+ : 33%**  **SPAG A/A+:%**  **A+:%** | **Reading A/A+: 79%**  **A+ : 28%**  **Writing A/A+: 79%**  **A+ : 21%**  **SPAG A/A+:79.31%**  **A+ 41.38:%** | **Reading A/A+: %**  **A+ : %**  **Writing A/A+: %**  **A+ : %**  **SPAG A/A+:%**  **A+:%** |

English Action Plan 2018-19

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| **Subject Priorities** | | |
| **Objectives** | **Action** | **Impact** |
| **Develop QfLs and Steps to learning across school ensuring that QfLs match learning and steps are differentiated and also contain challenge for GD.** | * Autumn term: Staff training/meeting on developing QfLs and Steps to Success and how they relate to the learning. Steps to success-are they differentiated? Do they include challenge for GD children? * Autumn term: Book scrutiny to assess use of QfLs. CPD to be put into place where any misconceptions are identified. * Develop challenge for GD pupils across school by application of skills in a variety of ways. | **Autumn – Work scrutiny shows that QFLs and steps to learning have improved across school and relate to learning intention. There is challenge for GD learners across classes.**  **Spring –**  **Summer -** |
| **Increase phonics attainment in FS/KS1 to meet national expectations.** | * Autumn term: Staff training on phonics (AM). * Introduce tool for assessing phonics (AM). * Drop ins and book scrutinies to ensure consistent approach to phonics is being used. * List of useful websites to make phoics fun shared with staff. * Ensure appropriate resources are available where needed. * Pooling TA skills across classes. | **Autumn – Training completed. Support staff skilled in leading phonics groups. Groups identified and targeted through implemented tracker system**  **Spring –**  **Summer -** |
| **Increase writing attainment across school with a focus on SPaG to ensure children reach their year group objectives without gaps in learning.** | * Autumn term: Staff training/ meeting on developing SPaG across year groups and ensuring accurate SPaG objectives are taught at the correct level. This will ensure good progress across year groups. * Introduce Place Value of Punctuation Resource as a tool support planning and teaching across year groups. * Provide list of good websites (Grammarsaurus) to support teaching and learning of SPaG and writing. * DH to seek opportunities for staff to observe good quality of modelled writing throughout school. * Ensure engagement of GD pupils in the process of writing by giving them opportunities to choose genre and format for writing. * Develop use of a writing checklist for extended pieces of writing so that children are clear of what how they will be successful. * Moderating across key stages and other schools to ensure consistency in marking and assessment. | **Autumn – Resources shared at staff meetings; staff given progression documents for each year group which provides support for SPaG teaching and details of content and expectations. Drop-ins show that staff have good knowledge of SPaG teaching and learning for their year group across key stages.**  **Spring –**  **Summer -** |
| **Introduce varied experiences that encourage engaging opportunities for children that enable them to be enthusiastic about learning. A particular focus on boys’ reading and writing plus GD learners.** | * DR to attend IPEEL training and trial this in Y4. * DH to research how schools have successfully engaged boys in reading and writing. Ideas discussed at SLT and programmes of study to be implemented. * Ensure engagement of GD pupils in the process of writing by giving them opportunities to choose genre and format for their own writing. * Provide opportunities for team teaching and shared planning to support and guide staff in ensuring opportunities for GD in planning. | **Autumn –**  **Spring –**  **Summer -** |
| **To ensure reading is placed at the centre of the curriculum** | * Yearly Overviews identify focus topic books and class readers. * Focus authors – dedicated classroom space for author packs, prompts and questions to be changed regularly. Access for chn during independent reading time. * Reading buddy scheme; shared reading session with partner from another year group. | **Autumn – Classes following novel study approach. Raised profile of reading across school. Focus author displays supporting range of reading skills developed through Big Picture sessions.**  **Classes paired up for buddy sessions developing fluency, comprehension skills and reading for pleasure. Parents engaging in stay and share reading sessions; higher motivation for children reading to different audiences**  **Spring –**  **Summer -** |
| **To raise the profile of reading and promote a reading culture around school** | * Create immersive reading areas in all classrooms. * Develop range of reading material; fiction, non-fiction, poetry, graphic novels, magazines and children’s newspapers. Furniture to allow for comfortable and relaxed seating. * Friends of St John to raise funds to develop story sacks matched to topic books – contain props, puppets, resources, audiobooks * Rolling programme of class sets of books purchased to support novel study * Class with highest amount of home reading over a term gets to choose which authors/books money is spent on. Shopping trip for two class members with the head teacher to a bookshop to choose them. | **Autumn – Immersive reading areas contributing to greater engagement with books. (pupil voice)**  **Reading subject leader approached book companies to evaluate broader range of reading materials with view to purchasing non-fiction and poetry books.**  **Spring –**  **Summer -** |
| **Develop the outdoor environment to support reading for pleasure** | * Storytelling chairs /once upon a time bench for use by staff as well as chn especially at lunchtimes * Develop decked stage area/circle for chn to act out stories, arbours/ shaded areas for chn to sit and share books. * Book buckets to be used at breaktimes | **Autumn –**  **Spring –**  **Summer -** |
| **To raise attainment and progress in reading** | * Novel study as part of every topic * Older children to read regularly with younger children * Benchmark training for new staff * Identify any gaps in reading materials. Purchase quality guided reading materials for EYFS and KS1 * Develop understanding of GR structure, skills and question types for staff * Monitor guided reading planning and sessions | **Autumn – Regular benchmarking carried out by staff gives clear assessment of reading skills and reading for understanding. Individual and guided reading books tightly matched to ability with room for instructive teaching.**  **Spring –**  **Summer -** |
| **To increase the % of children working at greater depth in reading** | * Pupil progress meetings and monitoring reading trackers to identify opportunities for intervention to develop greater depth children * Pupil interviews to assess greater depth understanding * Increase parental involvement by organising events which promote reading at home | **Autumn – Intervention groups for GD reading in place.**  **Classes on track for achieving GD end of year targets at assessment point 2**  **Spring –**  **Summer -** |
| **To increase the % of children passing the phonics screening test, closing the gap between school and National** | * Monitor delivery of phonics sessions * Monitor phonics tracker to calculate % of children on track at each phase * Pupil progress meetings to identify children who need additional support * Mock phonics screening held in Jan | **Autumn – Intervention groups set up for identified children to ensure they pass phonics screening**  **Spring –**  **Summer -** |
| **To continue to develop knowledge of subject leaders and staff** | * Attendance at authority subject leader meetings to remain up to date with moderation requirements * Feedback new developments to staff * Lead training staff meetings * Work with DH, Jo Davenport and JMAT to support teachers | **Autumn – Y2 and Y6 teachers aware of changes in moderation. Regular moderation carried out with ROSIS and JMAT consultants.**  **In school moderation carried out to apply consistent judgements across phases.**  **Spring –**  **Summer -** |