

LOWFIELD SCHOOL

CORE PRIORITIES 2015-16

Ofsted Priorities (Feb 2012)

- Improve rates of progress at Key Stage 1 in order to raise attainment, particularly in mathematics, so that attainment is at least in line with the national average by:
 - increasing the pace of learning in lessons
 - limiting the teachers' input, especially during lesson introductions, to ensure that pupils take more responsibility for their own learning.
- Ensure that all teaching in the school is consistently good or better by:
 - consistently developing speaking and listening skills through giving pupils more time to share and discuss their ideas
 - increasing the range of opportunities for pupils to apply their key skills across the curriculum by giving them first-hand experiences.
- Work more closely with parents and carers and with the local authority in order to improve the punctuality of the small minority of pupils who arrive late to school.

Progress & Attainment

- **EYFS:** outcomes (GLD) are an improvement on 2014-15 (61.4%) and are very close, if not in line with national figures. Outcome in phonics are an improvement on 2014-15.
- **Y1:** outcomes are an improvement on 2014-15, particularly in regard to SPaG.
- **Attainment KS1:** improves on 2014-15 outcomes and is not significantly different from the national picture.
- **Attainment KS2:** 85% or more of pupils meet the new expected standard in reading, writing and maths by the end of KS2. This means achieving at least 100 in both reading and maths tests, and being assessed by their teacher as reaching the new expected standard in writing.
- **Progress KS2:** pupils must make sufficient progress in *all of*, reading, writing and maths between reception / end of KS1 (whichever is better) and the end of KS2.
- In all year groups the majority of pupils make at least "typical progress" i.e. 3 learning steps. For example a secure Y3 would move to a secure Y4.
- In year progress (IYP) is accelerated, as required, so that most pupils are at ARE by the end of the year.
- The attainment gap between Pupil Premium and other pupils continues to close.

Teaching and Learning

- The quality of teaching, in all phases, continues to improve. This is evidenced through triangulation of:
 - Lesson observations / drop-ins
 - Work / profile scrutiny
 - Quality of marking (observations in EYFS)
 - End of year outcomes for progress and attainment / GLD etc

Curriculum / Assessment / Staff Development

- Our new curriculum continues to develop and fully meets the needs of our pupils in all areas.
- Staff are confident in assessing pupils, inc. using the new STAT Sheffield assessment model. Moderation shows assessment to be accurate in all areas / phases
- All staff have access to quality CPD esp. in behaviour, Literacy, SPaG, Communication in Print, mentor training and baseline / online tracking (F2).

Attendance

- Attendance for the year meets our ambitious target of 97%. Persistent absence is reduced to national levels and punctuality improves.

