

LOWFIELD PRIMARY SCHOOL

CORE PRIORITIES 2016-17

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 2015-16 (**70.9%**) and are, at least, in line with national figures.
- **Y1:** Outcomes in phonics are an improvement on 2015-16 and are above national. Outcomes are an improvement on 2015-16, with at least the same gains in terms of percentage at ARE.
- **Attainment KS1:** Outcomes improve on 2015-16 and are in line with national in all areas.
- **Attainment KS2:** Outcomes improve on 2015-16 and are above national in all areas.
- **Progress KS2:** Outcomes improve on 2015-16 and are above national in all areas.
- In all year groups all pupils make accelerated progress so that most pupils are at ARE by the end of the year (the percentage gains are greater than in 2015-16 in all areas).
- Pupil premium pupils make better progress than non pupil premium pupils so that the attainment gap continues to close.

Teaching and Learning

- The quality of teaching, in all phases, continues to develop. 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 curriculum continues to develop and fully meets the needs of all our pupils in all areas.
- Assessments using, STAT Sheffield assessment model etc, are accurate and are moderated between year teams / across school and Triad.
- All staff have access to high quality CPD esp. in behaviour, Literacy (including reading), Spag and areas identified through performance management.

Attendance

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

