

LOWFIELD PRIMARY SCHOOL CORE PRIORITIES 2019-20

Ofsted Priorities (March 2017)

Leaders and those responsible for governance should ensure that:

- teaching and learning in key stage 1 improve further, so that a greater proportion of boys and disadvantaged pupils start key stage 2 ready to learn
- planning in science is improved so that pupils are able to develop, use and apply their scientific knowledge to explore and investigate through practical activities
- they continue to work with families and carers to diminish the amount of persistent absence, ensuring that all pupils come to school regularly and on time.

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Progress & Attainment

- **EYFS:** Outcomes (GLD) are an improvement on previous years and are in line with national figures.
- **Y1:** Outcomes in phonics are an improvement on 2018-19 and are, at least, in line with national.
- **Attainment KS1 (Y2):** Outcomes improve on 2018 -19 and are, at least, in line with national in all areas.
- **Attainment KS2 (Y6):** Outcomes improve on 2018-19 and are above national in all areas.
- **Progress KS2 (Y6):** Outcomes improve on 2018-19 and are above national in all areas.
- In all other year groups the percentage of pupils at ARE at the end of the year is a marked improvement on the percentage at the start of the year.
- In all year groups all pupils not at ARE make accelerated progress.
- In all year groups 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 is reviewed so that it is appropriate to and fully meets the needs of all our pupils in all areas; particular foci this year are embedding a mastery approach in maths and developing phonics/ early reading teaching.
- Developing our Point in Time Assessment (PITA) system to ensure that it effective in tracking pupil development. Assessment continues to be accurate and is moderated between year teams / across school and Triad / Sheaf Cooperative Learning Trust.
- All staff continue to have access to high quality CPD and are well supported in terms of their career aspirations and their personal wellbeing. Staff are recognised as the schools most important asset and they must be looked after in order to continue to perform at the highest level.

Attendance

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

