

SEF

Strengths	Areas for Development	Action Points
<ul style="list-style-type: none"> Progress in writing in KS1 and Upper Key Stage 2. Progress in reading good or outstanding in most year groups Outcomes in phonics in Year 1 KS2 writing - 70% achieving expected KS2 progress scores for writing are 9.4: this places us in the top 10% in the country. KS2 progress scores for reading are 3.0: this places us in the top 20% in the country. KS1 writing - 75% achieved the expected standard 21% of children were exceeding in writing at KS1 22% of children were exceeding in writing at KS2 	<ul style="list-style-type: none"> Ensure accelerated progress in Y3/4 Attainment in reading at KS2 Challenge of HAPs 	<ul style="list-style-type: none"> Monitoring of provision and assessments English Review Week to focus on reading provision Introduction of Novel Study CPD of staff in Novel Study and Immersive environments Development of children's vocabulary through novel study

Overarching Priority:

SDP	Objective Supporting Actions	Lead Person	Timescale	Resources	Success Criteria	Monitoring How and by whom?	Progress and impact (dated entries)
1.1 1.4	<p>SLT and staff to review the current curriculum to ensure that it successfully meets the needs of Coleridge pupils and impacts positively on their outcomes</p> <ul style="list-style-type: none"> Explore the use of Novel Study approach to improve outcomes in writing and reading Visit Humberstone Academy Arrange Novel Study Training for key members of staff 	SP IH	Autumn Term	CPD Staff meetings PPA support	All staff to understand the pedagogy and theory behind Novel Study	Planning scrutiny, PPA support and discussion. SP/SR	

	<ul style="list-style-type: none"> - Allocate staff meeting time for training and joint planning - Select appropriate picture books for Novel Study launch in Spring 1 2018 						
1.2	<p>Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and <u>constantly demand more</u> of pupils</p> <ul style="list-style-type: none"> - Support provided on how to incorporate more challenging reading books into planning to increase pupils' knowledge of a broad range of authors 	SP IH	Autumn Term	Novel Study PPA Staff meetings CPD	Language rich texts chosen to lead Novel Study through	Planning scrutiny, lesson observations, work scrutiny, PPA support and discussion SP/SR/IH	
1.3	<p>Review the Marking and Feedback Policy to ensure that teachers provide incisive feedback to pupils about spelling across <u>all</u> subjects</p> <ul style="list-style-type: none"> - Create a symbol approach to identify non negotiables in writing and spelling in all subjects 	SP IH	Autumn Term	Marking and Feedback policy Staff meeting KS1 Marking symbols	Non negotiables in writing to be consistently addressed and of the same standard across all subjects.	Book scrutiny Pupil voice	
1.4	<p>To ensure that pupils are well supported to achieve higher standards in reading.</p> <ul style="list-style-type: none"> - investment in more challenging reading books to increase pupils' knowledge of a broad range of authors - ensure all classrooms have a good supply of suitably challenging home reading books - develop a Novel Study curriculum - visit to other schools employing Novel Study curriculum - CPD staff on Novel Study curriculum - Establish higher % ARE targets set for reading outcomes at FS, Y1 Phonics, KS1 and KS2 	SP IH	Autumn Term	CPD Staff Meetings	Higher % of children achieving ARE and above in reading	Learning walks PPM Target setting	

1.4	<p>How are Y2 supporting disadvantaged children, and what impact could this have on other year groups?</p> <p>What is teaching and learning like in Y3 and 4 and how is this comparable to practice in Key Stage 1?</p> <ul style="list-style-type: none"> - Moderate reading provision in Lower Key Stage 2 - Look at home readers/guided reading texts - Audit staff CPD - Moderation of assessments made in reading in Y3 and 4 in line with benchmarking and Amy Parry 	SP IH	Autumn Term	Learning walks Drop ins Pupil voice Guided reading folders CPD	Y3 and Y4 supporting disadvantaged children effectively. Higher % of Y3/4 children achieving ARE. Accelerated progress in Y3/4		
1.4	<p>What is the challenge like for HAPS in Y3, 4, 5 and 6?</p> <ul style="list-style-type: none"> - Moderate HAP reading provision across Key Stage 2 - Explore Gifted and Talented reading opportunities across Key Stage 2. 	SP IH	Autumn Term	Learning walks Drop ins Pupil voice CPD CLPT Hub	Increased % of GDS in Key Stage 2		