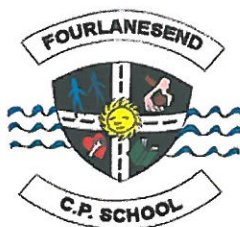


<p><b>Ofsted 2012 Priority.</b></p> <p><b>Improve pupils' writing skills throughout the school by:</b></p> <ul style="list-style-type: none"> <li>- Ensuring that their handwriting is neat, legible and that letters are correctly formed.</li> <li>- Expecting pupils to present their work more neatly.</li> <li>- Ensuring that pupils have more opportunities to practise these skills across all subjects.</li> </ul>	<p><b>Focus of Visit</b></p> <p>To undertake a review of the long-term objective to improve handwriting. The intention being that if it is found to have been met we will cease reporting on this as governors meetings and focus on current improvement priorities.</p>
<p><b>Visit time, date and Governor name:</b></p> <p>7<sup>th</sup> Nov 2016 Jackie Eason Dec</p>	<p><b>Staff name:</b></p> <p>Rebecca Norton</p>
<p><b>Ofsted Outstanding</b></p> <ul style="list-style-type: none"> <li>Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.</li> </ul> <p><b>Ofsted Good</b></p> <ul style="list-style-type: none"> <li>Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.</li> </ul>	
<p><b>Actions taken to address Ofsted priority</b></p> <p><b>First step was to researched which scheme would be most effective –</b></p> <p>We already had a scheme called Spectrum that gave us what we wanted but on reflection we hadn't applied it to best effect. Focus at the time in school had been on improving standards in other areas. Spectrum was out of print but Collins had reprinted it under their name so we purchased this at very little cost. We chose this scheme because it fitted into the practice that we felt would best achieve life long learning</p> <p><b>Initial steps</b></p> <p>We had handwriting charts on the walls of every classroom. This was an initial boosting step. We also initially had a 'daily write' in handwriting books, we don't need to do this now as we have children forming letters properly from foundation stage so the good practice is embedded already.</p> <p><b>Changed our handwriting policy</b></p> <p>We reviewed and changed this policy and since then it has been updated annually to reflect the development and changes as the school practice evolves. It was also updated to meet the demands of the new curriculum.</p> <p><b>Sourced external advice</b></p> <p>We consulted Rowena Onions, our SIP and Ofsted inspector on best practice from other schools to ensure that the steps we were taking were our best options.</p> <p><b>Key changes</b></p> <p>The school recognizes the greater control that a pencil allows so children are only allowed to progress on to using a pen when they have a pen license. Children can approach the KS2 teachers on a Friday to discuss their progress towards this.....it is a big deal!</p> <p>Certificates are given to children when they get their pen. The age of this achievement can vary from year 2 right up to year 6.</p> <p>However, when a child can use a pen they can still choose a pencil. This enables them to keep a high level of confidence and control as they transition more gradually to a pen and prevents their standard of neatness from slipping.</p>	



On the walls in the classrooms there are clear guidelines on what children need to do to earn a pen. These guidelines are linked with the National curriculum guidelines and have been updated with the 2014 curriculum.

**Interventions to boost handwriting**

Now, for children who still struggle we have an intervention called 'speed up', it is delivered by a TA in mixed age KS2 small groups. Children will stay in this whole program that lasts for a term. For most children there is a definite impact. For other children, who are not keen on the idea of leaving the classroom for an intervention, the idea of it is enough to keep them on their neatness track.

**Neatness in maths**

Maths books – we evaluated the use of squared maths books and made sure we had the correct size squares for the correct age group and strictly only one number per square and lined up correctly.

**Embedded into the SDP**

Handwriting is also focused on in our 7 Strands of excellence.. Strand 2.2 is presentation and is analysed termly as part of the 7 strands of excellence analysis. This is also an integral part of the SDP and is analysed against the Ofsted framework.

**Observations and Discussions**

I looked at a number of KS1 and KS2 books and saw a standard of writing that indicated that the handwriting policy is being applied throughout the school. Progress that has been made from September to December was very obvious (please see attached example from a year 2 child).

The pen policy was also evident with a high standard of writing still not being quite good enough to have pen. These high expectations are ensuring a high standard.

**Summary to be entered on Governor Monitoring Plan:**

I am assured that this Ofsted action point has been met and is now so firmly embedded within the school that it no longer needs to feature in the termly heads reports.

**Further Action Required:**

Maintain the high standards.

**Impact of Governance:**

The school have gathered evidence to prove actions have been taken to address this area that required improvement. The analysis has allowed confirmation that the required actions have been achieved.

**Governor signature:**

**Date:**

**Staff signature:**

*L. Natan*

Y2  
September

Thursday 8th September

Lo: I can use alliteration

Owl Brought an Orange Octopus called  
Oscar! Welch who lived Wildly on  
the Wednesday while with the wizard's  
Jumps in the sea!

What a tongue-twister

Good understanding!



42  
December

said. "no it isn't", Suddenly they all heard armor, the Mad Hatter said "oh no that's the Hearts soldiers, ~~there~~ their killing kings and queens", "hng" said King Ovie, "hush hush" said the Hatter. The Hare said ~~to everyone~~ in my ho  
The Hare hid in the cellar with King Ovie, the Dormouse hid in the teapot in the kitchen and the Hatter hid in the bathroom. The soldiers ~~search~~ search every land of Wonderland. Then they were gone.

Tuesday 6<sup>th</sup> September 2016

LO: to use a sutibal-method to solve calculations in all four operation

1.  $4 \times 2 = 8 \checkmark$

2.  $14 \times 2 = 80 \times \div 28$

3.  $29 \div 5 = 5 \text{ r } 4 \checkmark$

4.  $31 + 15 = 46 \checkmark$

5.  $100 - 36 = 64 \checkmark$

6.  $413 = 44 = 369 \checkmark$

7.  $1.5 \times 3 = 4.5 \checkmark$

8.  ~~$16320 \div 6 = 236$~~   $16320 \div 6 = 230 \times$

9. Noah has £50.00. He buys 2 bars of chocolate for 55p each. How much change dose he have.

~~10.~~

$$\begin{array}{r} \text{£ } 50.00 \\ - \text{£ } 1.10 \\ \hline \text{£ } 48.90 \end{array}$$

$= \text{£ } 48.90 \times$

10. Mina has 63 marbles. If she leaves shares them equally which 2 of her friends how many will they all get.

$63 \div 3 = 21 \checkmark$

SA: I'm confident on my division, addition, subtraction and Multiplication.

NS: To double check.

Verbal feedback given.

1.0.7 can solve addition and subtraction problems in context, deciding on the operation and method to use.

1)

$$\begin{array}{r} 3210 \\ + 2564 \\ \hline 5774 \end{array}$$

$$\begin{array}{r} 9836 \\ - 5774 \\ \hline 4062 \end{array}$$

$$\begin{array}{r} 9836 \\ - 4062 \\ \hline 5774 \end{array}$$

Answer = 5774 ✓

$$\begin{array}{r} 8325 \\ - 3789 \\ \hline 5516 \end{array}$$

$$\begin{array}{r} 5516 \\ - 2678 \\ \hline 2838 \end{array}$$

2)

$$\begin{array}{r} 2678 \\ + 2838 \\ \hline 5516 \\ 1111 \end{array}$$

Answer = 2838

1500 + 1500 = 3000 + 750 = 3750

5250 you need to add on Monday as well.

Answer = ~~1500~~

$$\begin{array}{r} 0750 \\ + 1500 \\ \hline \end{array}$$

3)

$$\begin{array}{r} 85810 \\ - 17623 \\ \hline 68187 \end{array}$$

Answer = 7377 ✓

2222 + 5572 = 7794

That's not true, because my example above is still a sum of two numbers, which shows that is wrong. The only place time it could get a sum of two numbers is if you have 2325 + 7152 = 11, 478.

✓

LO: I can use a formal written method for multiplication.

$$\begin{array}{r} 76 \\ \times 6 \\ \hline 456 \\ \hline \end{array} = 456$$

$$\begin{array}{r} 076 \\ 6 \overline{) 4536} \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ \times 3 \\ \hline 93 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ \times 3 \\ \hline 192 \\ \hline \end{array}$$

$$\begin{array}{r} 93 \\ \times 8 \\ \hline 744 \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ 3 \overline{) 93} \\ \hline \end{array}$$

$$\begin{array}{r} 084 \\ 3 \overline{) 1192} \\ \hline \end{array}$$

$$\begin{array}{r} 093 \\ 8 \overline{) 744} \\ \hline \end{array}$$

Starting real lesson

$$\begin{array}{r} 98 \\ \times 63 \\ \hline 294 \\ \hline \end{array}$$

$$\begin{array}{r} + 5880 \\ \hline 6174 \end{array} = 6174$$

$$\begin{array}{r} 95 \\ \times 67 \\ \hline 665 \\ \hline \end{array}$$

$$\begin{array}{r} + 5700 \\ \hline 6355 \end{array} = 6355$$

$$\begin{array}{r} 65 \\ \times 26 \\ \hline 390 \\ \hline + 1300 \\ \hline 1690 \end{array} \checkmark = 1690$$

$$\begin{array}{r} 84 \\ \times 69 \\ \hline 756 \\ \hline \end{array}$$

$$\begin{array}{r} 040 \\ \times 6796 \\ \hline 6796 \end{array} \times$$

SA: I used to do this 2-digit  $\times$  2-digit. Yet I didn't know that's how you actually do it like that. You understand the method but made small calculation errors. Take care with these.