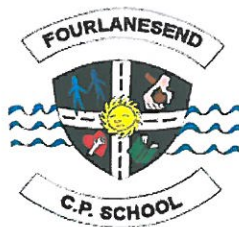


<p>School Development Plan Priority</p> <p>2.9 B Effective actions of leaders are taken to secure and sustain improvements to teaching, learning and assessment</p> <p>3.2 F Teachers and other staff have consistently high expectations of what each pupil can achieve</p>	<p>Focus of Visit</p> <p>Ensure that progress and attainment in SPaG has increased</p> <p>Evidence of progress in these areas to appear in HT report to the governing body, SPTO data book scrutinies and lesson observations.</p>
<p>Visit time, date and Governor name:</p> <p>Simon King 13th July 2017</p>	<p>Staff name:</p> <p>Rebecca Norton</p>
<p>SDP actions to consider</p> <p><i>Improve SPaG across KS2 – progress and attainment are increased.</i></p> <p><i>From end of year PaG in SPTO all children make good progress in line with that of other subjects.</i></p> <p><i>SPaG focus across school. Introduction of KungFu punctuation. Teachers to agree high expectations for SPaG (what is acceptable) and that all staff implement this</i></p>	
<p>Ofsted Outstanding</p> <ul style="list-style-type: none"> 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. <p>Ofsted Good</p> <ul style="list-style-type: none"> Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. 	
<p>Previous visit: Progress on agreed actions and Impact</p> <p>N/A</p>	
<p>Observations and Discussions</p> <p>In March a new set of interactive power points were purchased for £200 for use from Y1-Y6 to support SPaG. Evidence in the staff meeting minutes from 8th March 2017 demonstrates monitoring of strategies used to improve it across school. We found the impact of Kung Fu punctuation limited over time. The children liked it initially however over time it made little impact on their progress.</p> <p>SPaG has been a focus of the Summer Term lesson observations and expectations were high across school, this is demonstrated in the data.</p> <p>Data from the end of the school year demonstrate that across in SPaG across KS2 all but 2 children are making expected</p>	



progress or better. The 2 children who are not on the SEN register and have external agencies involved. SPaG in KS1 begins in Y2. In Y2 5 children are not making expected progress this year, however they are all working below age related expectations. The progress in SPaG is higher than in other subjects. Our KS2 results demonstrated a larger proportion of children this year achieving the expected standards in SPaG despite the low numbers in the year group and an increase in those achieving greater depth.

SPaG was part of a key line of enquiry during our OFSTED inspection in March 2017. Our report said:

Leaders have been resolute in setting high expectations for handwriting, spelling, punctuation and grammar. They have worked closely with staff to implement a whole-school approach to handwriting. Evidence in books shows that pupils are applying a varied range of age-appropriate skills to engage the reader. For example, pupils in Years 5 and 6 make effective use of a wide range of punctuation marks. They use parenthesis, brackets, colons and direct speech successfully to heighten the meaning of their work.

Data has been completed for the year and following whole school analysis of the writing and professional discussions we have bought in again a system used previously to support spelling. This is more formalised and will be covered daily from Y2-6. It is part of the read, write inc programme, however we only ever use the spelling. In KS2 it has been agreed that the school return to the automatics, this is following discussions with teachers and children. This has been updated and altered to meet the needs of the current children. It is already on display in Class Lynher. All of the above will make up part of the SDP for 2017/18

Summary to be entered on Governor Monitoring Plan:

Good progress made towards the objectives this year.

Further Action Required:

To monitor the updated automatics scheme and the new spelling scheme in operation.

Impact of Governance:

Changes made through the year to support progress e.g. move from Kung Fu punctuation to power point – challenged as to why, evidence in SPTO and lesson obs. New power point came following professional dialogue and selection of new resources (teacher's had trial first).

Date and time of next visit:

October 2017

Governor signature:

Date: 13.7.2017

Staff signature:

R. Norton

Percentages making expected KS2 progress using latest pupil data

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Subjects Combined		Vocabulary Grammar Punctuation			
KS2:ALL [49 children]	4.2% 2/48	95.8% 46/48	4.2% 2/48	95.8% 46/48	
	-	-	4.2% 2/48	35.4% 17/48	60.4% 29/48
	-	-	0.0% 0/48	4.2% 2/48	43.8% 21/48
	-	-	-	-	16.7% 8/48
3 [15 children]	6.7% 1/15	93.3% 14/15	6.7% 1/15	93.3% 14/15	
	-	-	6.7% 1/15	66.7% 10/15	26.7% 4/15
	-	-	0.0% 0/15	6.7% 1/15	20.0% 3/15
	-	-	-	-	6.7% 1/15
4 [18 children]	0.0% 0/17	100.0% 17/17	0.0% 0/17	100.0% 17/17	
	-	-	0.0% 0/17	35.3% 6/17	64.7% 11/17
	-	-	0.0% 0/17	0.0% 0/17	41.2% 7/17
	-	-	-	-	23.5% 4/17
5 [8 children]	12.5% 1/8	87.5% 7/8	12.5% 1/8	87.5% 7/8	
	-	-	12.5% 1/8	0.0% 0/8	87.5% 7/8
	-	-	0.0% 0/8	0.0% 0/8	75.0% 6/8
	-	-	-	-	12.5% 1/8
6 [8 children]	0.0% 0/8	100.0% 8/8	0.0% 0/8	100.0% 8/8	
	-	-	0.0% 0/8	12.5% 1/8	87.5% 7/8
	-	-	0.0% 0/8	0.0% 0/8	62.5% 5/8
	-	-	-	-	25.0% 2/8

Percentages making expected progress this year, Baseline to End of Year Final, 2016-2017

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1617YARGROUP:2 [17 children]	Subjects Combined		Vocabulary Grammar Punctuation			
	29.4% 5/17	70.6% 12/17	29.4% 5/17	29.4% 5/17	70.6% 12/17	70.6% 12/17
	-	-	-	29.4% 5/17	47.1% 8/17	23.5% 4/17
	-	-	-	0.0% 0/17	47.1% 8/17	23.5% 4/17
	-	-	-	29.4% 5/17	47.1% 8/17	0.0% 0/17
2 [17 children]	29.4% 5/17	70.6% 12/17	29.4% 5/17	29.4% 5/17	70.6% 12/17	70.6% 12/17
	-	-	-	29.4% 5/17	47.1% 8/17	23.5% 4/17
	-	-	-	0.0% 0/17	47.1% 8/17	23.5% 4/17
	-	-	-	29.4% 5/17	47.1% 8/17	0.0% 0/17