

Staffing

New recruits

We have successfully recruited 3 NQTs who will be starting in July 2018. All ladies have been with us as students and their mentors have been very impressed and we are looking forward to them joining us. Their names are Gill Salter, Sue Fowler and Helen Powell and they will be based in Reception and KS1.

We also recently successfully recruited Mrs Sewell on a fulltime permanent contract and she will be taking over Hedgehogs Class until July, providing some much needed stability and expertise. In preparation for our amalgamation we also recruited 3 other part time teachers, who in the first instance will provide Year 3 cover until July and additional release throughout the infants. Altogether this will provide 1.4 FTE.

Advertising

There are currently new posts being advertised for the new school and these will close just before the end of the Easter holiday allowing us to interview in the first week of our return.

Maternity

We say goodbye to Miss Tuck in early July for her to begin her maternity leave and her class will be covered by Miss Powell.



Visit Report

Spring Term 2018

School Name: College Town Infant and Nursery School

Visit Reference: STEP Spring Visit 2	Date of Visit: 07/03/2018 08:30
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Name: Sharon Jones

Category: School Improvement

Funding Category: SLA

Attendees:

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| <ul style="list-style-type: none"> Trudi Sammons - Headteacher Emma Batten - Assistant Headteacher Sharon Jones - STEP |
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Actions:

Action	Who	Timescale
<ul style="list-style-type: none"> Continue to embed opportunities for stamina writing, allowing pupils to work over a series of sessions where required. 	Teachers	25/05/2018
<ul style="list-style-type: none"> Use the OAT (Objective Analysis Tool) to refine planning, so that teaching is addressing gaps in learning for groups or individuals. 	Teachers	25/05/2018

Comments:

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| <p>Agreed Agenda</p> <ul style="list-style-type: none"> Progress against Autumn STEP report actions. Progress against RAP priorities Progress on action points from Autumn review of writing Mid year data against targets set Impact of leaders on improving T & L LA & School Self Evaluation Indicative Ofsted category LA support and Impact |
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Detailed commentary against the above will be noted in the End of Spring STEP report which will come to the school in April.

It was agreed however to provide immediate feedback in relation to the progress made against the key action points from the November Writing Review.

Action: Enhance writing opportunities in outdoor provision (YR)

A 'writing shed' has been set up outside with the appropriate resources to support the development of writing. A larger shed has been ordered and will be located near the large chalk boards to encourage children to write on different surfaces using a range of media.

Action: Ensure a range of resources are readily available to support mark making and writing especially for those with weak fine motor skills. (YR)

A visit to the Reception classrooms confirmed that a number of learning opportunities are being carefully planned to support the development of fine motor skills. Activities such as threading a range of objects and cutting were available. The 'creation stations' had writing materials readily available so that pupils could write about what they planned to make or how they created their models etc.

Adults scaffold the play alongside the children on Fridays modelling how the children could make best use of each learning opportunity in the following week. This also provides an opportunity for quality interactions. Leaders report that this is effective in ensuring pupils know how to purposefully engage with the activities available. It also provides the opportunity for the adults to model language and the use of specific vocabulary.

Action: Ensure expectations are consistent across classes re non - negotiables.(Y1)

Changes have been made to staffing within Y1. A new teacher will be joining the school team in April. Leaders have clear plans in place to ensure consistency in expectation and the quality of teaching.

Action: Review line size to support handwriting.(1& 2)

Scrutiny of pupil books confirmed that many pupils needed to use books with smaller spaces between the lines. It has been agreed that as soon as a pupil finishes a book they will be moved onto a book with smaller line spaces. From September 2018 all pupils who are working at the 'expected' level or above will begin the year with a writing book with small line spaces.

Address grammar errors especially for the more able.(Y2)

Scrutiny of pupil books noted that some errors in grammar were being picked up. This now needs to be embedded.

Action: Analyse writing of the more able against the greater depth criteria to identify specific aspects which need to be included in planning.

Some teachers are using the OAT on SPTO to enable them to see the objectives which are a barrier for those on track to gain greater depth. Current data shows that 75% are on track to gain the expected standard in Y2 with 33% on track to attain at greater depth. All teachers now need to make use of the OAT to really target their teaching in the summer term.

Action: Consider marking with a specific focus in mind. (ALL)

Scrutiny of pupil books demonstrated that all teachers were marking with a spelling

focus in mind as requested. Spellings were noted in the margin and pupils would copy these into their word log. These are always used when pupils are writing. Staff reported that pupils are reminded to use their word log when writing ensuring that words previously spelt incorrectly are transferred correctly into their writing.

In some pupil books seen, the amount of spellings noted within the margin was 10+. This now needs to be refined to ensure that core vocabulary is a priority or the spellings relate directly to the objectives pupils have not yet achieved. The English subject leader has worked effectively with staff to implement actions as a result of the writing review in November. An in-depth analysis of work sampling and the monitoring of planning have been carried out in Year 2 and is attached to this report.

Books from across the school demonstrate that pupils are being given many opportunities to write for a clear purpose in a range of styles. Stamina writing was evident in all books with some year groups producing significant pieces of writing which have been completed over a number of sessions. Cross curricular writing is clearly having a positive impact on pupil interest and engagement with writing.