



Chase Side Primary School Development Plan

2017 - 2018

Evidence 2016 - 17

Early Years Foundation Stage

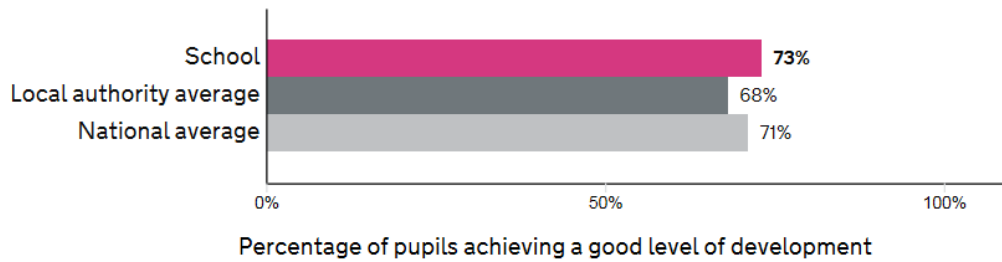
This is final data for 2016/2017.

[Print this page](#) ?

Percentage of pupils achieving a good level of development ?

Number of pupils = 60

[View as table](#)



Phonics screening check

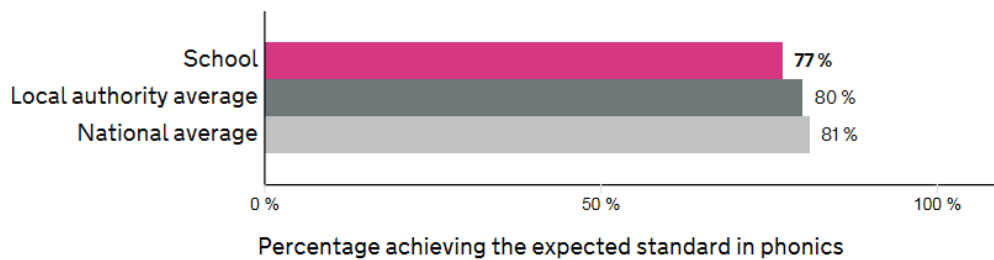
This is provisional data for 2016/2017.

[Print this page](#) ?

Percentage achieving the expected standard in phonics

Number of pupils = 60

[View as table](#)



Key stage 1

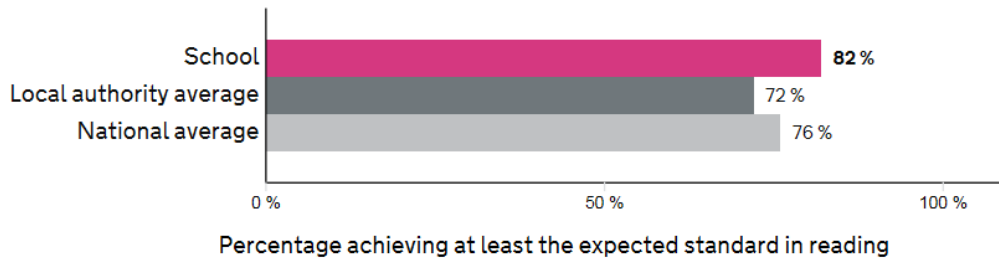
This is provisional data for 2016/2017.

[Print this page](#) ?

Percentage achieving at least the expected standard in reading ?

Number of pupils = 60

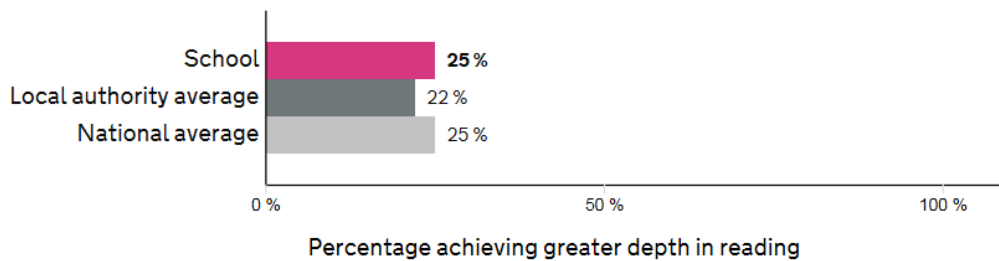
[View as table](#)



Percentage achieving greater depth in reading ?

Number of pupils = 60

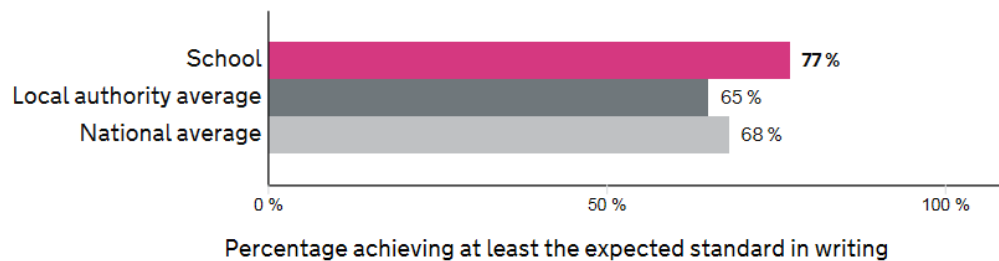
[View as table](#)



Percentage achieving at least the expected standard in writing ?

Number of pupils = 60

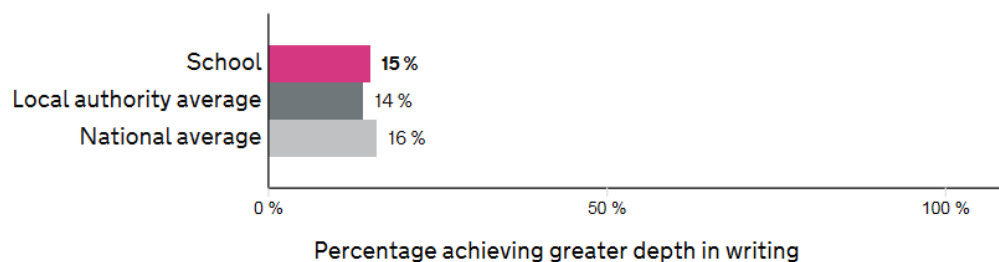
[View as table](#)



Percentage achieving greater depth in writing ?

Number of pupils = 60

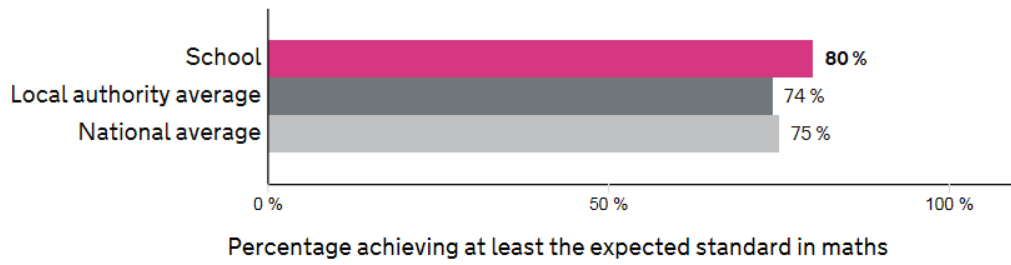
[View as table](#)



Percentage achieving at least the expected standard in maths ?

Number of pupils = 60

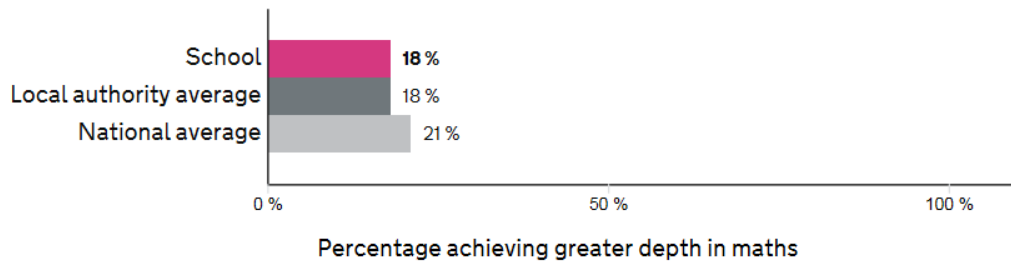
[View as table](#)



Percentage achieving greater depth in maths ?

Number of pupils = 60

[View as table](#)



Key stage 2

This is revised data for 2016/2017.

[Print this page](#) ?

Progress in reading, writing and maths ?

Reading ?

Number of pupils = 55

Average -1.35

Confidence interval ?
-2.99 to 0.30

[Explore data in detail](#)

Writing ?

Number of pupils = 55

Average -0.36

Confidence interval ?
-1.96 to 1.24

[Explore data in detail](#)

Maths ?

Number of pupils = 55

Below average -2.00

Confidence interval ?
-3.48 to -0.51

[Explore data in detail](#)

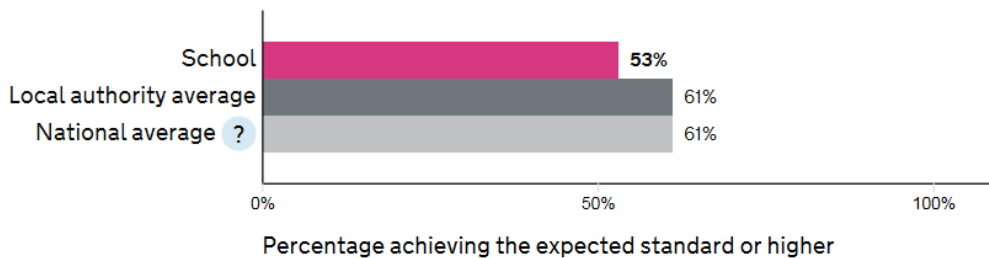
[View pupil breakdown](#)

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher ?

Number of pupils = 59

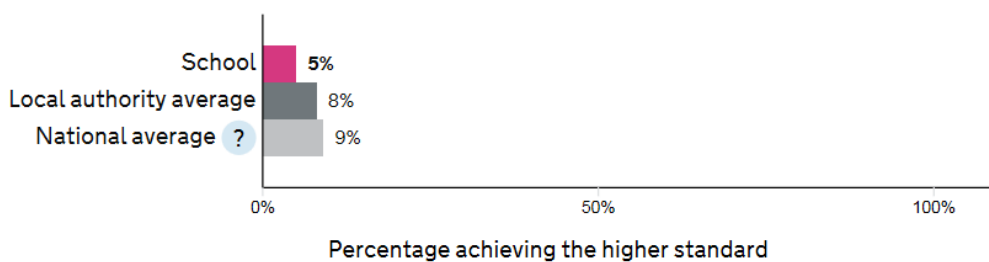
[View as table](#)



Percentage of pupils achieving the higher standard ?

Number of pupils = 59

[View as table](#)

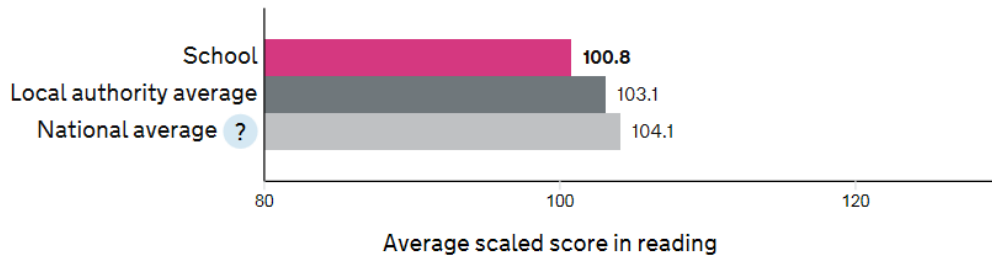


Average scaled score in:

Reading ?

Number of pupils = 59

[View as table](#)



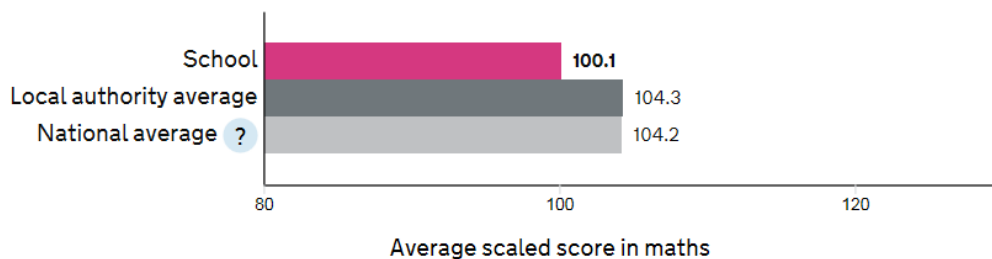
[Explore data in detail](#)

[View pupil breakdown](#)

Maths ?

Number of pupils = 59

[View as table](#)



Key stage 2 disadvantaged

This is revised data for 2016/2017.

[Print this page ?](#)

Average progress for disadvantaged pupils in reading, writing and maths

[Help with progress scores](#)

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils Confidence interval ?	-2.90 -5.70 to -0.10	-1.36 -4.08 to +1.35	-4.32 -6.84 to -1.79
National average for non-disadvantaged pupils ?	+0.33	+0.18	+0.28
Number of disadvantaged pupils	19	19	19

[View pupil breakdown](#)

Average progress in reading by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Group	All	Dis	All	Dis	All	Dis
Number of pupils	7	4	35	13	13	2
Score	-3.97	-3.98	-1.85	-2.96	1.43	-0.35
National average ?	0.00	0.47	0.00	0.34	0.00	0.28
Difference ?	-3.97	-4.46	-1.85	-3.30	1.43	-0.63
Confidence interval ?	-8.58 to +0.64	-10.08 to +2.12	-3.91 to +0.21	-6.34 to +0.42	-1.96 to +4.81	-8.98 to +8.28

Average progress in writing by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Group	All	Dis	All	Dis	All	Dis
Number of pupils	7	4	35	13	13	2
Score	2.24	1.48	-0.73	-2.09	-0.79	-2.33
National average ?	0.00	0.47	0.00	0.17	0.00	0.13
Difference ?	2.24	1.01	-0.73	-2.26	-0.79	-2.46
Confidence interval ?	-2.24 to +6.72	-4.45 to +7.41	-2.73 to +1.28	-5.38 to +1.20	-4.08 to +2.50	-10.71 to +6.05

Average progress in maths by prior attainment

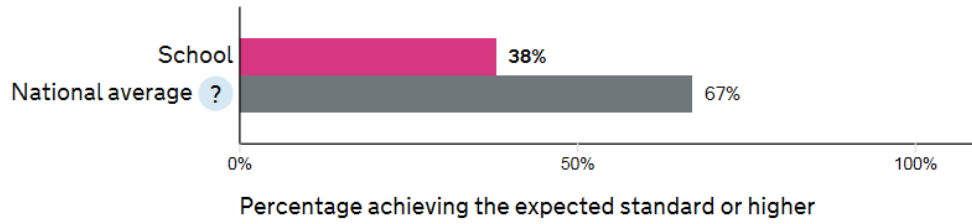
Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Group	All	Dis	All	Dis	All	Dis
Number of pupils	7	4	35	13	13	2
Score	-3.55	-5.16	-2.54	-4.18	0.32	-3.48
National average ?	0.00	0.58	0.00	0.30	0.00	0.20
Difference ?	-3.55	-5.74	-2.55	-4.49	0.32	-3.68
Confidence interval ?	-7.72 to +0.61	-10.67 to +0.35	-4.41 to -0.68	-7.24 to -1.13	-2.74 to +3.38	-11.27 to +4.31

Reading, writing and maths combined

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 21

[View as table](#)



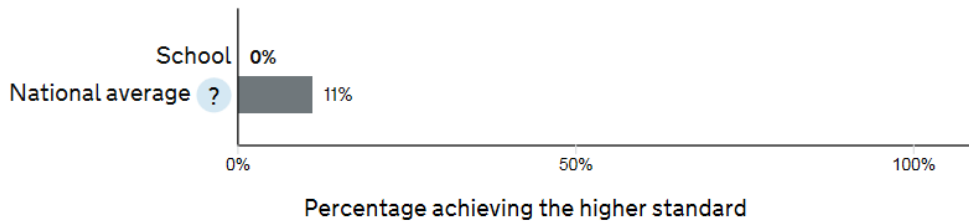
Prior attainment of pupils achieving the expected standard or higher

Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	7	4	35	13	13	2
Percentage	0	0	51	46	100	100
National average	7	8	56	60	95	96
Difference	-7	-8	-4	-13	5	4

Percentage of disadvantaged pupils achieving the higher standard

Number of disadvantaged pupils = 21

[View as table](#)



[Explore data in detail](#)

Prior attainment of pupils achieving the higher standard

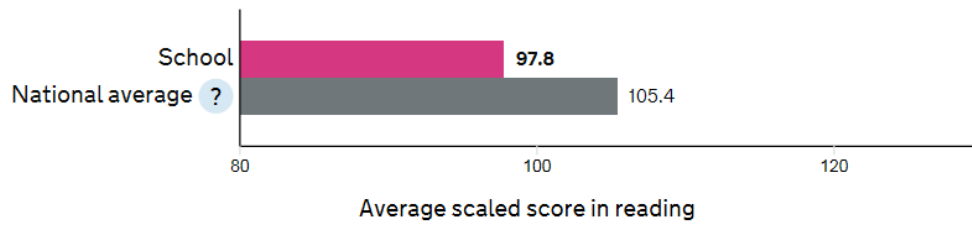
Prior attainment	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Group						
Number of pupils	7	4	35	13	13	2
Percentage	0	0	0	0	23	0
National average	0	0	1	2	26	28
Difference	0	0	-1	-2	-3	-28

Average scaled score for disadvantaged pupils in:

Reading ?

Number of disadvantaged pupils = 21

[View as table](#)



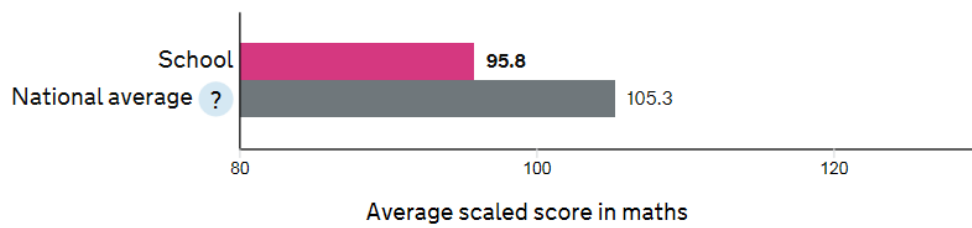
 [Explore data in detail](#)

 [View pupil breakdown](#)

Maths ?

Number of disadvantaged pupils = 21

[View as table](#)



2017 – 2018 Area for Development: Personal development, behaviour and welfare

To ensure positive behaviour for learning enables all pupils and especially significant groups of pupils to access the curriculum and achieve at least in line with their peers nationally and within London.

Objectives	Strategies	Expected Outcomes	Cost & Time Scale	Monitoring Evaluation
<p>To develop the whole child to ensure that they have a sense of self and well-being.</p>	<ul style="list-style-type: none"> • CPD about the role of circle time and how to do it effectively. • Growth mind set developing self-belief through PSHCE curriculum, assemblies and mindfulness. • Re-evaluate active start to the day; relaunch activity bags and running the mile. • Outreach from school into the local community: singing at Tesco, Waitrose, Enfield pavilion, Local care home. • Enrichment activities inter school debates, sporting events, sharing musical talents, newspaper club. 	<ul style="list-style-type: none"> • School values and the Rights of the child are well known and followed by the children and staff. • Daily circle time impacts on pupil well-being – views and opinions are being freely expressed. • All children are being more active and using the outdoor learning environment regularly. • Chase Side is more visible in the local community supporting local and national charities and taking part in local and national events. • Children experience a rich and varied curriculum. • More parenting classes are made available. 	<p>RRS Assessment Level 2 £750</p> <p>Circle Time Training - £?</p>	<ul style="list-style-type: none"> • SLT learning walks & observations. • PSHCE monitoring. • Feedback from visitors. • Feedback from residents.
<p>To develop the clear acceptable behaviour for all stake holders and all children and staff to feel safe.</p>	<ul style="list-style-type: none"> • Induct new children, parents and staff into the ethos of the school and the behaviour expectations. (School to articulate our expectations to parents and to act quickly as an incident arises). • Embed our behaviour policy and discuss frequently at team meetings. • Think more deeply about key individuals – BSS clinic time visual clues and visual timetables. • Reinforce clear guidelines around procedures for dealing with violent children 	<ul style="list-style-type: none"> • Behaviour Policy is effective in dealing with the majority of behavioural issues. • All children, parents and staff know about the behaviour expectations. • Key children are well catered for and are managed well within the classroom environment. • Staff are knowledgeable and well supported by other staff when dealing with difficult behaviour. 	<p>INSET Day Sept BBS –</p> <p>Handbook – Relaunch the behaviour policy all staff to sign that they have read this policy and the code of conduct related to expectations.</p> <p>April Staff and Parents Questionnaires’.</p>	<ul style="list-style-type: none"> • Feedback from staff about behavioural procedures through staff survey. • Feedback from parents about behavioural procedures through spring parent survey. • Behavioural Incidents / exclusions / racial incidents monitoring from SLT and red cards issued.

	<ul style="list-style-type: none"> all incidents to be recorded. Staff training on behaviour management and how to defuse situations before they arise. 			
To empower families to enable parents to fulfil their role as adult within the family. Year 1	<ul style="list-style-type: none"> Apply for place on the Families and School Together project through Save the Children. Recruit and forge a balanced team from parents and the community, ensuring that we meet all of the FAST criteria. Complete the intensive 2 day training. Set up and manage 1 FAST hub to deliver the FAST programme. 	<ul style="list-style-type: none"> Parents will be more confident in their role as the adult. Parents will have a long term support network to pull on in times of need, to build on social capital. Parents will be able to engage with their children in a meaningful way. Children will develop social relationships with a wider range of age groups and cultures. Children will see parents developing in confidence and will therefore be safe and secure within the parent child relationship. 	<p>FAST (£2800) funding from Save the children and Middlesex University.</p> <p>Time minimum 6 staff 3 ½ hours per session, 9 sessions (189 hours)</p>	<ul style="list-style-type: none"> Application submission. Initial parent's questionnaire. Finishing questionnaire. Questionnaire analysed by Middlesex University.
To empower families to enable parents to fulfil their role as adult within the family. Rest of the School	<ul style="list-style-type: none"> Community Lead and PSA to provide a safe non confrontation drop in service to discuss and highlight individual family needs. For example day to day matters of family life, eating, sleeping, and toileting. From information provided invite guest speakers to inform and support needs of the families. Offer 1:1 support related to family administration issues. 	<ul style="list-style-type: none"> Parents will be more confident in their role as the adult. Parents have the opportunity to access specific specialist information to deal with children's needs. Parents have a more open channel of communication with the school. 	<p>2 staff, 2 hours per week for 8 week blocks. (32 hours per block)</p> <p>Possibly 3 blocks.</p>	<ul style="list-style-type: none"> Register of attendance with notes related to issues resolved. Applications for schools either primary or secondary will be completed on time, less late applications. Hard to reach families will start to engage with the school. Families targeted with lateness are reduced.

2017 – 2018 Area for Development: Effectiveness of leadership and management

To ensure the Senior and Middle Leadership Team have the capacity to support and improve teaching standards.

Objectives	Strategies	Expected Outcomes	Cost & Time Scale	Monitoring Evaluation
<p>To develop the whole school team to ensure that it has an accountable ethos</p>	<ul style="list-style-type: none"> • Staff / Governors / Children / Parents to be made aware through INSET, TLC, Business meetings, newsletters, meet the teacher, the leadership structure of the school and who is accountable for what area. • All staff to be accountable for their area of work; not just their classroom but also the areas outside and the corridor. • Continue to promote cross phase interactions; assemblies, snack and chat, shared days. • To achieve the level 2 Rights Respecting School Award. 	<ul style="list-style-type: none"> • All stakeholders know about the leadership structure within the school and who is responsible for what. • Staff are increasingly proactive in their work areas, taking responsibility and reporting incidents to appropriate people. 	<p>RRS Assessment Level 2 £750 Business meeting time.</p>	<ul style="list-style-type: none"> • SLT learning walks & observations. • Head teachers report to Governors. • MLT Action plans and evaluations.
<p>To ensure that policies and procedures are followed consistently</p>	<ul style="list-style-type: none"> • Regular meeting for SLT and MLT to ensure everyone understands what a policy or procedure entails. These are then disseminated to all staff. • Regular and thorough monitoring by SLT and MLT to ensure high quality learning and effective feedback is being given. • New staff to be inducted and made aware of school policies and procedure. 	<ul style="list-style-type: none"> • Staff and Governors are knowledgeable about school policies and procedure. • SLT and MLT have a clear and joint understanding of the standards of teaching and learning. • Governors are knowledgeable about the key areas of school development. 	<p>Staff salaries. Weekly MLT management time</p>	<ul style="list-style-type: none"> • SLT learning walks & observations. • Head teachers report to Governors. • MLT Action plans and evaluations. • Curriculum Monitoring Feedback. • MLT Monitoring Feedback.
<p>To develop the confidence levels and skills set of the new middle leaders.</p>	<ul style="list-style-type: none"> • Fortnightly MLT meeting to ensure everyone understands what the current issues are. 	<ul style="list-style-type: none"> • SLT and MLT have a clear and joint understanding of the standards of teaching and learning. 	<p>Middle Leaders Programme £1200 MLT release time SLT support during release time</p>	<ul style="list-style-type: none"> • MLT Monitoring Feedback • MLT release time notes and impact. • Pupil progress minutes.

	<ul style="list-style-type: none">• For all new middle leaders to complete LA strategic middle leaders programme.• For all middle leaders to have in school National College Middle leaders units relevant to the issues we are dealing with at that point.• For all middle leaders to have a SLT partner to work with during their release time.	<ul style="list-style-type: none">• Concerns about staff are highlighted quickly and support structures are put in place.• SLT and MLT have the confidence and skills set necessary to have difficult conversations before matters start to impact on the children.		<ul style="list-style-type: none">• SLT learning walks & observations.
--	---	--	--	--

2017 – 2018 Area for Development: Quality of teaching, learning and assessment

To ensure that good, quality first teaching in Maths and Reading is evident in all classes, from EYFS to Y6.

Objectives	Strategies	Expected Outcomes	Cost & Time Scale	Monitoring Evaluation
<p>Teachers have a clear understanding of the raised expectations in mathematics and work collaboratively to ensure best teaching and pupil outcomes in mathematics.</p>	<ul style="list-style-type: none"> • All teachers understand and are familiar with the TAFs and exemplification materials for end of KS1 and 2. • All teachers read and plan to the Gap Analysis/Question Level Analysis for KS1 and KS2 completed by Mathematics Lead in August 2017 to identify particular areas of weakness and address these urgently. • All teachers have the opportunity to moderate within their teams at least monthly to ensure that coverage of the mathematics curriculum is taught within a mastery approach, making rich links to other strands. • That the calculation policy is adhered to. • Teachers moderate with teachers at George Spicer Primary School and other local schools. • Teachers identify pupils or groups of pupils who may need additional interventions early, and ensure that provision for these pupils is made and tracked rigorously. • All staff responsible for maths teaching, use pupils' prior attainment as a starting point. 	<ul style="list-style-type: none"> • Pupils make good progress as a result. 75% of children achieve ARE in all classes. • That all teachers are clear about their key groups (middle prior attainers, disadvantaged, greater depth) the progress their children need to make and how they plan to ensure this happens. • That key groups are making at least good progress, particularly identified pupils and groups. • Teachers use TAFs, exemplification materials, Test Base and other resources to aid their moderation, planning and evaluation of Mathematics teaching. • Teachers effectively use data gathered and shared by Mathematics Lead to aid their planning, teaching and evaluations. • Teachers are active in their moderation groups and have the opportunity to be heard and request extra support. • Teachers moderate with other similar schools and evaluate their own pupils and practice. 	<p>Training 4 Day Mathematics subject knowledge course £800 Numicon Intervention Course £1400 Numicon KS1 £400 Numicon KS2 £400 Numicon EYFS £200 Numicon Breaking Barriers £800 Bar Modelling £300 Maths Mastery Y1 £200 Maths Mastery Y3 £200 Maths Mastery Y4 £200 Maths Mastery Y5 £200 Practical Strategies to Support SEN children £200 Subject Leader Updates £200</p> <p>Moderation time built into Team Meetings fortnightly. Impact from courses shared in fortnightly team meetings.</p> <p>Termly monitoring by MLT Termly monitoring by Mathematics lead.</p> <p>Regular TLC time as requested. Weekly Mathematics Lead and SLT support release.</p>	<ul style="list-style-type: none"> • Assessment analysis shows we are working towards National at each check point. • Pupil progress meetings display evidence that mathematics is improving. • Teachers are consistent with teaching approached across the school evident in observations. • 2018 KS2 Mathematics attainment is at least in line with National average and close to London and statistical neighbours.

		<ul style="list-style-type: none"> Teachers are responsible for any interventions or booster groups undertaken by pupils in their class and communicate regularly with support staff who might be undertaking such interventions to ensure best outcomes. 		
To increase further the engagement of pupils and their families in Mathematics.	<ul style="list-style-type: none"> That real life links to Mathematics are made wherever possible and that Mathematics is linked to other subjects such as History, Geography and Science wherever possible. Teachers make effective use of their Ocean Maths sessions (Years 1-4) and use them to share information with parents and engage them in their child's learning in Maths Participation in My Maths (Home Learning) is encouraged and carefully planned for by all teachers. (Year 1-6) Maths week (theme to be decided) New resources purchased by Mathematics Lead to reinvigorate engagement in Maths such as Rock Star Times tables to support securing mental recall of multiplication facts to be launched in Autumn Term. Magical Maths club continued. The curious Maths club launched in liaison with St George's school. 	<ul style="list-style-type: none"> Ocean Maths sessions are evaluated more rigorously and feedback used to make the sessions even more useful and relevant for parents. Parents to complete evaluation slips after Ocean Maths sessions and highlight where further input might be needed Increase participation in My Maths particularly in Y1, 2, 3 and 4. Home Learning club continues to target children who don't have access to the internet at home. Books reflect intra links with Mathematics and meaningful real life links are made. New resources are used regularly by all staff and regular timely evaluations of their impact and usefulness made. Children from key groups are targeted for our Maths clubs. 	Fortnightly Parent sessions. SLT support for staff new to the Ocean mathematics approach.	<ul style="list-style-type: none"> Feedback from children after Maths week. Ocean Maths parents feedback. Access rates for Rock Star maths and My Maths. Register for Home Learning Club. Curriculum Monitoring Feedback. MLT Monitoring Feedback.
Ensure that there are consistent	<ul style="list-style-type: none"> Teachers further develop 	<ul style="list-style-type: none"> Pupils make good progress 	Training	<ul style="list-style-type: none"> Assessment analysis shows

<p>teaching approaches to reading across the school. (ERIC/Reading A-Z/ VIPERS/APE)</p>	<p>their strategies to ensure all pupils are supported and challenged appropriately.</p> <ul style="list-style-type: none"> Teachers continue to develop their use of reading materials in lessons across all subjects/curriculum Teachers ensure that they provide pupils with opportunities to engage in reading by creating welcoming/inviting reading areas in class and across the school. Teachers are aware of how children develop as readers (EYFS/KS1/KS2) to ensure age related expectations are achieved. 	<p>as a result. 75% of children achieve ARE in all classes.</p> <ul style="list-style-type: none"> That all teachers are clear about their key groups (middle prior attainers, disadvantaged, greater depth), the progress their children need to make and how they plan to ensure this happens. Through lesson observations and pupil conferencing pupils demonstrate understanding of the different types of comprehension questions and particular reading skills i.e skimming and scanning, find and locate, commenting on authorial use of language. Pupils develop and apply a wide range of skills effectively and independently. Pupils reading widely and across all subjects using a range of media. Teaching improves through team teaching and peer observation, sharing good practice and monitoring 	<p>ReBel £600 Grammar Champions £640 Phonics KS1 £100 Phonics KS2 £100 Mastery KS1 £200 Mastery KS2 £200 Subject Leader Updates £200</p> <p>Moderation time built into Team Meetings fortnightly. Impact from courses shared in fortnightly team meetings.</p> <p>Termly monitoring by MLT Termly monitoring by English lead. Regular TLC time as requested.</p> <p>Action plans for English & curriculum have bid for small budget to help revamp book areas- £300</p>	<p>we are working towards National at each check point.</p> <ul style="list-style-type: none"> Pupil progress meetings display evidence that reading is improving. Teachers are consistent with teaching approached across the school evident in observations. 2018 KS2 Reading attainment is at least in line with National average and close to London and statistical neighbours.
<p>Effective teaching of reading is planned systematically and implemented across the curriculum.</p>	<ul style="list-style-type: none"> Teachers feel confident about how to teach reading across the curriculum and are familiar with the raised expectations and TAFS to ensure that pupils make at least good or better progress in all classes. TAF's are used purposefully and referred to regularly during moderation to support the teaching of reading and expectations. Teachers are confident and have access to resources 	<ul style="list-style-type: none"> Lessons observed and evidence scrutinised demonstrate at least good or better reading teaching in all classes. Pupils make good or better progress as a result. During observations in reading sessions teachers demonstrate that they can use up to date resources and tools to deliver good or better reading lessons and that progress is good or better for all groups across the lesson. Through lesson observations 	<p>Replenishing of texts £1000? Including further introductions to novels for each year group.</p> <p>Subscription to Power of Reading £300 for the year</p>	<ul style="list-style-type: none"> Improved understanding of GD and the use of TAF's Pupil progress meetings display evidence that reading is improving. Teachers are consistent with teaching approached across the school evident in observations. Reading techniques are taught effectively across the school. Monitoring of guided reading (work books) display a range of reading strategies adopted

	<p>and tools which enable them to teach children, provide opportunities for wider reading. Brilliant books, PSHCE (British values texts), power of reading)</p> <ul style="list-style-type: none"> • Teachers use AFL strategies to ensure pupil's progress and skill development is constantly checked. • Teachers plan text based approaches across the curriculum (subjects) teaching key reading skills- skim and scan, making use of the reading domains and teaching how to answer 'test-type questions' 	<p>and book monitoring reading is evident across the curriculum through inter/intra links.</p> <ul style="list-style-type: none"> • Pupil voice demonstrates a 'love for reading for pleasure' and how to apply/use reading skills effectively. 		<p>by the children.</p>
<p>To increase further the engagement of pupils and their families in reading widely.</p>	<ul style="list-style-type: none"> • Teachers make effective use of the Library, teaching library skills and promoting reading. • Use of the library is promoted at lunchtimes- 'Reading Café' club • Parents/carers are supported to enhance reading at home through reading café opportunities and Library use after school. • Class visits to the local Library promote reading within the community. 	<ul style="list-style-type: none"> • Home reading is closely monitored to ensure children are reading widely and often • The use of library and reading café attendance increase as the year progresses. That parent and pupil voice is positive regarding the impact. • Class teachers receive positive feedback of the session and their usefulness. 	<p>Focus book week 5.3.18</p> <p>Working with Community Lead to encourage Parent volunteers to run the Library.</p>	<ul style="list-style-type: none"> • Pupils speak passionately about books via pupil conference questionnaires. • The library to widely used by all parents. • Parents are confident in how they can share books with children. • Parents are confident in how they can support their children's reading development at home.

2017 – 2018 Area for Development: Outcomes for pupils

To ensure that Outcomes improve rapidly for all pupils.

Objectives	Strategies	Expected Outcomes	Cost & Time Scale	Monitoring Evaluation
<p>That good, quality first teaching in Maths is evident in all classes, from EYFS to Y6. That impacts upon all pupils attainment.</p>	<ul style="list-style-type: none"> • Teachers differentiate skilfully to meet all of the needs of their pupils and ensure that all children have access to a Maths curriculum that challenges and engages. • Teachers make rich links across the different areas of the Maths curriculum to ensure greater understanding and fluency of application. • Teachers make good, effective use of bar model training and pedagogy to support problem solving which was widely shared in 2016/2017 with Maths leader support. Using CPA approach and manipulatives. • Teachers incorporate daily number and arithmetic opportunities into their daily Maths lessons to ensure fluency and rapid recall of number facts. • Teachers provide regular opportunities for pupils to reason, problem solve and justify mathematically. • All new staff receive induction training in the Calculations policy to ensure consistency of approach across the school. • Teachers who lack skills or confidence are identified early and have the 	<ul style="list-style-type: none"> • 2018 KS2 Mathematics attainment is at least in line with National average and close to London and statistical neighbours. • Outcomes improve rapidly for all pupils. • Pupils maintain or increase rates of progress from prior starting points. • In lessons children will be engaged and make good progress. • Observations will reflect CPD teachers have received in teaching for mastery and bar modelling and will draw on resources shared with staff such as a range of manipulatives, X Tables Rock Stars, White Rose planning materials and NCETM reasoning and problem solving. • Children will have increased awareness of the links between Mathematics strands and other curriculum areas and apply skills and knowledge. • Children will be better equipped to tackle worded problems and apply their skills independently. • Teachers will feel skilled in using AFL to plan adapt and improve lessons and differentiate for the needs of all pupils. 	<p>Training 4 Day Maths subject knowledge course £800 Numicon Intervention Course £1400 Numicon KS1 £400 Numicon KS2 £400 Numicon EYFS £200 Numicon Breaking Barriers £800 Bar Modelling £300 Maths Mastery Y1 £200 Maths Mastery Y3 £200 Maths Mastery Y4 £200 Maths Mastery Y5 £200 Practical Strategies to Support SEN children £200 Subject Leader Updates £200</p> <p>Moderation time built into Team Meetings fortnightly. Impact from courses shared in fortnightly team meetings.</p> <p>Regular TLC time as requested. Weekly Mathematics Lead and SLT support release.</p>	<ul style="list-style-type: none"> • SLT learning walks & observations. • Curriculum Monitoring Feedback. • MLT Monitoring Feedback. • Assessment analysis shows we are working towards National at each check point. • Pupil progress meetings display evidence that mathematics is improving. • Teachers are consistent with teaching approached across the school evident in observations.

	<p>opportunity to observe others through careful monitoring of performance and pupil outcomes, team teach with Maths Lead and have access to LA CPD.</p>	<ul style="list-style-type: none"> • There will be evidence of progress, links between strands, clearer evidence of reasoning and problem solving and fluency in the fundamentals. • Pupil voice will reflect confidence and enjoyment in Mathematics at Chase Side. Pupil voice monitored during achievement assembly, school council, learning walks and learning conversations with children when looking at their books. • Teacher voice will reflect confidence around teaching Maths and be clear when talking about pupils' next steps. 		
<p>That good, quality first teaching in Reading is evident in all classes, from EYFS to Y6. That impacts upon all pupils achievement.</p>	<ul style="list-style-type: none"> • Teachers differentiate skilfully to meet all of the needs of their pupils and ensure that all children have access to a reading curriculum that challenges and engages. • Teachers use reading these to make rich links across the different areas of the curriculum to ensure greater understanding and fluency. • Teachers make good, effective use of training and pedagogy to support whole class teaching of reading. • Teachers who lack skills or confidence are identified early and have the opportunity to observe others through careful monitoring of performance and pupil outcomes, team teach with English Lead and 	<ul style="list-style-type: none"> • 2018 KS2 Reading attainment is at least in line with National average and close to London and statistical neighbours. • Outcomes improve rapidly for all pupils. • Pupils maintain or increase rates of progress from prior starting points. • In lessons children will be engaged and make good progress. • Observations will reflect CPD teachers have received in teaching for mastery and phonics, grammar champions. • Children will be better equipped to tackle stem related questions and apply their skills independently. • Teachers will feel skilled in using AFL to plan adapt and 	<p>Training ReBel £600 Grammar Champions £640 Phonics KS1 £100 Phonics KS2 £100 Mastery KS1 £200 Mastery KS2 £200 Subject Leader Updates £200</p> <p>Moderation time built into Team Meetings fortnightly. Impact from courses shared in fortnightly team meetings.</p> <p>Termly monitoring by MLT Termly monitoring by English lead. Regular TLC time as requested.</p>	<ul style="list-style-type: none"> • SLT learning walks & observations. • Curriculum Monitoring Feedback. • MLT Monitoring Feedback. • Assessment analysis shows we are working towards National at each check point. • Pupil progress meetings display evidence that reading is improving. • Teachers are consistent with teaching approached across the school evident in observations. • 2018 KS2 Reading attainment is at least in line with National average and close to London and statistical neighbours.

	have access to LA CPD.	<p>improve lessons and differentiate for the needs of all pupils.</p> <ul style="list-style-type: none">• Pupil voice will reflect confidence and enjoyment in Reading at Chase Side. Pupil voice monitored during achievement assembly, school council, learning walks and learning conversations with children when looking at their books.• Teacher voice will reflect confidence around teaching reading and be clear when talking about pupils' next steps.		
--	------------------------	---	--	--