

EOT2

Subject Leader Reports
2015/16



**[SUBJECT LEADER REPORTS
2015/16]**



English EOT2 - Post holder Evaluation C Butler 2015- 2016

We have responded to the rigours of the new curriculum in the following ways:

General planning

All planning uses as its basis the **English Programme of Studies, the Croydon Milestones, and the Rising Stars long and medium term plans** for each year group in reading and writing. Each teacher has a hard copy of the MTP and can access it in the shared area on the system.

Reading

Each class teacher has a copy of the **Reading Policy**, which has a selection of reading activities (taken from '**The Big Read- Mini Missions**' by Wilson and Threlkeld-Brown) matched to the demands of the new curriculum and suited to each year group. These activities have been used to boost and focus reading skills in their lessons.

The online package **Accelerated Reader** has been introduced and all pupils in Y3-5 have taken a STAR reading test to determine their reading age which informs their reading level and ZPD. The ZPD allows teachers and pupils to select texts which will provide the optimal reading development in the pupil- all books in the library are currently being labelled according to their ZPD. Pupils take the accelerated reader quizzes, allowing both teachers and pupils to monitor the development of the pupil's reading skills. The system also recommends books for pupils at their reading level.

Class Teachers and Year Groups plan to **link each term's topic or theme to a class reader**. These books are selected from Year group reading lists. The **Brilliant Reading Comprehension series** has been purchased, all teachers have a copy. This provides them with weekly reading comprehensions that meet the higher demands of the new curriculum and are targeted to their specific year group.

Writing

Regular writing tasks are carried out in class, linked to the term's set text. Extended writing is judged according to the standard for the appropriate Year Group- with commentary (each teacher has a copy of the **school's Writing Criterion Guide**). There is greater emphasis on redrafting (tips are available in the shared area- including a draft copy of **Explanation of Marking Symbols and Comments for teachers**).

Each teacher uses **Alan Peat** sentence styles to consolidate effective use of punctuation and sentence structure. Each pupil and teacher has a booklet appropriate to the Year Group.

Handwriting

We use the **Nelson Handwriting scheme**- targeted to specific Year Groups- to deliver regular handwriting lessons. Each teacher also possesses a **Handwriting Policy**.

SPAG

Each pupil has a **spelling book** with lists of spellings specific to their Year Group. Spelling lists are revised and assessed weekly in lessons. Each class teacher has a booklet with a **Grammar Scheme of Work- matched to Alan Peat** sentences. Teachers use **Rising Stars SPAG** tests half- termly to inform them of the class's progress and inform planning.

Weekly intervention lessons:

Focus: HA pupils (KS1 2A+)- all year groups. In the run up to SATS, intervention is targeted to MA pupils in Year 6.

A **Newspaper Club** runs throughout the week- giving pupils the chance to experience extended writing and editing in the 'real world'.

Competitions are run regularly through the Newspaper Club and there are termly opportunities for pupils to enter national writing competitions.



Actions taken from Sept 2015 – July 2016	Outcome
The Big Read: Mini-missions purchased.	Activities are used in lessons to boost and focus pupils' reading skills.
Accelerated Reader online package purchased	All pupils have been enrolled on the system and Y3-5 have taken a STAR reading test which gives teachers each pupil's reading age, reading level. Furthermore, teachers and pupils are informed of the pupil's ZPD- this means they are made aware of books at the right level for their optimum reading development. They can take short comprehensions, vocabulary and reading skills tests based on books they have read. Based on the STAR reading test which the pupils should take termly, the system also provides individual reports with recommendations for reading skills development.
Brilliant Reading Comprehensions series purchased.	Classes or English Sets work through reading comprehensions weekly- familiarising pupils and teachers with the rigours of reading curriculum (in terms of both level and quantity of text, c as well as close reading, inference and analytical skills)
Alan Peat 'Writing exciting Sentences' purchased.	Teachers use Alan Peat sentence styles to consolidate effective use of punctuation and sentence structure. Each pupil and teacher has a booklet appropriate to the Year Group.
Nelson Handwriting Scheme purchased.	Pupils are explicitly taught handwriting and work on handwriting tasks daily.
Rising Stars SPAG tests package purchased.	Pupils take half termly SPAG tests against the expected standard for their year group. The results inform teachers' planning as well as student reporting.

Accelerated Reader

Big Reading: Mini Missions

Nelson Handwriting Scheme

GRAMMAR Practice

Copy the sentences below.
Use who or which to fill each gap.

- 1 They travelled by bus ____ took a long time.
- 2 I have thrown away the chair ____ had a broken arm.
- 3 Will you find someone ____ can take care of the dog?
- 4 There were several passengers ____ had lost their tickets.
- 5 Find the pencil ____ has a rubber on the end.



Science EOT2 - Post holder Evaluation Marcia Anthony Watts 2015- 2016

Our school is committed to raising the achievement of our girls in science, therefore, planning for such changes and adjustments where necessary were made.

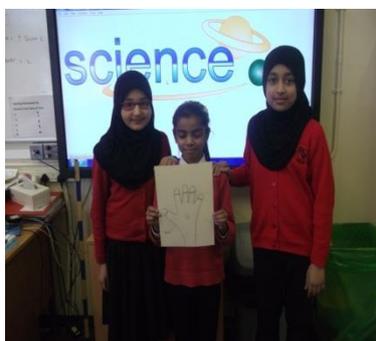
Actions taken from Sept 2015 – July 2016	Outcome
Resourcing	To enhance the curriculum, new resources were bought for each year group in keeping with the requirements of the new curriculum. The purchasing of these resources allows for classroom displays throughout the duration of the topic, where pupils can interact meaningfully, leading to enhanced skills, as well as, taking some responsibility for their learning
Science Assessment	This year, our school formed part of the cohort of pupils sampled for SATS 2016 Science.
Science Week	In March this year, we successfully executed a Science Week which culminated with a day devoted to science where pupils were engaged in fun science activities all day.
Mid-Year Review	<p>During our mid-year review, we recognised the need for further input in the area of Scientific Enquiry, hence the following, decisions were taken:</p> <ul style="list-style-type: none"> • Use Edison Learning/LGFL to plan for science • There must be a minimum of two science investigations per half term (these can be two practical ones or one virtual and one practical) • Pupils must complete the assessment questions at the end of each topic/unit of study from Switched on Science. • Scientific vocabulary relevant to the topic should be introduced at the onset of that topic and reiterated during and at the close of that topic. • Where there are too many topics to be covered in one half-term, a decision must be made among members of staff



within the year group, to spread those topics over the course of the term to ensure that all objectives are fully met. This should not hinder the teaching of other topic work i.e. Geography and History, since; you can use your teacher judgement to determine how much extra time should be devoted to the teaching of science without hindering the teaching of other topic work.

These changes will ensure appropriate coverage in keeping with Edison Connected Curriculum, LGFL and the standards expected at national level, as well as fill any identified gaps in learning.

Science Week Investigation



Planned Action 2016/17	Success Criteria
To audit resources and order as necessary	Stock in school ready for teaching science investigations/experiments
To improve the teaching and learning of Science in the school	Lessons observed -paired teaching organised
Science Week 2017	Week of Science opportunities planned and executed successfully
Science Trips/workshops to support practical aspect of the curriculum (Each Year group)	Year 3 – Morden Hall Park/Science Museum Year 4 – Science Workshop The Human Body (Summer Term) Year 5 – Workshop Boffins Science Year 6 - Science Museum (Day at the Museum)
Monitor for science coverage and use of investigations/experiments.	Book scrutiny



History EOT2 - Post holder Evaluation

Subject Leader: Gailia Powell

At the beginning of the autumn term, an inventory of stocks and resources was taken to ascertain whether the school has resources for the new Edison curriculum. The findings revealed that there were many resources geared for the old curriculum; however, resources were lacking for the new Edison curriculum. Class teachers were asked to identify books and resources they needed.

To ensure progress is being made across the school, book monitoring was introduced to assess the teaching of history and Geography. A range of books from each year group was scrutinised for cross-curricular links with other subjects; the following findings were observed: For many of the topics pictures and maps were used to inform learning. Questions were also used as a starting point for discussion. Cross curricular links with other subjects such as Maths, art and literacy were noted; however, this could be further developed in classes.

The main focus for development in History and Geography will continue to be presentation of our topic work in general in class. There need to be more cross curricular links with other subjects. Topic days and possibly international Day will be ideal to showcase children's learning in class.

The History curriculum could benefit more with children visiting more historical places of interest as a culminating activity-at least once per term- to enrich children's learning in the different topics.

Actions taken from Sept 2015 – July 2016	Outcome
I have taken inventory of books in Years 3- 6 cupboards.	Letters sent out to teachers to choose books and resources that are required in Geography and History. Books and resources for the following topics are needed.docx
Have written history policy	History Policy - work in progress.docx
I have looked at the work children have completed in history to ascertain information on cross curricular, coverage and learning.	Checklist of what an outstanding history book should look like.



Planned action for 2016/17	Success Criteria
New resources/ artefacts will be ordered.	
To have topic books and resources in central place.	Boxes to be stored on top of cupboards upstairs and downstairs corridors.
To plan a topic day for each year group- base on their period of history they are studying.	
To plan more trips for each Year groups	Each year group should partake in educational trips (at least 3) for the academic term.
History books should focus on cross curricular link.	



Displays and book samples from 2015/16



MFL Spanish- Post holder Evaluation Miss. Gonzalez 2015- 2016

At Winterbourne Junior Girls Primary School, we recognise the importance of learning a foreign language; it can help children access ideas and experiences from a wide range of cultures and it can also increase their understanding of their own language. We have taught Spanish in Key Stage 2 and so children start learning Spanish in Year 3.

The subject leader has developed of MFL in the following ways:

- By managing the implementation of the MFL policy;
- By updating the policy and scheme of work and ordering/updating/allocating resources;
- By identifying need and arranging INSET so that all staff is confident in how to reinforce the language on a daily basis.
- By keeping abreast of new developments;
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place;
- By attending appropriate courses to update knowledge of current developments and by keeping strong ties with the Croydon coordinator for MFL;
- By contributing to the School Development Plan on a regular basis;
- By liaising with main feeder schools.

All planning has been undertaken by the MFL subject leader. It is currently adapted from the KS2 Framework for languages which is used alongside the MFL teacher's own expertise. When the New Curriculum for MFL becomes statutory in September 2014 we will look to adapt current planning to meet the needs of the new curriculum.

This year a range of equipment has been introduced using Spanish/English bilingual dictionaries, CDs and some reference books. Much of the resourcing for lessons is also found online from websites such as: BBC Primary Spanish, MFL Sunderland, Primary Resources: Spanish, and the TES online.

The MFL subject leader is responsible for maintaining resources, monitoring their use and organising storage. Resource purchasing is in accordance with normal school procedures and is based upon the MFL budget.

Pupils are taught specific skills, concepts and vocabulary in a weekly dedicated Spanish lesson with the MFL teacher who is also a native Spanish speaker

We have been assessed the children in order to ensure that they make good progress in this subject. Most assessment is formative and is used to support teaching and learning and inform future planning. These informal assessments will be used to identify gifted linguists and those requiring extra support. We currently use the statements from the Languages Ladder and Languages Portfolio alongside the teacher's own methods of assessment. In addition to this the MFL coordinator is trialling a new form of assessment in line with the school's policy which involves putting together a portfolio of work with samples from each level from the new Curriculum. Pupils have been assessed against the following level descriptions:

- Listening and Responding
- Speaking
- Reading and Responding
- Writing



Actions taken from Sept 2015 – July 2016	Outcome
To provide further resources	Resources in school and in use.
To encourage all teachers to have access to Spanish scheme of work.	Staff introduced to the scheme in staff meetings. Training by NMBEC staff Scheme in place for Years 3, 4, 5 and partly for Y6.
To develop pupil confidence in Spanish.	Video Flash cards Whiteboard Self-adhesive Classroom labels Homework sheet. Dictionary Grammar book Games BBC website http://www.spanish-games.net/ Purple Mash London Greed for Learning (Sonica Spanish, Vamos Unit 1, Vamos Unit 2). Workshops/Festival
To ensure all the children can use LGFL and have a log in to be able to access Vamos Units.	Children will be able to do Spanish Homework. Pupils can produce high quality work.

Example of Spanish display called 'Spanish Corner'.





Planned action for 2016/17	Success Criteria
Development of new resources	Rockalingua and Vamos 2.
To make links with Norbury Manor and School partner in Spain.	To enrich the pupils' learning in a broad curriculum.

Computing EOT2 - Post holder Evaluation L. Durrant 2015- 2016

Subject Leader:

The school has remained consistent in its approach to ICT through using the switched on computing scheme. This has ensured that new and more demanding national curriculum is met and that all areas of learning are covered.

This year online homework has been introduced using Purple Mash and My Maths and this has enabled pupils to complete homework to a high standard and to access quality learning resources to extend their learning opportunities at home. These have supported the main SIP targets to raise standards in Maths and English. Purple Mash offers opportunities for reading comprehension and writing and My Maths for raising standards in Mathematics – these are all in line with the new curriculum (2014) and are easily managed and assessed by teachers.

Digital Leaders have been introduced this year. They range across year groups and are ambassadors for the subject. They have been involved in online safety discussions, videos and assemblies and in summer term, will be involved in digital leader club. This will involve using new technologies that are available in school and being given the opportunities to train both staff and pupils once they are skilled themselves. A few year 6 girls had the opportunity to attend the BETT awards where they presented their skills to the public crowd and had the opportunity to try out some of the latest technology around!

A range of equipment has been purchased this year in order to enhance and broaden the computing opportunities for pupils. iPads have been purchase to engage pupils creatively. They will have the opportunity to create music and video and express their knowledge in all medias. Chrome books have been purchase to support research in classrooms in all curriculum areas and to encourage a range of collaborative projects and learning opportunities to take place.

The main focus for development will continue to be to continue train staff to use new hardware and software: e.g. Lego and Raspberry Pi and purple mash developments to support all areas of the curriculum as well as enhancing computing itself. To continue to develop skills in Raspberry Pi that creates a deepened understanding of programming, coding skills, digital and engineering skills. To ensure all pupils can use the internet safely and that new developments in this are keep abreast.

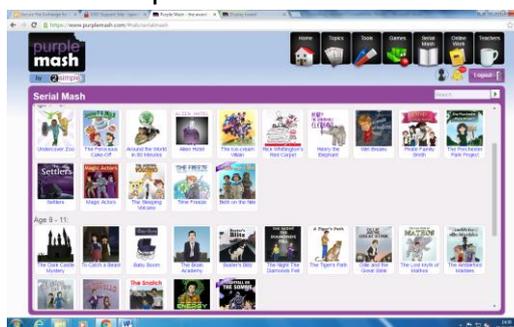


Actions taken from Sept 2015 – July 2016	Outcome
Purple Mash purchased	All homework other than Mathematics is completed here. Tracking and setting of these is simplified for teachers. Opportunities for pupils to extend their learning time with quality resources. Pupils can produce high quality work.
My Maths Purchased	Pupils are completing homework online and with support materials that explain methods and give examples – these are in line with the curriculum. Tracking and setting of these is simplified for teachers. Opportunities for pupils to extend their learning time with quality resources. Pupils can produce high quality work.
Digital Leaders Appointed.	Pupils are raising the profile of computing and imparting knowledge and skills to others.
Switched on computing scheme introduced.	This is now embedded into planning and taught successfully across the school. In some year groups 'specialist' teachers are taking over the teaching of some of the more technical areas of the curriculum.

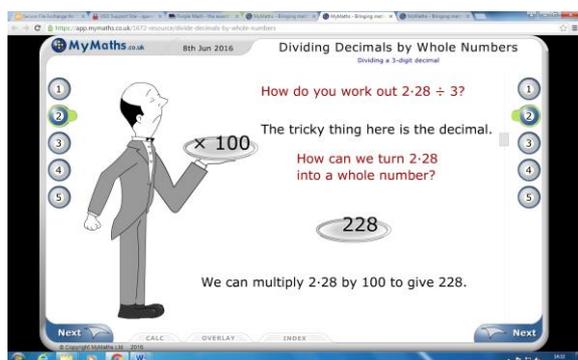
Example of a display board produced by pupils on Purple Mash.



Here are a few of the online books that all come with activities for writing and reading comprehension quizzes.



My Maths provides pupils with explanation and examples that support their understanding.



Planned action for 2016/17	Success Criteria
Development of new hardware and software.	LD and AG are running a club for G and T pupils. Pupils are given opportunities to train others.
Ensure all pupils can use the internet safely.	LD to deliver weekly online safety assembly to whole school. LGFL online safety resources are known to all CTs.



Music EOT2 - Post holder Evaluation J. Hibbs 2015- 2016

Subject Leader:

This year the school has purchased Music Express online which covers the new curriculum, with more emphasis on reading scores and performance. This scheme includes skill builders in the areas of beat, rhythm and pitch which build on previous learning and increase in difficulty when used in order. Teachers can match the Edison units to a wide range of topics to create important cross-curricular links.

Opportunities for performance in school this year have included concerts and musical plays, with an emphasis on accurate singing. These include Year 5's Harvest production, Year 4's production of "Five Gold Rings", Year 3's concert of Spring songs and "Winterbourne's Got Talent". During the preparation to these shows, pupils have had the opportunity to audition for solos and to improve their performance through in-depth learning of the songs.

Outside school, pupils in Year 5 have had the opportunity to rehearse and perform songs when preparing for the Croydon Schools Music Association concert. Thirty girls and Year 5 staff attended the rehearsals leading up to the spectacular concert at the Fairfield Halls where they gave a professional and enthusiastic performance to their families.

A weekly singing assembly, introduced this year, has meant that all pupils have a regular opportunity to sing songs linked to our school values and important events of the year. As a result they have learnt to sing a wide range of songs in different styles and levels of complexity, with awareness of the skills needed for breathing, pitching notes and maintaining good diction.

Our partnership with Croydon Music and Arts teachers delivering SoundStart to pupils in Year 4 has continued to flourish this year. Pupils learn a wind or brass instrument, guitar or xylophone and ukulele in their class groups, taught by a professional musician, with opportunities to perform to their parents and year group at the end of the year.

A further set of boomwhackers, a xylophone, two cabasas and some angel chimes have been purchased so that the children have a greater range of instruments to choose from when composing music. Some of the ukuleles will need to be replaced next year.

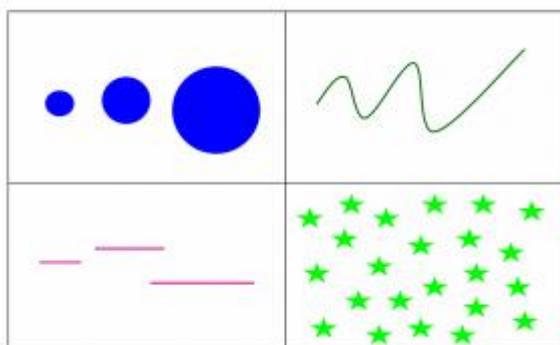
The main focus for development next year will be to build up the numbers of children playing instruments in our school, to build staff confidence in delivering lessons from Music Express Online and to include opportunities for pupils to hear live music by inviting in professional musicians to perform and talk about playing their instruments.

Planned action for 2016/17	Success Criteria
Build group of children who continue with instrumental learning after SoundStart.	Music group led by JH or staff from CMA. Pupils continuing to enjoy playing instruments in small group with increasing skill.
Provide opportunities for pupils to hear live music	Concert delivered by musicians from CMA or the BRIT school. Pupils learn a range of performance skills.
Increase staff confidence in delivering lessons from Music Express online.	Staff using lessons from Music Express online regularly with confidence, supported by JH.



Actions taken from Sept 2015 – July 2016	Outcome
Music Express online purchased	<p>Online resources for listening to different styles of music, singing, playing and practising skills are all in one place for music lessons, to be used with our range of instruments.</p> <p>Emphasis on practising songs using a graphic score, then learning the music by heart for performance are an important part of this scheme.</p> <p>On-line video demonstrations in the scheme equip staff with the confidence to teach pupils how to play instruments.</p> <p>The scheme provides cross-curricular links to Edison themed learning with its topic approach.</p>
Charanga scheme purchased Out of the Ark Resources renewed	<p>Pupils have a wider range of songs to sing when performing and practising. The layout of the software helps them understand the structure of a song.</p> <p>Teachers have a body of songs pre-recorded and broken into parts for easy access.</p>
Singing assembly introduced	Pupils are singing regularly and learning skills for accurate singing.
Continued links with Partnerships: CSMA and CMA	Pupils are given opportunities to rehearse and then perform to a high standard, taught by skilled/ professional musicians. These experiences help them build life-long memories of enjoyable music making.

Example of a graphic score performed by Year 3 pupils in their Spring assembly.





PHSE EOT2 - Post holder Evaluation J.Hibbs 2015- 2016

Subject Leader:

The school values form an important part of the content for pupils to explore through lessons and assemblies, using SEAL lessons where relevant. SRE lessons give pupils an opportunity to learn about relationships and physical changes, using the Croydon SRE scheme. Parents are invited in to view resources before the lessons are delivered.

Anti-bullying assemblies continue to be an important part of protecting and educating pupils about bullying. Displays, leaflets and a special emphasis during Anti-bullying week focussing on "Fill someone's bucket today" have re-enforced positive behaviour.

Safeguarding education is an essential part of the PHSE curriculum. Keeping safe online has been a focus for weekly assemblies and in ICT lessons. Year 6 have attended several workshops to help them with transition, including one from Transport for London about safe travel. To help us plan for next year's initiatives, pupils in Years 4 and 6 completed an Croydon-wide online Health and Wellbeing survey. All staff have received Epipen training and How to safeguard pupils against FGM training this year. The Junior Travel Ambassadors have reminded pupils about being safe on the road through competitions, demonstrations and videos.

The importance of living a healthy lifestyle continues to play a crucial role in our school. Initiatives this year include: fruit being sold at breaktimes, Bike-It activities such as the Big Pedal and the Bike Sale and the daily recording of active travel to school to earn a badge through the WoW scheme and competitions run by the magazine team about Healthy Eating. We have important community links with the local park to make this a safer and more pleasant place to visit. Pupils are well aware of how to keep healthy and can speak knowledgeably about the health benefits of the activities they are involved in.

As a school, we work to foster independence and ambition in our pupils. To build aspirations for future career choices, Year 4 went to Kidzania in the Spring. One of our Enterprise days focussed on the UNICEF rights of the child where pupils were able to learn about their rights in exciting and creative ways.

The main focus for development next year will be to review PHSE delivery in each year group to ensure coverage of key areas. Partnerships with a bank to help deliver financial and economic education will be set up. The second year of Bike-It will embed a cycling and active travel culture within the school. Our Healthy Schools status will be renewed or upgraded to Silver.

Photo of the cycling team





Actions taken from Sept 2015 – July 2016	Outcome
Healthy Schools network meetings attended by PHSE co-ordinator.	School up to date with current thinking in PHSE. Areas identified for development in School Improvement plan.
Anti-bullying week delivered	Pupils know when and who to ask to help. They know their responsibilities as a bystander.
FGM Training	Staff aware of responsibility to report signs of FGM.
Fruit sold at breaktimes	Pupils know that fruit is part of a healthy lifestyle and a nutritious snack.
Year 4 trip to Kidzania	Pupils exposed to different ideas for careers to raise their aspirations.
Bike-it introduced	Pupils have had the opportunity to learn to ride a bike or develop cycling skills. They have taken part in competitions to encourage active travel. They can talk confidently about how being active contributes to a healthy lifestyle.
Ribbon of Gold	Pupils have contributed to making the park more attractive by growing sunflowers, linked to the Science curriculum.
Silver level for TfL STARs Travel Plan scheme achieved.	Over 90% of our pupils use active travel to get to and from school. The school's actions and initiatives through PHSE and other linked subject areas have contributed to our Silver Award.

Planned action for 2016/17	Success Criteria
Training for subject leader in PHSE	PHSE content reviewed to ensure coverage of key areas. Pupils demonstrating good choices as a result of PHSE lessons.
Partnership developed with a bank	Pupils inlearning about financial and economic education.
Healthy Schools Status renewed or upgraded to Silver.	For Silver, two areas of PHSE will be developed through projects.
Bike-it Year 2	Cycling and active lifestyle culture embedded.



SEN EOT2 - Post holder Evaluation 2015- 2016

Subject Leader: M Berkeley-Agyepong

Progress

The expectation is that children with SEN make the same amount of progress as the average child so that the child with SEN does not fall further behind. Individual and small group intervention is carried out to aid further progress.

Progress is monitored for children with SEN at least 3 times per year at EOT1 meetings. Children who are not making the expected progress are monitored and additional intervention is put in place. Class/subject teachers remain responsible for the progress of the child.

Current Staffing

Statement 1 = 1:1 LSA 23 ½ hours per week

Statement 2 = 1:1 LSA 35 hours per week

ELSA – specialised individual and small group sessions

Pastoral Support - specialised individual and small group sessions

TAs in class support for; children who are being monitored, children with SEN, those who require extra differentiated support for other reasons, precision teaching.

Accountability

All children receive 'Quality First Inclusive Planning and Teaching' before they can be identified as SEN.

- **ASSESS:** the class teacher and SENCO clearly analyse a pupil's needs before identifying a child as needing SEN support
- **PLAN:** parents are notified wherever it is decided that a pupil is to be provided with SEN support then Individual Education Plans (IEP) are created and worked through (twice a year for those without a statement and 3 times per year for pupils with a Statement of Educational Need or Educational Health Care Plan (EHCP))
- **DO:** the class or subject teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, s/he still retains responsibility for the pupil
- **REVIEW:** the effectiveness of the support is reviewed in line with the agreed date on the pupils' individual education plan (IEP)

SEN File – now includes weekly TA record sheets that are streamlined and more effective.

Behaviour, Emotional and Social Development (BESD) forms are filled in termly as a record of pupil need – identifying pupils who require support for reasons other than SEN.

Liaison with outside agencies/services

Educational Psychologist (EP) – 5 children

Speech and Language – 4 children

Hearing Impairment Service – 1 child

School Nurse - –(unallocated since NHS funding cuts)

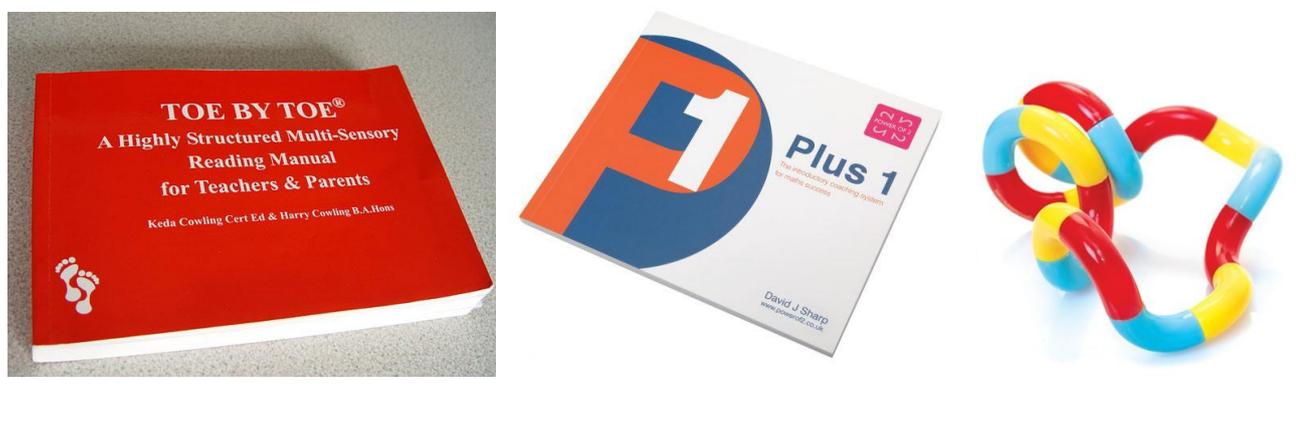


CPD

- IEP Writing - SMART targets – Class teachers
- Writing an EHCP and applying for EHCP - SENCO
- SEN Network meetings – SENCO
- Working with pupils with SEN - NQTs
- SEN and Inclusion - TAs
- Teaching and Learning approaches - TAs
- Specific disorders – TAs
- Makaton training – 1x class teacher and 2x TA

Actions taken from Sept 2015 – July 2016	Outcome
TA CPD sessions	Greater awareness of role and responsibilities, evident on feedback sheets (focus sheets and SEN feedback sheets) that are shared with class teachers weekly.
Reading Partners (EP initiative)	Greater confidence, resilience and reading ability shown in year 6 readers who mentor year their 3 reading buddies – 3 times per week
Writing an IEP	IEPs contain 'SMART' (Specific, Measurable, Achievable, Realistic, Time-bound) targets that are scrutinized with input by parents – these targets are reviewed and new targets then made.
Precision Teaching (EP initiative)	Class TAs complete this work with up to 5 pupils daily – those pupils who are being monitored are focused

SEN resources



Planned action for 2016/17	Success Criteria
New SENCO appointed	National SENCO Award started, SENCO carries on/builds on SENCO role
Statements changed over to EHCP	Pupils have Educational Health Care Plans in line with Croydon's stipulation for changeover.
More liaison with a greater range of outside agencies	Link with CAMHS service and Occupational therapist made



PE EOT2 - Post holder Evaluation H. Salthouse 2015- 2016

Subject Leader:

This year there has been a focus on maintaining a committed approach to PE and sports, with the aim of developing transferrable skills and attitudes which will impact on learning across the curriculum. The girls are expected to wear correct PE kit at all times and to present themselves in a way which reflects positively on the school at outside events. There is an emphasis on team sports and sporting attitudes.

A large part of the PE budget was spent on membership of the Croydon School Sports Partnership (CSSP) who run a number of festivals and competitions in which we have participated, including netball and basketball, mini tennis and sportshall athletics.

CSSP have provided Leadership training for Y5 girls, who have gone on to organise and run a Change4Life club with Years 3 and 4 at lunchtimes, taking responsibility for creating a rota and planning activities. Moving forward, they have suggested intra-school competitions which will provide evidence in support of our Games Mark application. Further CSSP training has been provided for teachers and NQTs.

As part of a pilot programme in Croydon we have established an Aspire Sports club which aims to support girls in Year 6 through transition into Year 7. This has been run by the coach, with a programme of activities relating to areas such as problem solving, social skills and self-esteem. The girls expressed an interest in Self-Defence and an after-school club has been established. In addition, the cheerleading activities organised by the Change4Life club have generated a lot of interest which is something we may choose to develop further.

Once again the school took part in the Croydon Dance Festival, giving a performance which was very much enjoyed by staff and parents as well as the girls. In May we obtained tickets for the European Aquatics Championships, and took a group of 30 girls from Year 5 on a very successful trip which also included a visit to the Orbit in the Olympic Park.

The school raised money for Sport Relief by holding a day of activities including a Sport Relief Mile. Many of the children carried out sponsored activities, and a group of Year 6 girls organised and ran a cake sale. The Year 5 Leaders helped to run the event. The pupils enjoyed the activities and we raised over £1,100 for the charity.

For Sports Week we delivered a programme of activities including Squash and Golf for the girls, alongside Hula Hooping and Basketball. The week began with a visit from a Paralympic athlete, who ran a sponsored activity which will provide funds for new equipment.

In terms of expenditure, we have hired transport for events and purchased competition kit and rounders equipment. Both the Aspire and Change4Life clubs have funding attached, and we have received equipment as a result of the Tennis training CPD provision.

In the coming year the aim is to continue to promote commitment to sports and games, and develop school teams, as well as building on our success in Athletics. In particular we would like to establish a presence in sports which allow single-gender teams to progress to the finals, for example netball and football. The School will be joining a local football league, which will provide opportunities for both friendly games and competitions, and prioritising club provision for team training. We will also be planning a training programme for Athletics in order to make the most of the talent within the School in preparation for next year's Championships. We will be applying for

Aspirations, Expectations, No Excuses Winterbourne Junior Girls' School Vincam – 'Together we Conquer' the school Games Mark at Bronze level this year, using evidence of our sports and games activities including clubs and competitions.



Planned action for 2016/17	Success Criteria
Establish clubs for netball and football teams	Clubs running regularly for netball and football in Y3/4 and Y5/6
Regular participation in inter-school competitions	School participates in local Football league. Netball team takes part in tournaments organised by CSSP and friendly or inter-school competitions.
Achieve Bronze Games Mark Award	Bronze Games Mark awarded to School.

Rachael Latham, Paralympic Athlete, encouraging pupils to keep going with the circuit training activity during Sports Week.





Subject Leader:

The school has introduced P4C as part of the curriculum this year. This has proved exciting and challenging for our pupils as they learn to think about, justify and present their opinions to a small group or the rest of the class.

Although pressures of the curriculum do not always ensure weekly lessons it is good that staff are aware of P4C and it lends itself to many different scenarios.

The staff all had in school training in October and the subject leader attended a course in February.

Philosophy is a rare opportunity for children to talk freely, without being directed by the teacher or the curriculum.

Philosophy has many benefits for children. It encourages reasoning and deep thinking, where children have to make their own judgements. It helps spiritual and moral development, and speaking and listening skills.

There is a P4C folder on the server with all the contents of the P4C bulletins which are sent every week. We also are able to access the Philosophy Mans website – password: Wintercr7?

There will be a folder in the staffroom with other Philosophy information and a notice board outside 3.1 with questions to challenge the girls.

The main focus for development next year will be to continue to develop P4C lessons in school.

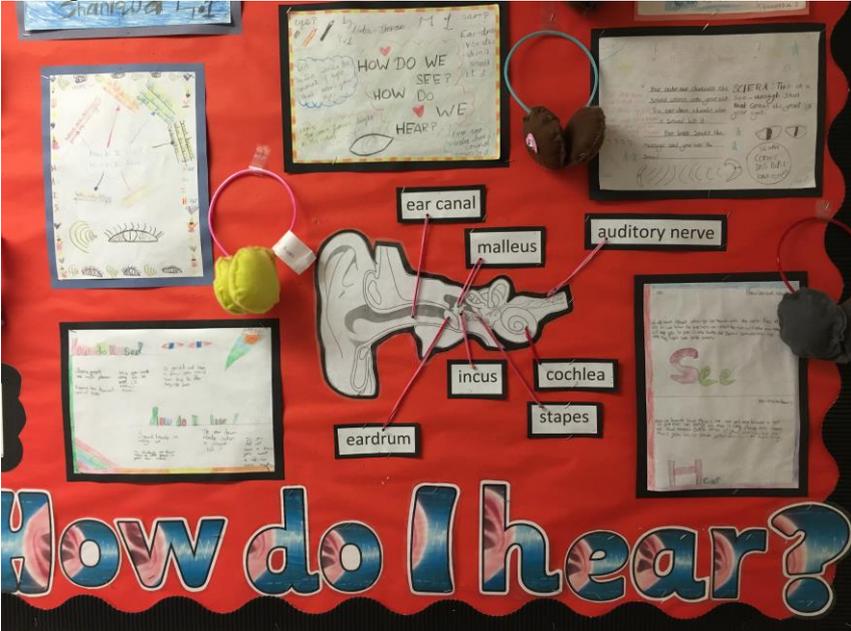
Planned action for 2016/17	Success Criteria
Development of P4C	Pupils empowered to express their opinion
Training of new staff	Any teachers who have not attended P4C training to have the opportunity to do so.
Observations of P4C lessons by new staff	. All staff are confident in delivering a P4c lesson.

Actions taken from Sept 2015 – July 2016	Outcome
P4C purchased	Pupils are able to express their views about challenging issues with more confidence and fluency. Teachers are delivering P4C lessons confidently in a variety of ways.
P4C Notice board with challenging questions.	Board set up outside 3.1's classroom.
Staff folder set up.	Folder in staffroom.



**Design & Technology EOT2
Post Holder Evaluation
Subject Leader: Mark Sidwell
2015- 2016**

Last year in September, the school introduced *Edison Learning Primary Connected Curriculum* across Science and certain Foundation Subjects. The *Connected Curriculum* recognises the value of a school providing a balance of thematic and discrete teaching with an emphasis on both knowledge and skills. Therefore, in Design and Technology (D&T) the approach is thematic and follows the *Edison Connected Curriculum* topics within each year group.

Actions taken from Sept 2015 – July 2016	Outcome
<p><i>Edison Learning Primary Connected Curriculum</i> introduced across Science and certain Foundation Subjects</p>	<p>The School provides a balance of thematic and discrete teaching. This has created an even greater relevance of the curriculum and ensures <i>our</i> curriculum meets the needs of <i>our</i> children. We therefore place <i>our</i> own distinctive mark on <i>our</i> curriculum.</p>
<p>Resourcing</p> <p>New resources were purchased throughout the school to implement the <i>Edison Learning</i> thematic approach to the new curriculum. These resources boosted previous levels of attainment and geared children towards a more analytical and contextual perspective while also ensuring they took responsibility for their own learning.</p>	<p>Year 3: Let's go on an adventure. Would we like to visit Guatemala? Made a Maya god puppet as character in the puppet. 4 Weeks</p> <p>Year 4: How do I see? How do I hear? Designed and made ear muffs.</p>  <p>Year 4: From a Railway Carriage Designed and made a model of a train carriage from recycled boxes.</p> <p>Year 4: Should we eat Chocolate?</p>



Conducted market research, Designed chocolate product, Made the prototype chocolate product, Adapted and improved the product, Made final chocolate product, Analysed wrapping papers, Designed packaging, Evaluated final product

Year 5: Fairgrounds

Year 5 built Knex sets as they are highly effective learning tools that teach basic and complex concepts through inquiry based learning. This is an applied approach that uses science, technology, engineering and maths (STEM) skills and concepts.



Year 6: What's out there?

Sculpture of an Alien: 4 Weeks
Using soft and hard materials to design and make a futuristic Alien.

Planned action for 2016/17	Success Criteria
To support staff and train staff.	Ongoing personal support to all teachers.
To continue to order consumable stock and ensure all suitable equipment is in place.	In consultation with staff – stock ordered.
To monitor work delivered through the new curriculum – Edison Learning	Progress of pupils monitored.
To create portfolio of pupils' work.	Photographic Portfolio of pupils' work.
To introduce a Design Technology policy in line with the new curriculum and Edison Learning	Reviewed and introduced.
To liaise with the Computing Coordinator to explore and integrate strong links between D&T and Computing	Links between the two subjects established to enhance children's skills
To investigate using the D&T Association Self-Review Framework (SRF) to further enhance D&T	SRF assessed according to needs of the school.
To investigate the criteria for the <i>D&T Mark</i> with the view of working towards the quality standard in preparation of pursuing the award	<i>D&T Mark</i> assessed according to needs of the school.



The school continues to assess the subject rigorously and these assessments are used to inform the planning to ensure that the children are achieving as they should be; this is approached both by summative and formative assessment strategies. EOT1 documents are analysed to address pupils and pupil groups that are both exceeding and falling behind. These in turn are used to implement the correct intervention or leadership needed to ensure all pupils can meet their targets.

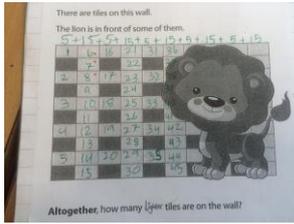
The main SIP target 2015/16 was to raise achievement in maths by using focussed intervention and identifying and then filling the gaps in learning. This has been approached through a radical change in the approach to Mathematics throughout the school. In November, following the Ofsted inspection, we purchased DfE recommended Maths scheme that embeds a reasoning curriculum; in line with the latest guidelines in developing depth of understanding. This role out was supported by myself attending various CPD session and then providing the training to all teachers in school. All teachers had an opportunity to see me deliver this approach and were also monitored in spring term in lesson observations. Various book trawls showed that the use of the new scheme and the reasoning approach to Mathematics has raised standards. Staff were also given CPD in effective marking; this too has been monitored and reviewed throughout the year.

The main focus for development will be to continue to develop the approach to mastery of mathematics through the Inspire Mathematics Scheme, CPD and continual monitoring and triangulation. A new maths policy is in the process of being written and the marking approach will be adjusted to support the new guidance from the NCETM (National Centre in the Excellence of Teaching Mathematics).

Actions taken from Sept 2015 – July 2016	Outcome
All Mathematics teaching is at least good.	Whole school Maths teaching by LD Nov 15, modelling a progression though reasoning approach. All teaching staff and TAs were present. Internal and LA monitoring completed. Spring 1 and 2 lesson observations carried out results published in HT report: Outstanding: 6, Good: 6, RI: 2, INA: 0
Staff understand and use the mastery approach to mathematics.	INSET delivered 4/1/16 by LD Inspire text book and teacher books purchased to begin in class this term Aut 2.
All teaching and learning will cover the agreed school principles of teaching and learning in maths.	Non- negotiables shared with staff and CPD on the use of them to assess. Nov 15 Planning format changed and shared at INSET by LD 4/1/16
School mathematics curriculum delivers the 3 aims of the N.C. covering Fluency, Reasoning and Problem solving approach.	Course attended: 24/11/15 Staff INSET provided by LD instead of Jo on 5/1/16 Covered progression in reasoning and approach to planning with Inspire Maths.



Here is some examples of reasoning in pupil books:



This is less than a half because if you had a cake you have to cut a half in the middle and then if you cut another half it will become a quarter. If you cut another half with 2 of your quarters then it will become 6 pieces. If you cut another half with your other 2 quarters it will become 8 pieces. From how many pieces you have cut your pieces get smaller each time. It is called $\frac{1}{2}$ because you have got 1 cake and 8 pieces of the cake.

WALT: Convert a mixed number to an improper fraction. A/20/20

1 can convert a mixed number to an improper fraction by separating.
 2 can convert a mixed number to an improper fraction by multiplying.
 3 can explain how to convert an improper fraction to a mixed number.

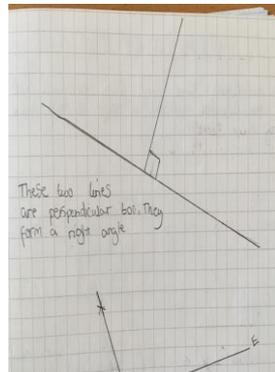
8. $4\frac{1}{2} = \frac{4 \times 2 + 1}{2} = \frac{8 + 1}{2} = \frac{9}{2}$

9. $1\frac{2}{3} = \frac{1 \times 3 + 2}{3} = \frac{3 + 2}{3} = \frac{5}{3}$

10. Separated Step 1. First I separated $9\frac{3}{4}$ and I added it.
 Step 2. Then I separated it to do a whole number by multiplying $\frac{3}{4}$.
 Step 3. After I added up two fractions and I got my answer.

11. $3\frac{1}{4} = \frac{13}{4}$ $1\frac{1}{4} = \frac{5}{4}$
 $3 \times 4 + 1 = 13$ $1 \times 4 + 1 = 5$

12. $1\frac{1}{2} = \frac{3}{2}$ $2\frac{3}{4} = \frac{11}{4}$



Use a variety of multiplication methods to solve problems.

$9 \times = 81$ what else do I know?
 $9 \div 9 = 9$

Chen $\text{£}00.00$ Megan $\text{£}00.00$ How much does 3 bananas cost?

$\text{£}2.35$	0.55	$\text{£}9.25$	0.30
$-\text{£}1.25$	21110	$-\text{£}0.55$	3110
$\text{£}1.10$		$\text{£}0.70$	

I think one banana costs 55p and one apple costs 35p because it says that Chen brought two apples and three bananas which must be $\text{£}2.35$. Megan brought two apples and 1 banana.

Planned action for 2016/17	Success Criteria
Enhance the approach to Mathematics Marking.	Mathematics is marked and assessed following the revised marking policy against new guidelines.
All Mathematics teaching is at least good or better.	Continuing CPD takes place. Monitoring shows that all teachers are good or better.
Mastery Approach to Mathematics is embedded through school.	CPD is continual and Mathematics holds a high profile throughout school. Books show a development through progression in reasoning.