

# Coleridge Primary School

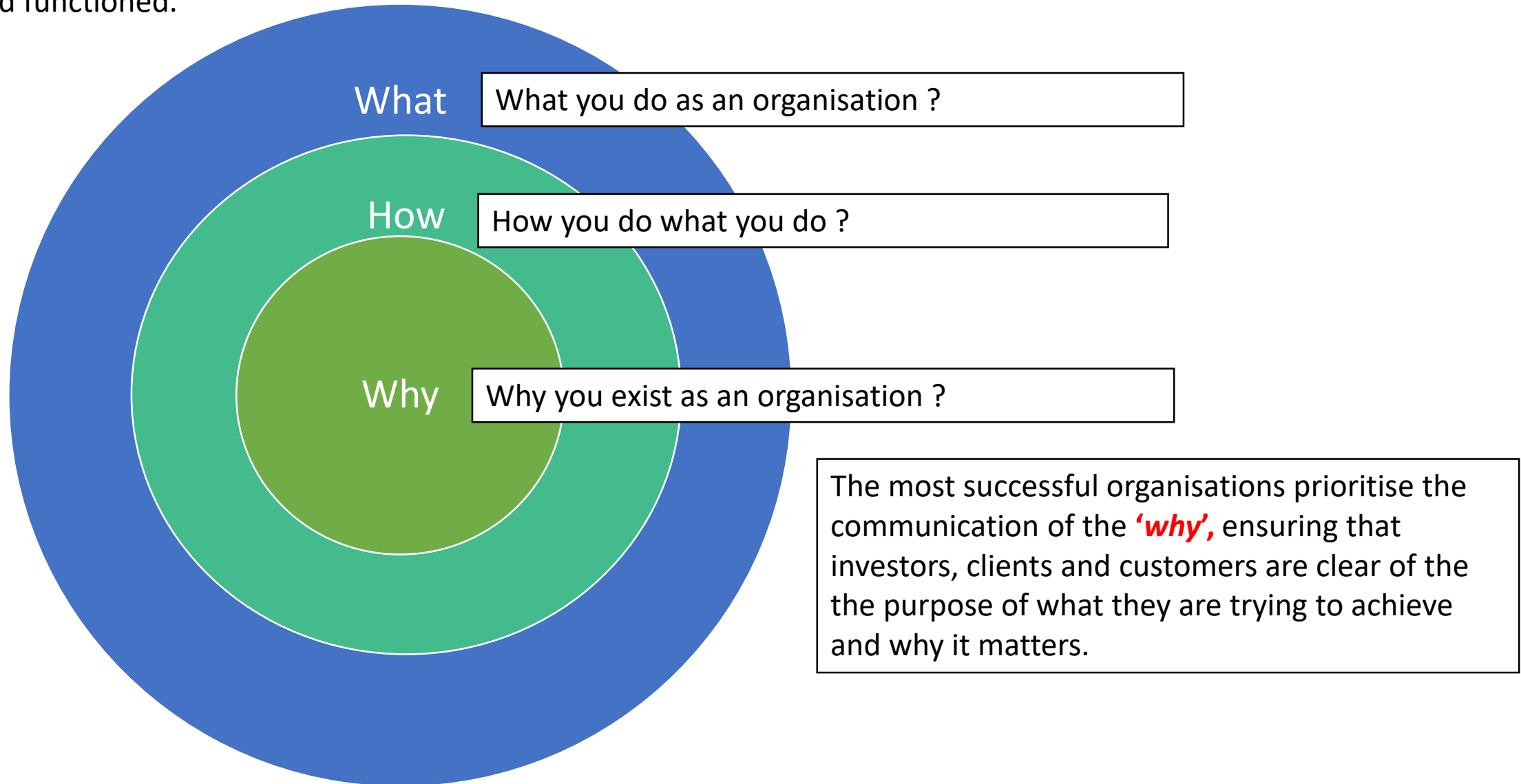
## Preparing our children for the road ahead



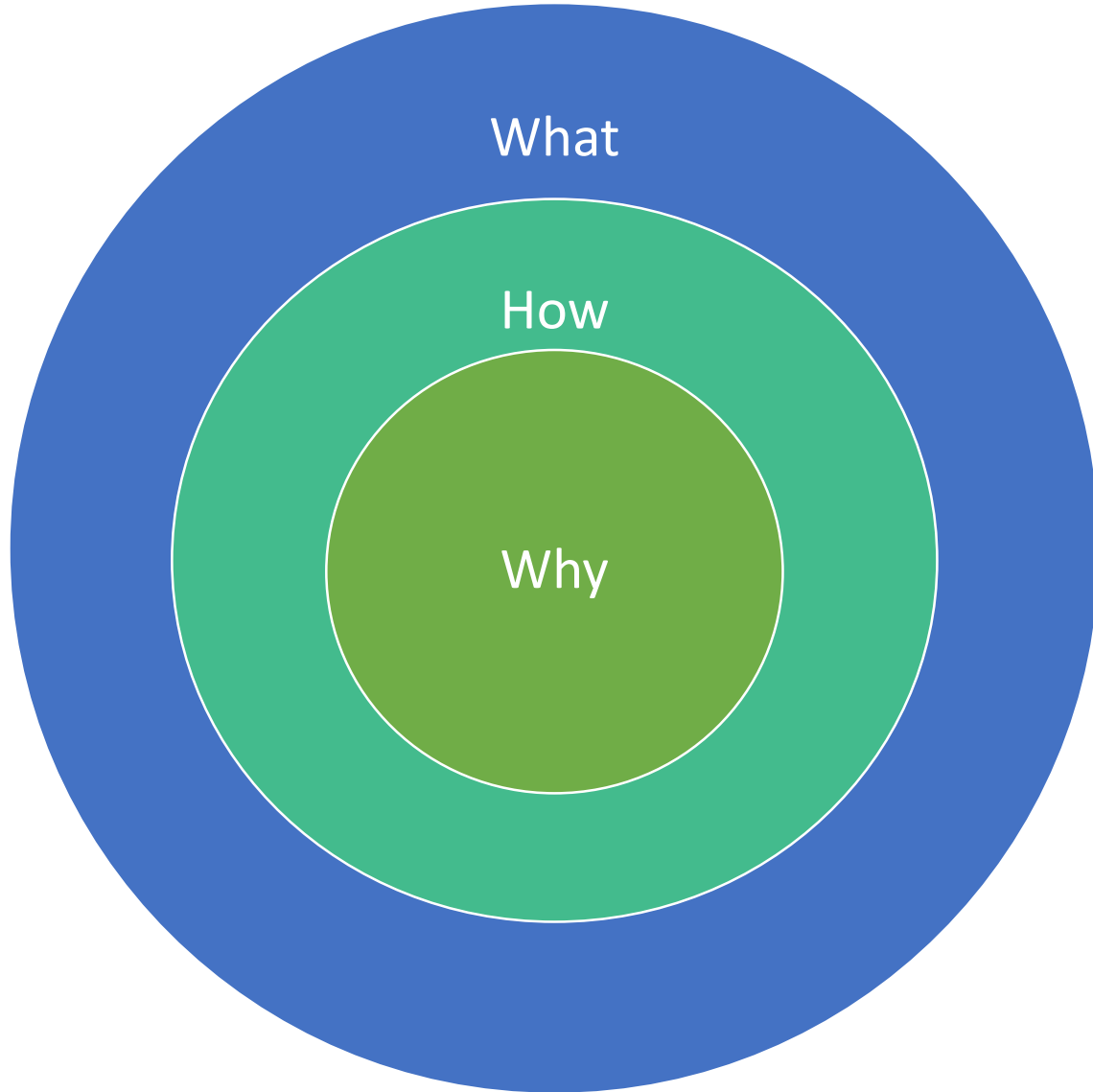
## A Strong Core & The Golden Circle

*Simon Sinek*

Sinek looked at a range of inspirational and innovative leaders and organisations, for example Apple, the Wright Brothers and Martin Luther King. He identified a common thread in how they thought, worked and functioned.



Staff are clear on how their Golden Circle for Coleridge should look.

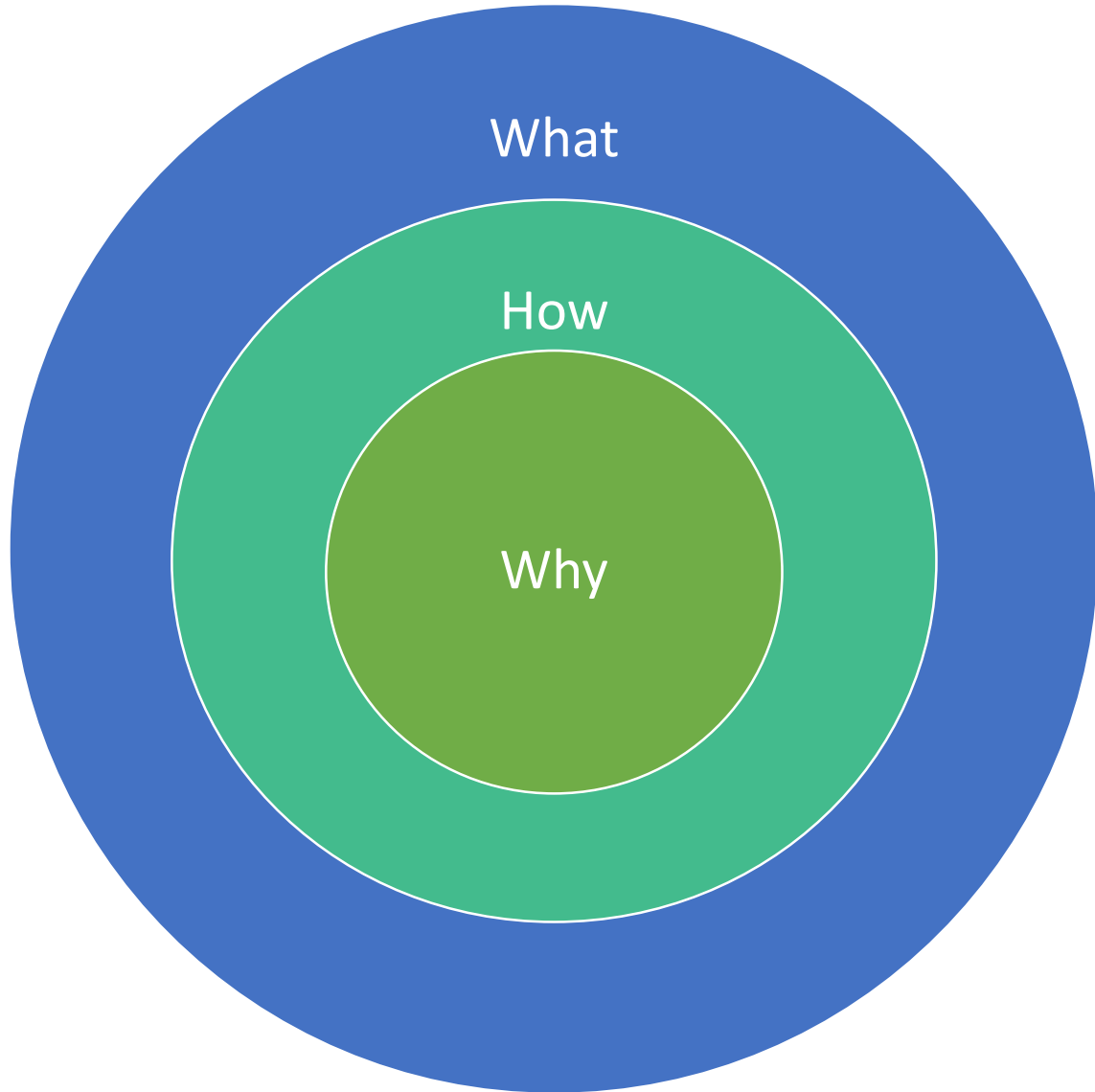


**Why is at the centre**

- the importance of inspiring children
- educating the whole child and preparing them for a changing future
- giving children opportunities to excel in different settings and in different ways
- wanting to make a difference, their love of working with children and wanting to give them the best possible start in life
- their own interest and passion for teaching

*This is what gets us out of bed each day!*

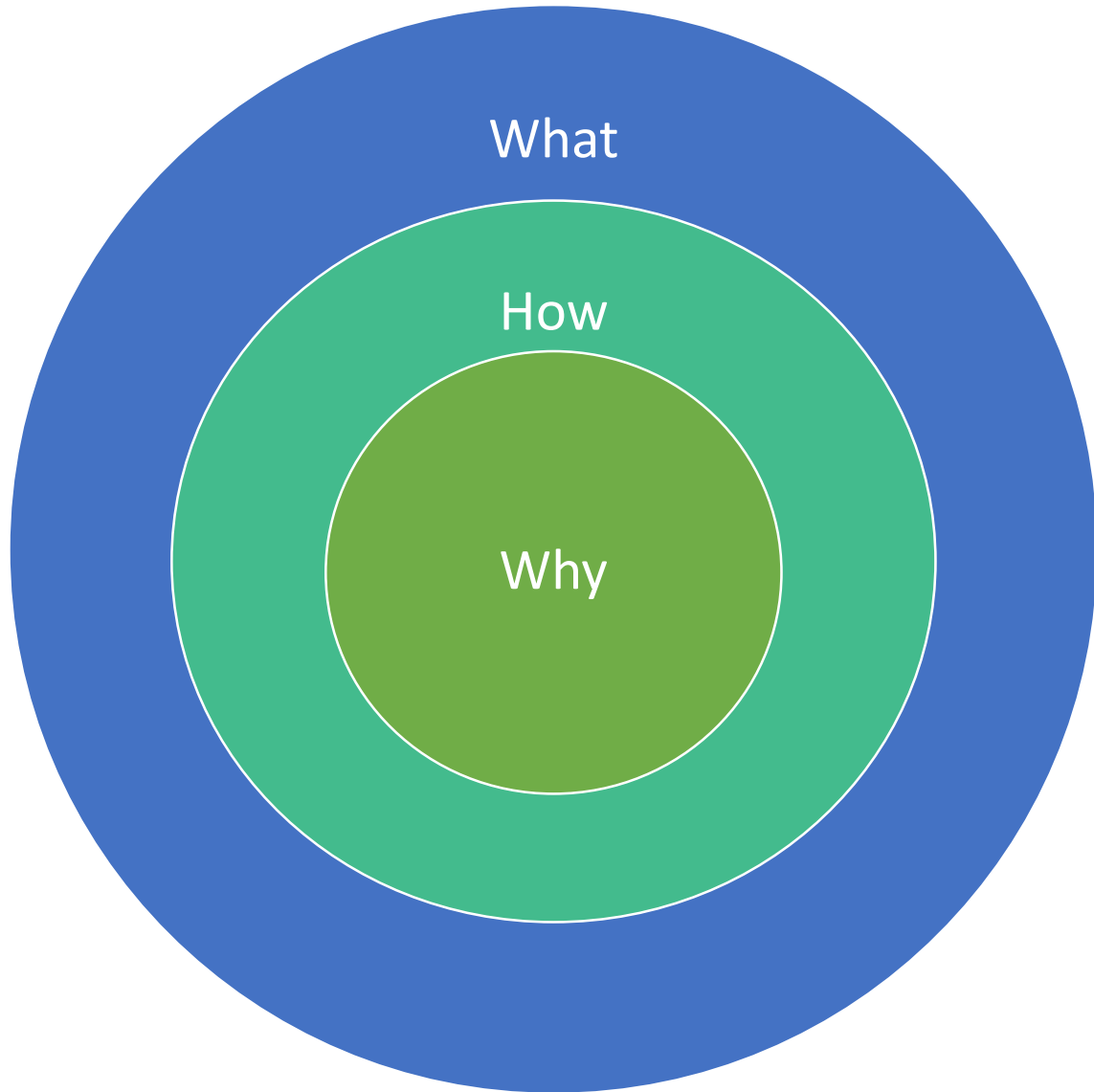
## The How



**How** - all the year teams were consistent in their thinking.

They all spoke about the need to create a safe, caring, creative and inclusive environment in which the whole school community could thrive and work together.

# The What



**What** - all the year teams were consistent in their thinking.

Coleridge instills a love of learning in children, teaching them to be aspirational and empathetic, and to play active roles in their communities. Coleridge provides a wide variety of opportunities for children to shine: from philosophy to forest schools, or from gardening to public speaking, every child can find something to enthuse and inspire them, thus creating a positive first experience of learning.

# Having a positive experience of community

In the media children are exposed to images and the news of communities falling apart – often the result of war and violence. It is now more important than ever before that we as a school provide the children with the opportunity to be a part of a positive community, so that they can play an active, responsible role, and can witness the benefits of community for themselves. By exposing children to this, I want them to feel empowered and optimistic about their future and that of the world.



# Reflecting back at 2016/17

Very pleasing end of Key Stage 1 results

## KS1 SATs results

Subject	At or above Expected Standard			Above Expected Standard		
	2016	2017	Change	2016	2017	Change
Reading	77%	84%	+7%	32%	38%	+6%
Writing	77%	79%	+2%	22%	22%	0%
Maths	78%	85%	+7%	32%	33%	+1%

# KS2 SATs results

	At or above Expected Standard			Above Expected Standard		
Subject	2016	2017	Change	2016	2017	Change
Reading	82%	93%	+11%	32%	41%	+9%
Writing	79%	85%	+6%	23%	25%	+2%
Maths	94%	88%	-6%	34%	36%	+2%
SPAG	90%	89%	-1%	35%	46%	+11%



## Attainment and Progress

Key Stage 2 Attainment and Progress	Average scaled score in Key Stage 2 tests		Average progress score from Key Stage 1 to Key Stage 2	
	Coleridge	National Average	Coleridge	National Average
Reading	<b>108.7</b>	104.0	<b>+2.9</b>	0
Writing	<b>N/A</b>	N/A	<b>-0.2</b>	0
Mathematics	<b>107.5</b>	104.0	<b>+2.0</b>	0
GPS	<b>108.9</b>	106.0	<b>N/A</b>	N/A

# Some of our successes to celebrate

- Reading SDP
- Maths Mastery embedded
- Emotional well being
- New hall
- New report format
- Clubs
- Science day at PDC
- Pupil progress
- New library books and furniture
- Author visits
- Revised marking policies
- School elections



# School Finance

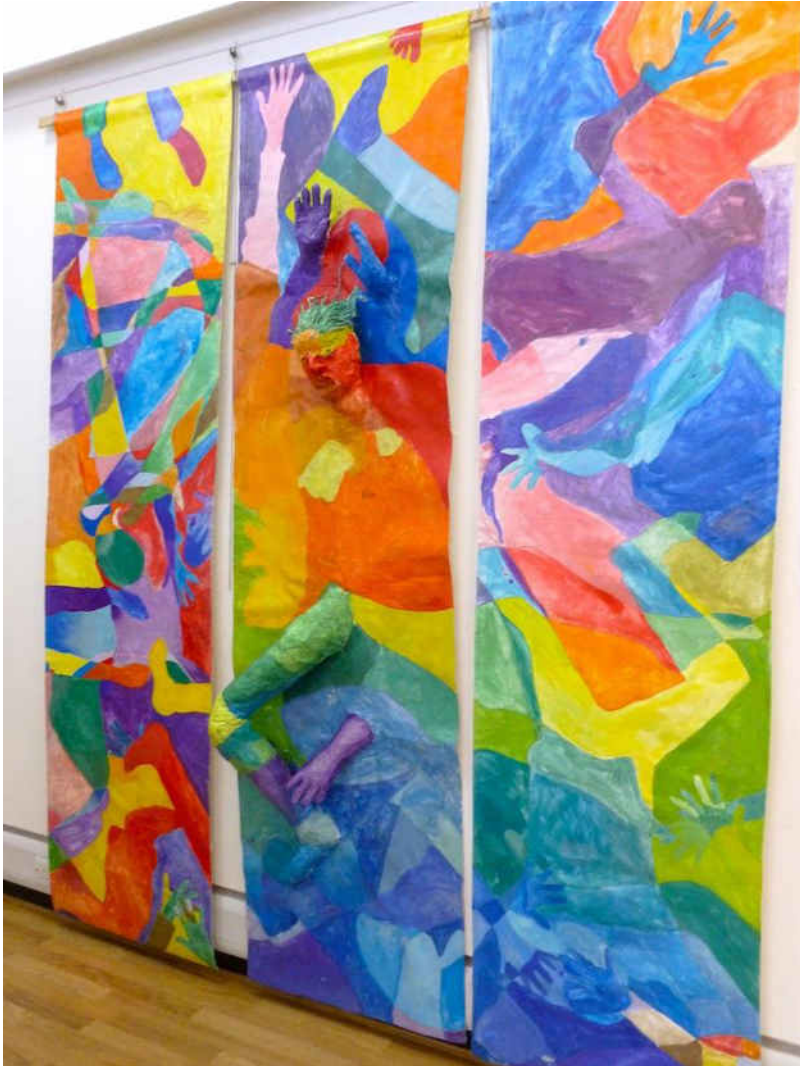
We have been making inroads to finding ways to generate income following on from the discussions we had last year:

1. Two new teacher flats in the Boffey House
2. Nursery extended provision and top up sessions
3. Learning Enhancement Fund
4. Increase in lettings across the school
5. Privatising clubs
6. Funding extra curricular activities through grants e.g. poetry club
7. Using staff expertise e.g. work with the NCETM Maths Hub £9,000
8. Working with Teach London – Teacher training scheme.

# Financial Pressures

- Despite the promise from the government to invest another 1.3 billion into education and their promise to make school funding fairer, we are still facing huge financial pressures.
- [Schoolcuts.org.uk](https://www.schoolcuts.org.uk) reporting Coleridge will face a cut of upto £183,900 by 2020
- Apprenticeship Levy £15,000
- IR35- financial implications on paying our freelance staff
- National Insurance pressures and rising staff costs
- 1% and 2% increase in pay for teachers

# Where next?



Keeping the **why** at the centre of our thinking helps us navigate the challenges that lay ahead.

- the importance of inspiring children
- educating the whole child and preparing them for a changing future
- giving children opportunities to excel in different settings and in different ways
- staff spoke about wanting to make a difference, their love of working with children and wanting to give them the best possible start in life
- they spoke about their own interest and passion for teaching

# Changes to Key Stage 2



## Why are we looking at how we teach English and Maths in Key stage 2 ?

- Importance of evaluating and reflecting on own practice to ensure best outcomes for our children.
- Working in the same way for a long time.
- Research, and our own experiences, show that a sets system only benefits a small proportion of children.
- New methodology in teaching (e.g. Talk for Writing; Maths Mastery) endorse a whole class teaching approach.
- We are continually looking for a system that reflects best practice.

# Why is whole class teaching supposedly better?

- evidence suggests it raises self esteem and improves confidence
- Growth Mindset – children are not being labelled early on as either good or bad at a subject
- all children are exposed to the same learning
- struggling learners exposed to the viewpoints and ideas of more able children
- able learners have opportunities to deepen their understanding by supporting others



# Will children still be sufficiently supported and challenged?

- teachers are fully committed to the individual progress of all children
- differentiation and challenge still continues in whole class teaching
- we now have a highly individualised assessment system that allows us to track the progress of all children to ensure all their needs are being met in class
- thorough termly Pupil Progress Reviews to identify and address the needs of individual children
- intervention for both struggling and more able learners

# What is the future for sets at Coleridge?

- reviewed and discussed at the end of the year
- long term picture simply reflects best practice for your child
- may differ year on year

# The School Development Plan

*The **School Development Plan** or SDP is a strategic **plan** for improvement. It should bring together, in a clear and simple way, the **school** priorities, the main measures it will take to raise standards, the resources dedicated to these, and the key outcomes and targets it intends to achieve.*

This year our plan has three areas of focus:

- Assessment
- Diminishing the Difference
- The School Grounds – ‘Aspiration and Developing Respect’

# Assessment

## **Why is this part of our School Development Plan?**

- Ensure that in-school data is robust and accurate, and provides a better indication of end of Key Stage SATs performance.
- To better evidence the impact of interventions and initiatives so as to make informed decisions about their effectiveness.

## **What do we intend to do about it?**

- Improve the quality of assessments and the way in which teachers use assessment data to inform their practice.

## **How do we intend to do it?**

- Refine strategies for formative assessment and introduce summative tests.
- More rigorous and more frequent moderation.
- Teaching staff to take greater ownership over their own data and be better placed to analyse it themselves.
- Communicate children's attainment and progress to parents with greater clarity and frequency.

# Diminishing the Difference

Working with our Pupil Premium Children

## What is Pupil Premium?

All maintained schools receive Pupil Premium funding to help raise the attainment of disadvantaged children.

There are several qualifying categories for the PP grant, with different figures attached to each one.

- Deprivation Pupil Premium (£1320) – children whose parents have received state benefits at **any point** during the child's schooling,
- Adopted From Care Premium (£1900) – children who have been adopted from care, or who have special guardianship orders
- Looked After Child Premium (£1900) – children who are in the care of the Local Authority
- Service Child Premium (£300) – children whose parents have worked, or are working in, the armed services.
- At present, we have 87 Pupil Premium children in school.

# Diminishing the Difference

## **Why is this part of our School Development Plan?**

Five year trends have shown that there are attainment and progress gaps between our PP and non PP children. This gap is larger than the national average and progress measures for disadvantaged children are below national and local authority average.

## **What do we intend to do about it?**

- reduce the attainment gap between PP and non PP children by (data)

## **How do we intend to do it?**

- analysis of contextual information of our PP cohort (i.e. which other groups do these children fit into, parental involvement, behaviour patterns, attendance?)
- also identify children who fall into the fringe of pupil premium
- identify barriers to learning and establish means to overcome these
- better inclusion of PP families in our school community

# The School Grounds – ‘Aspiration and Developing Respect’

## **Why is this part of our School Development Plan?**

- the grounds on west are in a state of disrepair and are rapidly becoming a health safety issue for the school
- Coleridge has a very diverse and green play space that has the potential to be an excellent resource for outdoor learning
- teach the children that they can have a positive impact on their school grounds

## **What do we intend to do about it?**

- canvas and involve the whole school community in the design and execution of the development
- create stimulating school grounds that reflect the needs of the whole school community and the curriculum

## **How do we intend to do it?**

- create working parties of staff, children and parents to drive the project forward
- look for grants and fundraise to fund the development

# Other areas for development

- Talk for Writing
- Phonics in KS1
- Music
- RE
- STEM
- Sports



# What can you do to help the school?

- effective communication with the school
- attending talks, curriculum chats and Learning Together
- volunteer time to come in and help, for example reading, STEM talks, RE talks, helping out on trips and anything else you feel would be beneficial to enhance school life.
- lunch money Currently £14,000 owing
- paying trip money
- supermarket vouchers
- donating old toys and books
- The Learning Enhancement Fund

Any Questions?

