

King's Lodge School

SCHOOL PRIORITIES

2015-16



All schools spend a great deal of time on school evaluation and King's Lodge is no different. Here is a summary of our evaluations of 2014-5: we know there is a lot more we could add!!

Our Maths curriculum was altered to meet new Curriculum expectations. We introduced Big Maths books for each class to show learning outside of maths lessons.

Our higher achievers in maths improved considerably - 54% of KS2 children achieved Level 5 or above in KS2 SATs (23% the previous year).

At the end of KS2 in all 3 core areas, over 90% of children made 2+ levels and over 30% made 3+.

Progress in KS1 showed 94% made good progress from EYFS to KS1 in reading with 67% exceeding. In writing - 96% expected progress and 57% exceeding. In maths - 96% expected and 59% exceeding.

Good level of development in EYFS increased by 16% on previous year and is now above National data.

Success criteria were observed consistently during lessons and in book scrutiny.

Pink and blue marking is used regularly by all staff and children have the opportunity to respond to their blue pen marking.

We continue to use Golden tickets and Top of the tree certificates used to acknowledge achievements.

New key objective records for maths, reading and writing were established and Foundation subject records are being implemented in 2015-16. New tracking system introduced and needs to be embedded in 2015-16 therefore Assessment is a priority on our SDIP.

Our self evaluation document informs school improvement and learning and teaching foci (both staff and governors). This is shared with governors regularly (at least 3 times a year).

A new RE scheme and Learn4Life (PSHE) is used across the school. Collective Worship themes reflect the school's values and ethos.

Monitoring showed that when parents did not attend a consultation meeting, teachers arranged alternative dates. Attendance at Curriculum evening was greatly increased due to use of Maths Magician.

Links with local schools are strong and have been improved further by joining Challenge Partners as part of a mini-hub in Chippenham. Close working with schools include Chippenham Children's Parliament and a Y3 art project.

KLS has begun a link with a school in Ethiopia to develop our global dimension and Abbeyfield are working with us to develop this area of the curriculum.

School evaluation also informs our school improvement targets, as a result we have identified the following priorities for 2015/16:



To improve the progress (value added) in maths throughout the school ensuring progress is in line with or above national, inc higher achievers and vulnerable groups We aim to do this by embedding our enriched maths curriculum so it that focuses on engaging KLS children based on their needs and interests. Challenge is key so we will be planning in opportunities for children to challenge themselves as well as planning and differentiating accordingly for the whole class.

To ensure regular, consistent and accurate teacher assessments across the school, in order to inform planning and enable good progress to be achieved

This includes continuing with our emphasis on quality first teaching, through enabling children to self assess as well as using continuous observations and assessment throughout lessons. This assessment will inform planning both within lessons and in subsequent units of learning. The staff teams will also be moderating assessments across the school and across other schools including the Challenge Partners alliance.



The development of rigorous self evaluation across all the school stakeholders

This includes leadership at all levels, governors and developing the sharing of good practice in school and between schools. At King's Lodge we will have a focus on further collecting of evidence, tracking progress on the new curriculum, observing colleagues, and sharing feedback from training and research.

To develop and improve leadership and management within the governing body ensuring support and challenge are provided to the school staff

A working party of governors have extracted information from Ofsted guidance and the Wiltshire Governors' handbook to highlight key areas for the forthcoming year including managing and measuring the impact of the governors, ethos and strategic direction, communications, curriculum development, safeguarding and managing people and resources.

