

Ecton Village Primary Academy Background Priorities 2017-18

What the priority involves in a nutshell

Success Criteria

To Improve Attendance

1. To improve the whole school attendance figure from 92% to 96% to be in line with national. With GRT removed from the figures, our overall attendance is 95%. GRT attendance is 74.6% and this will be improved to 88% and thus in line with National GRT attendance.
2. There will be month by month analysis of groups and whole school and this will be compared to the same month last year.
3. To target the key group(s) and families which negatively affect attendance with support and guidance to encourage improved attendance.
4. To make all parents aware that term time holidays are unacceptable and refer all term time holidays to NCC.
5. To positively promote good attendance through rewards in assembly.

1. Key groups identified and analysed and report reflecting this written. KC to complete by the end of September 17.
2. KC and JB to produce comparative monthly attendance reports.
3. DK (family support worker) directed to work with key families. Postcards designed by JJ and printed professionally will be sent to children who are absent for than two consecutive days; letters will be sent to families who have attendance below 94% and those who drop below 92% will be on a Parenting Contract for Attendance. Families who fail to engage with the process will be referred to EITPT and fined. KC to monitor.
4. Families aware that term time holidays are unacceptable and the new term time leave request used and analysed. JB and JJ to ensure that the Proforma is shared and returned. JB / JJ to refer as necessary. KC to monitor.
5. Friday awards assembly to share the attendance data in a child friendly, age appropriate way. KC to lead assembly. Improve 100% attendance in term 1 from 24 children in 2016 to 35 children in 2017; in term 2 from 13 children in 2017 to 25 children in 2018 and in term 3 from one child in 2017 to five children in 2018.

Evaluations

January 2018:

Attendance in terms 1 and 2 was 94.1%. With GRT children excluded from this data attendance rises to 96.2% GRT attendance for terms 1 and 2 was 79.2%. There were exceptional circumstances for one family (4 children) with a bereavement of a close family member. With these 4 children excluded from the data, the figure rises to 85.5%. While we are seeing an improvement since last academic year, there remains much to do and our GRT families continue to have a negative impact on our overall attendance, despite regularly sharing our concerns with these families. There are two further pupils who have very poor attendance and there are CP issues with these children. Both of these families now have an EHA in place and attendance is highlighted on this plan. Attendance is shared weekly in assembly and classes are rewarded for good attendance. Individuals with 100% attendance are rewarded at the end term 2, 4 and 6.

April 2018:

Attendance in terms 3 and 4 was 92.5. With GRT children excluded this rises to 95%. GRT attendance in terms 3 and 4 was 77.6%. 5 GRT children have since come off roll – three families were moved off the site and this had a significantly negative impact on the overall figures until they could be removed from the roll. While these figures are still below our target, they are an improvement on previous years. PPG attendance at the end of term four was 93.7%. One PPG child had particularly poor attendance, but following a significant safeguarding issue and his subsequent move to different living arrangements, his attendance has improved. The family are now fully engaging with us we are hopeful that his attendance will continue to improve over the coming months.

Four families are on attendance contracts and there has been improvement in all but one family. One family (GRT with three children) remain with very poor attendance despite frequent meetings and clear communication with the family. We continue to work with the family and are exploring rewards for them. The children are keen to be in school, but the mother is reluctant to send them, so we need to find a better way to engage her and ensure that she fully understands the impact missing so much school has on her children.

Rewards for attendance continue to be shared in assembly.

July 2018:

To Improve Behaviour Across the School

1. To track the number of incidents and target individuals who need support to improve their behaviour and thus see a decrease in poor behaviour. Behaviour will be monitored weekly by KC and SM. The first data capture of incidents will be October 2017 and half termly thereafter. This will allow us to monitor patterns of behaviour and assess the impact of interventions.
 2. To decrease the number of FTEs from 6 pupils last year to no more than 2 pupils this year. The number of days will be reduced from 21 days to fewer than 7 days.
 3. To ensure that rewards are used consistently across the school by monitoring class teacher use of Class Dojo. The aim is to create a culture of positivity in all classrooms and during unstructured times. Lunch time staff will also have the ability to award Class Dojos for positive behaviours at lunch time. The first data capture of rewards will be Oct 17 and half termly thereafter. This will allow us to monitor teacher usage of rewards and ensure consistency across the school.
1. KC and SM monitor the number of 3s, or other behaviours. Reduce the total number threes in terms 1 and 2 from 346 in 2016 to less than 275 in 2017; in terms three and four from 323 in 2017 to less than 275 in 2018 and in terms 5 and 6 from 231 in 2017 to less than 175 in 2018. Reward systems will be in place for all children, but those who are flagged as having an increasing amount of 3s, or a higher than average number of 3s, will have, in the first instance, a reward chart and be closely monitored by KC, SM and the class teacher. Lunch time reflection registers will also be closely monitored in an attempt to measure the impact of the sanction. Those children who do not respond positively to the reward charts and reflections will be put on a Behaviour Support Plan. These will be reviewed and updated every six weeks, or when there is a notable change in behaviour. **To monitor in class behaviour through behaviour audits and review**
 2. FTEs will be reduced. Individuals will be monitored and those identified as in danger of receiving a FTE for repeated breach of the school behaviour policy will be supported by KC and SM. Parents will be involved as soon as any child is put on a behaviour support plan.
 3. KC and SM will monitor the number of Class Dojos being awarded. Children will receive Bronze, Gold and Silver awards in the Friday celebration assembly. Lunch staff will note Class Dojos awarded and JJ will add these in the afternoon. These will be identified on the tracking as 'Lunch Award'.

Evaluations

January 2018:

Term	Total No. Incidents		Total excl. Reception	
	2016/17	2017/18	2016/17	2017/18
1	180	157	179	96
2	166	78	160	43

Tracking shows only a 9% decrease in behaviour incidents between term 1 in 2016 and term 1 in 2017 and a 46% decrease in incidents in term 2 between 2016 and 2017. Class by class analysis shows that the Squirrel class (FS2) had the highest number of behaviour incidents in 2017. This can be explained by two pupils who both have very poor social and emotional development. External agencies are involved with both children and the first HNF application has been submitted and approved. One child is now on a part time timetable and we plan to appoint another adult to support him back into full time school after February half term.

There were no FTEs in terms 1 or 2 and this is a positive indicator that persistent low level disruption significant one off incidents are greatly reduced.

Class Dojos are used across the school and children work towards Bronze, Silver and Gold awards. To achieve the Bronze award a child must earn 100 Dojos. By the end of term 2 5 children had earned these awards. Children like the Dojos and understand their value.

April 2018:

Term	Total No. Incidents		Total excl. Reception	
	2016/17	2017/18	2016/17	2017/18
3	152	82	149	31
4	153	79	150	27

Tracking of behaviour shows that the number of incidents continues to fall. Class by class analysis shows that the Squirrel class (FS2) continues to have the highest number of behaviour issues. This can be explained by two pupils who both have very poor social and emotional development. External agencies are involved with both children and the first HNF application has been submitted and approved. This child left the school at the end of term 3. The behaviour of the second child has escalated and he has been put on a part time timetable. There is an EHA in place and the family are engaging. The educational psychologist has observed the child and we are acting upon all recommendations. An application for HNF is underway.

There was one FTE in term 4. A year 4 child – his behaviour has rapidly escalated. The EP has observed him and we are acting on all recommendations. We went to the SEMH panel, but they were unable to offer any support at this time.

Class Dojos are used across the school and children work towards Bronze, Silver and Gold awards. To achieve the Bronze award a child must earn 100 Dojos. By the end of term 4 68 children had earned the bronze award and 2 children had earned the silver award. Children like the Dojos and understand their value.

July 2018:

To Develop Independent and Effective Learners

1. In 100% of lessons children will, where appropriate, be using TASC wheels to support independent learning skills. Provide pupils with the tools to think meaningfully in class – this will be in the form of structured and supported questions that enable the children to think deeply

1. Children are able to talk about what makes successful learners. Pupils to have a series of strategies supported by a series of questions that take them through the preparation, action and review stages of learning. Questions include: *What do I already know about this? How many ideas can I think of? How can we share this with someone? What have I learned?* These questions

	<p>about their learning. These concepts will be supported by classroom displays.</p> <ol style="list-style-type: none"> 2. Train teachers on the concept and implementation of task wheels by the end of term 3 and ensure that this is followed through in classroom practice. 3. Monitor and review the impact of TASC wheels through pupil conferencing (Feb and July). 	<p>will be displayed in all classrooms by February half term.</p> <ol style="list-style-type: none"> 2. Challenge based learning, where the role of the teacher shifts from 'dispensing information' to 'guiding the construction of knowledge' will, by the end of the summer term, become an embedded part of the learning culture in the school. 3. Half termly teacher meetings will launch, monitor and review the programme of implementation. Training for staff in Jan 18 and review in March 18 and June 18. Pupil conferences in February and July will review the effectiveness and impact of TASC wheels. Monitoring through book scrutiny, learning walks and lesson observations.
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Evaluations

January 2018:

TASC wheels have not yet been introduced to class, but questioning was identified as an area for development in some areas of the school. Lesson planning scrutiny in term 1 showed that not all teachers were planning their questions carefully enough. Feedback to teachers and an amended lesson planning proforma has led to some improvement. One teacher still requires development in this area and she has been to visit another school and has her planning checked weekly. The behaviour audit in January showed some improvement in the quality of lesson her delivery.

April 2018:

The amended lesson planning proforma and a real focus on planning for questioning continues to drive up the quality of teaching. Pupils' levels of independence still need to be further developed, but books scrutinies, behaviour audits and lesson observations show an improving picture. One teacher has been on a support plan, with weekly monitoring of her planning and frequent pop-ins to support her classroom practice. Book monitoring did show improvement in the quality of her marking and her tracking – in particular her tracking of reading.

July 2018: