



20<sup>th</sup> October 2017

Dear Parents

**School Improvement Update**

This has been an exciting term for us as we have welcomed new members of staff and really began to embed systems set up last term. We are most proud of the children, who have risen to the challenge of improving behaviour in both lessons and around the school. We have had many positive comments over the last six weeks about this from many different types of people. School has a calm, tidy and purposeful feel to it.

Our recent pupil progress meetings have shown that every class across the school has made strong progress in reading, writing and maths. This has been achieved through good quality teaching and learning and is something else for us to be very proud of as a school. Your input into homework and support for your children is very much valued.

We are very pleased with the actions we have completed this half-term as part of our School Improvement Plan. We hope you will enjoy reading about some of the successes.

**PRIORITY 1: To train and develop leaders in order for them to become empowered to hold others to account and be accountable for raising standards.**

Action	Impact
Regular monitoring of teaching and learning through learning walks, book looks and discussions with pupils is now a more embedded part of our practice.	Aspects of improvement around teaching and learning are swiftly identified and changes put in place accordingly.
The Governors received training around visits to school	Governors are holding leaders to account better through their questioning on visits and at meetings.
Staff training on subject leadership has taken place. All subject leaders have written action	Teachers are now taking responsibility for the progress and attainment for the subject they are

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plans to support them in their role.	responsible for. There is a greater amount of work in children's books. Staff are more supported by each other in their teaching of the wider curriculum.
Governors pay committee agreed pay recommendations following teachers performance management meetings.	The performance management process has now completed a full annual cycle and can be seen to be working well.
Governors have been visiting the school to collect evidence of impact in all areas of the School Improvement Plan.	Governors are holding staff to account for raising standards.

**PRIORITY 2: Improve teaching so that it consistently promotes strong progress for all pupil groups across years and subjects.**

<b>Action</b>	<b>Impact</b>
Mr Harris has begun to work as a Teaching and Learning Coach across the school.	The first focus on reading has led to changes in practice and systems which are becoming embedded across the school. The next focus will be on maths.
Teachers met with myself and Mrs Symonds to discuss their class. The impact of previous interventions was monitored. Pupil tracking identified those children who need support. Additional intervention has been put in place for these children and parents have been informed. It also identified children who are doing well but may be able to achieve even more and additional interventions put in place for these children and parents have been informed.	Teachers have an accurate understanding of the progress and attainment of the pupils in their class and are able to plan work accordingly.
Accelerated Reader has taken longer to become established than we had hoped. We have identified a lack of books at the lower levels but have received a library grant from Foyles of £2500 which is being used to plug this gap. A reading raffle will start after half-term to encourage children to engage with the new programme.	All children from Year 3-6 now have an accelerated reading book from the library. Some are beginning to take the quizzes and can therefore see how their reading is improving.

Teaching in English is now based on a rich text which changes every three weeks.	Children are enjoying their learning in English, they are engaging well in lesson and the clear links between grammar, punctuation and spelling in relation to their writing are being shown to children.
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**PRIORITY 3: Raise expectations of staff and pupils in order that there are high standards both in and out of the classroom which promote the School's Christian ethos and British Values.**

The first Habit of Mind – Curiosity has been launched with the children using Gabo the monkey puppet. The second Habit of Mind – Empathy is to be launched on Tuesday 31 <sup>st</sup> October and children will work in house teams for the day.	Children are beginning to demonstrate curiosity in their learning through exploring, discovering and asking questions.
All DSL's (Designated Safeguarding Leads) have met to review recent child protection cases.	Learnings from previous child protection cases have been put into place to further improve this important area.
Standards of expectations of presentation have been communicated to children.	The presentation of work by children in books is continuing to improve.
Our new Behaviour Policy has now been in use since September. Parents, pupils and staff were consulted on how they felt it was working. We received seven replies to the parent questionnaire.	Behaviour in classes and around the school has continued to improve.
Our Jigsaw PHSE curriculum is embedded and being taught weekly in all classes.	There is a clear progression in learning for children in all aspects of PHSE. This is now built on year on year.

**PRIORITY 4: Ensure progress is consistently good across year groups and subjects for all children with a specific focus on disadvantaged and the more able.**

Action	Impact
All actions identified at our Pupil Premium Review have now taken place.	Children in receipt of pupil premium funding are tracked carefully to ensure the strategy is working to improve progress and attainment for them.

The new PE leader (Miss Hobbs) has clearly defined how the Sport Grant will be spent this year.	We are now spending the Sport Grant in line with Government guidelines and the impact of this spending is clearly measureable.
Staff training for PE is being carried out	Staff are able to coach in swimming and the quality of teaching of PE is improving rapidly.
Attendance is being monitored half-termly	Current whole school attendance is 97.1%
Support staff working with SEND children who have additional funding to meet their needs are carrying out measurable assessments with these children. Their Performance Management targets have been set around the progress of the child they are working with.	The impact of the additional funding is being monitored for each child who is in receipt of it.
The Assessment Policy has been updated.	Our assessment policy reflects our practice and staff are clear on it.
An analysis of our external summer 2017 data has been carried out.	Focus areas now include; EYFS: challenge for the more able and physical development of al children Key Stage 1: girls reading and boys writing Key Stage 2: reading and continue to improve maths

I hope you find this helpful. I will update you again just prior to Christmas. Please do not hesitate to ask should you require further clarification on any of these areas.

Best wishes

Julie-Anne Palfrey  
Headteacher