We believe our wonderful children learn most effectively in an environment where they are safe, happy, nurtured, challenged, and supported. To facilitate this, we ensure that we have good communication between school, child and parents and value teamwork and collaboration very highly. We strive to be innovative, reference history while looking to the future making good use of resources with a clear understanding that the children are the most important group in the school and our staff our greatest resource. Our ethos and vision is encapsulated by the concept of **RAISE** which is embedded in all we do:

**R** Resilience Respect **A** Achieve Aspire **I** Independent Individual **S** Standards Sensitive **E** Enriching Experimental

**Curriculum statement**

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| **INTENT**  What we intend to achieve through our curriculum | **IMPLEMENTATION**  How we will deliver our curriculum | **IMPACT**  How we will measure the effectiveness of our curriculum |
| We intend to develop a fluid and dynamic curriculum that meets the needs of each individual cohort. It will therefore be developed by staff each year and reflect the needs and interests of our children and be purely unique to Blackwater pupils. | Our curriculum will be topic based beginning with “Getting to Know You” and will start with a “Wow” day and finish with a family learning event. Mornings will cover Reading, Writing and Maths and afternoons all other subjects. We will collapse the curriculum on a number of days throughout the year including National Poetry Day, National E-Safety Day etc. | Lesson observation  Performance Management  Progress and Attainment data  Governor Visits (12 per year)  Discussions with school council  Discussions with parents |

**Inspection data summary report indicates**

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| **KS2 progress over time** | **KS2 attainment (Nat.)** | **KS1 attainment (Nat.)** | **Y1 Phonics (Nat.)** | **GLD over time (Nat.)** |
| |  |  |  | | --- | --- | --- | | Read | All | PP | | 2016 | 2.7 | 6.9 | | 2017 | -1.0 | -0.7 | | 2018 | 0.3 | 1.3 | | Wri | All | PP | | 2016 | 2.7 | 0.3 | | 2017 | - 3.9 | - 1.7 | | 2018 | 0.7 | -1.2 | | Maths | All | PP | | 2016 | - 0.9 | - 1.0 | | 2017 | - 3.1 | - 4.53 | | 2018 | 0.9 | 0.0 | | |  |  |  | | --- | --- | --- | | RWM | All | PP | | 2016 | 63 (53) | 75 (39) | | 2017 | 43 (61) | 25 () | | 2018 | 75 () | 100 | | Read | All | PP | | 2016 | 75 (66) | 100 (53) | | 2017 | 79 (72) | 75 () | | 2018 | 94 () | 100 | | Wri | All | PP | | 2016 | 81 (74) | 75 (64) | | 2017 | 74 (76) | 75 () | | 2018 | 88 () | 100 | | GPS | All | PP | | 2016 | 75 (72) |  | | 2017 | 86 (77) |  | | 2018 | 88 () | 100 | | Maths | All | PP | | 2016 | 75 (70) | 100 (58) | | 2017 | 57 (75) | 25 () | | 2018 | 81 () | 100 | | |  |  |  | | --- | --- | --- | | Read | All | PP | | 2016 | 71 (74) | 100 () | | 2017 | 75 (76) | 50 () | | 2018 | 75 (76) | 100 () | | Wri | All | PP | | 2016 | 71 (65) | 100 () | | 2017 | 69 (68) | 50 () | | 2018 | 69 (76) | 75 () | | Maths | All | PP | | 2016 | 71 (73) | 100 () | | 2017 | 75 (75) | 50 () | | 2018 | 88 (70) | 100 () | | |  |  |  | | --- | --- | --- | | Phonics | All | PP | | 2016 | 73 (81) | 50 () | | 2017 | 86 (81) | 100 () | | 2018 | 75 ( ) | 66 () | | |  |  |  | | --- | --- | --- | | EYFS | All | PP | | 2016 | 65 (69) | NA | | 2017 | 65 (71) | NA | | 2018 | 69 ( ) | NA | |
| **Analysis**  Following disappointing overall progress data in 2017, there was a very positive and universal improvement in progress data in 2018.  There were only 2 PP pupils in Y6, 1 of whom achieved L3 at KS1 writing and EXS at KS2, which accounts for the poor progress in writing for PP children.  Blackwater is unusual in its make up as more than 65% of pupils are boys. There was no significant difference in attainment of progress by gender or other groups. | **Analysis**  Similarly, there was a very positive and universal improvement in attainment data in 2018, with very strong improvement in maths and RWM combined.  Both PP achieved at least EXS in all areas.  There were 12 boys and 4 girls. There were no significant differences in attainment between gender groups. | **Analysis**  KS1 attainment has been at or very close to National average for the previous 3 years. There was a significant increase in maths, but school attainment in writing did not mirror the national increase in 2018.  There were 4 PP children in Y2, 3 of whom achieved at least EXS in all areas. One male pupil did not achieve EXS in writing.  There were 12 boys and 4 girls. There were no significant differences in attainment between gender groups.  There is one CiC who achieved NARE in all areas. | **Analysis**  Phonics data is sound but likely to be the equivalent of one child below National Average. After careful, long-term analysis over time, we know that our phonics programme does not always work well for all children. We are therefore changing the way we teach phonics and reading – see English DP  2/3 PP pupils achieved NARE in phonics.  There were 12 boys and 4 girls. There were no significant differences in attainment between gender groups. Of 4 children who did not pass, 1 was female. | **Analysis**  EYFS data is sound and has been over time.  There were no PP children in our EYFS.  There were 11 boys and 5 girls in our EYFS. Of the 5 children who did not achieve GLD, 1 was female. |

**TARGETS**

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| **16 chn** | **EYFS GLD** | **15 chn** | **Y1 Pho** |  | **END KS1 – 15 children %** | | | | | | |  | **END KS2 – 14 children %** | | | | | | | | | | |
|  | 16 |  | 15 |  | Reading | | Writing | | Maths | | Sci |  | Reading | | Writing | | Maths | | Combined | | GPS | | Sci |
|  |  |  |  |  | EXS | GDS | EXS | GDS | EXS | GDS | EXS |  | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS | EXS | GDS | EXS |
| All | 75 | All | 80 | All 15 | 73 | 40 | 80 | 40 | 73 | 40 | 87 | All 14 | 86 | 43 | 79 | 43 | 86 | 43 | 79 | 36 | 79 | 36 | 100 |
| B 12 | 75 | B 11 | 80 | B 12 | 67 | 33 | 67 | 33 | 67 | 33 | 83 | B 5 | 60 | 20 | 60 | 20 | 60 | 20 | 60 | 20 | 60 | 20 | 100 |
| G 4 | 75 | G 4 | 80 | G 4 | 100 | 50 | 100 | 50 | 100 | 50 | 100 | G 9 | 100 | 54 | 89 | 54 | 100 | 54 | 89 | 45 | 89 | 45 | 100 |
| SEN 0 | NA | SEN 3 | 100 | SEN 2 | 50 | 50 | 50 | 50 | 50 | 50 | 100 | SEN | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 50 | 100 |
| PP 0 | NA | PP 3 | 67 | PP 3 | 67 | 33 | 67 | 33 | 67 | 33 | 67 | PP | 100 | 33 | 100 | 33 | 100 | 33 | 100 | 33 | 100 | 33 | 100 |

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| **Target Area 1: Outcomes for Children** | | | | | |
| **Success Criteria**  *How will we know we have met the target?* | 1. KS1 to end KS2 Progress to increase in all areas  2. KS1 to end KS2 Progress for pupil premium in writing to increase  3. Writing at end of KS1 to improve  4. GLD at end of EYFS to improve | | | | |
| **Rationale behind objectives** | 1. 2018: Reading 0.3; Writing 0.7, Maths 0.9  2. 2018: - 1.2  3. 2018: 69% (National 76%)  4. 2018: 81% (National xx%) | | | | |
| **Objective/success criteria** | | **Responsibility** | **Key actions to meet objective (with dates)** | **Resources** | **Evaluation of Impact and evidence:** |
| 1. All pupils to make accelerated progress in Reading, Writing and Maths and progress to be at least + 1 point in all areas | | HT  Maths Lead English Lead  Y6 teacher  Y6 staff | Full analysis of all results and create subsequent Maths and English development plans – see separate, detailed subject action plans  Re-vamped curriculum and timetable reflects needs of individual cohort  Embed target tracker as data system across school and improve link between data and termly curriculum plans  Children in Upper KS2 have termly tests in test conditions | Pupil Progress meetings  PM cycle  Progress and Moderation weeks  English and Maths Development plans (DP) |  |
| 2. Progress for pupil premium children in writing improves and is positive at end of year.  100% of children are NARE  33% of children are GDS | | HT  Pupil premium leaders  Y6 teacher  Y6 staff  English lead | Teacher works each week with 3 children in Y6 focussing exclusively in writing, incorporating needs and interests of cohort and linked to Y6 planning | Teacher for 0.5 days to focus on improving PP children in Y6  Time for PP lead and Y6 teacher to plan |  |
| 3. Writing at end of Y1 is above National Average and at 80% | | HT  Pupil premium leaders  Y2 teacher  Y2 staff  English lead | Full analysis of all results and create subsequent Maths and English development plans – see separate, detailed subject action plans  Re-vamped curriculum and timetable reflects needs of individual cohort  Embed target tracker as data system across school and improve link between data and termly curriculum plans | Pupil Progress meetings / PM  Progress and Moderation weeks  English DP |  |
| 4. GLD at end of YR is above National Average and at 75% | | HT  EYFS teachers  EYFS staff  English lead Maths lead | Full analysis of all results and create EYFS development plan – see separate, detailed subject action plan | Pupil Progress meetings  PM cycle  SEND DP |  |

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| **Target Area 2: Leadership and Management** | | | | | |
| **Success Criteria**  *How will we know we have met the target?* | 1. Evidence based research underpins all curriculum / timetable design and coupled with local knowledge informs deployment of resources including staff  2. School has trialled and successfully implemented concept of REAL PE which informs TPAT wide PE planning  3. Parents express clearly that they are informed about all aspects of school life and involved in their children’s learning  SMT reflects make up of all staff | | | | |
| **Rationale behind objectives** | 1. To ensure all school staff, governors and TPAT are assured that evidence is at the heart of decision making  2. Sport premium report was not deemed compliant in 2017 / 18 and 2 year PE cycle has come to an end  3. Parental feedback from family learning (FLY) events in 2017 / 18 was very positive and improved behaviour for learning of our most vulnerable pupils  4. Support staff have expressed view that they are not always informed and consulted appropriately | | | | |
| **Objective/success criteria** | | **Responsibility** | **Key actions to meet objective (with dates)** | **Resources** | **Evaluation of Impact and evidence:** |
| 1. Evidence based research informs and underpins curriculum design etc | | HT  Maths lead  English lead  Science lead  EYFS lead  SMT  LGB | All subject development plans refer to research by Education Endowment Fund (EEF), NFER or other appropriate based professional body  Focus on reading in all Performance Management Cycle, CPD, timetable, governor visits, budget and use of resources including staffing and improved use of library – See English DP | Development plans  HT / SMT to locate and distribute as appropriate |  |
| 2. School trials REAL PE programme as use of Sport Premium budget. School experience informs TPAT approach to Sport Premium and PE at end of academic year  Participation in and enjoyment of PE increases | | HT  All staff  LGB | CW to meet with REAL PE 21/09/18  CW to create PE action plan following meeting to be completed by end of half term | £ to purchase REAL PE scheme |  |
| 3. Parents, including those of our most vulnerable pupils are fully involved in learning and school life | | HT  All staff | Wow Days at start of each topic in each class  FLY days at end of each topic in each class  Meet the teacher parents evenings – weeks of: 01/10/18; 11/02/19 and 22/07/19 | Dedicated time where parents are in school  Class budget |  |
| 4. Fully re-vamped Senior Management team with clearly defined roles and responsibilities in absence of HT (HT at Blackwater 0.6 FTE) | | HT  SMT | Weekly SMT (8.00 – 8.45 each Wednesday  Half termly Learning Assistant meetings | SMT time  LA staff time |  |

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| **Target Area 3: Teaching, Learning and Assessment** | | | | | |
| **Success Criteria**  *How will we know we have met the target?* | 1. Unique curriculum meets needs and builds on interests of all learners  2. Children write for a purpose  3. Re-vamped approach to reading inspires love of reading in our most reluctant readers  4. Continue to embed and improve Blackwater approach to Mastery | | | | |
| **Rationale behind objectives** | 1. Understanding that generic curricula and resources do not meet the needs of our children well enough  2. There are a number of reluctant writers including PP in Y6 in all cohorts, often but not exclusively boys  3. There are a number of pupils significantly below NARE in all year groups, often, but not exclusively boys  4. Very positive impact of unique Blackwater approach to mastery on progress and attainment in Y6 and attainment in Y2 | | | | |
| **Objective/success criteria** | | **Responsibility** | **Key actions to meet objective (with dates)** | **Resources** | **Evaluation of Impact and evidence:** |
| 1. New curriculum inspires teaching and learning - including planning days, 6 class texts, launch and fly days. | | HT  All teachers  All support staff  LGB | Re-vamped and unique curriculum – see class curriculum documents Teachers have additional day per half term to plan to meet unique needs of CURRENT cohort:  04/07/18; 16/10/18; 05/12/18; 06/02/19; 27/03/19; 23/05/19 | WOW days  Fly Days  Teacher planning days |  |
| 2. All pupils, with a focus on PP and reluctant writers, write for a purpose | | HT  English Lead  All staff  LGB  SHIP partners | Implement POBBLE and liaise with SHIP partner schools including Pen Pals etc – see English DP  Dedicated 0.5 day teacher for PP writing | £ for POBBLE  £ for 0.5 teacher days |  |
| 3. Inspire a love of reading in our most reluctant readers:  Class 1: MG, CW  Class 2: JC, FP, JP, PW, HDS, WD, TJ, BL, LS, KT  Class 3: WD, HG, JG, BL, KO, TT, AB, MC, KE, LF, LE, ARP, SW  Class 4: RB, JB, JL, JM, JA, OC, RC, ED, AF, GT, RV | | HT  English lead  All teachers  All support staff  LGB | Reading - RWINC to end by Y1, focus on speed sounds and first 100 words; Reduce RWINC / reading time to 30 minutes and remove writing completely  Interventions for all children year 2 upwards not at NARE  Teachers read newsletter to all children  Reading assembly – weekly  Each class has 6 whole class texts – 1 per half term  Dedicated full time TA 1:1 reading / phonics interventions (JW) | £ for reading books  £ for library improvements |  |
| 4. Recent improvement in maths attainment and progress are sustained and embedded | | HT  Maths lead  All teachers  All support staff  LGB | See Maths DP Maths Conference 23/11/18 - CW, FS, EW 2 maths challenge days (FS from CPD) in autumn and spring Kangaroo maths  1 3 5 power maths  Continue work with Maths hub and SSIF | £ for 135 Maths and Kangaroo Maths |  |

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| **Target Area 4: Personal development, Behaviour and Welfare** | | | | | |
| **Success Criteria**  *How will we know we have met the target?* | 1. Attendance improves and is at least 96%  2. Recording, storing and using information from all behaviour and safeguarding incidents is secure, efficient and can be accessed by all appropriate staff quickly and securely.  3. Lunchtimes are enjoyed by all children  4. Behaviour at transition times and break times is consistently good and number of children | | | | |
| **Rationale behind objectives** |  | | | | |
| **Objective/success criteria** | | **Responsibility** | **Key actions to meet objective (with dates)** | **Resources** | **Evaluation of Impact and evidence:** |
| 1. Attendance improves and is at least 96% and above national average. 0 children have attendance below 90% | | HT  English lead  All teachers  All support staff  LGB | Attendance - book “tokens” as reward from “book shop” in school  Termly visits from EWO resulting in letters and home visits to families with persistently high absence | 3 x EWO visits |  |
| 2. All staff record all safeguarding and behaviour incidents using CPOMS system | | HT  All staff  LGB | CPD for all staff including Kennall Vale School on 05/09/18 | £ for CPOMS  CPD |  |
| 3. Lunchtimes feature all aspects of RAISE and are an enriching part of the school day with the same standards of behaviour | | HT  All staff  All lunchtime staff  LGB  School council | A range of activities, with a focus on exercise, including use the cardio walls, structured and unstructured play and sports ensures needs of all children are met | Additional lunchtime staff so there are always 4 on duty inside and outside |  |
| 4. Clear and positive behaviour policy ensures high standards of behaviour at all times including transition around school and lunch and breaktimes | | HT  All staff  All lunchtime staff  LGB  School council | Launch of new behaviour policy, parental contract, lunchtime rules – 05/09/18 to staff  12/09/18 to parents | CPD time  HK / VV release time |  |