

## KS1&2 SLT report Summer 2015

Strengths
<p>Giving the children a sense of continuity and belonging even with a change in staffing. Successfully supporting each other through moving classrooms and as building works continue around us in the same building.</p> <p>Children were supported by many staff especially in the build up to SATS - Excellent teamwork.</p> <p>Teaching and learning continues to be judged outstanding, a range of evidence was used to support this judgement and the judgement was moderated by the achievement partner.</p> <p>In all year groups outstanding progress has been made across key stage 1 and 2 (see data report).</p>

Actions	Impact
<p>Discussions with school council of what other school's in the trust are like and what we could use from their school to enhance our own. The children liked the idea of a different uniform for year 6. Discussions were held and votes counted.</p>	<p>The majority of KS2 children were in favour of a change for year 6. Uniform agreed - looking forward to seeing them in September.</p>
<p>Stored and administered SATs materials for year 6</p>	<p>Moderator was happy with our security and how we run SATS</p>
<p>Attended the year 6 cluster meeting at Broadwood.</p>	<p>Judgements agreed on moderating reading</p>
<p>Attended moderation of writing at Excelsior with the deputy head</p>	<p>Judgements agreed with other feeder schools</p>
<p>Attended moderation of maths at Excelsior with Deputy head</p>	<p>Judgements agreed with other feeder schools (not as many feeder schools participated in this)</p>
<p>Informal discussions with year 1 staff on making judgements about children</p>	<p>Staff member felt justified in making the judgement they had made.</p>
<p>Involved in interviews for new staff starting in September</p>	<p>Staff appointed to start in September</p>
<p>Met with the new Key stage 2 teacher and had discussions on school routines and set up and the initial topic for September</p>	<p>New staff member has contact details, a rough year plan and an idea of how planning is done in this school.</p>
<p>A lot of time has been spent with the year 6 children organising the many varied trips they have been on and liaising with 6 secondary schools regarding transition of the children</p>	<p>Children have had quality learning experiences outside the classroom. Information has been given to secondary schools to aid a smooth transition.</p>
<p>Informal 'meetings' with staff members in key stage 1 and 2</p>	<p>Staff know they can talk about children's progress and planning.</p>
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Actions

Consider the arrangement of key stage 1 and 2 this year. Look at the impact of the change in organisation with support staff and teachers of year 2 being more involved with key stage 2.

Look at impact on teaching and learning of not having a set playtime.

Look at the progress of having mixed aged classes in lower key stage 2.

Look at year 2 and year 6 new assessment arrangements and how all year groups can support this.

Establish new staff within roles through the key stages.