

## Rapid Improvement Plan update January 2018

Priority	Key action taken to date	Impact	Key next step/s for spring term
<p><b>1. Improve pupils' achievement in maths at the end of key Stage 2.</b></p> <p><b>Lead teachers:</b> Maths Team (Mrs Crook, Mrs Kerrison-Pierce and Mrs Refoy)</p> <p><b>Monitoring governor:</b> Mrs Murley</p>	<ul style="list-style-type: none"> <li>a) Maths audit undertaken with external consultant</li> <li>b) Recommendations from audit implemented</li> <li>c) Maths CPD for staff including training led by external consultant</li> <li>d) 360 monitoring of maths provision and practice including lesson observations and book looks</li> <li>e) Half termly pupil progress meetings held with year group teams and SLT</li> <li>f) Maths moderation</li> </ul>	<ul style="list-style-type: none"> <li>a) Key strengths and areas for improvement identified.</li> <li>b) Priorities for improvement and key actions to be taken in place.</li> <li>c) Development of the use of models and images across the school ensuring we do not move from concrete to pictorial and into the abstract too quickly. Concrete apparatus being available in every lesson. Increased understanding of the mastery approach and how to differentiate to meet the needs of all pupils.</li> <li>d) Teaching staff provided with feedback and support.</li> <li>e) Teachers and SLT have a clear overview of each cohort, key actions agreed to maximise pupil progress.</li> <li>f) Any gaps in evidence and/or knowledge, understanding and skills identified and addressed through planning.</li> </ul>	<p><i>Further develop staff understanding of mastery practice through CPD including training from external consultant and visits to other schools.</i></p>
<p><b>2. Improve pupil's achievement in writing across the school.</b></p> <p><b>Lead teachers:</b> English Team (Miss Rhoades, Mrs Arnold and</p>	<ul style="list-style-type: none"> <li>a) Writing CPD for staff</li> <li>b) 360 monitoring of writing provision and practice including lesson observations and book looks</li> </ul>	<ul style="list-style-type: none"> <li>a) Key messages and information from conferences and training courses disseminated to staff and best practice shared.</li> </ul>	<p><i>Visits to schools to see examples of writing across the curriculum. Talk for Writing training and spelling review.</i></p>

<p>Mrs Voice)</p> <p><b>Monitoring governor:</b> Mrs Henderson</p>	<p>c) Half termly pupil progress meetings held with year group teams and SLT</p> <p>d) Writing moderation</p>	<p>b) Teaching staff provided with feedback and support.</p> <p>c) Teachers and SLT have a clear overview of each cohort, key actions agreed to maximise pupil progress.</p> <p>d) Any gaps in evidence and/or knowledge, understanding and skills identified and addressed through planning.</p>	
<p><b>3. Improve the quality of teaching in maths and writing across the school.</b></p> <p><b>Lead teachers:</b> Mrs Tedbury, Mrs Ronchetti and Mrs Robins</p> <p><b>Monitoring governor:</b> Mrs Crowter</p>	<p>a) Range of CPD opportunities for staff including external and internal training</p> <p>b) SLT worked with every year each half term to support the medium term planning process</p> <p>c) Implementation of Teaching and Learning policy</p>	<p>a) Staff reflecting on practice and making changes to incorporate recommendations and advice.</p> <p>b) High quality texts being used to drive the curriculum with main outcomes carefully mapped out ensuring clear progression and coverage of key objectives.</p> <p>c) Consistent expectations across the school.</p>	<p><i>Continue range of CPD for staff through external and internal opportunities including school visits, training courses, staff meetings, INSET, drop-ins, Iris Connect, coaching, team teaching etc.</i></p>
<p><b>4. Refine assessment processes and tracking systems across the school.</b></p> <p><b>Lead teachers:</b> Mrs Morris and Mr Anderson</p> <p><b>Monitoring governor:</b> Mr Littlejohn</p>	<p>a) Baseline and mid term assessments undertaken</p> <p>b) Assessment tools reviewed</p> <p>c) Data analysis of 2016-17 outcomes</p> <p>d) New approaches to Assessment for Learning trialled</p>	<p>a) Gaps identified and being addressed through planning and delivery of lessons.</p> <p>b) New assessment and tracking systems in place.</p> <p>c) Findings from analysis are informing focus of pupil progress meetings.</p> <p>d) Stronger evidence in work books.</p>	<p><i>Roll out effectively trialled approaches to Assessment for Learning across the school and review Assessment, Marking and Feedback policy.</i></p>