

### Rapid Improvement Plan update April 2018

Priority*	Key action taken since January	Impact	Key next step/s for summer 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 (Mr Burrows, Mrs Kerrison-Pierce and Mrs Refoy)</p> <p><b>Monitoring governor:</b> Mrs Murley</p>	<ul style="list-style-type: none"> <li>a) Second round of 360 monitoring of maths provision and practice (lesson observations, book looks, learning environment walks and talking with pupils)</li> <li>b) Second maths audit undertaken by Mrs Crook</li> <li>c) Appointment of Mr Burrows as new lead for 'Building Fluency and a Solid Foundation in Maths'</li> <li>d) Further maths training for staff including via courses, staff meetings led by an external consultant, phase meetings and LSA meetings</li> <li>e) Visits to other schools to observe mastery maths in practice</li> <li>f) Purchase of new maths resources including Numicon software, concrete apparatus, equipment and games (partly funded from monies raised during Dragons' Den week)</li> <li>g) Continued half termly pupil progress meetings held with year group teams, phase leaders and SLT using new tracking system</li> <li>h) Implementation of targeted maths interventions including Third Space Learning, 1stClass@Number, Dynamo maths and DoodleMaths</li> <li>i) Introduction of block assessments and PEC (Prove, Explain, Create) in books</li> <li>j) Further maths moderation, both within school and as part of our locality group</li> </ul>	<ul style="list-style-type: none"> <li>a) Recommendations from training and previous feedback implemented effectively leading to improved quality of teaching and learning</li> <li>b) As above</li> <li>c) Post holder in place to continue leadership role and driving maths action plan forward following Mrs Crook going on maternity leave</li> <li>d) Increased staff understanding and confidence of mastery practice</li> <li>e) As above</li> <li>f) Greater range of resources accessible to staff and pupils to support and extend mathematical knowledge, understanding and skills</li> <li>g) Teachers, phase leaders and SLT have a clear overview of each cohort, impact of key actions to maximise pupil progress evaluated and next steps agreed</li> <li>h) Good and in some cases accelerated progress in pupils' mathematical confidence and ability</li> <li>i) Progress more easily evidenced and pupils supported and challenged through teacher feedback</li> <li>j) Teacher judgements accurate and agreed across phases internally and externally</li> </ul>	<p><i>Embed mastery practice across the school.</i></p> <p><i>Continue to develop the use of concrete apparatus, models and images across the school.</i></p> <p><i>Review Calculation policy.</i></p> <p><i>Review effectiveness of Around The World Maths.</i></p>
<p><b>2. Improve pupils' achievement in writing across the school.</b></p> <p><b>Lead teachers:</b> English Team (Mrs Conrad, Mrs Arnold and Mrs Levantine)</p> <p><b>Monitoring governor:</b> Mrs Henderson</p>	<ul style="list-style-type: none"> <li>a) Talk for Writing training for staff</li> <li>b) Visits to other schools to observe the editing process and look at written work</li> <li>c) Second round of 360 monitoring of writing provision and practice (lesson observations, book looks, learning environment walks and</li> </ul>	<ul style="list-style-type: none"> <li>a) Agreement of the writing process and consistency in approach across the school</li> <li>b) Range of practice observed to inform our own rationale and expectations</li> <li>c) Recommendations from training and previous feedback</li> </ul>	<p><i>Implementation of Talk for Writing strategies.</i></p> <p><i>Introduction of writing journals.</i></p> <p><i>Monitoring of the writing process and evidence of progress within this.</i></p>

	<p>talking with pupils)</p> <p>d) Continued half termly pupil progress meetings held with year group teams, phase leaders and SLT using new tracking system</p> <p>e) Implementation of targeted English interventions including 1stClass@Writing</p> <p>f) Spelling review</p> <p>g) Further writing moderation, both within school and as part of our locality group</p>	<p>implemented effectively leading to improved quality of teaching and learning</p> <p>d) Teachers, phase leaders and SLT have a clear overview of each cohort, impact of key actions to maximise pupil progress evaluated and next steps agreed</p> <p>e) Increased confidence and enjoyment of writing</p> <p>f) New English policies drafted</p> <p>g) Teacher judgements accurate and agreed across phases internally and externally</p>	<p><i>Monitor implementation and effectiveness of spelling policy.</i></p> <p><i>Whole school curriculum mapping exercise – review of text types, authors and key texts.</i></p>
<p><b>3. Improve the quality of teaching in maths and writing across the school.</b></p> <p><b>Lead teachers:</b> Phase Leaders plus Mrs Ronchetti and Mrs Robins</p> <p><b>Monitoring governor:</b> Mrs Crowter</p>	<p>a) Continued CPD opportunities (external and internal) for staff including training and support through courses, school visits, staff meetings, phase meetings, LSA meetings, team-teaching, coaching and drop-ins</p> <p>b) Increased use of Iris Connect (video- based professional learning platform), including two twilight film club sessions</p> <p>c) SLT/phase leaders have continued to work with every year each half term to support the medium term planning process</p> <p>d) Monitoring of Teaching and Learning policy, including learning environments</p>	<p>a) Increased subject knowledge,</p> <p>b) Enabled better teacher reflection and encouraged greater sharing and collaboration - dedicated time to talk about teaching and learning</p> <p>c) High quality texts continue to be used to drive the curriculum with main outcomes carefully mapped out ensuring clear progression and coverage of key objectives.</p> <p>d) Expectations across the school remain consistent and have been evidenced through monitoring.</p>	<p><i>Maintain range of CPD opportunities for staff.</i></p> <p><i>Embed use of Iris Connect technology.</i></p> <p><i>Curriculum review.</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> Mrs Murley</p>	<p>a) Use of new tracking system</p> <p>b) Standardised assessments undertaken and outcomes analysed</p> <p>c) Introduction of new systems including block assessments in maths and trial of writing journals</p> <p>d) Assessment and Feedback policy reviewed</p>	<p>a) Phase Leaders and SLT have a clear overview of each cohort, attainment targets and progress</p> <p>b) Question-level analysis has identified gaps to be plugged and informed planning and practice</p> <p>c) Improved evidence of progress in books</p> <p>d) Policy reflects best practice/recommendations and agreed changes</p>	<p><i>Continued use of new tracking and assessment systems.</i></p> <p><i>Monitoring of effectiveness of Assessment and Feedback policy.</i></p> <p><i>Review of end of year Key Performance Indicators.</i></p> <p><i>Review of Annual Report format, language and contents.</i></p>

\*Please note all priorities are interconnected and as progress towards key milestones is made this relationship is becoming stronger.