

Rapid Improvement Plan Update and Review September 2018

Priority* and July 2018 outcomes	Key action taken since April	Impact	Key next step/s for 2018-19
<p>1. Improve pupils' achievement in maths at the end of key Stage 2.</p> <p>Lead teachers last year: Maths Team (Mr Burrows, Mrs Kerrison-Pierce and Mrs Refoy)</p> <p>Monitoring governor: Mrs Murley</p> <p>By July 2018 <u>At least 71% of Key Stage 2 pupils will reach the expected standard in maths.</u></p> <p>End of year 6 outcomes: 67% SATs results and 72% teacher assessment</p> <p><u>Key groups will make accelerated progress and attainment gap is diminished.</u></p> <p>End of Key Stage 1: All SEND pupils made progress and 17% achieved the expected standard. 71% of pupil premium children achieved the expected standard compared to 63% of non-pupil premium. 100% of EAL children achieved the expected standard.</p> <p>End of Key Stage 2: All SEND pupils made progress and 13% achieved the expected standard. 60% of pupil premium children achieved the expected standard compared to 69% of non-pupil premium. 100% of EAL children achieved the expected standard.</p> <p><u>The percentage of pupils working securely on year group objectives will have significantly increased.</u></p> <p>Pupil attainment has increased in 71% of year groups and significantly so in 57%.</p>	<p>a) Third maths audit undertaken by external consultant in conjunction with Mr Burrows.</p> <p>b) Ongoing monitoring of maths provision and practice (lesson observations, book looks, learning environment walks and talking with pupils)</p> <p>c) Ongoing maths training for staff including via courses, staff meetings led by an external consultant, phase meetings and LSA meetings</p> <p>d) Continued half termly pupil progress meetings held with year group teams, phase leaders and SLT</p> <p>e) Ongoing implementation of targeted maths interventions</p> <p>f) Continued use of block assessments and PEC (Prove, Explain, Create) in books</p> <p>g) Further maths moderation, both within school, as part of our locality group and also with external Local Authority moderators</p> <p>h) Review of calculation policy.</p> <p>i) Review of Around the World Maths</p> <p>j) Participation in Teacher Research Group for Mastery Mathematics</p>	<p>a) Clear progress, in relation to the areas for development identified at the audit in September, was demonstrated. Key strengths and areas for future development identified to inform next step action planning (see next column).</p> <p>b) All teachers and year groups use a concrete, pictorial, abstract approach to the teaching of mathematics. This is now securely embedded in their day-to-day practice.</p> <p>c) Increased staff understanding and confidence of mastery practice</p> <p>d) Teachers, phase leaders and SLT continue to have a clear overview of each cohort, impact of key actions to maximise pupil progress evaluated and next steps agreed resulting in improved achievement across most classes and year groups</p> <p>e) Mostly good and in some cases accelerated progress in pupils' mathematical confidence and/or ability</p> <p>f) Progress, knowledge, understanding and skills more easily evidenced and pupils supported and challenged through teacher feedback, including in KS1</p> <p>g) Teacher judgements accurate and agreed across phases internally and externally. Local Authority writing moderation also provided excellent CPD.</p> <p>h) Calculation policy re-written to support mastery approach and classroom practice</p> <p>i) Useful for monitoring mental maths skills progression.</p> <p>j) New ideas, resources and understanding to trial and share with colleagues about mastery practice</p>	<ul style="list-style-type: none"> • To ensure that every teacher has secure, deep subject knowledge for all aspects of the mathematics curriculum. • For teachers to make more frequent and effective use of intelligent practice and variation. • For teachers to carefully plan for the learning needs of pupils who are working at greater depth. • To ensure that the Early Years Foundation Stage use a mastery approach in their teaching, learning and environment. • For all year groups to use the school's agreed planning format in a detailed and clear way. • To develop pupil voice in mathematics (especially in KS1) and embed the strategies that are emerging in children's work. • To ensure consistency in how Around the World Maths targets are used and progress is monitored.
<p>2. Improve pupils' achievement in writing across the school.</p>	<p>a) Implementation of Talk for Writing strategies and process</p> <p>b) Introduction of writing journals</p>	<p>a) Increased confidence for writing seen in a lot of children leading to improved productivity and writing</p>	<ul style="list-style-type: none"> • To raise the profile of books and reading across the school. • To further implement the Talk for

<p>Lead teachers last year: English Team (Mrs Conrad, Mrs Arnold and Mrs Levantine)</p> <p>Monitoring governor: Mrs Henderson</p> <p>By July 2018 <u>At least 76% of pupils will reach the expected standard in writing in Key Stage 2.</u></p> <p>End of year 6 outcomes: 72%</p> <p><u>At least 70% of pupils will reach the expected standards in writing in Key Stage 1 and 17% will reach greater depth standard.</u></p> <p>End of year 2 outcomes: 53% expected standard and 8% greater depth</p> <p><u>At least 75% of pupils will reach expected standard in writing in EYFS.</u></p> <p>End of EYFS outcomes: 70%</p> <p><u>Key groups will make accelerated progress and the attainment gap will diminish.</u></p> <p>End of Key Stage 1: All SEND pupils made progress and 17% achieved the expected standard. 57% of pupil premium children achieved the expected standard compared to 52% of non-pupil premium. 50% of EAL children achieved the expected standard.</p> <p>End of Key Stage 2: All SEND pupils made progress but 0% achieved the expected standard. 40% of pupil premium children achieved the expected standard compared to 79% of non-pupil premium (39% gap). 67% of EAL children achieved the expected standard.</p> <p><u>The percentage of pupils working securely on year group objectives will have significantly increased.</u></p> <p>Pupil attainment has increased in 71% of year groups and significantly so in 57%.</p>	<p>c) Introduction of purple polishing pens</p> <p>d) Third round of 360 monitoring of writing provision and practice (lesson observations, book looks, learning environment walks and talking with pupils)</p> <p>e) Continued half termly pupil progress meetings held with year group teams, phase leaders and SLT</p> <p>f) Ongoing implementation of targeted English interventions</p> <p>g) Further writing moderation, both within school, as part of our locality group and also with external Local Authority moderators</p> <p>h) Review of long-term curriculum, including text mapping</p> <p>i) English policies amalgamated into one document</p> <p>j) Phonics review in EYFS/KS1</p>	<p>stamina. Teachers have a better understanding of the writing process, which has supported their planning and is now more clearly evidenced in children's work.</p> <p>b) Improved evidence of the writing process (and progress as part of this) in writing journals.</p> <p>c) Enthusiasm from children towards the editing process and clearer evidence in children's written work about improvements they have made</p> <p>d) All teachers and year groups are implementing the Talk for Writing strategies and writing process leading to improved written work.</p> <p>e) Teachers, phase leaders and SLT continue to have a clear overview of each cohort, impact of key actions to maximise pupil progress evaluated and next steps agreed resulting in improved achievement across most classes and year groups</p> <p>f) Mostly good and in some cases accelerated progress in pupils' mathematical confidence and/or ability</p> <p>g) Teacher judgements accurate and agreed across phases internally and externally. Local Authority writing moderation also provided excellent CPD and ways forward (see next column).</p> <p>h) Quality texts identified to support topics/themes across the curriculum</p> <p>i) All teachers and LSAs aware of expectations and approaches in English ready for the start of the new academic year</p> <p>j) New phonics group model and resources in place ready for start of new academic year</p>	<p>Writing initiative across the school (to include further staff training).</p> <ul style="list-style-type: none"> • To develop children's language and vocabulary through exposure to high quality texts and rich learning experiences. • To implement new phonics group model in KS1 and monitor and evaluate its effectiveness. • To ensure all children are expected to embed the foundation skills in KS1, particularly in spelling • To develop opportunities for the children to give reasons for the decisions and choices they have made in their writing. • To develop further the opportunities for pupil's independence, choice and publishing.
<p>3. Improve the quality of teaching in maths and writing across the school.</p>	<p>a) Continued CPD opportunities (external and internal) for staff including training and support through courses, school visits, staff</p>	<p>a) Recommendations from training opportunities implemented effectively leading to improved quality of teaching and learning in</p>	<p>See above for maths and English.</p> <p>In addition, we will be focusing on the Personal, Learning and Thinking Skills we</p>

<p>Lead teachers last year: Phase Leaders plus Mrs Ronchetti and Mrs Robins</p> <p>Monitoring governor: Mrs Crowter</p> <p>By July 2018 <u>Effective use of assessment moves pupils' learning on.</u></p> <p>Use of both formative and summative assessment systems has ensured leaders and teachers know where every child is working at and their next steps. In turn this has led to improved progress across the school.</p> <p><u>Teaching is inclusive so that all pupils are engaged, supported and challenged appropriately.</u></p> <p>Most pupils are engaged and supported appropriately. Not all pupils are challenged sufficiently and particularly those working at greater depth in maths.</p> <p><u>100% of teaching is consistently good or better.</u></p> <p>A range of monitoring exercises over the course of the year focusing on maths and writing have shown that 75% of maths teaching and 87% of writing teaching is good or better.</p>	<p>meetings, phase meetings, LSA meetings, team-teaching, coaching and drop-ins</p> <p>b) Continued use of Iris Connect (video-based professional learning platform)</p> <p>c) Review of long-term curriculum</p> <p>d) SLT/phase leaders have continued to work with every year each half term to support the medium term planning process</p> <p>e) Ongoing monitoring of Teaching and Learning policy, including learning environments</p>	<p>maths and writing lessons. Teacher confidence and subject knowledge has also improved.</p> <p>b) Continued to facilitate teacher reflection and encouraged sharing of practice and professional dialogue</p> <p>c) New long-term whole school curriculum plan in pace to ensure good progression of knowledge, understanding through a range of topics/themes chosen to engage and inspire all learners</p> <p>d) Teachers have been supported by the leadership team with medium term planning and this has ensured expectations have been consistent with progression towards main outcomes carefully planned and key objectives covered</p> <p>e) Expectations across the school have remained consistent and improvements to the quality of teaching and learning have been evidenced through monitoring.</p>	<p>have already started to explore with the children and be further developing our learning environments.</p>
<p>4. Refine assessment processes and tracking systems across the school.</p> <p>Lead teachers last year: Mrs Morris and Mr Anderson</p> <p>Monitoring governor: Mrs Murley</p> <p>July 2018 <u>There is a focus on Assessment for Learning. Effective use of assessment moves pupils' learning on.</u></p> <p>Use of ongoing Assessment for Learning strategies, in line with our Assessment and Feedback policy, has moved pupils' learning on.</p> <p><u>Assessments are accurate and informed by</u></p>	<p>a) Embedding use of tracking system</p> <p>b) Standardised assessments undertaken and outcomes analysed (including KS1 phonics screening and KS1 and KS2 SATs)</p> <p>c) Continued use of block assessments in maths</p> <p>d) Introduction of writing journals</p> <p>e) Adopted Talk for Writing process</p> <p>f) Implementation of reviewed Assessment and Feedback policy</p> <p>g) Agreement of end of year Key Performance Indicators</p> <p>h) Review of Annual Reports</p> <p>i) Locality Authority moderation for KS1 and KS2</p>	<p>a) Phase Leaders and SLT have had a clear overview of each cohort, attainment and progress towards targets as well as impact of agreed actions / interventions in pupil progress meetings</p> <p>b) Data analysis has continued to allow us to identify strengths and areas for improvement at whole school, phase, year group and class level. This has and will continue to inform planning and practice.</p> <p>c) Continued improved evidence in books</p> <p>d) Improved evidence of the writing process and progress</p> <p>e) Increased confidence, understanding, productivity and stamina for writing</p>	<ul style="list-style-type: none"> • To compile new assessment systems for areas of the curriculum beyond maths and English • To undertake further internal moderation, including as part of pupil progress meetings using Key Performance Indicators • To embed Assessment and Feedback policy • To embed use of block assessments, PEC and the writing process • To further improve the annual reporting format

<p><u>high quality evidence.</u> KS2 Local Authority moderation confirmed that 100% of assessments were accurate and supported by good evidence.</p> <p><u>Pupil outcomes are at least in line with National Averages.</u> Pupil outcomes are not yet in line with National Averages but significant improvement is evident at the end of Key Stage 2 in maths and writing.</p>		<ul style="list-style-type: none"> f) Consistent assessment and feedback in practice g) Consistent expectations and clarity about evidence required to support teacher assessment h) Generic wording for report comments in relation to achievement in reading, writing and maths to ensure consistency and avoid ambiguity i) Quality assurance of teacher assessment and excellent CPD 	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

*Please note all priorities were interconnected and as progress towards key milestones was made this relationship became stronger.