

Summary of School Improvement Plan 2018-19

Priority	Key Actions	Impact	By July 2019
<p>1. To improve the achievement of all pupils in reading, writing and mathematics.</p> <p>Lead teachers: Leadership Team (Mrs Morris, Mrs Strong, Mr Anderson, Mr Burrows, Mrs Hawkins, Mrs Conrad, Mrs Robins, Mrs Ronchetti)</p> <p>Monitoring governor: Mrs Crowter</p>	<ul style="list-style-type: none"> • 360 monitoring (including planning and work scrutiny, learning walks and lesson observations). • Half-termly pupil progress meetings • CPD (Continuing Professional Development) programme for teachers and LSAs with a particular focus on closing the gap for Pupil Premium children. • Leadership team supporting the medium term planning process. • Closer tracking of key groups including SEND, Pupil Premium, EAL and high prior attainers 	<p>End of year pupil attainment targets will be met and outcomes will improve.</p> <p>Year group cohort targets met and end of Key Stage outcomes at least in line with national.</p> <p>The gap between Pupil Premium and non Pupil Premium pupils will reduce across the school.</p> <p>The taught curriculum will reflect the long-term curriculum and work books will reflect medium term planning.</p> <p>Action points from monitoring addressed.</p> <p>Pupils in key groups will make at least expected progress.</p>	<p>End of Key stage outcomes will be at least in line with National in reading, writing and mathematics</p> <p>The % of pupils working securely on year group KPIs (Key Performance Indicators) will continue to increase so that each year group cohort meet their targets for EXS.</p> <p>The difference between pupil premium and non-pupil premium pupils will diminish and high prior attaining pupils will make at least expected progress.</p>
<p>2. To further improve the quality of teaching in mathematics across the school.</p> <p>Lead teachers: Maths Team (Mr Burrows, Mrs Kerrison-Pierce)</p> <p>Monitoring governor: Mrs Murley</p>	<ul style="list-style-type: none"> • Provide key reading to enhance teachers' subject knowledge and time to discuss and review this. • Use the 'Self-evaluation tools' section on the NCETM via the National Curriculum Resource Tool on the home page. • Provide planning support for identified year groups and individuals to develop their subject knowledge in relation to specific aspects of mathematics. • The maths subject lead to teach in identified classes in order to pinpoint the pupils' needs and provide support for teachers of those classes/year groups. • Provide joint practice development opportunities to support changes in classroom practice via planning, joint teaching and reflection. • Continue to access support from other local schools who are further along in their 'Mastery' journey. • Organise for teachers to see good practice in 'Mastery' in other classrooms/ schools and to attend mathematics courses. • Develop pupil voice through use of PEC (Prove, Explain, Create). 	<p>Teachers' subject knowledge will be secure as evidenced through 360 monitoring.</p> <p>The quality of teaching and learning in mathematics will be consistently good with an increase in outstanding practice.</p> <p>Identified teachers / year groups will have developed their subject knowledge in relation to specific aspects of mathematics.</p> <p>The maths leader will have a good understanding of pupils' needs and teachers will have been supported to meet these.</p> <p>A culture of collaboration and shared practice will be developing.</p> <p>Staff will be able to articulate to other stakeholders the CPD they have had.</p> <p>Teachers to be able to articulate what they have seen and what they are doing next to develop their practice.</p> <p>Teachers' subject knowledge and understanding of mastery maths will improve and consequently so will their practice.</p> <p>Children's reasoning skills will show improvement.</p>	<p>100% of mathematics teaching will be good or better.</p> <p>Priority 1 (above) will be met.</p> <p>The % of pupils working at greater depth standard at the end of KS1 and KS2 will be at least in line with national.</p>
<p>3. To further improve the quality of teaching in English across the school.</p> <p>Lead teachers: English Team (Mrs Conrad, Mrs Levantine)</p>	<ul style="list-style-type: none"> • To enhance reading areas across the school. • To use RIC (Retrieve, Interpret, Choice) planning and evidence books in KS1 and KS2. • To set and undertake regular reading 	<p>Children will be able to talk about a love of books and reading and enjoy using the different reading areas around the school.</p> <p>Teacher assessment of reading attainment will be based on a range of sound evidence.</p> <p>Feedback from key stakeholders will have been</p>	<p>100% of English teaching will be good or better.</p> <p>Priority 1 (above) will be met.</p> <p>The % of pupils working at greater depth standard at the end of KS1 and KS2 will be at least in line with</p>

<p>Monitoring governor: Mrs Henderson</p>	<p>challenges.</p> <ul style="list-style-type: none"> To develop a literature spine of high quality texts and text types for each year group. To hold reading and writing curriculum workshops for parents. To have further input/training on book talk and Talk for Writing. To review spelling practice and schemes in KS1 and KS2. To implement recommendations from moderation. All children to have targets for reading and writing. Review phonics provision and practice in EYFS and KS1 	<p>actioned.</p> <p>Children will be motivated to read for a range of purposes. There will be clear progression and coverage of texts and text types which will enhance and enrich the overall curriculum. Parents will be well informed about approaches to teaching reading and writing and how to help at home. Teachers and LSAs will be confident in using the Talk for Writing principles and approach. Expectations around spelling will have risen. Writing and spelling attainment will show improvement. Key areas for improvement that were identified through external moderation will have been addressed. Children will have achieved their targets. The number of EYFS pupils working within the upper phases will increase. End of Year 1 and 2 phonics results will be above national.</p>	<p>national.</p>
<p>4. To regularly moderate teacher assessment of pupil achievement in reading, writing and mathematics using Key Performance Indicators (KPIs) and to review assessment frameworks for other subject areas.</p> <p>Lead teachers: AfL Leader (Mr Anderson) and subject leaders (all teachers)</p> <p>Monitoring governor: Ms Osborne</p>	<ul style="list-style-type: none"> Whole staff moderation will take place half termly and moderation in year groups/phases will take place monthly. Pupil progress meetings will include random sampling moderation against year group KPIs. Subject leaders to review assessment for their area of responsibility. Subject leaders to undertake monitoring for their area of responsibility. Review annual report format and contents. 	<p>Phase leaders, subject leaders and teachers will have reflected on what they have learnt, progress made and what they need to differently in the future. Leadership Team will agree teacher judgements. Assessment opportunities will be consistent across the school and attainment will be reported accurately through an agreed system for tracking progress in foundation subjects. Subject leaders will be able to report confidently and accurately on the standards of teaching, learning and assessment in their area of responsibility and demonstrate evidence of impact. Report format reflects attainment against KPIs and comments about PLTS.</p>	<p>School's judgements of pupils' attainment will be agreed within and beyond the school.</p> <p>Teachers will be clear about next steps for learning and plan for these accordingly.</p> <p>Pupil attainment for each cohort will show improvement (and not fluctuate) term on term and year on year.</p>
<p>5. For our whole school curriculum offer to meet the needs and interests of all of our pupils and promote the development of the whole child, whilst also securing high academic standards.</p> <p>Lead teachers: Leadership Team (Mrs Morris, Mrs Strong, Mr Anderson, Mr Burrows, Mrs Hawkins, Mrs Conrad, Mrs Robins, Mrs Ronchetti)</p> <p>Monitoring governor: Mrs Meekings</p>	<ul style="list-style-type: none"> Continue to recognise and reward the (PLTs) Personal, Learning and Thinking skills Leadership Team to plan at medium term level with each year group on a half termly basis. Co-ordination of communal displays. Monitoring and evaluation of the new long term plan. Develop challenge for all pupils through quality of questioning. 	<p>All children can talk about (name and explain) the 6 PLTs. Annual Reports to include section on PLTs. Communal displays are of a high standard and current. Long-term curriculum map will be evaluated, updated and ready for the forthcoming academic year. Teachers will know what they are going to do differently and take the necessary action. An increased number of pupils will be working within / achieve GDS (Greater Depth Standard).</p>	<p>Pupils will be able to articulate what makes a successful learner.</p> <p>Pupils will transfer Personal, Learning and Thinking skills to a range of situations and in different contexts.</p> <p>Pupil enjoyment and achievement will increase through creativity and challenge.</p>