

School Improvement Plan Update and Review February 2019

Priority	Key action taken since September 2018	Impact to date	Key next steps for remainder of the academic year 2018/19
<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 Crook, Mrs Conrad, Mrs Robins, Mrs Ronchetti)</p> <p>Monitoring governor: Mrs Crowter</p>	<ul style="list-style-type: none"> a) Half termly 360 monitoring including planning and work scrutiny and lesson observations b) Targets for good progress for all pupils set and monitored through half termly pupil progress meetings c) Range of CPD for teachers and LSAs through INSET, staff meetings, phase meetings, LSA meetings and externally run courses d) Half-termly directed PPA time with senior and middle leaders supporting the medium term planning process with each year group e) Tracking of key groups including Pupil Premium, SEND and high prior attainers 	<ul style="list-style-type: none"> a) Strengths in practice and areas for development identified and shared with support in place as appropriate leading to evidenced improvements b) Any pupils not making expected progress identified and key actions/interventions agreed, implemented and monitored resulting in gaps being closed c) Dedicated time for CPD focused on school priorities and feeding in to performance development leading to increased knowledge, competence and confidence of staff d) Medium term planning in place ahead of each half term and in line with new long-term curriculum map and any training needs highlighted and addressed through CPD schedule e) Underperforming groups/individuals highlighted, key barriers to learning identified and provision reviewed 	<ul style="list-style-type: none"> • Continue to implement rigorous 360 monitoring schedule • Continue to regularly monitor pupil progress including key groups • Continue to provide a range of CPD for teachers and LSAs tailored to school priorities and linked to performance development needs • Action recommendations from external reviews with a focus on Quality First Teaching for all pupils (see priorities 2 and 3)
<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, Mrs Crook)</p> <p>Monitoring governor: Ms Horner</p>	<ul style="list-style-type: none"> a) Maths CPD with a focus on mastery maths including directed reading, use of NCTEM, disseminated training following attendance at Teacher Research Group, observation of mastery maths lessons and support from maths mastery specialist b) Maths short-term planning support from maths leader c) Use of the PEC (Prove, Explain, 	<ul style="list-style-type: none"> a) A mastery approach to the teaching of mathematics is becoming increasingly evident in classroom practice. Consideration of how fluency is acquired and how learning of key number facts can be planned for in a more systematic way. b) Increased subject knowledge and understanding of the mastery approach. 	<ul style="list-style-type: none"> • Continue to plan and provide maths CPD for teachers and also LSAs • Continued planning support from the maths leader • Embed use of PEC in Key Stage 2 and develop use of PEC in Key Stage 1

	<p>Create) feedback code</p> <p>d) Maths workshops for Key Stage 1 and 2 and EYFS parents led by maths and EYFS leader</p>	<p>c) Evidence of pupils in Key Stage 2 being challenged to demonstrate the depth of their mathematical understanding in maths journals</p> <p>d) Mastery approach shared including key resources used and how to help at home – feedback from those attending was positive</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, Mrs Tedbury)</p> <p>Monitoring governor: Mrs Henderson</p>	<p>a) Development of reading areas in classrooms including use of Accelerated Reader in Key Stage 2 and planet reading challenge and golden book boxes in Key Stage 1 and EYFS</p> <p>b) Use of close reading and RIC (Retrieve, Interpret, Choice) through whole class and guided reading sessions</p> <p>c) Creation of a literature spine for each year group underway to support curriculum and ensure coverage of a range of different text types and purposes.</p> <p>d) Reading workshop for EYFS parents</p> <p>e) Continued use of Talk for Writing including further CPD</p> <p>f) Review of spelling and incorporation of expectations into English policy, including introduction of purple spelling flaps in writing journals</p> <p>g) All children have writing targets</p> <p>h) Review of phonics provision and practice in Key Stage 1 and EYFS including trial of new approaches/model</p>	<p>a) All classrooms have a reading area and access to a range of high quality texts. In Upper Key Stage 2, where Accelerated Reader has been in place longest, children’s reading ages are increasing (with examples of rapid progress) along with attainment and their motivation for reading. In Key Stage 1 children are reading more regularly at home and showing an increased interest in books and reading for pleasure.</p> <p>b) Deeper questioning and links between books and authors providing richer evidence of challenge and opportunities to read on the lines, between the lines and beyond the lines.</p> <p>c) Children are being exposed to a range of high quality texts, genres and writing purposes providing engaging writing opportunities.</p> <p>d) Reading and phonics information shared including approaches and how to help at home – feedback from those attending was positive</p> <p>e) Children’s writing stamina is showing improvement and the writing process and progress</p>	<ul style="list-style-type: none"> • Development of reading areas in shared areas/corridors and updating of library displays looking ahead to the refurbishment of the library • Further develop the use of Accelerated Reader in Key Stage 2 • Embed close reading and RIC linked to assessment focuses • Continue to develop and review literature spine and linked writing opportunities • Reading workshops for Key Stage 1 and 2 parents • Writing workshops for all parents • Continue to embed Talk for Writing across the school • English lead to attend spelling course in second half of spring term and then disseminate information to all staff • Year 2 pupils at Phase 6 phonics to focus on Spelling, Punctuation and Grammar

		<p>within this continues to be well evidenced in writing journals</p> <p>f) Teachers are now expected to pick up on misspellings in all written work and children are being given time to respond to feedback within lessons</p> <p>g) Most children can articulate their writing target/s and some can find examples of where they have met these in their work</p> <p>h) Percentages of children in Year 1 and Year 2 to pass phonics screening are on track to be at least in line with national averages and are higher at this point in the year than previously.</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>	<p>a) Regular moderation of reading, writing and maths in staff meetings, phase meetings, pupil progress meetings, PPA, INSET and locality twilights. Upper Key Stage 2, Key Stage 1 and EYFS leaders have all attended statutory moderation training. EYFS leader is also training to be a statutory moderator.</p> <p>b) Subject leaders have begun to review assessment for their area of responsibility. All subject leaders have undertaken monitoring as part of INSET and Science, Computing, History and PE leaders have undertaken additional monitoring activities.</p> <p>c) Assessment and Feedback policy reviewed</p>	<p>a) Teachers are making accurate judgements about work in their own year group and also in other year groups. They are more familiar with the KPIs and how these might be evidenced in children's work. Next steps for children are being identified and planned for.</p> <p>b) Subject leaders have an overview of their subject across the school and can understand strengths and areas for development. Concept maps at the beginning and end of science units are being used in Key Stage 1 and 2 so that knowledge, understanding and progress can be more clearly evidenced. A new scheme of work for Computing has been purchased which includes an assessment framework.</p> <p>A new scheme of work for PE is</p>	<ul style="list-style-type: none"> • Continue regular moderation internally and externally • Continue subject leader monitoring and review of assessment frameworks • Review assessment, reporting and recording procedures to parents at the end of the academic year • Embed revised Assessment and Feedback policy

		<p>also going to be purchased to support teaching, learning and assessment. History is a driving force for certain topics in each year group and include cross-curricular learning opportunities.</p> <p>c) Policy streamlined with a focus on 'live marking' and time built in to lessons for children to respond.</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 Crook, Mrs Conrad, Mrs Robins, Mrs Ronchetti)</p> <p>Monitoring governor: Mrs Meekings</p>	<p>a) Continuing to reward Personal, Learning and Thinking Skills (PLTS) and referencing these in medium term planning</p> <p>b) Half-termly directed PPA time with senior and middle leaders supporting the medium term planning process with each year group</p> <p>c) Co-ordination of communal displays</p> <p>d) Monitoring and evaluation of the new long term curriculum map by SLT, subject leaders and teachers for the autumn term</p> <p>e) Focus on appropriate challenge for all pupils</p>	<p>a) Linking Star Pupil awards to the PLTS has kept the profile of these high amongst staff and children. Year groups have also begun to focus on particular aspects of the PLTS making links with their curriculum topics.</p> <p>b) Medium term planning in place ahead of each half term and in line with new long-term curriculum map and any training needs highlighted and addressed through CPD schedule</p> <p>c) Displays around the school reflect all areas of the curriculum. The high standard of displays were recognised as a strength of the external review</p> <p>d) Any slippage is identified and addressed and records in place to inform planning for next academic year</p> <p>e) Increased expectations of all children through questioning, feedback and marking</p>	<ul style="list-style-type: none"> • PLTS to be referenced in all lessons and skills also to be taught discretely • Continue to implement and monitor the display schedule and involve children in this where appropriate • Continue to monitor and evaluate the new long term curriculum map for the spring and summer term