

**School Improvement Plan Update and Review September 2019**

Priority	Key action taken since February 2019	Impact to date	Key next steps for the academic year 2019/20								
<p><b>1. To improve the achievement of all pupils in reading, writing and mathematics.</b></p> <p><i>Lead teachers: Leadership Team (Mrs Morris, Mrs Strong, Mr Anderson, Mr Burrows, Mrs Crook, Mrs Conrad, Mrs Robins)</i></p> <p><i>Monitoring governor: Mrs Crowter</i></p>	<ul style="list-style-type: none"> <li>a) Half termly 360 monitoring including planning and work scrutiny and lesson observations</li> <li>b) Half termly pupil progress meetings including tacking of key groups (SEND, Pupil Premium and High Prior Attainers)</li> <li>c) Range of CPD for teachers and LSAs through INSET, staff meetings, twilights, phase meetings, LSA meetings and externally run courses</li> <li>d) Half-termly directed PPA time with senior and middle leaders supporting the medium term planning process with each year group</li> <li>e) External EYFS profile moderation</li> </ul>	<ul style="list-style-type: none"> <li>a) Strengths in practice and areas for development identified and shared with support in place as appropriate leading to evidenced improvements</li> <li>b) Any pupils not making expected progress identified and key actions/interventions agreed, implemented and monitored resulting in gaps being closed</li> <li>c) Dedicated time for CPD focused on school priorities and feeding in to performance development leading to increased knowledge, competence and confidence of staff</li> <li>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</li> <li>e) All judgements agreed with strengths and areas for future development identified</li> </ul>	<ul style="list-style-type: none"> <li>➤ Raise attainment in writing at the end of Key Stage 1.</li> <li>➤ Raise the standard of spelling across the school.</li> <li>➤ Raise attainment in reading at the end of Key Stage 2.</li> <li>➤ Disadvantaged pupils need to make accelerated progress and high prior attainers need to make expected progress.</li> </ul>								
<p><b>By July 2019</b></p>	<p><b><u>End of Key Stage outcomes will be at least in line with national in reading, writing and mathematics</u></b></p> <p><b>EYFS GLD</b></p> <table border="1" data-bbox="645 1230 1104 1299"> <thead> <tr> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td align="center">73%</td> <td align="center">72%</td> </tr> </tbody> </table> <p><b>Year 1 Phonics</b></p> <table border="1" data-bbox="645 1366 1104 1434"> <thead> <tr> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td align="center">82%</td> <td align="center">82%</td> </tr> </tbody> </table>	School	National	73%	72%	School	National	82%	82%	<p><b><u>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.</u></b></p> <p><u>Reading</u> 4 year groups exceeded their cohort target and 2 were within 5% of it.</p> <p><u>Writing</u> 3 year groups exceeded or met their cohort target. 4 year groups did not meet</p>	<p><b><u>The difference between pupil premium and non-pupil premium pupils will diminish and high prior attaining pupils will make at least expected progress.</u></b></p> <p>The gap between pupil premium and non-pupil premium children remains in most year groups, although in some numbers are very low. Not all high prior attaining pupils make expected progress and go on to achieve Greater Depth Standard. This remains a key issue for our school.</p>
School	National										
73%	72%										
School	National										
82%	82%										

	<p><b>End of Key Stage 1 Outcomes</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>77%</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>52%</td> <td>69%</td> </tr> <tr> <td>Mathematics</td> <td>74%</td> <td>76%</td> </tr> </tbody> </table> <p><b>End of Key Stage 2 Outcomes</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>64%</td> <td>73%</td> </tr> <tr> <td>Writing</td> <td>80%</td> <td>78%</td> </tr> <tr> <td>EGPS</td> <td>70%</td> <td>78%</td> </tr> <tr> <td>Mathematics</td> <td>79%</td> <td>79%</td> </tr> </tbody> </table>	Area	School	National	Reading	77%	75%	Writing	52%	69%	Mathematics	74%	76%	Area	School	National	Reading	64%	73%	Writing	80%	78%	EGPS	70%	78%	Mathematics	79%	79%	<p>their cohort target but the % of children working securely on KPIs increased in 3 of these year groups.</p> <p><u>Mathematics</u></p> <p>3 year groups exceeded their cohort target and 3 year groups were within 5% of it.</p>	
Area	School	National																												
Reading	77%	75%																												
Writing	52%	69%																												
Mathematics	74%	76%																												
Area	School	National																												
Reading	64%	73%																												
Writing	80%	78%																												
EGPS	70%	78%																												
Mathematics	79%	79%																												
<p><b>2. To further improve the quality of teaching in mathematics across the school.</b></p> <p><b>Lead teachers:</b> Maths Team (Mr Burrows, Mrs Kerrison-Pierce, Mrs Crook supported by Mrs Saunders)</p> <p><b>Monitoring governor:</b> Ms Horner</p>	<ul style="list-style-type: none"> <li>a) Continued Maths CPD with a focus on mastery maths including directed reading, use of NCETM, disseminated training following attendance at Teacher Research Group, observation of mastery maths lessons and support from maths mastery specialist (some of this CPD this has been facilitated through a new twilight training model)</li> <li>b) Ongoing Maths short-term planning support from maths leader</li> <li>c) Ongoing use of the PEC feedback code</li> <li>d) Introduction of maths pre-teach sessions for parents</li> <li>e) Introduction of My Maths (an interactive online teaching and homework subscription website)</li> <li>f) Review of short term planning proforma for mathematics lessons</li> <li>g) Review of White Rose Maths</li> </ul>	<ul style="list-style-type: none"> <li>a) A mastery approach to the teaching of mathematics is increasingly evident in classroom practice. There has been a particular focus more recently on variation (conceptual and procedural).</li> <li>b) Increased subject knowledge and understanding of the mastery approach.</li> <li>c) Evidence of pupils being challenged to demonstrate the depth of their mathematical understanding and increased pupil voice in maths journals</li> <li>d) Positive feedback from parents that attended, including having a better understanding of the key concepts being taught and approaches used.</li> <li>e) Pupil engagement in maths at home is beginning to increase and helping them to consolidate skills, as well as developing their mathematical confidence and fluency.</li> <li>f) New proforma in place that better reflects the mastery lesson structure.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ongoing CPD for teachers and LSAs.</li> <li>➤ Increase the % of pupils achieving Greater Depth Standard in mathematics.</li> <li>➤ Continue maths pre-teach sessions.</li> <li>➤ Reflect My Maths in homework/home learning policy.</li> <li>➤ Monitoring of effectiveness of new short term planning proforma</li> <li>➤ Compilation of units of work using the NCETM spines</li> <li>➤ See Priority 1 also.</li> </ul>																											

		g) Realisation that in some cases the small steps are not small enough													
By July 2019	<p><b><u>100% of mathematics teaching will be good or better.</u></b></p> <p>95% of mathematics teaching is at least good. Ofsted judged the quality of teaching, learning and assessment to be good overall in February 2019.</p>	<p><b><u>Priority 1 (above) will be met.</u></b></p> <p>See above</p>	<p><b><u>The % of pupils working at greater depth standard at the end of KS1 and KS2 will be at least in line with national.</u></b></p> <p><b>End of Key Stage 1 attainment at GDS</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>9%</td> <td>22%</td> </tr> </tbody> </table> <p><b>End of Key Stage 2 attainment at GDS</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Mathematics</td> <td>23%</td> <td>27%</td> </tr> </tbody> </table>	Area	School	National	Mathematics	9%	22%	Area	School	National	Mathematics	23%	27%
Area	School	National													
Mathematics	9%	22%													
Area	School	National													
Mathematics	23%	27%													
<p><b>3. To further improve the quality of teaching in English across the school.</b></p> <p><b>Lead teachers:</b> English Team (Mrs Conrad, Mrs Levantine, Mrs Tedbury) <b>Monitoring governor:</b> Mrs Henderson</p>	<p>a) Continued use of Accelerated Reader in Lower Key Stage 2 as well as Upper Key Stage 2, including purchase of new books</p> <p>b) New reading 'level' introduced to planet reading challenge in Key Stage 1</p> <p>c) Continued use of close reading through whole class and guided reading sessions in Key Stage 1 and 2</p> <p>d) Completion of a termly literature spine for each year group</p> <p>e) Reading workshops for Key Stage 1 and Key Stage 2 parents</p> <p>f) Continued use of Talk for Writing including further CPD</p> <p>g) CPD on spelling</p> <p>h) Year 2 pupils at Phase 6 focused on Spelling, Punctuation and Grammar</p>	<p>a) Children's reading ages are increasing (with examples of rapid progress) along with attainment and their motivation for reading.</p> <p>b) Key Stage 1 children have remained motivated to read regularly at home and continued to show an increased interest in books and reading for pleasure.</p> <p>c) Wider evidence bank to support teacher assessment judgements</p> <p>d) Curriculum map ensures coverage over a year and across year groups of a range of different text types and writing purposes/opportunities</p> <p>e) Positive feedback from parents that attended with constructive feedback which has been acted on by leaders</p> <p>f) Children's writing stamina continues to show improvement and the writing process and progress within this continues to be well evidenced in writing journals</p>	<p>➤ Continue to promote a love of reading across the school including further development of reading areas in communal areas and continued fundraising endeavours towards library refurbishment.</p> <p>➤ Keep curriculum map and literature spines under review.</p> <p>➤ Consider pre-teach sessions for units of work in writing.</p> <p>➤ Continue to embed Talk for Writing.</p> <p>➤ Adoption of new spelling scheme from September 2019.</p> <p>➤ See priority 1 also.</p>												

		<p>g) New approaches successfully trialled based on research and best practice</p> <p>h) Phonics screening attainment is in line with national at the end of Year 1 and significantly above at the end of Year 2</p>																						
<p><b>By July 2019</b></p>	<p><b><u>100% of English teaching will be good or better.</u></b> 90% of English teaching is at least good. Ofsted judged the quality of teaching, learning and assessment to be good overall in February 2019.</p>	<p><b><u>Priority 1 (above) will be met.</u></b> See above</p>	<p><b><u>The % of pupils working at greater depth standard at the end of KS1 and KS2 will be at least in line with national.</u></b></p> <p><b>End of Key Stage 1 attainment at GDS</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>18%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>3%</td> <td>15%</td> </tr> </tbody> </table> <p><b>End of Key Stage 2 attainment at GDS</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>School</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>27%</td> </tr> <tr> <td>Writing</td> <td>3%</td> <td>20%</td> </tr> <tr> <td>EGPS</td> <td>23%</td> <td>36%</td> </tr> </tbody> </table>	Area	School	National	Reading	18%	25%	Writing	3%	15%	Area	School	National	Reading	20%	27%	Writing	3%	20%	EGPS	23%	36%
Area	School	National																						
Reading	18%	25%																						
Writing	3%	15%																						
Area	School	National																						
Reading	20%	27%																						
Writing	3%	20%																						
EGPS	23%	36%																						
<p><b>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.</b></p> <p><b>Lead teachers:</b> Afl Leader (Mr Anderson) and subject leaders (all teachers) <b>Monitoring governor:</b> Ms Osborne</p>	<p>a) Continued regular moderation of reading, writing and maths in staff meetings, phase meetings, pupil progress meetings, PPA, INSET and locality twilights.</p> <p>b) EYFS leader completed statutory moderator training.</p> <p>c) Invited external moderator to come and look at potential Greater Depth Standard writing in Year 6</p> <p>d) All subject leaders have undertaken monitoring across the school and begun to review assessment for their area/s of responsibility.</p> <p>e) Implementation of reviewed Assessment and Feedback policy</p> <p>f) Annual report format reviewed and revised</p>	<p>a) Teachers making accurate judgements about children’s attainment and next steps being identified and addressed through planning and practice</p> <p>b) External EYFS moderator ‘in house’ we can utilise as a school and support other schools</p> <p>c) External moderator identified strengths and areas for further development</p> <p>d) All subject leaders have an overview of their subject across the school, including strengths and areas for development.</p> <p>e) Feedback is instant / live and more meaningful with children being are given time in lessons to respond to feedback.</p> <p>f) Annual report format included</p>	<ul style="list-style-type: none"> <li>➤ Embed assessment systems and good practice</li> <li>➤ Implement recommendations from external moderation/moderators</li> <li>➤ Further develop assessment systems for the foundation subject areas</li> <li>➤ Seek parental feedback on annual reports</li> </ul>																					

		reference to year group KPIs and Personal, Learning and Thinking Skills.	
By July 2019	<p><b><u>School's judgements of pupils' attainment will be agreed within and beyond the school.</u></b></p> <p>The vast majority of judgements have been agreed through internal moderation and all judgements have been agreed as part of locality moderation and external EYFS moderation.</p>	<p><b><u>Teachers will be clear about next steps for learning and plan for these accordingly.</u></b></p> <p>Teachers know their children very well and can clearly articulate their gaps and next steps. They take account of their ongoing assessments when planning and adapt and amend short term plans in response to the children's needs.</p>	<p><b><u>Pupil attainment for each cohort will show improvement (and not fluctuate) term on term and year on year.</u></b></p> <p>Pupil attainment for each cohort has shown improvement overall and from children's starting points in September 2019. This now needs to further increase in future years, so that outcomes at the end of Key Stage 2 continue to improve.</p>
<p><b><i>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.</i></b></p> <p><b><i>Lead teachers: Leadership Team (Mrs Morris, Mrs Strong, Mr Anderson, Mr Burrows, Mrs Hawkins/Mrs Crook, Mrs Conrad, Mrs Robins)</i></b></p> <p><b><i>Monitoring governor: Mrs Meekings</i></b></p>	<ul style="list-style-type: none"> <li>a) PLTS starting to be explicitly referenced in lessons</li> <li>b) Children's input sought regarding images and incentives linked to each PLTS</li> <li>c) Display schedule followed, including introduction of a display club for children</li> <li>d) Implementation of long term curriculum map monitored and evaluated</li> <li>e) Half-termly directed PPA time with senior and middle leaders supporting the medium term planning process with each year group</li> </ul>	<ul style="list-style-type: none"> <li>a) Year groups have continued to focus on particular aspects of the PLTS making links with their curriculum topics.</li> <li>b) Awareness of PLTS and their different 'elements' has increased</li> <li>c) Displays across the school reflect a rich, broad and balanced curriculum and will include input from children</li> <li>d) The taught curriculum meets statutory requirements and is also relevant to our school's context and priorities better meeting children's needs</li> <li>e) Medium term planning in place and in line with new long-term curriculum map and any training needs highlighted and addressed through CPD schedule</li> </ul>	<ul style="list-style-type: none"> <li>➤ Integrate PLTS into our curriculum</li> <li>➤ Formulate images and incentives linked to PLTS</li> <li>➤ Review display schedule and maintain display club</li> <li>➤ Continue to review and enhance the long term curriculum map for the whole school</li> </ul>
By July 2019	<p><b><u>Pupils will be able to articulate what makes a successful learner.</u></b></p> <p>Children have an increased awareness and understanding of what makes a successful</p>	<p><b><u>Pupils will transfer Personal, Learning and Thinking skills to a range of situations and in different contexts.</u></b></p> <p>Personal, Learning and Thinking Skills are</p>	<p><b><u>Pupil enjoyment and achievement will increase through creativity and challenge.</u></b></p> <p>Children are very positive about their year group topics and talk about them and</p>

	learner. They care more able to talk about what they are learning and refer to the key attributes of positive learning behaviour.	being identified at medium term planning level and referred to in lessons. However, this is not yet consistent across the school and needs further embedding as well as skills being taught discretely.	what they have learnt with enthusiasm. We have now completed the first cycle of our new whole school curriculum map and will continue to review and evaluate this so that opportunities for creativity and challenge are built on further.
--	---	---	--

**Glossary of acronyms**

<b>CPD</b>	Continuing Professional Development
<b>EYFS</b>	Early Years Foundation Stage
<b>GDS</b>	Greater Depth Standard
<b>GLD</b>	Good Level of Development
<b>INSET</b>	In Service Educational Training
<b>KPIs</b>	Key Performance Indicators
<b>LSAs</b>	Learning Support Assistants
<b>NCETM</b>	National Centre for Excellence in the Teaching of Mathematics
<b>PEC</b>	Prove, Explain, Create
<b>PLTS</b>	Personal, Learning and Thinking Skills
<b>PPA</b>	Planning, Preparation and Assessment