

School Improvement Plan – Effectiveness of Leadership and Management - 2016 - 2018

Rationale (extracts from SEF) – SEF Grade : 1

- Rigorous self-evaluation systems which feed into school improvement planning (annual evaluation schedule, school improvement planning, cohort action plans). Ofsted ‘Outstanding’ judgement April 2013. Reinforced annually through LLP report.
- Strong governor role in school self-evaluation, including well-established link-governor programme of evaluation (curriculum committee programme of evaluation, minutes, link gov reports)
- Outstanding achievement sustained over several years, resulting from a clear focus on the progress/attainment of individuals/groups/cohorts by leaders at all levels. Robust plan in place to ensure that dip in maths results at KS2 2015 is not repeated. Achievement above National for KS2 in 2016.
- Improvements in the quality of teaching seen 2011-14 (increase in the proportion of good/outstanding lessons observed) following focussed CPD – sustained in 2015/2016.
- Curriculum secures high attainment whilst also providing rich and memorable experiences for pupils both within and outside the curriculum.
- 99% of parents agreed that the school is led and managed effectively (parent questionnaire 2016) with 63% strongly agreeing.
- Strong procedures in place for safe-guarding of pupils, and health and safety requirements are well met (county audit 2015).

Priorities for Action

Ensure that the new leadership structure is effective in developing the quality of teaching and securing strong pupil outcomes.

Teacher standards link: (TS8)

Grow the use of coaching and other peer to peer support within the staff in order to sustain the improvements in the quality of teaching and learning.

Teacher standards link: (TS8)

Continue to develop learning-focussed leadership, appropriate to teachers’ career stage expectations, in order to improve the quality of teaching.

Teacher standards link: (TS8)

To embed new assessment systems across the school.

Teacher standards link: (TS3)

Desirable Outcomes

- Phase leader model is effective in securing high standards across the school and ensuring consistency of practice.
- The school develops as a ‘centre for excellence’, sharing good practice beyond the school.
- The wider use of coaching and peer-to-peer support across the school in order to develop quality of teaching.
- Increased leadership capacity within teachers at different career stages.
- New assessment systems are in place for 2015 and embedded during 2016-17.

School Improvement Plan – Outcomes for Pupils - 2016 - 2018

Rationale (extracts from SEF) – SEF Grade : 2

- KS2 attainment in reading, writing and maths – significantly above the national – year on year trend to 2014: in line with national in 2015. Slightly above national in 2016 under new curriculum expectations (although deemed ‘broadly in line’).
- 2014 L4+ attainment in writing – significantly high. L4b+ attainment significantly high for reading and maths. L5+ attainment significantly high in reading, writing and maths. All other areas in line with national. 2015 L4b+ /5 for reading significantly high—all other areas in line with national. 2016—reading and maths scores above national; writing - in line.
- Progress scores are broadly in line for reading and maths, with writing slightly lower than the average.
- At KS1, attainment has historically been in line with national in all areas with APS for all subjects combined sig. above the national. In 2016, under new curriculum expectations, teacher assessments are broadly in line with national data.
- Y1 phonics data—historically broadly in line with national, although with a dip in results in 2016 due to cohort with high SEN.
- At KS2, the in-school gap between FSM and non-FSM pupils was narrower than the National for all subjects in 2016.

Priorities for Action

To ensure that at least 85% of pupils are on track to achieve age related expectations at the end of each key stage.

Teacher standards link: (TS1/2)

To develop pupils’ understanding of the number system in order to secure high proportions of pupils who are working at age related expectations. *Teacher standards link: (TS1/2/3)*

To develop the reading curriculum at KS2 in order to reflect the greater demands of the new assessment systems and to secure high proportions of pupils who are working at age related expectations. *Teacher standards link: (TS1/2/3)*

To develop the teaching of punctuation, spelling and grammar in KS1 in order to ensure strong outcomes at the end of Y2, and continue development of spelling across both key stages. *Teacher standards link: (TS1/2/3)*

Desirable Outcomes

- Proportion of pupils achieving age related expectations for GAPS are in line with those for reading at KS1.
- An increase (year on year) in the proportion of pupils working at age related expectations at the end of the year in reading, writing and maths - aiming for at least 85% of pupils achieving this. Achieved through...
- At least 90% of each cohort achieving age related expectations in maths through secure understanding and application of the number system.
- At least 90% of each cohort achieving age related expectations in reading through ability to access increasingly complex texts.
- An increase in spelling scores at the end of KS2 which supports a higher proportion of pupils achieving ARE in SPAG and in writing.
- Comparison with national data shows that the school is at least in line with the national picture based on the new assessment measures.

School Improvement Plan – Quality of Teaching, Learning and Assessment - 2016 - 2018

Rationale (extracts from SEF) – SEF Grade : 2

- Lesson observations during 2016 show that **93% of lessons were at least good with 29% outstanding (consistent for 4 years)**.
- **Ofsted April 2013 judged teaching as ‘Outstanding’**.
- A shared understanding of progress within a lesson was developed with teachers and shared with all staff in 2011. This was extended beyond literacy/numeracy to foundation subjects in Summer term 2012.
- Joint observations to look at the quality of teaching and learning between two Primary Phase Inspectors and the HT/DHT in January 2012 validated the school’s own judgements of teaching and learning (LA report).
- Teaching has enabled pupils to achieve well and make good progress (RAISE), but due to a dip in L4+ maths outcomes in 2015, and the change in curriculum/assessment expectations in 2016, the school can no longer consider the effectiveness of teaching as outstanding.
- The school was involved in a project to look at the most effective use of TAs in 2010-11 and has been building on this work since.

Priorities for Action

Maintain consistently good or better teaching and increase the proportion of outstanding teaching.

Teacher standards link: (TS1-7)

Continue to develop use of the new assessment systems in order to accelerate progress of pupils who are ‘off-track’ against ARE. Teacher standards link: (TS5,6)

Embed the new marking policy in order to ensure that pupils are given effective feedback, including through the use of ‘Fix-it Time’.

Teacher standards link: (TS6)

Continue to develop teacher subject knowledge to ensure they are able to promote effective learning and plan for appropriate links across the new curriculum.

Teacher standards link: (TS3,4)

Desirable Outcomes

- Improvement seen in the proportion of good and outstanding teaching (95% good or better, 35% outstanding).
- Classroom practice consistently reflects the school’s Teaching, Learning and Curriculum Policy and the use of AfL strategies effectively support pupils’ learning, including the effective use of marking and feedback.
- All teachers make use of quality assessment in order to inform planning and ensure the majority of pupils are able to achieve age related expectations, with those off-track supported in catching up and keeping up.
- Subject knowledge is strengthened across the curriculum in areas identified through self-evaluation, and teachers are better equipped at developing appropriate links in order to support pupils in the application of skills and to make best use of time.

School Improvement Plan – Personal Development, Behaviour and Welfare - 2016 - 2018

Rationale (extracts from SEF) – SEF Grade : 1

- Consistent high attendance and good punctuality. Ofsted evaluation – ‘Outstanding’.
 - Exemplary behaviour by vast majority of pupils – commented on by HIAS inspectorate and visitors to the school; noted in lesson observations.
 - Revised behaviour policy introduced May 2012 in response to comments from parents and pupils (questionnaire) – perceived inconsistencies and parents not fully aware of the policy. (July 2016 and Parentview 2013 – parent questionnaires very positive about behaviour).
 - Internal tracking show the bullying incidents are rare and dealt with effectively – but parent perceptions show that a small minority are unsure regarding the school’s approach to bullying.
 - Nurture provision in place to help support pupils with social, emotional and/ mental health difficulties (SEMH) access learning in the classroom.
- The school has strong responses to issues with behaviour of individuals/cohorts, but there is further need for proactive PSHE.

Priorities for Action

To strengthen and develop the teaching and opportunities for regular PSHE.

Teacher standards link: (TS4,5)

To develop a ‘pastoral support team’ for the school, to include a family support worker, FEIPs (Frame work for Individual Pastoral Support) trained practitioner and a play/art support practitioner, in order to best support more vulnerable pupils and families. *Teacher standards link: (TS1,5,8)*

Safeguarding Focus: To develop staff and Governors’ knowledge and understanding of the ‘Prevent’ strategy, and embed the teaching of British values.

Desirable Outcomes

- All staff are confident in delivering high quality PSHE and new curriculum units have been planned for effectively.
- All aspects of PSHE are give appropriate coverage and time within the new curriculum.
- Pastoral support team in place including family support worker, FEIPs practitioner, ELSA, play, art and therapeutic story writing practitioner. The school is able to target vulnerable pupils/families with effective support where this is not available from other agencies.
- The school’s family support worker is effective at engaging with harder to reach families—attendance/punctuality improve for individual pupils as a result.
- All staff are fully aware of the Prevent strategy and their responsibilities as part of this strategy.