

## School Improvement Plan – Effectiveness of Leadership and Management - 2018 - 2020

### Rationale (extracts from SEF) – SEF Grade : 2

- Robust 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) although a high turnover of governors has resulted in a need to re-establish some of these strengths.
- Achievement above National since 2016 resulting from a clear focus on the progress/attainment of individuals/groups/cohorts by leaders at all levels. Robust plan implemented to ensure that dip in maths results at KS2 2015 is not repeated. Significant improvement in results in EYFS and Y1 phonics check in 2018 following focussed improvement work.
- Quality of teaching, as evidenced through lesson observations, consistently good or better (95%+) with a significant proportion of outstanding—sustained over a number of years.
- Curriculum secures high attainment whilst also providing rich and memorable experiences for pupils both within and outside the curriculum.
- Only 2% of parents disagreed that the school is led and managed effectively (parent questionnaire 2018) with 57% 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

**Continue to develop the strategic role of phase leaders to ensure that they are effective in developing the quality of teaching and securing strong pupil outcomes. *Teacher standards link: (TS8)***

**To continue to embed new assessment systems across the school, and to incorporate more rigorous systems for monitoring of pupil progress. *Teacher standards link: (TS3)***

**To review and refresh the school curriculum to ensure that it meets NC requirements, but also meets the needs of our pupils. *Teacher standards link: (TS4)***

**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)***

### Desirable Outcomes

- Phase leader model is effective in securing high standards across the school and ensuring consistency of practice.
- All teachers are secure with new assessment systems, and moderation (internal and external) shows that there is consistency of approach.
- Data collected through assessment is used effectively to monitor and support improved pupil progress.
- The wider use of coaching and peer-to-peer support across the school in order to develop quality of teaching.
- New governors are inducted effectively to enable the strong governance to continue despite fluctuations in membership.
- The school’s curriculum continues to meet NC requirements, whilst also providing a broad and balanced range of experiences relevant to our pupils.

## School Improvement Plan – Outcomes for Pupils – 2018 - 2020

### Rationale (extracts from SEF) – SEF Grade : 2

- KS2 attainment in reading, writing and maths combined – above national and county every year since 2016 under new curriculum expectations.
- Reading and maths scores above and well above national each year; writing - in line for 2016, above in 2017 and 2018.
- 2016 KS1-2 progress scores were broadly in line for reading and maths, with writing slightly lower. 2017 progress scores put the school in the middle 20% of schools for writing, and in the 15% of schools above this for reading and maths. 2018—maths progress significantly above national; reading and maths in line.
- At KS1, teacher assessments were broadly in line with national data in 2016 and 2017, with reading and science being above the national for 2017. In 2018, KS1 assessments above national in all separate subject areas, and combined.
- Y1 phonics data—historically broadly in line with national, although 2016 and 2017 data was slightly below national. In 2018, Y1 phonics data well above the national. At Y2, proportion of pupils achieving the standard following retakes is higher than the national.

### 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 increase the proportion of pupils achieving at a greater development standard (GDS) at both KS1 and KS2 in maths and English.**

*Teacher standards link: (TS1/2)*

**To embed the teaching of phonics at KS1 and spelling at KS2 in order to maintain the improved outcomes in the Y1 phonics check and the KS2 GAPSs test.**

*Teacher standards link: (TS1/2/3)*

### Desirable Outcomes

- 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.
- An increase (year on year) in the proportion of pupils working at GDS at the end of the year in reading, writing and maths—aiming for proportions which are at least in line with national at KS1 and above national at KS2.
- An increase in spelling scores at the end of KS2 which supports a higher proportion of pupils achieving ARE in SPAG and in writing.
- Proportion of pupils achieving the pass mark for the Y1 phonics check is maintained and at least in line with the National.

## School Improvement Plan – Personal Development, Behaviour and Welfare - 2018 - 2020

### Rationale (extracts from SEF) – SEF Grade : 1

- Consistent high attendance and good punctuality. Ofsted evaluation – ‘Outstanding’. Currently, attendance of Pupil Premium pupils is lower than that of all pupils. 93.9% (all pupils 96.8%).
- Exemplary behaviour by vast majority of pupils – commented on by HIAS inspectorate and visitors to the school, including 2017/2018 SfYC visit to YR; noted in lesson observations. Parent questionnaires show that parents are positive about behaviour in the school—less than 5% who responded disagreed that the school makes sure its pupils are well behaved (2018).
- Internal tracking show that bullying incidents are rare and dealt with effectively – less than 5% of those who responded to the parent questionnaire disagreed that they would trust the school in dealing effectively with bullying.
- Nurture provision in place to help support pupils with social, emotional and/ mental health difficulties (SEMH) access learning in the classroom.

### Priorities for Action

**To continue to develop systems to support children with additional needs for SEMH (social, emotional and mental health needs) to enable appropriate inclusion.**

*Teacher standards link: (TS1,5,8)*

**To strengthen and develop the opportunities for developing pupil well-being, including PSHE.**

*Teacher standards link: (TS4,5)*

**To improve attendance of pupils eligible for Pupil Premium.**

*Teacher standards link:  
(TS1,5)*

**Safeguarding Focus: To increase pupil involvement in developing provision for supporting pupils in keeping themselves safe (for example, IT safety, peer mentors, ‘Clever never goes’).**

*Teacher standards link: (TS1,5,7)*

### Desirable Outcomes

- All staff are confident in delivering high quality PSHE and new curriculum units have been planned for effectively.
- 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.

## School Improvement Plan – Quality of Teaching, Learning and Assessment – 2018 - 2020

### **Rationale (extracts from SEF) – SEF Grade : 2**

- Lesson observations during 2017 show that 96% of lessons were at least good with 33% outstanding (consistent for 5 years). Monitoring of provision in 2018 showed that 5/7 year groups had consistently outstanding provision. In all other year groups, provision was consistently at least good, with 3 year groups frequently showing outstanding aspects of provision.
- Ofsted April 2013 judged teaching as ‘Outstanding’.
- Joint observation between HT and county lead for EYFS identified that greater opportunities for challenge were needed across YR and made several recommendations for developments for 2017-18. Follow up visit in 2018 deemed early years provision to be at least ‘good’.
- The schools has been involved in county projects to support the development of assessment systems for pupils who are ‘off track’ or unlikely to make ARE, with the case studies and resources shared with other schools.

### **Priorities for Action**

**Ensure that teaching incorporates appropriate challenge and support for all groups within the class, in order to maintain and increase the proportion of good/outstanding provision across the schools.**

*Teacher standards link: (TS1-7)*

**Continue to embed the use of the new assessment and data tracking systems in to ensure that they can be used effectively to support more targeted planning.**

*Teacher standards link: (TS5,6)*

**To embed the use of ‘challenge’ within Early Years and ensure that practice in Y1 also adapts in order to support smooth transition and strong progress.**

*Teacher standards link: (TS1, 3,4)*

### **Desirable Outcomes**

- Proportion of good and outstanding teaching/provision remains consistently high (95% good or better, 35% outstanding).
- 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.
- TAs are used effectively by teachers and classroom observations show them to be effective in scaffolding learning for pupils appropriately.
- Early Years and Y1 provision ensures appropriate challenge for pupils within their child initiated and adult-directed learning.