

## School Improvement Plan – 2016/17

| Outstanding Practise  |   |   |   |   |
|---|---|---|---|---|
| By July 2017 teaching and learning to be graded outstanding, evidenced through monitoring of planning, lessons and books  |   |   |   |   |
| Success Criteria  | What will SLT do?   | What will staff do?   | What will pupils do?  | What will governors do?   |
| <p>All observed lessons to meet OFSTED 'outstanding' criteria for attainment and behaviour and safety</p> <p><b>Data will evidence</b> that children make sustained progress in-year and end of year standards exceed national expectations</p> <p><b>Pupil conferencing will evidence</b> that pupils can talk about the school behaviour code and their impact on behaviour for learning</p>        | <p>HT and DH to observe and grade lessons 3 x per year</p> <p>CPD to develop lesson study approach mapped in</p>  | <p>Refine practise through the use of 'lesson studies' and collaborative observations</p>   | <p>Pupils understand how to behave in order to maximise learning</p>  | <p>Join in with observations and scrutinise observation judgements to quality assure them</p>                   |
| <p>Lesson plans contain enough detail to make learning intentions clear – challenges are hierarchical and offer challenge for each ability level</p> <p><b>Data will evidence</b> that children make sustained progress in-year and end of year standards exceed national expectations</p> <p><b>Pupil conferencing will evidence</b> that pupils can talk about the need to challenge themselves</p> | <p>Monitor planning and offer clear and personal feedback to staff to ensure quality and consistency of planning</p>  | <p>Use PPA and directed time to plan for cohorts carefully; meeting the needs of pivotal groups including HA, boys and disadvantaged pupils</p> <p>Address targets from SLT feedback</p>  | <p>Be encouraged to challenge themselves in each lesson and follow clear guidance to complete all work to the best of their ability</p>   | <p>Scrutinise planning under guidance of the SLT – question the judgements of SLT via triangulation reports</p> |
| <p>All books to meet the school's criteria for 'outstanding'</p> <p><b>Pupil conferencing will evidence</b> that pupils can talk about how to present their work – do they have pride in their books?</p>   | <p>Provide clear criteria for staff as to how to present 'outstanding' books</p> <p>Monitor books 6x per year (3x in SLT and 3X per year CTs with HT and DH) and assess quality against criteria</p> <p>INSET session to define exemplar practise/books</p> | <p>Follow the criteria as set out by the school for presentation of work</p> <p>Adhere to the school's marking policy</p> <p>Ensure all children have a clear understanding of acceptable presentation – permanent visual display to support this</p> | <p>Try their best to present work carefully</p> <p>Use cursive handwriting</p> <p>Stick work in carefully</p> <p>Complete the success criteria and pupil voice section for each piece of work</p> | <p>Join the SLT for book scrutinies</p> <p>Feedback to staff and children to celebrate good practise</p>        |

## Challenge for all

By July 2017 an ethos of 'challenge for all' has been established, allowing all groups of children to make the best progress they can from their individual starting points

| Success Criteria   | What will SLT do?  | What will staff do?   | What will pupils do?  | What will governors do?   |
|--|--|---|---|---|
| <p>Inequalities reduced in the following groups:</p> <ul style="list-style-type: none"> <li>Boys</li> <li>Disadvantaged children</li> </ul> <p><b>Data will evidence</b> that these groups' attainment is within 10% (of expected+) of the attainment of girls/non disadvantaged children</p> <p><b>Pupil conferencing will evidence</b> that boys /disadvantaged children can talk confidently about their progress and next steps</p>  | <p>Monitor data termly (6X per year)</p> <p>Use pupil profile meetings to discuss pupils and hold staff to account for pupil progress</p> <p>Provide CPD to support staff in meeting the needs of pivotal pupils</p>   | <p>Have a working knowledge of their class' data (6X per year)</p> <p>Come to pupil profile meetings fully prepared - complete all paperwork to show the intended actions to address the needs of the pupils to convert</p> <p>Plan to meet the needs and interests of pivotal groups</p> <p>Inform children of their targets/next steps in learning</p>                              | <p>Be able to recall and explain their targets/what that they need to do to improve</p> <p>Identify next steps for themselves and peers</p>   | <p>Question the data presented by SLT to ensure that these target groups are being addressed.</p> <p>Look at provision in class for focus groups.</p>                                       |
| <p>Challenges are hierarchical with clearly defined goals/learning outcomes that ensure all pupils achieve to their best ability.</p> <p><b>Data will evidence</b> that all pupils make sustained in-year progress and end of year outcomes will match or exceed national expectations</p> <p><b>Pupil conferencing will evidence</b> that children feel challenged by their work and that they can recall strategies to work independently</p>                                | <p>Triangulate the quality of the challenge in planning to observed practise in the classroom and standards of work in the children's books</p> <p>Feedback to staff on the quality of their provision 6x per year (3x written, 3X meeting with DH and HT)</p> | <p>Ensure challenges offer the provision for all children to make accelerated progress</p> <p>All challenges should be hierarchical and should develop in complexity according to Bloom's taxonomy (teach, practise, confuse)</p> <p>All lessons will be child led (where appropriate)</p> <p>Ensure individuals are choosing appropriate challenges – consider how to develop HA</p> | <p>Choose challenges out of their comfort zone</p> <p>Use the mindsets knowledge that mistakes help us learn – don't be afraid of getting things wrong</p> <p>Have the confidence to work independently and develop the use of problem solving strategies</p> | <p>To moderate data and planning to ensure that appropriate challenge is being delivered by all staff.</p>  |
| <p>Progress and attainment of SEND children is equal to or better than that of SEND children nationally</p> <p><b>Data will evidence</b> that SEND children make sustained progress from their starting points and that end of year data matches or exceeds national expectations</p> <p><b>Pupil conferencing will evidence</b> SEND children know their IEP targets and feel challenged – they can talk confidently about their IEP work and the progress they're making</p> | <p>SLT to monitor SEND data</p> <p>SENCO to ensure IEPs, single page profiles etc are up to data and being implemented appropriately</p>   | <p>Ensure that IEP time is allocated</p> <p>IEPs are reviewed 3 x per year with parents</p> <p>Ensure SEND have access to class support</p>   | <p>Discuss their targets confidently</p> <p>Articulate their needs including being able to discuss their successes</p>  | <p>SEN governor to meet with SENCO three times during the year to update on progress of all SEN children.</p> <p>Governors to question SLT on data sets to ensure challenge is present.</p> |

## Writing

### By July 2017 attainment in writing matches or exceeds national expectations

| Success Criteria  | What will SLT do?  | What will staff do?   | What will pupils do?  | What will governors do?  |
|---|--|---|---|--|
| <p>Extended, independent writing to take place 12 x a year (two per term) to ensure that children get the opportunity to practise/apply concepts taught in order to boost writing attainment</p> <p><b>Data will evidence</b> that all children make accelerated in-year progress when compared to historical data from previous years (10% gains on prior scores)</p> <p><b>Pupil conferencing will evidence</b> that children are confident to write independently and that they can discuss the importance of purposeful practise to improve</p> | <p>Will set the dates for writes and also moderate outcomes each term.</p>   | <p>Staff will ensure that they have prepared the children for the extended writes and that the writes take place.</p>   | <p>Pupils will ensure that the skills that have been practised in school are evident in their extended writes (progress writes).</p>                    | <p>To look at examples of independent writing to ensure that high quality is maintained.</p> <p>Question data sets and the English coordinator over the school outcomes.</p> |
| <p>Medium term planning is adhered to</p> <p><b>Pupil conferencing will evidence</b> that children enjoy their writing opportunities due to their cross curricular, 'hands-on' nature</p>   | <p>Ensure that the defined units of work and writing opportunities are in place and adhered to.</p>  | <p>Staff will not deviate from expected outcomes to ensure there is a consistent approach to writing in school.</p>   | <p>Pupils will ensure that they can recall all the conventions of writing they have been taught and that they can use them correctly in their work.</p> | <p>Receive feedback from English coordinator and chat to the children during class visits.</p>   |
| <p>Cursive handwriting established across the school</p> <p><b>Data will evidence</b> that children are not being held back from being 'exceeding' or 'expected' due to lack of cursive handwriting</p> <p><b>Pupil conferencing will evidence</b> that children are able to write fluently and have a good understanding of the school's cursive style</p>   | <p>Staff meeting to deliver training on the new fonts. Buy the software to allow the font to be used on all computers. Monitor use and presentation of fonts in school.</p>                        | <p>Ensure that all children are taught how to use the new cursive style. Monitor and track its use. To ensure that they all use the cursive font as well.</p>                   | <p>Pupils will use the cursive font in all their writing from now on.</p>   | <p>Visit classes to view the new handwriting in situ. Receive feedback from SLT.</p>   |
| <p>EGPS taught weekly within a writing context</p>  | <p>Monitor lessons to ensure that this is taught.</p> <p>Monitor planning to ensure that EGPS is not taught in isolation.</p> <p>Lead staff meeting on expectations.</p>                           | <p>Plan and deliver EGPS within the defined framework.</p> <p>Ensure that all pupils are given the opportunity to implement their learning in all aspects of their writing.</p> | <p>Pupils will clearly show that they understand and can use the EGPS skills they have been taught in all their written work.</p>                       | <p>Carry out book moderation during visits to see if EGPS is taught and in place.</p>  |
| <p>Spelling data exceeds that of 2015/6</p> <p><b>Data will evidence</b> that termly assessment scores for 2016/17 exceed the % ages collected at the same points in 2015/6</p>   | <p>SLT will monitor all spelling planning and lessons to ensure that the spelling programme is being followed.</p> <p>SLT will sample books termly to measure spelling progress of all pupils.</p> | <p>Staff will deliver the spelling structures defined for each year group. They will track each pupils progress in their spelling each term.</p>                                | <p>Pupils will practise their spellings and show evidence of their correct use in their other written work.</p>   | <p>Question data from SLT to ensure that all targets will be met.</p>  |

| Pupil and Staff wellbeing  |   |   |   |  |
|--|---|---|---|--|
| 2016/7 pupil and staff questionnaires evidence that children and adults wellbeing is adequately catered for  |   |   |   |  |
| Success Criteria   | What will SLT do?   | What will staff do?   | What will pupils do?  | What will governors do?  |
| <p>Safety week is implemented in September resulting in:</p> <ul style="list-style-type: none"> <li>Children being made aware of the prevent agenda</li> <li>Pupils raised understanding of how to stay safe/who they can talk to</li> <li>Pupils raised understanding of bullying and how to address it</li> </ul> <p><b>Pupil conferencing will evidence</b> that all children can recall key points from the prevent agenda and can recall the appropriate definition of bullying</p> | <p>Provide a timetable of events that must be delivered.</p> <p>Look at outside agencies that can support delivery of identified aspects of learning.</p> <p>Classroom moderation of lessons and outcomes in safety week.</p>   | <p>Deliver and evaluate the success of the lessons ensuring that the messages to the children have been delivered and understood.</p>   | <p>Pupils will be able to explain the key features of prevent, stay safe, cyber bullying and bullying. They will be able to explain what they would do to ensure their safety and how to seek help.</p> | <p>During visits to school governors will be able to question staff and children to ensure that the appropriate messages have been delivered and that structures are in place.</p> |
| <p>Attendance remains at 96%+</p> <p><b>Data will show</b> that weekly attendance remains above this figure for all classes</p> <p><b>Pupil conferencing will show</b> that children know how poor attendance can affect their learning</p>  | <p>SLT will monitor attendance figures and work with the EWO to ensure that children /parents are challenged where attendance is poor.</p> <p>Carry out weekly attendance assemblies where we will be seen to reward good attendance.</p> <p>Provide an attendance prize for the end of the year.</p> | <p>Staff will monitor attendance in their class and ensure that they work with the children to support them in understanding how vital being in school is.</p> <p>Staff will report to office and SLT if there are any concerns over pupil attendance</p> | <p>Pupils will ensure that they are in school each day.</p>   | <p>Receive feedback from the school and the EWO with regard to out attendance.</p>   |
| <p>All children to complete an enterprise project and allocate the funds earned</p> <p><b>Pupil conferencing will show</b> that all children can recall participating in an enterprise event and reflect on how it prepares them for real life</p>   | <p>Identify enterprise events through the year and ensure that staff are delivering the lessons/ support.</p> <p>Where required provide external support to promote enterprise projects.</p>  | <p>Staff will deliver a series of lessons based on enterprise. These to include English and maths skills that link to attracting sales and understanding cost vs profit.</p>  | <p>Pupils will plan and deliver and enterprise project that will develop understanding of business/sales and the links to the curriculum.</p>   | <p>Governors will receive report from teachers and the pupils.</p> <p>Governors will be able to visit the classes during the enterprise projects.</p>                              |
| <p>Staff participate in a team building event</p>  | <p>SLT to arrange a team building day</p>   | <p>Staff will participate in the day.</p>   |   | <p>Governors to attend where able.</p>   |
| <p>Implement a competition for children to 'bid' for a topic to be added to the curriculum</p> <p><b>Pupil conferencing will show</b> that children feel they have an engaging and appropriate curriculum</p>  | <p>SLT to put in place with staff ensuring that there are clear guidelines and outcomes that all understand.</p> <p>Evaluate the process and its outcomes for educational and financial value for money.</p>  | <p>Staff will work with the children on persuasive writing and how to speak in public to allow them to put forward their proposals.</p>   | <p>Pupils will deliver a presentation to a selected panel of 'experts' on what the new curriculum subject will be.</p>  | <p>Governors will be involved in the panel.</p>  |