

ST ANDREW'S CHURCH OF ENGLAND PRIMARY SCHOOL

.....where Learners Bubble



SCHOOL IMPROVEMENT PLAN

20017/18

TARGETS 1.1 Improved attainment and progress in writing and number @ end of EYFS 1.2 Improved writing outcomes for end of KS1 and KS2 to be more in line with reading 1.3 Continued accelerated Progress of Year 4 in all subjects (RWM esp x8) to ensure higher attainment % AT STANDARD especially in writing 1.4 Improved attainment and progress in reading and maths across all KS2 1.5 Attainment (Av scaled score) of Pupil Premium in all subjects to be in line with National 1.5 Progress of PP – gap in each subject to be closing for all year groups 1.6 Termly progress for children making less than expected progress in 2017 in Maths are on track (termly) and for 3+ AIR at end of year.		PUPILS ATTAINMENT and ACHIEVEMENT Improvement Priority 1, 2 & 3 Reading, Writing and Mathematics		
OUTCOMES 1.1 EYFS – RW and Number and GLOD above national . 1.2 KS1 – attainment to be in line with national standards in R W (with gap to be in line /<10%) & M 1.3 Year 4 progress in RWM to continue be above 3 AIR points by July 2018 1.4 KS2 R, W, GPS and Maths – Attainment in line with National Standard based on 2017 (70%+). 1.4 KS2 Maths in other year groups 75% at least working at expected or above expectations 1.4 To be above floor standards (progress & attainment) at end of KS2 (national standard) in ALL subjects (RWM + GPS). 1.4 Progress in Year 5 & 6 in all 3 subjects to be at least expected (3AIR) 1.5 All PP children secured Good progress in all subjects and meet national SS for Disadvantaged 1.6 Children making less than expected progress in Maths achieve good progress (3.5 AIR) 1.6 Interventions secure expected or better progress for all identified children. (at least 4 AIR)		MILESTONES By October 2017: <ul style="list-style-type: none"> Marking & Feedback / Challenge actioned by all staff Baseline completed for Yr. R All identified underachievers receiving appropriate interventions Group reading sessions planned and evidence demonstrates identify writing outcomes regularly By January / April 2018: <ul style="list-style-type: none"> Writing & Maths Assesst. demonstrates expected progress in all year gps for writing (1-2AIR) Work Scrutiny shows marking & feedback is consistently in line with policy Yr. 4 progress on track @ expected in all subjects 1.6 All on track making at least 1 AIR point at each data point in maths Reading assessments demonstrate progress and identified weaknesses. By July 2018: <ul style="list-style-type: none"> All outcomes 1.1 – 1.6 are met 		
ACTION		START END	LEAD PERSON RESOURCES (£3520)	MONITORING EVIDENCE
Target Area 1.1 1.2 WRITING @ EYFS and KS1	EYFS - Provide enhanced opportunities for writing through the ‘continuous provision’ - Plan daily phonics developing into ‘writing skills’ beginning in Aut.2 - Lead parent workshop on phonics and introduce 3 phonics cafe - Link spelling patterns /keywords to home learning project - Plan daily focused adult led activities for writing - Develop & increase fine motor skills with ‘Dough Disco’ - Ensure Learning journeys are evidenced with sufficient writing examples - Moderate learning Journeys with cluster for writing - Use Tapestry to monitor learning journeys and involve parents	Sept. 17 Aut. 2 Aut./Spr/Sum Termly	EYFS – Kathy Usherwood Twilight meeting	Headteacher Planning LO Learning Journeys Data
	YEAR 1 & 2 - Plan to include Sp & L to promote writing – oral rehearsal to scaffold writing - Continue to monitor phonics progression (using sheets at R/Yr.1 /Yr.2) - Ensure appropriate phonic teaching for all especially the more able - Use a range of strategies including writing through drama and strategies from story maker project. 3 tiers oral / reading/writing - Precision teaching to be used for spelling where appropriate – evaluate impact - Ensure writing is done daily in all classes – also handwriting weekly	On going	KS1 teachers Talk Boost training for TA’s – inservice Lit SL – Amanda Release time (Monitoring 1/2 day per term = £450 plus Lit SL Meetings £450)	Lit SL – Amanda Termly Planning and LO Work scrutiny termly Headteacher Planning and LO termly SENCO - Debbie

<ul style="list-style-type: none"> - Use targeted TA support to develop pupils writing within Literacy lesson 			
<ul style="list-style-type: none"> - Planning, teaching & challenge to demonstrate HA provision (Magma Challenge) - Ensure outdoor area is used regularly to further promote learning opportunities - Attend writing moderation for whole school & cluster - Teacher and T A to use and demonstrate AfL to identify next steps within lessons - Group reading to focus on written response to comprehension/ Guided R session - Working Walls to be relevant and used effectively as a resource in all classes 	<p>On going</p> <p>weekly</p>	<p>Amanda - Plan, observe and evaluate</p> <p>Twilight meeting</p>	<p>Headteacher</p> <p>Planning and LO</p> <p>Minutes of meeting</p>

	ACTION	START END	LEAD PERSON RESOURCES	MONITORING EVIDENCE
<p>Target Area</p> <p>1.3</p> <p>1.4</p> <p>WRITING READING @ KS2</p>	<p>YEAR 3, 4, 5 & 6</p> <p>WRITING : Continued focus on: –</p> <ul style="list-style-type: none"> - Writing clear, focused RTM's to improve progress - ARE objectives to be monitored by child and teacher (at front of books) - Planning to show Speaking and listening has particular focus – speak then write - Raise profile of GPS in writing - Content areas GPS taught 'little and often' & reinforced consistently - Ensure coverage of higher level punctuation & consistent use (passive verbs etc) - Guided & Modelled Writing to be used more explicitly within lessons (seen in planning) - Display 'work of the week' (writing) – identified why - Make punctuation a high profile this year in all lessons and continue with SPAG workbooks (evaluated 2016/17) - Raise expectations (consistently) of children for punctuation – not expecting ANY sloppiness. Also expect high quality writing in other subjects (science etc) - Review spelling scheme & continue to take Spelling ages during first term and last terms - Put programmes/interventions in place to support individuals with spelling weaknesses to include precision teaching for spelling + evaluate impact - Use working walls to facilitate more dictionary work and dictation to focus on spelling and punctuation - Ensure a short writing task every day – meaningful focus linked to L obj. - Encourage re-reading, checking & copying mistakes ind. + with talk partners - Encourage use of BEACH @ UKS2 for writing activities as well as peer and self marking / editing esp. for GPS 	<p>Sept. 17</p> <p>Weekly</p> <p>Aut. 1</p> <p>Weekly</p>	<p>Amanda – LO</p> <p>H/T – LO feedback + & -</p> <p>Spelling resources £100</p>	<p>Headteacher</p> <p>Display / books/ ask Childr</p> <p>Lesson Observation</p> <p>Moderation paperwork evidence</p>
	<p>READING</p> <ul style="list-style-type: none"> - Use question analysis of SATS plus PYRA comprehension for focus of all cohorts – what are the weaknesses? Plan to address these - Guided reading sessions to focus on recording written answers regularly - Update and purchase new reading books 	<p>Oct. 17</p> <p>Oct. 17</p>	<p>Amanda – can emphasis be evidenced?</p> <p>Staff meetings</p> <p>£800</p>	<p>Headteacher</p> <p>Planning</p> <p>Work Scrutiny</p> <p>LO</p>

	<ul style="list-style-type: none"> - Provide CPD on guided reading - Produce assessment criteria sheets for reading to use in books (back) - Update criteria assessments in mini trackers - Secure reading interventions for children not ARE / no progress - All PP children to be heard read daily 	Oct. 17 “	Karen Mills LA Advisor CPD Guided Reading £350 SENCO – provision map	Headteacher Provision Map Data from programmes
	<p>MONITORING IMPACT</p> <ul style="list-style-type: none"> - Use SL/Gov. to conduct pupil perception sheets / group conferencing to analyse attitudes towards writing - Ensure ALL teachers are marking according to agreed policy having marking conversations, RTM time and scaffolding writing / maths for LA children - SL to monitor guided reading sessions in all classes and secure evidence of guided reading sessions - Conduct Learning Walk and Work Scrutiny focus marking – RTM, WW, targets - Evaluate impact of reading / writing/spelling interventions 	Dec. 17 Nov. 17, February and May 18 Termly	Literacy subject leader and Governor (Pam) (Termly) Headteacher All teachers SL Amanda “ “ Staff meeting	Curriculum Committee Feedback Work Scrutiny Headteacher Planning & evaluation record
<p>Target Area 1.3 1.4 Contd</p> <p>MATHS @ KS2</p>	<p>MATHS</p> <ul style="list-style-type: none"> - Ensure weak areas identified from 2017 are picked up and worked on for cohorts and shared with staff – use of question analysis for (Yr. 2,3 5&6) - Review QM and ensure Passport / times table are completed by all children - Actively Promote Passports to parents to engage support via home learning - Use question analysis from SATS 2017 and PUMA to identify focus for cohorts - Use of targets for maths – clear writing targets/objectives for children in books - CPD on use of Numicon for all class / groups and individuals more - Consistent use of RTM for maths too! - Weekly opps to apply skills in meaningful/contextual ways e.g outdoor maths for shape, pattern and measures - Focus on specific children for x tables –TA support /parents all by end of year 4 - New ‘Target in maths’ & Problem solving book used in lessons regularly 	July 18 Termly	Maths SL – Donna Have weaker areas/topics been highlighted on MT plans?	Headteacher Data records and analyses
	<ul style="list-style-type: none"> - Attend CPD – Maths subject leader network meetings - Attend Maths moderation (mastery) with cluster schools - SL to conduct maths learning walks across the school with focus (WW) - CPD – BIG Maths by SL plus purchase resources – monitor & evaluate - Promote basic calculations and appropriate method (speed) - Ensure working walls relevant and effective as a resource need to reflect week - All lesson obj. and success criteria relate to working walls 	Termly	Donna Release time £120 x 5	Headteacher CPD minutes
	<p>MONITORING IMPACT</p> <ul style="list-style-type: none"> - Review & evaluate maths interventions used across school - Pupil progress meetings to focus on underperforming individuals - Use SL/Gov. to conduct pupil perception sheets / group conferencing to analyse attitudes towards maths - Conduct Learning Walk and Work Scrutiny focus marking – RTM, Working walls, targets 	On going	Learning Walks - Donna	Headteacher Work Scrutiny Data – mental tests
<p>Target Area</p> <p>1.5 1.6</p>	<p>PUPIL PREMIUM</p> <ul style="list-style-type: none"> - Set up tailored intervention programmes for all children identified for support from Pupil progress meetings July 17 - Begin Intervention – ‘Back on Track’ / ‘Talk for Number’ identified children @ below standard (red) in year 4 - Begin intervention for children in Year 4, 5 6 ‘Success @ arithmetic’ @ below standard (red) 	Aut. 17 (10 Weeks) Spring (10 weeks) End of 10 wk	SENCO TA’s – Donna Pm commitment of TA’s M & E Maths SL (1 day per term x 6)	Headteacher Intervention Summary – Termly PAV sheets and class Intervention records Progress records

PUPIL PREMIUM	- Set up 1:1 (booster) for identified children in Year 5 (6)	Termly		
	MONITORING IMPACT <ul style="list-style-type: none"> - Monitor /evaluate intervention programmes - Monitor progress of all PP children termly - Staff to attend pupil progress meetings to ensure accountability and focus on progress of all children identified on provision maps / intervention sheets - Write summary report from meetings with identified future actions - Governor to present summary at FGB - Evaluate progress of PP with Gov. for PP for 2016 and put on website - Outline new PP action sheet for 2016/17 - Intervention Sound Discovery 1, 2 and 3 – for identified children - Focus of Letters & Sounds in Year 1 & 2 – LO - Teacher /TA to work with parents to ensure maximum engagement and accountability 	Dec, March & June Termly	Lit & Maths SL Amanda and Donna Release teachers x 30 mins (use of TA's) Gov. Donna F SENCO	Headteacher Governors (Lit & Maths) PP report summaries Intervention Summary Termly
<u>TERM</u>	<u>EVALUATION AND IMPACT</u>	<u>NEXT STEPS</u>		
<u>AUTUMN 17</u>				
<u>SPRING 18</u>				
<u>SUMMER 18</u>				

<p>TARGETS</p> <p>2.1 High quality of T & L is demonstrated through progress esp. in Maths @KS2 and monitoring evidence</p> <p>2.1 Identify and plan a CPD development programme for the year to link with SIP</p> <p>2.2 Consistent evidence of high quality marking in books across whole school with consistent evidence of RTM in books/lessons across whole school to have a positive impact on pupil progress in writing</p> <p>2.3 To ensure AfL is being used to securely establish appropriate starting points/learning outcomes within lessons</p> <p>2.4 Secure evidence of writing across the curriculum can be seen across the school</p> <p>2.5 Data demonstrates that progress for Pupil Premium children is good for all subjects</p> <p>2.6 Supported and developed quality CPD programme with staff to target improved Teaching (linked to Perf. M and outcomes for pupils)</p> <p>2.6 Monitoring & evaluation secures identified improvement</p>		<p>QUALITY OF TEACHING</p> <p>Improvement Priority 4</p> <p>Teaching and Learning</p>		
<p>OUTCOMES</p> <p>2.1 High quality of teaching is observed through LO and documented monitoring as a result of effective CPD – Maths & Reading outcomes @ KS2 have improved – in line with Nat.</p> <p>2.1 Quality of questioning in all lessons is of a high quality to develop and secure good understanding & progress</p> <p>2.2 Quality of presentation in writing is good in all classes</p> <p>2.2 Quality of feedback and marking advice is regular and clear in ALL classes</p> <p>2.2 Children are given regular opportunities to act on marking advice and practise their skills.</p> <p>2.2 Progress in writing is good for all year groups – children know their targets/next steps</p> <p>2.3 Evidence secured of appropriate challenge, developed independence within well pitched engagement</p> <p>2.4 Evidence of writing across the curriculum is secured through regular work scrutiny</p> <p>2.5 The progress of Pupil Premium children is good or better in R W and maths.</p> <p>2.6 Records of M&E demonstrate improved practice across the whole school.</p>		<p>MILESTONES</p> <p>By October 2017:</p> <ul style="list-style-type: none"> all performance management objectives are secured to improve attainment and progress in writing @ KS1 and maths @ KS2 work scrutinies show that presentation is good in all classes <p>By January / March 2018:</p> <ul style="list-style-type: none"> lesson observations demonstrate that good teaching is secured in all classes work scrutinies demonstrate that regular feedback and marking is clear and children are being allowed to respond to this. pupil conferencing & PP meeting demonstrates that children know what and how they need to improve their writing and are on track to achieve good progress. Pupil conferencing & WS have identified areas for improvement <p>By July 2018:</p> <ul style="list-style-type: none"> All targets 2.1 – 2.6 are met 		
ACTION		START	LEAD PERSON + RESOURCES	MONITORING EVIDENCE
<p>QUALITY OF TEACHING 2.1</p>	<ul style="list-style-type: none"> Observe lessons to identify areas for future development, identify clear aspects to be improved and appropriate actions taken to support these through effective monitoring (Linked to PM) Develop a CPD programme for the year to support teacher's development Complete Peer lesson obs. For all teachers x2 (reflection & evaluation) Complete Lesson Study - all teachers (reflection & evaluation) Set all Perf. Management targets re pupil progress linked to reading / writing / maths progress Ensure teachers use a range of strategies during lessons Organise Karen Mills (Lit. Advisor) to deliver CPD on Guided reading Guided reading to target writing weaknesses 	<p>Termly Oct. 17 / Nov 17</p> <p>Summer 18</p> <p>Oct. 18</p>	<p>Headteacher External Improvement Advisor £400 x 2</p> <p>Pm release for each teacher 9 x £60 = £560</p> <p>Karen Mills £160</p>	<p>LO file H/T report to Govs.</p> <p>Governors</p>

	<ul style="list-style-type: none"> - Review attitudes to learning – promote / make explicit - Improve feedback during lessons and marking – response to marking evidenced - Ask children “ Do know their targets and next steps in learning?” 	On going	H/T & D/H Staff meeting	Governors – pupil conferencing book look
	<ul style="list-style-type: none"> - Review assessment procedures and use of targets - Review curriculum / SOW – what needs to be put in place - Subject leaders to observe teaching in their subject (Lit, Maths & RE) - Identify areas for development in teaching as a result of LO 16/17 - Review use of TA to improve learning – need to facilitate maximum learning. - Regular monitoring of teaching 	Sept. 17	Subject Leaders Staff meeting	Headteacher Summary of Teaching – Peer reviews 17/18
	<ul style="list-style-type: none"> - Ensure all work is matched to abilities and is appropriate for children - Ensure plenary adds depth to learning not just recap - Monitor pupil progress meetings for all year groups – what action are we taking as a result? - Ensure that maths & writing targets are in place, children can identify these - Appropriate, well planned differentiation ensures that children make progress. 	Termly	SMT	Planning LO Lit & Maths Gov (Pam & Donna) Pupil Progress Summary

ACTION		START END	LEAD PERSON RESOURCES	MONITORING EVIDENCE
MARKING and FEEDBACK 2.2	<ul style="list-style-type: none"> - Review marking policy & ensure all expectations of good marking are clear - Set ' Response to marking' (RTM) as a non-negotiable - Raise expectations of staff and children re presentation 	Sept. 18	Amanda	Headteacher Policy Work Scrutiny
	<ul style="list-style-type: none"> - CPD – Feedback & Marking to become standing item on Staff meeting agenda. - H/T to complete work scrutiny on 2 books from each class – weekly - Subject leaders (Lit, Maths, RE) to complete WS – review with SLT 	Aut. Term Weekly Termly	Headteacher Staff Meeting Amanda Donna	Curriculum Gov. Book Look NoV Work Scrutiny
	<p>Work Scrutiny } Work Sampling } All to be carried out by SL of E, M RE and ICT Learning walks } Written report and dissemination to staff on strengths and areas to develop in future.</p>	Termly	Subject leaders	Headteacher
	<ul style="list-style-type: none"> - Governor to complete WS /PConf. - produce summary report for H/T & Govs 	Termly	Governor - Pam	Book Look NoV
AfL / PROGRESS 2.3 2.4 2.5 2.6	<ul style="list-style-type: none"> - Pupil Progress meetings to closely monitor; cohorts, individuals, PP and children on intervention programme. - Identify children who are not on track for attainment and progress - Action for these children needs to be recorded in Pupil Progress summary 	End of term 2, 4 & 6	Literacy & Numeracy S L + Pam & Donna	Headteacher PP summary report
	<ul style="list-style-type: none"> - Use differentiation and depth of learning (mastery) as a focus for LO to ensure ALL children's needs are being accommodated during lessons - Ensure clarity of learning objective (WWH) and appropriate for all learners - Vary range of strategies used at start of lesson – not always whole class - Use well- structured starts to lessons – all pitched appropriately to ability - Ensure challenge for HA – Use of Magma Challenge daily - Ensure questioning extends learning – Need to plan for them 	On going	Headteacher	
	<ul style="list-style-type: none"> - CPD for staff to share strategies that they used successfully to engage 	Spring 18	Amanda	Headteacher

	reluctant writers and address gaps in maths skills			
	<ul style="list-style-type: none"> - SENcO to monitor & evaluate intervention support with TA & teachers - Continue to involve governors pupil progress meetings - TA's to work with focus group during intro/ main/plenary – AfL with teacher - Support for TA in delivery of programmes (time to plan) - Monitoring & evaluate intervention programmes being used 	Termly	SENCO	Headteacher Intervention summaries
	<ul style="list-style-type: none"> - Send out termly reports to parents on attainment and progress & review 	Termly	Headteacher	Governor
<u>TERM</u>	<u>EVALUATION AND IMPACT</u>	<u>NEXT STEPS</u>		
<u>AUTUMN 17</u>				
<u>SPRING 18</u>				
<u>SUMMER 18</u>				

TARGETS 3.1 All children to continue to demonstrate a high standard of behaviour inside and outside the school 3.2 Attendance to remain in line or below national average 2017 3.3 Anti Bullying policies and procedures are known by whole school community 3.4 Learning behaviours are 'tangible' and consistently demonstrated in lessons and around the school 3.5 All new safeguarding procedures and expectations put in place 3.5 All aspects of the Ofsted framework re Personal development are identified and Actioned 3.6 ELSA provision (non class based) to improve children's emotional development and parental engagement		PERSONAL, BEHAVIOUR AND SAFETY Improvement Priority 5 Personal Development, Behaviour & Safety		
OUTCOMES 3.1 Children demonstrate a high standard of behaviour inside and outside the school 3.2 Attendance is in line or below national average 3.3 All children can discuss issues and strategies to help with bullying 3.4 Children are prompt into lessons, lessons begin promptly, keen to learn, enthusiastic, contribute readily within lessons, are independent, productive and discuss their learning 3.5 CP and H & S audit completed and actioned 3.5 All identified training for First Aid, Sfer R, H&S, Equalities CP (to include FGM, R & Ex) completed – SCR up to date incl. Monitoring of Racial Inc., Accidents and Anti Bullying lo 3.6 Evidence secured that parents and children identify ELSA support as positive		MILESTONES By October 2017: <ul style="list-style-type: none"> Anti Bullying policy reviewed with staff and children Bully Ballot completed, analysed, actioned and reported to Gov. By January / April 2018: <ul style="list-style-type: none"> Attendance issues reported to Gov. – show being monitored and actioned LO and Gov pupil perception visits show that learning behaviours have improved New safeguarding updated CP & HS audits completed PSHE completed and BV identified in curriculum By July 2018: <ul style="list-style-type: none"> All targets 3.1 – 3.5 are met 		
ACTION		START	LEAD PERSON + RESOURCES	MONITORING EVIDENCE
BEHAVIOUR And LEARNING BEHVIOURS 2.1 – 2.4	- Review and update Behaviour Policy - Review PSHE – consider aspects of personal agenda focus - Personal – social skills , counselling , well being – documented and known to all community – can children and parents know ! - All new aspects of safeguarding policy reviewed and actioned (inc. SCR)	Oct. 17 Sum 18	Deputy Head – Amanda	Curriculum Committee Policy 15/16 Prospectus
	- Share school rules in CW and expectations in and around school (incl. lunch) - Set expectations with staff and children	Sept. 17	Headteacher - Karen	Governors Gov. Note of visits
	- Issue attendance certificates to parents under 85% attendance each term - Monitor Unauthorised holiday legislation	Termly	Headteacher Admin Officer	Governors H/T Report FGB Minutes
	- Update Anti Bullying policy and STOP leaflet - Take Bully Ballot - Timetable Anti Bullying Week - Display posters in each class and on ICT trolleys	Aut. 17 Termly Spring 18	Amanda – school council Class teachers ? (PSHE)	Curriculum Committee Minutes Policy H/T Report, Pupil conferencing
	- Set expectations as non- negotiables for promptness (playtime, in for lessons / start) - Action pupil questionnaire results from June 2017 - Comment on Learning behaviours on all LO for all teachers (learning walks) - Governors to complete pupil conferencing to evaluate learning behaviours - Parent Governors to complete feedback from parents & children re ELSA	Sept. 17 On going Dec & April 18	Headteacher Ed. Psch. Headteacher & Subject leader Curriculum Comm.(Pam)	Governors Gov. Note of visits Minutes of FGB

<u>TERM</u>	<u>EVALUATION AND IMPACT</u>	<u>NEXT STEPS</u>
<u>AUTUMN 16</u>		
<u>SPRING 17</u>		
<u>SUMMER 17</u>		