

West Melton Primary School Developing Excellence Plan 2018-2019



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School context

West Melton is a smaller than average primary school, however the number of pupils on roll has increased by over a third since the last inspection due to housing developments in the area. Our admission number in Reception and KS1 is 30 and we have a 45 place Foundation so can admit 30 part-time places in Nursery (15 in the morning and 15 in the afternoon). The school is situated on the outskirts of Rotherham, in the centre of a small council estate and has a mixture of private and council housing. There is high mobility, mainly linked to housing association and rented housing, and as a result it is often difficult to assess progress as the cohort changes. Although the majority of pupils are from white British families (85%), a growing proportion of pupils (27) are entering the school with English as an additional language, 15%.

On entry data to Nursery demonstrate that significant proportions of a cohort will start school either well below or below national expectations. The proportions, of course, vary each year, but in 2017/18 16 out of 22- 73% children were significantly below and 22 out of 22 100% were below. A large number of children have significantly poor speech and language and, as a result, we employ a speech and language therapist to work a day a week in school, predominantly in EYFS and KS1 providing quality first early support. A large number 10 (45%) are on the SEN register.

The school has high percentage of children (31.8%) recognised with SEN. with 5% EHCP (3 more currently in process) Our Pupil Premium percentage is significantly higher than National percentages at 58.2%. All of the current year groups, except FS, have much higher than average percentages. For example, Y6 has 75%, The lowest proportion is in Y3, but there are still 33% in the group. The school's deprivation indicator shows that West Melton has a higher than average level of deprivation. Currently, we have 7 looked after children and have had up to 13 children go into Care since September. There are a high number of vulnerable families – children requiring social care intervention through child protection conferences and Child in need meetings. There are currently 32 children/ 15 families receiving support from social workers and a number of vulnerable families are accessing support from Early Help. In addition, there are 6 children are receiving counselling support from a bought in school counsellor, who also works with groups of children to provide pastoral support for 2 days a week. The school provides lunchtime Nurture Group for vulnerable pupils in need of additional support. A Learning mentor also provides support for our referred vulnerable pupils to enable barriers to learning to be removed. All FS children are screened in speech and language by Bought in Speech and Language Therapist who also works once a week in school.

In September 2016 started the process of joining an academy and becoming part of Wickersley Partnership Trust. We continue to work jointly with other primaries in the Trust to quality assure teaching and learning, ensuring judgements are accurate, providing commitment. We are working collaboratively to tackle underperformance and continues to raise standards.

Together we will:

- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Provide active, co-operative and independent learning through dynamic and high quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for others
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future
- Provide a welcoming, secure, stimulating and enriched learning environment
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles
- Celebrate our rich diversity and work in partnership with parents, children and the wider community

Priorities are identified in relation to the extent to which they:

- maintains and raises standards of achievement
- improve the quality of teaching and learning
- broadens and enriches children's educational experience
- provide for children's social development and self-esteem
- improve facilities offered to pupils and staff
- improve facilities for families
- provide outstanding value for money.

We have considered priorities for the school year ahead in the light of:

- outcomes from monitoring and evaluations 2018 - 2019
- consultations during summer term evaluations
- the financial position
- national statutory changes – changes to assessment
- existing pupil cohorts

OFSTED FEEDBACK

SECTION 5 INSPECTION September 2016
SECTION 8 HMI monitoring visit October 2017

OFSTED KEY ISSUE 1

Increase the rates of progress in key skills so that more pupils reach the standards typical for their age by

- using lesson time effectively and providing learning activities that offer challenge to all groups.
- Providing plentiful opportunities for pupils to apply and develop these skills in a range of subjects.
- helping pupils to improve the accuracy and presentation of their work through providing constructive feedback in accordance with the school's policies.

OFSTED KEY ISSUE 2

Make better use of information systems to:

- check on the progress of all groups, particularly the ablest and those who are disadvantaged or who have special needs and/or disabilities.
- identify patterns of poor attendance for individual pupils and groups of pupils so that support can be more effectively targeted.
- analyse behaviour patterns so that policies and strategies can be developed and evaluated more sharply.

OFSTED KEY ISSUE 3

Improve the quality of learning support that pupils receive by;

- ensuring that all adults have the knowledge and skills to meet the needs of pupils who need extra help
- monitoring the effectiveness of phonics teaching to check that it is consistently good.

HMI

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- To continue to provide appropriate support and challenge to the pockets of inconsistent teaching and Learning.
- To ensure that all additional supporting adults are provided with the skills and knowledge in order to meet the needs of their pupils more effectively.
- To ensure rigour in the presentation and accuracy of written work is in place more consistently - particularly in KS1.
- To use the information systems to identify the progress of different groups from year to year.
- To continue to track, monitor and improve attendance.

OVERVIEW OF LONG TERM DEP

Outcomes for Pupils	Leadership and Management	Quality of Teaching, Learning and Assessment	Effectiveness of Early Years Provision	Personal Development, Behaviour and Welfare
Context: Standards have risen but still need more children at higher standards. APKN and EAL are increasingly vulnerable groups.	Context: Developments in middle leadership remain a focus for school. Governors programme of development continues to ensure clear focus on impact of leadership actions.	Context: Sharing of best practice is now a feature of school. New teachers in post are being supported. Marking and feedback continues to be embedded but must remain a focus. Assessing without levels and new statutory assessments and foundation subjects are focus.	Context: Outdoor area vastly improved as planned. Recognised by HMI. Work continues to develop area further with introduction of new areas each year dependent on needs of cohort and extension of this into KS1.	Context: Safeguarding outstanding. School to continue to build on this and respond to new initiatives. Attendance needs to be improved to meet national at least.
<p>To increase rates of progress in key skills so that ore pupils reach the standards typical for their age. (P1 OFSTED)</p> <p>To provide pupils with meaningful feedback in order to move learning on more rapidly.</p> <p>1.2 To ensure that for pupils generally, and specifically for disadvantaged pupils and pupils who have SEND, progress from starting points is above average across all subject areas. (WPT)</p> <p>1.3 To ensure the attainment of almost all groups of pupils is broadly in line with National averages and if below these, is improving rapidly. (WPT) To ensure all targets set for pupils in all key stages demonstrate increased challenge towards meeting national expectations.</p> <p>To further promote fundamental British values through the spiritual, moral, social and cultural development of the curriculum</p> <p>To ensure standards are risen for the abler children in order to access greater depth learning.</p>	<p>To develop the roles and responsibilities of Middle leaders and use of information systems to make an impact on attainment and progress.</p> <p>2.4 To ensure governors have an accurate understanding of the school's effectiveness and that this is used to keep the school improving by focusing on the impact of the actions of leaders and governors in key areas. (WPT)</p> <p>2.6 To ensure the broad and balanced curriculum inspires pupils to learn. (WPT)</p>	<p>Make better use of school information systems (P2 OFSTED)</p> <p>3.1 To ensure teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure that they are corrected. (WPT)</p> <p>3.2 To ensure teachers are planning effectively and making maximum use of lesson time and coordinating lesson resources well. (WPT)</p> <p>To develop consistency in teaching and learning throughout school, using appropriate resources to support learning. (HMI 2017)</p> <p>To develop the effective use of differentiation. (HMI 2017)</p> <p>To ensure effective use of additional support staff (HMI 2017)</p> <p>To develop a broad and balanced curriculum</p> <p>3.4 To ensure teachers provide pupils with incisive feedback and pupils use this feedback effectively. (WPT)</p>	<p>To ensure that all groups of children make consistently high progress in relation to their starting points</p> <p>To ensure that the reception baseline is rigorous and is used to ensure every child undertakes challenging activities.</p> <p>To further improve the quality of teaching and learning provision in all the outside areas</p> <p>To ensure the current consistency of approach and high standards are maintained throughout the EYFS.</p> <p>To develop speaking and listening opportunities in order to raise progress in this area.</p>	<p>5.1 To ensure that pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.</p> <p>5.2 To improve the attendance so that no groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.</p> <p>5.3 To ensure pupil's conduct reflects the school's effective strategies to promote high standards of behaviour.</p> <p>5.4 To ensure that our high level of vulnerable pupils with SEMH needs are supported through effective nurture and pastoral provision, removing barriers to learning, reducing the number of exclusions.</p>

Headteacher: Mrs Z Norris		Quality of teaching 2017-2018		EYFS Attainment 2016 – 2017				EYFS Attainment 2017– 2018			
		Literacy	Maths	GLD 2016 74 % National 71%	Below 40-60 on entry (below AR)	40-60 Beg or Dev (in line) <u>on entry</u>	Expected or exceeding on <u>EXIT 2017</u>	GLD 2017 71% National 70.7%	Below 40-60 on entry (below AR)	40-60 Beg or Dev (in line) on entry	Expected or exceeding on EXIT 2018
No. on roll FTE	177	37.5% outstanding	25% outstanding	PSED	82%	17.9%	89.5%	PSED	%	%	%
Current OFSTED	R.I	37.5% good	50% good	Physical	82%	17.9%	89.5%	Physical	%	%	%
		25% RI	25% RI	C & L	82%	17.9%	89.5%	C & L	%	%	%
Inspection date: Sep 2016		0% inadequate	0% inadequate	Literacy	89%	10.7	70.7%	70.7%	%	%	65%
Whole School Attendance 2017- 2018			92.9%	Maths	70.7%	0%	70.7%	0%	%	%	65%
Persistent Absence 2017-2018			25.36%	Y1 Phonics 2016-2017 (national)			82% (80%)	Y1 Phonics 2017-2018 (national)			81% (82%)
School Self evaluation			Current Judgement	Y2 Phonics (retakes) 2016-2017			57% (54%)	Y2 Phonics (retakes) 2017-2018			25%
Outcomes			Requires Improvement	Y2 Attendance 2015-2016			Y2 PA 16	Y2 Attendance 2016-2017			Y2 PA 17
Leadership and management			Requires Improvement	Year 2 Outcomes 2017				Year 2 Outcomes 2018			
Teaching, Learning and assessment			Requires Improvement	Reading	At expected standard or above	67% (75.8%) upward trend	29% GD	Reading	At expected standard or above	68%	14% GD
PD, behaviour and welfare			Good	Writing	At expected standard or above	59% (68%)upward trend	7% GD	Writing	At expected standard or above	64%	0% GD
Effectiveness of EYFS			Good	Maths	At expected standard or above	67% (75.3%) upward trend	11% GD	Maths	At expected standard or above	68%	18% GD
Contextual Information (Sept 2018)				combined	At expected standard or above	63%		combined	At expected standard or above	64%	0%
<p>West Melton is a smaller than average primary school, however the number of pupils on roll has increased by over a third since the last inspection due to housing developments in the area. Our admission number in Reception and KS1 is 30 and we have a 45 place Foundation so can admit 30 part-time places in Nursery (15 in the morning and 15 in the afternoon). The school is situated on the outskirts of Rotherham, in the centre of a small council estate and has a mixture of private and council housing. There is high mobility, mainly linked to housing association and rented housing, and as a result it is often difficult to assess progress as the cohort changes. Although the majority of pupils are from white British families (85%), a growing proportion of pupils (27) are entering the school with English as an additional language, 15%. On entry data to Nursery demonstrate that significant proportions of a cohort will start school either well below or below national expectations. The proportions, of course, vary each year, but in 2017/18 16 out of 22- 73% children were significantly below and 22 out of 22 100% were below. A large number of children have significantly poor speech and language and, as a result, we employ a speech and language therapist to work a day a week in school, predominantly in EYFS and KS1 providing quality first early support. A large number 10 (45%) are on the SEN register. The school has high percentage of children (31.8%) recognised with SEN. with 5% EHCP (3 more currently in process) Our Pupil Premium percentage is significantly higher than National percentages at 58.2%. All of the current year groups, except FS, have much higher than average percentages. For example, Y6 has 75%. The lowest proportion is in Y3, but there are still 33% in the group. The school's deprivation indicator shows that West Melton has a higher than average level of deprivation. Currently, we have 7 looked after children and have had up to 13 children go into Care since September.</p>				Y6 Attendance 2016-2017	94.2	Y6 PA 17	%	Y6 Attendance 2017-2018	96.2%	Y6 P 2018	11% (2 pupils)
				Y6 Outcomes 2017				Y6 Outcomes 2018			
				Reading (national)	At expected standard	55% (71%) upward trend	Reading (national)	At expected standard	50% (75%)		
					At higher standard	5%		At higher standard	11%		
				Writing (national)	At expected standard	60% (76%) Moderated judgement	Writing (national)	At expected standard	72% (78%) Moderated judgement		
					At higher standard	5%		At higher standard	17%		
				Maths (national)	At expected standard	60% (75%) upward trend	Maths (national)	At expected standard	44% (76%)		
					At higher standard	0%		At higher standard	0%		
				SPAG (national)	At expected standard	55% (79%) upward trend	SPAG (national)	At expected standard	56% (78%) upward trend		
					At higher standard	0%		At higher standard	6%		
School Improvement Priorities (Sept 2018)				Combined R,W +M		45% (61%)	Combined R,W +M		44% (64%)		
<p>Assessment- tracking and analysis systems used for all ability groups Challenge and differentiation focus in T & L New Middle leaders – distributed leadership Wider curriculum – mantle of the expert – music specialists, MFL & P.E Attainment (increased % at higher standards in reading, writing & maths) SMSC specific and curriculum learning</p>			Progress Measures	Reading	-0.98	Progress Measures	Reading	-4			
			Progress Measures	Writing	+2.21 Moderated judgement	Progress Measures	Writing	-1.4			
			Progress Measures	Maths	+0.12	Progress Measures	Maths	-3			
			Average Scaled Score Reading			97.40	Average Scaled Score Reading			89	
			Average Scaled Score Maths			98.9	Average Scaled Score Maths			93.5	

Outcomes for pupils – School Improvement plan

Priority	Key Actions	Timescales	Success Criteria
<p>Ofsted Key Issue 1</p> <p>1.1 To continue to make accelerated progress in order for children to close gaps to National expectations in Reading, writing and maths in all Key stages.</p>	<p>Target setting to be done with teachers and pupils. Early Parents meetings for Y2 and 6 parents to share these and the SATs information.</p> <p>All staff to ensure that marking and feedback is instant and both to improve and extend learning further and responded to on the day in the pupil's books.</p> <p>All year groups to complete baseline Headstart assessments in reading and maths. The gap analysis to be used to plan and identify whole class teaching and intervention/group support needed.</p> <p>A combination of Headstart assessments and past SAT assessments to be used to target, teach,boost and regularly assess progress throughout the year.</p> <p>Y2 & 6 pupils to receive targeted support in ability groups in Literacy and numeracy based on gap analysis using Headstart assessment materials.</p> <p>Additional booster sessions to be put in place in core subject areas.</p> <p>Pupils targeted for Greater Depth to receive additional weekly intervention and attend WPT Master classes.</p>	<p>September</p> <p>September onwards - weekly checks by SLT see assessment timetable</p> <p>September to be reviewed and updated half termly.</p> <p>after baseline assessments</p>	<p>Teachers, Pupils and parents are aware of expectations and what needs to be done to achieve this from the start.</p> <p>Work in books shows good evidence of accelerated progress.</p> <p>Tracking from baseline assessments and measured intervention programmes show improved scaled scores over the year.</p> <p>Previous outcomes from Gap analysis are clearly used for teacher plans and evident in children's books</p> <p>Pupil outcomes are reaching more towards national.</p> <p>Children working at greater depth are independently applying their skills and knowledge in their books.</p>

<p>Ofsted Key Issue 1 1.2 To make accelerated progress from low starting points in EYFS.</p>	<p>Baseline assessments to be completed in the first term. Outcomes to be used plan. SALT to individual screen all pupils in order to quickly identify support needed by her and through staff trained in Early Talk. FS team to work a unit, adults identified as key staff for specific children in order to target support more effectively.</p>	<p>September</p>	<p>Accelerated progress made towards achieving GLD by an increased percentage of pupils.</p>
<p>Ofsted Key Issue 1 1.3 To ensure throughout each year group and across the curriculum, including in English and mathematics, current pupils make sustained and accelerated progress, developing excellent knowledge and understanding, considering their different starting points.</p>	<p>Diagnostic evaluation of whole school data analysis to identify vulnerable learners and progress profiles and provide intervention to respond to underachievement.</p> <p>Effective target setting process in place to increase challenge and set high expectations. Pupil targets set for all pupils, shared with pupils and parents.</p> <p>Intervention plans completed for vulnerable learners with agreed actions and support identified by class teachers and support staff.</p> <p>Targeted children invited to join booster clubs which develop reading, writing and maths. To use the Headstart materials to assess entry and exit data and the impact the booster sessions have made.</p> <p>Whole teacher termly reviews of progress towards targets – whole staff progress meetings</p> <p>Ability grouping used across key stage groups to allow for targeted intervention and challenge</p> <p>Targeted action plan for subject development by team leaders</p> <p>Phonics; monitoring of planning across all classes in KS1, ability grouping, interventions and targeted support through RWInc</p> <p>All staff to take part in school and trust moderation and key staff to attend statutory training.</p>	<p>September</p> <p>September</p> <p>October</p> <p>November</p> <p>December</p> <p>September</p> <p>September</p> <p>September and each half term</p>	<p>Pupils make rapid and sustained progress throughout all year groups (including EYFS) in reading, writing and mathematics.</p> <p>Increased percentage of children achieving higher standards in EYFS, KS1 and KS2.</p> <p>Increased % of children achieving higher levels in reading and maths in all key stages. All children who achieved GLD in EYFS to achieve at least expected in KS1 All children who achieved expected/ L2b and above in KS1 to be at least expected in Ks2. Higher % of vulnerable pupils to make accelerated progress in all year groups.</p> <p>Children in Year 1 achieve highly in phonics screening.</p> <p>Work is standardised and moderated through school in line with national expectations.</p>

<p>Ofsted Key Issue 1 1.4 To ensure rigour and challenge for higher ability children in all subjects, ensuring the progress of abler, disadvantaged pupils, SEND and vulnerable groups of pupils matches or is improving towards that of pupils nationally.</p>	<p>In all year groups to work in smaller groups in the morning to allow for targeted provision to support vulnerable learners and challenge for abler pupils in maths and reading.</p> <p>Ability grouping used across key stage groups to allow for targeted intervention and increased challenge for abler pupils in maths and reading.</p> <p>Targeted children invited to join booster clubs which develop reading, writing and maths.</p> <p>Tracking of Key children to be used to inform the SEN support plans through a graduated response.</p>	<p>September</p> <p>September</p> <p>November</p>	<p>Achievement of groups of learners (including boys, SEN, those who pupil premium provides support and Abler) is rising in line with other pupils in the school.</p> <p>Increased percentage of children achieving higher standards in KS1& 2</p> <p>Increased percentage of pupil premium children achieving higher standards in writing in KS1</p>
<p>1.5 To work collaboratively across WPT schools to moderate and agree judgements for accuracy.</p>	<p>Moderation of planning to quality assure</p> <p>WPT teaching and learning reviews</p> <p>All teaching staff to spend quality time with other WPT teachers teaching the same year groups to observe standards in books and compare judgements for accuracy.</p> <p>WPT moderation in reading writing and maths</p>	<p>termly</p> <p>Autumn term (timetable set)</p> <p>termly</p>	<p>Judgements made are deemed as accurate in external reviews.</p>
<p>Ofsted Key Issue 2 1.6 To use assessment and data trackers effectively in order to inform planning and teaching and learning.</p>	<p>All staff to have a clear understanding of what expected and accelerated progress looks like in all year groups.</p> <p>All staff (teachers and TAs to be trained in using the Headstart assessment materials and trackers.</p> <p>To use the analysis to inform plans for teaching and learning</p> <p>To use the analysis to address the gaps and plan for specific support and intervention.</p> <p>To use data effectively to ensure all key cohorts are making at least</p>	<p>Autumn term</p>	<p>Gap analysis is effectively used to plan and target specific needs. Progress in lessons and books are better as a result.</p> <p>Pupil progress data is used effectively to address gaps in learning.</p> <p>Teachers are analysing their own data effectively.</p>

	expected progress.		
1.7 For all staff to ensure pupils read both academically and for pleasure across subjects with fluency and comprehension to a high standard.	<p>Development of reading for pleasure initiatives throughout school year. Reading areas developed in each class.</p> <p>New whole class texts identified from the CLPE website with a higher Lexile level are ordered for each class.</p> <p>Teaching of reading at west Melton is clear and non-negotiables are updated and shared with staff.</p> <p>Project x materials and interventions are used with the new Y4 pupils Cracking comprehension materials and GCP comprehension materials are purchased and used regularly.</p>	<p>September</p> <p>September</p> <p>September</p>	<p>Plans and teaching and learning show that there is a clearer learning journey for reading into writing. Attainment in reading is improving in order to close gaps to national. Higher % number of children reading at a 'higher level' 110 points +</p>
1.8 To provide plenty of opportunities to apply basic skills across a range of curriculum subjects.	<p>New curriculum plans produced. Literacy and numeracy provision and opportunities are mapped out alongside this. New class showcase folders are introduced.</p>	September	<p>Plans provide plenty of opportunities to apply basic skills in literacy, reading and maths in other areas of the curriculum. Showcase folders, books and classroom environments show good evidence of these skill being embedded and applied.</p>
1.9 To develop and promote 'active learning' in all classrooms.	<p>staff CPD in maths by LA G Brown Staff CPD - talk for writing staff CPD- active learning WPT quadrant support - opportunities for staff to observe teaching in other primary settings.</p>	autumn term	<p>Plans, lesson observations and drop ins show a more active approach. Pupils are less passive in class - higher percentage of participation.</p>
2.0 To further promote fundamental British values through the spiritual, moral, social and cultural development of the curriculum.	<p>Programme of PSHE/Healthy Schools delivered by staff to all year groups using the scheme in place. To teach this through a specific assembly 30 min plan. To develop skills within other year groups. To provide opportunity for the children to work together in different year groups.</p>	September – July	<p>Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</p>

End of Year Projections

FS2 GLD actuals/targets for 2014/15		
	Actual 2017/18	Target 2018/19
% achieving GLD	65%	71% (10/14 pupils)

Y1 Phonics screening actuals/targets for 2018/19		
	Actual 2018	Target 2019
% passed	81%	80% (17/21)

End of KS1 School Actuals/targets for 2018/19		
	Actuals 2018 (21 pupils)	Targets 2019 (27pupils)
Combined Rd, Wr and Ma	64% (0%)	67% (11%)
Reading Exp/GD	68% (14%)	70% (19/27 pupils) (15% 4 pupils)
Writing Exp/GD	64% (0%)	67% (18/27pupils) (11% 3 pupils)
Maths Exp/GD	68% (18%)	70% (19/27 pupils) (15% 4 pupils)

School Projections for 2019 End of KS2		
	Actuals 2018 Cohort no: 18	Targets 2019 Cohort no: 25
Combined Rd, Wr and Ma	44%	64% (16/25) 12% (3/25)
Reading EXP/GD	50%/11%	64% (16/25 pupils) 12% (3/25 pupils)
Writing EXP/GD	72% /17%	72% (18/25 pupils) 16% (4 pupils)
Mathematics EXP/GD	44%/0%	68% (17/25 pupils) 12% (3/25pupils)

Leadership and management School Improvement Plan

Priority	Key Actions	Timescales	Success Criteria
2.1 To make more effective use of school information systems to check the progress of different groups identify the impact and next steps.	<p>cpoms training for all staff and cpoms analysis tool training for SLT in order to ensure all staff use the safeguarding online system effectively.</p> <p>Sims installed and used for registration in all classes with Staff training to ensure registration and attendance is recorded and checked by all staff. Attendance office will monitor this and take necessary actions.</p> <p>Attendance policy and tracking systems implemented - used in graduated response and WPT attendance meetings.</p> <p>SLT to use the Teaching and learning tracker to be used to identify and track areas for support, further development, CPD.</p> <p>All staff to effectively use the pupil progress outcome tracker to effectively inform pupil progress meetings and identify pupil underachievement – putting next steps in place.</p> <p>Headstart data-staff training in place to ensure all staff are using this effectively and accurately.</p> <p>pupil progress meeting records and information are used effectively to track and monitor progress of different groups and identify impact and next steps.</p> <p>Subject moderation is carried out regularly to ensure accuracy and agreed judgements.</p>	<p>September</p> <p>September INSET day Weekly attendance meetings</p> <p>half termly assessment timetable half termly</p> <p>termly</p>	<p>information systems are monitored and analysed regularly -so that interventions of support are identified quickly ensuring better progress in these areas are made.</p> <p>behaviour and safeguarding issues are effectively supported.</p> <p>Attendance is improving and the % of PA is decreasing.</p> <p>Teachers are monitoring own class attendance and discussing with parents' day to day issues.</p> <p>Learning mentor is supporting identified and referred pupils/families in order to improve attendance.</p> <p>Pupil progress information and data shows good progress for all groups and identified support in place.</p> <p>Judgements are accurate.</p>
2.2 To use the graduated response system and policy to track and improve attendance.	<p>policy implemented and shared with staff</p> <p>attendance tracking system implemented</p> <p>attendance monitored and reported on a weekly basis.</p> <p>PA tracker updated half termly</p> <p>WPT attendance meetings and panels</p>	<p>weekly</p> <p>half termly</p>	<p>Attendance is improving and the % of PA is decreasing.</p>

<p>2.3 To implement clear roles and responsibilities within the new SLT team.</p>	<p>New job descriptions for all leaders implemented M & E policy, roles & agendas in place HT to attend WPT leader meetings weekly SLT meetings to be held to plan strategically and monitor actions and impact. DHT- NPQH to complete SEN Co qualification to start</p>	<p>September October</p>	<p>Effective leadership that works collaboratively and consistently. Whole school expectations and standards are more consistent.</p>
<p>2.4 To further develop the role of middle leaders and their whole school role.</p>	<p>Year group colleagues work as peer coaches to focus on:</p> <ul style="list-style-type: none"> ● Challenge for more able ● Vulnerable groups – Summer born/boys/ ● Writing at length ● Vocabulary – reading ● Problem solving ● SEND <p>To ensure subject leaders in school share their expertise and deliver CPD, monitor planning and offer support in their curriculum area.</p> <p>2 staff - NPQML qualification to start Middle leaders to work in collaboration with other with other middle leaders in the WPT, attend WPT leader meetings and statutory training by LA.</p> <p>SLT to meet with the ML to meet regularly to monitor action plans and curriculum team plans and set and review targets.</p> <p>Impact reports to be produced and presented by middle and subject leaders to Governors. Impact to feed into following action plan review.</p> <p>SLT complete lesson observations for quality assurance and individual teacher action plans updated accordingly.</p>	<p>September - July</p> <p>Begins Sept</p> <p>Half termly</p>	<p>All SLT are responsible for the monitoring, evaluating and leading of learning and school development.</p> <p>Evaluation by all leaders is thorough and accurate and the school's actions are carefully planned and effective.</p> <p>As result of the cpd opportunities, a more consistent approach to teaching and learning and the whole school ethos is achieved.</p> <p>SLT and middle leaders are more strategic and analytical in their approach and collaboration.</p> <p>All leaders are working effectively in collaboration with other leaders in the WPT.</p> <p>Effective and regular communication between governors and link teachers/leaders.</p> <p>Teaching is improving strongly as a result of accurate monitoring, effective performance management and</p>

	SLT & ML to complete work scrutiny for literacy, maths and topic work. Feedback presented to staff in staff meeting and action plans updated accordingly.		professional development
2.5 To ensure governors have an accurate understanding of the school's effectiveness and the action plan from the Governance review is embedded.	<p>WPT conduit and governor to be appointed.</p> <p>See action plan from the review</p> <p>Governors reports produced and shared with governors and staff re areas of responsibility</p> <p>To use the school score card to review the effectiveness of all areas with Governors. Any red flags identified on the score cards to discuss and take remedial action.</p> <p>Further communication between the WPT directors and governors to ensure clear understanding of the schools position within the trust.</p>	<p>October</p> <p>October</p> <p>Half termly Following governor visits</p>	<p>Governors, have an accurate understanding of school's effectiveness and can interpret and use school data to compare the school's performance against other schools nationally. As a result, they systematically challenge leaders</p> <p>The school's actions have secured improvement in achievement which is rising, including in English and mathematics.</p>
2.6 To develop the wider curriculum and the range of opportunities in reading and maths through scientific , technical and physical learning.	<p>Planning audit of all curriculum areas to be completed to ensure progression of skills and coverage.</p> <p>Staff CPD and on-going support from other colleagues and outside professionals</p> <p>SLA for physical education, music and MFL from WPT to continue to develop staff confidence</p> <p>Staff to receive CPD opportunities throughout the year to develop scientific subject knowledge and investigative thinking.</p> <p>Staff to ensure what skills and knowledge need to be 'taught' and planned for specifically within the topic learning.</p> <p>Re- development of any policies where necessary.</p>	<p>Begins September</p> <p>July</p> <p>Full year</p> <p>Full year</p>	<p>The school's curriculum encourages a thirst for knowledge and understanding and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence. It contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters.</p> <p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education and for their adult life.</p> <p>All staff are clear on policies. Policies are revamped to meet new criteria.</p>

Quality of teaching, learning and assessment –

Priority	Key Actions	Timescales	Success Criteria
3.1 Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. (K11)	<p>Staff skills audit linked to the new curriculum to be completed to identify key areas that need to be planned for in CPD.</p> <p>Lesson observations by SLT – whole school feedback shared with staff and governors in order to ensure teaching and learning is effectively and rigorously monitored and evaluated.</p> <p>Work scrutiny – focus on differentiation and challenge with a focus on:</p> <ul style="list-style-type: none"> ● Challenge for abler (reading and maths) ● Vulnerable groups – Summer born/boys/ ● Writing at length ● supports & scaffolds ● Prompts (WAGOLs) and visuals ● Vocabulary – reading ● Problem solving ● SEND ● Effective use of support staff eg split inputs <p>Staff CPD using skilled staff across the trust and from the teaching tracker to develop teaching and learning profile and ensure relentless pursuit of learning. To develop secure year group expectations and pitch.</p> <p>Teacher action plans link to performance management and are updated regularly following feedback from work scrutiny and lesson observations.</p> <p>Plan the use of the outdoor areas for learning</p> <p>Booster groups set up for high achieving pupils in reading and maths.</p>	<p>See evaluation schedule</p> <p>Half termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>	<p>Key leaders consistently communicate high expectations and ambition. The culture of the school is characterised by high expectations and aspirations for all pupils</p> <p>Achievement of groups of learners (including boys, SEN, BME, those who pupil premium provides support and Abler) is rising in line with other pupils in the school.</p> <p>The standards of attainment of the large majority of groups of pupils are likely to be at least in line with national averages for all pupils. Where standards of any group of pupils are below those of all pupils nationally, the gaps are closing.</p> <p>62.7% of teaching rated good or better increased to 100%</p> <p>Teachers have high expectations. They plan and teach lessons which deepen pupils' knowledge</p> <p>Targets set for pupils in all key stages demonstrate increased challenge towards meeting national expectations.</p> <p>Pupils are interested and engaged. There are less passive children in lessons.</p> <p>School curriculum is broad and balanced and inspires pupils to learn</p>

<p>3.2 To further develop the use of effective marking & feedback to move learning forwards and provide appropriate challenge</p>	<p>Marking and feedback policy to be reviewed and revised with new assessment structure.</p> <p>To ensure that all staff have clear expectations for how misconceptions are addressed short term and longer term for planning next steps.</p> <p>Thorough staff CPD for new staff by WPT consultants & SLT.</p> <p>An adapted approach for the marking of writing focussed on genre specific guidance. Staff given time to embed and focus on issue through staff meeting agenda.</p> <p>Work scrutiny by SLT to take place in each half term in literacy and numeracy to identify if the new policy is being used and giving the children a clearer understanding of their achievement and what they need to do to progress. Feedback to be shared to teaching staff, with examples of good practice.</p> <p>Reflection and correction' time used as appropriate to allow pupils to complete R&C To ensure staff provide opportunities for children to write for a sustained period of time.</p>	<p>September</p>	<p>Pupils know what to do to improve and respond to marking.</p> <p>The marking policy is implemented consistently through school.</p> <p>Assessment is consistent and robust and is used to inform planning.</p> <p>Teachers assess learning confidently, regularly and accurately at all key stages</p> <p>Teachers share accountability for pupil progress.</p> <p>Appropriately targeted support and intervention are matched well to pupils' individual needs (including abler pupils)</p>
<p>3.3 To improve the teaching profile to consistently good with the aim to move to outstanding.</p>	<p>To provide CPD opportunities for all staff to improve the teaching and learning profile.</p> <p>To embed the non-negotiables to ensure consistency in expectations.</p> <p>Appraisals to include targets specific to the areas identified for development.</p> <p>WPT quadrant support for all staff to work with same year group teachers in WPT schools</p>	<p>September</p>	<p>M & E outcomes and external T & L reviews show improved and more consistent T & L leading to better progress made.</p>
<p>3.4 To develop successful strategies to engage parents and carers and provide them with information about how to support their child to improve.</p>	<p>Organise family learning programmes in FS and KS1 as well as curriculum showcase events.</p> <p>Parental consultations for KS1 and KS2 to be held termly.</p>	<p>September</p>	<p>The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.</p>

	<p>Termly parent consultations for ALL year groups</p> <p>To send home pupil data ,progress and effort outcome information after each assessment point.</p>	Termly	
<p>3.4 For leaders to ensure school is a 'reading school' and pupils read widely and often across subjects and for pleasure. To monitor the effectiveness of the teaching of reading.</p>	<p>To train in the development of reading for pleasure initiatives throughout school year and track these as a school.</p> <p>To monitor new home/school reading focus and rewards to be relaunched.</p> <p>Book club to be introduced by new deputy to engage more families with reading.</p> <p>To introduce and monitor use a new reading policy and non-negotiables to be implemented.</p> <p>New CLPE materials and texts based on higher Lexile level to be purchased and planned for in order to ensure high expectations and standards in the teaching of reading.</p> <p>New non-fiction Pie Corbet style texts to be purchased and implemented in literacy plans.</p> <p>Reading environments to be developed through school in classes and corridor spaces.</p> <p>Reading trackers to be introduced and used by class teachers to ensure progress in reading skills is tracked effectively and used to inform planning. The impact of this is monitored.</p> <p>New headstart reading assessments and Cracking comprehension materials to be used to target and assess reading progress.</p> <p>Re-development of reading action plan to meet the ramping up of statutory assessment criteria by middle leaders.</p>	Review half termly	<p>Reading for pleasure is encouraged throughout school</p> <p>More pupils achieve a Home/school reading award.</p> <p>Children read widely and often.</p> <p>Attainment in reading is improving at an accelerated rate.</p> <p>Higher % number of children reading at a 'higher SC score' 110 points +</p> <p>Children are tracked more effectively through more rigorous systems.</p>
<p>To provide pupils with a wider range of vocabulary skills.</p>	<p>To ensure that environments are literacy rich with age related, technical and subject related vocabulary.</p> <p>To ensure all staff know age appropriate vocabulary and plan to teach model and use these in lessons.</p> <p>To combine talk for writing, bedrock , and oracy project resources and planning to ensure a more consistent and clearer teaching</p>	Termly reviewed	<p>Pupils are using a wider range of vocabulary in both speech and written work independently.</p> <p>Pupils can apply a new range of vocabulary in a wide range of different contexts.</p>

	<p>approach. All staff to use teaching opportunities to clarify and explain new vocabulary through action, examples and visuals, to ensure understanding and application.</p>		
<p>3.5 To provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.</p>	<p>New programme of PSHE and Healthy schools implemented to all year groups.</p> <p>World News assemblies to be held each week in each key stage to raise more global awareness.</p> <p>Staff and pupils to be trained in the Rights Respecting language and plan for opportunities within the curriculum to teach and explore children's rights and how they compare globally.</p>	<p>Review termly</p> <p>Ongoing</p>	<p>Children understand where they are within the world</p> <p>Children debate and reflect on issues beyond their community</p> <p>Staff and pupils can give clear examples of what rights children have and are more aware of how these are respected across the world.</p>
<p>3.6 To ensure that the teaching of spelling forms a key part of the writing learning journey and is more high profile in school.</p>	<p>Spelling patterns are taught and assessed more consistently in each year group.</p> <p>CPD from Amy Parry LA Consultant to be delivered to ensure all staff are skilled in this area.</p> <p>Writing journeys are planned thoroughly with mapped out spelling objectives to fit the learning journey.</p>	<p>September</p>	<p>Results in spelling are improved and implemented independently in written work.</p> <p>In books there is a clearer learning journey and progression of skills is more evident.</p>
<p>3.7 To embed a calculation policy.</p>	<p>staff training- INSET day to be used to implement the policy.</p> <p>non-negotiables are updated and shared with staff to ensure consistency and clarity.</p> <p>Middle leaders and senior leaders to monitor and evaluate the implementation and impact of the policy .</p>	<p>September</p>	<p>Children have developed clear and effective strategies that are consistently and independently applied in a range of mathematical problems. M & E outcomes and assessment outcomes are evidence of this.</p>

Teaching outcome Targets

End of July 2018 monitored by internal and external LA & WPT moderators.	Sep-December 2018	Spring 2019	July 2019
<ul style="list-style-type: none"> • 67% (6/9) of teaching is consistently good or better. • 33% (3/9) of teaching is seen as good to outstanding. • 22%(2/9) of teaching that is requires improvement/good. • 11% (1/9) of teaching is inadequate. <p>NB: 2 teachers left after term 2. 1 has left at the end of term 3 Outcomes based on internal and external evaluation.</p>	<ul style="list-style-type: none"> • 50% 4/8 of teaching is seen as good to outstanding. • 88% 7/8 of teaching seen is as consistently good. • 12%(1/8) of teaching that is requires improvement/good • TA's are used more effectively and making a bigger impact on progress in all year groups. 	<ul style="list-style-type: none"> • Assessments reflect accelerated progress and raised attainment in all year groups. • 62.5% 5/8 of teaching is seen as good to outstanding. • 100% 8/8 of teaching seen is as consistently good 	<ul style="list-style-type: none"> • 100% of teaching is seen as consistently good and stable. All teachers have clear targets for development. • 62.5% 5/8 of teaching has moved to consistently good to outstanding. • Assessments outcomes at end of Key stages show accelerated progress.

Personal development, behaviour and welfare – School Improvement Plan

Priority	Key Actions	Timescales	Success Criteria
To ensure effective safeguarding procedures and statutory guidance and training are in place for all staff and governors.	<p>Single central record is updated and checked by HT and CoG in order to statutory guidance is compliant.</p> <p>Up to date safeguarding training for staff and governors, implementation of KSIE 2018 documentation and use of effective use of cpoms training.</p> <p>New staff complete team teach training in order to ensure all children are positively handled appropriately and situations are deescalated effectively.</p> <p>New DHT completed safeguarding lead training</p> <p>Safeguarding weekly updates & Monitoring by SLT.</p> <p>Safeguarding audit actions completed and updated</p> <p>Half termly safeguarding update for governors.</p>	<p>half termly</p> <p>September</p> <p>Autumn term</p> <p>weekly</p> <p>half termly</p>	<p>Safeguarding is effective. Systems are clear and effective and result in the effective support and actions in place.</p> <p>All staff are trained and use cpoms effectively.</p> <p>Situations are handled effectively.</p> <p>Records on cpoms are detailed and kept up to date. Actions are completed by all trained staff. Exclusions are reduced for individual cases as individual behaviour plans and alternative provision are effectively meeting their needs.</p>
To effectively support the high level of SEMH needs and remove barriers to learning.	<p>counselling support identified and in place</p> <p>Referral system and targeted support for identified pupils from Learning mentor</p> <ul style="list-style-type: none"> - training for Early Help support - nurture interventions - whole staff training - barriers to learning, graduated 	<p>half termly from</p> <p>September</p>	<p>Children supported to develop and improve in Social and emotional P levels and boxall profile outcomes. Barriers to learning to be removed in order for the children's self-confidence and esteem to improve. as a result, pupil cans access the curriculum and make better progress.</p>

	<p>response approach embedded. in order for children to access learning appropriately and remove any barriers to learning.</p>		
<p>5.1 To continue to work with pupils and families to prevent all forms of bullying, including how to stay safe online and the dangers of inappropriate use of mobile and social networking sites.</p>	<p>Pupil voice collated and analysed Parent voice collated and analysed. Key assemblies arranged and implemented for pupils and parents to raise e-safety awareness. E-safety Class workshops by PSO PC Gray E Safety focus week in school- links with Ann-Foxley Johnson anti-bullying officer made to prevent bullying incidents.</p> <p>School to hold an anti-bullying week to raise awareness of what bullying is and how to deal with this.</p> <p>Programme of PSHE and Healthy Schools in all year groups in order to raise awareness of how to keep safe in different situations.</p> <p>Y6 visit to crucial crew in order to learn about the law, keeping safe and being good and helpful citizens.</p> <p>Develop the role of learning mentor in school in order to identify and remove barriers to learning for pupils referred for this support.</p>	<p>Termly</p> <p>All year</p> <p>All year</p> <p>November</p> <p>All year</p>	<p>Parent and child assembly delivered regarding safety. Pupils are safe and feel safe at school and understand what constitutes unsafe situations and are aware of how to keep themselves and others safe, including in relation to e-safety.</p> <p>Pupils can make the correct choices and are reflective of their behaviour and choices made and understand the consequences of these.</p> <p>Pupils safe feel and happy at school and parents want to leave their children in our care.</p> <p>Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.</p> <p>Crucial crew attended for Y6</p>
<p>5.2 To further develop system for celebrating and raising attendance to be in line with national figures.</p>	<p>SLT to monitor attendance figures in order to identify vulnerable families who need further support. Class teacher understanding attendance of own class and key vulnerable pupils. Attendance awards to be used in school to promote the importance of attendance.</p> <p>Review system for raising attendance figures. Regular meetings with parents and the attendance officer to</p>	<p>Review half termly</p>	<p>Attendance figures are in line with LA target and closing the gap with national</p> <p>Pupils want to come to school regularly</p> <p>Class attendance charts used in assemblies to celebrate attendance.</p>

	<p>improve attendance of vulnerable families. Student council to gain pupil voice for what they want to earn their points for within the reward system.</p>		
<p>5.3 To develop awareness of pupils spiritual, moral, social and cultural development to equip them to be thoughtful, caring and active citizens in the wider community</p>	<p>Y6 to attend Crucial crew to understand their role as a citizen. RRSA work in class to be planned for after training based on Rights language development throughout school. Staff and children to use this language consistently. PSHE programme implemented to ensure pupils understand their place in the world, how to keep safe and how to manage their emotions. Community links made- trips, choir, RRSA & SC tasks, fundraising and enterprise events are used to raise the profile of the school in the community. SSMC books implemented to show evidence of Re and PSHE work in each class and how this progresses in different year groups. PC Paul- workshops for KS2 are planned throughout the year to promote discussion, community links and understanding of keeping safe.</p>	<p>Summer term</p>	<p>More positive and effective community links made</p> <p>Work scrutiny, environment and pupil voice shows that pupils have a better awareness of SMSC understanding of the world.</p>
<p>5.4 To promote the further use of pupil voice and Rights respecting status through our student groups.</p>	<p>Training and work towards RRSA silver award supports the teaching and learning of the children's' rights and a positive learning ethos through school.</p> <p>Promotion and more effective use of pupil voice in order engage and involve the pupils in school decisions. Pupils will be voted for and appointed for the following roles:- -Rights respecting role models student council playground leaders E safety ambassadors Beam ambassadors Allocated time and whole school responsibilities for all groups on a weekly basis.</p>	<p>all year</p>	<p>Achievement of RRSA silver award shows engagement of the children and improved positive school ethos</p> <p>Pupils feel valued, proud and involved when making school decisions.</p>

Effectiveness of early years provision – School Improvement plan

Priority	Key Actions	Timescales	Success Criteria
4.1 To ensure that all groups of children make consistently high progress in relation to their starting points	<p>Diagnostic evaluation of foundation stage data analysis to identify vulnerable learners and progress profiles and provide intervention to respond to underachievement.</p> <p>Effective target setting process in place to increase challenge and set high expectations.</p> <p>Stimulating environment in FS will be developed further and provide opportunities for consolidating learning and independent use in all areas</p>	<p>Half Termly</p> <p>October</p> <p>Ongoing</p>	<p>Pupils are interested and engaged</p> <p>A range of opportunities for learning including physical dev and sporting excellence in the learning environment.</p> <p>EYFS curriculum encourages a thirst for knowledge and understanding and a love of learning. This contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters.</p> <p>As a result all characteristics of learning will be enhanced resulting in an increased percentage of children achieving a good level of development when exiting FS2.</p>
4.2 To ensure that the reception baseline is rigorous and is used to ensure every child undertakes challenging activities	Moderation of results against development matters to ensure accuracy of judgements.	September	Assessments are tracked against baseline so that progress can be measured clearly and effectively.
4.3 To further improve the quality of teaching and learning provision in all the outside areas	<p>Continuous development of outside areas to ensure continuous provision in all areas.</p> <p>Further development of provision for KS1 and FS1 to aid transition)</p> <p>Development of the woodland setting to create an outdoor classroom</p>	Summer	<p>The outside areas promote further learning and help to raise achievement</p> <p>All indoor and outdoor activities are seen as valuable learning opportunities by all</p>

	and bug hotel.		staff. Development of a range of opportunities for learning including physical devt and sporting excellence in the learning environment
4.4 To ensure the rigour and challenge of standards in EYFS are embedded by all adults in the setting.	Clear daily and weekly roles and responsibilities set for all staff in EYFS to ensure clarity of roles and expectation. weekly expectations shared in EYFS meetings to ensure consistency of approach. Visits made to other outstanding EYFS settings to quality assure teaching and learning and systems in place. LAs maternity leave - action plan for continuity in place to ensure consistency and expectation of standards through EYFS.	September weekly	standards remain high. Progress and attainment for all groups is improved from baseline. Accelerated progress is made from starting points by all groups of pupils.
4.5 To develop more opportunities to develop communication skills	improve the literate environment using visuals and key words both indoor and outdoor to support and engage learning. Plan for regular opportunities to model and encourage speaking and listening activities to increase vocabulary and understanding and improve speech and language. All pupils to be screened by SALT to ensure the right support is identified for key vulnerable children. SALT to provide additional support to identified pupils to progress learning. New support staff to receive early talk training to ensure further and additional intervention can take place for key children effectively. Talk for writing to be implemented to encourage and promote speaking and listening and lead this into writing.	first half term	Speaking and listening has improved from starting points. Interventions are working successfully to develop speaking and listening skills further. Understanding of key vocabulary. Accelerated progress in speaking and listening.

Overview of Short Term Priorities 2018-2019

In addition to the **Key Actions** identified in the **School Improvement Plan**, the school has identified the following areas for short term development priorities. Each of these priorities is addressed in further detail in the dedicated subject action plans.

Outcomes for Pupils

<p>Context: Attainment in core subject areas in KS1 & KS2 in maths at expected level is below national and progress is broadly in line with national. GDS although improving is still lower than national particularly KS1 writing and KS2 maths .</p>	<p>Short Term Priority: 1A To ensure throughout each year group, current pupils make sustained and substantial progress with increased numbers of children achieving greater depth.</p>
<p>Context: Reading attainment at KS1 and KS2 is below national, the number of children achieving greater depth did not reflect school targets in 2017. A weakness in vocabulary skills across school has been identified. The increasing percentage of EAL and non-bloodline pupils in KS1 has had impact.</p>	<p>Short Term Priority: 1B To ensure throughout each year group, current pupils make sustained and substantial progress with increased numbers of children achieving greater depth in reading.</p>
<p>Context: writing attainment at KS1 and 2 is below national. The number of children achieving greater depth did not reflect the targets set in 2017.</p>	<p>Short Term Priority: 1C To ensure all pupils make accelerated progress towards that of pupils nationally in writing 1D To ensure that highly targeted interventions and resources are used to engage pupils with English as an additional language and pupils with SEND</p>

Leadership and Management

<p>Context: New members of the governing body</p>	<p>Short Term Priority: 2A To ensure governors have an accurate understanding of the school's effectiveness and know how to focus on the impact of the actions of leaders</p>
<p>Context: New DHT appointed in September</p>	<p>Short Term Priority: 2B To ensure the leadership structure continues to ensure leadership in school has a deep and accurate understanding of the schools effectiveness and this knowledge is used to focus in on the impact of their actions in key areas.</p>

Quality of Teaching, Learning and Assessment

<p>Context: 2new teachers in post (not NQTs)</p>	<p>Short Term Priority: 3A To ensure all teaching is reflective of school policy and that teachers demonstrate highly effective teaching in all year groups</p>
<p>Context: Development of new curriculum plan has led to need for new robust effective assessment system for foundation subjects and topic teaching. Staff have received input on the use of knowledge organisers as an assessment tools and are developing these within the long term plans.</p>	<p>Short Term Priority: 3B To continue to develop the assessment of foundation subjects to use knowledge organisers to support assessment of pupils achievement in foundation subjects.</p>
<p>Context: New headstart assessment materials embedded</p>	<p>Short Term Priority: 3C To ensure assessment of core subjects is fit for purpose, sustainable and allows for subject level analysis and analysis of attainment of pupil groups.</p>
Personal Development, Behaviour and Welfare	
<p>Context: Attendance needs to improve for minority of pupils. Several families have taken school holidays in term time but do not fall within LA fining rules. Some severe social care cases have impact on children's attendance to school.</p>	<p>Short Term Priority: 4A To ensure attendance of pupils in improving to be above National for all pupil groups</p>
<p>SEMH issues and barriers to learning for individual pupils</p>	<p>Short term priority Pupils identified and referred for specific support from student councillor and learning mentor.</p>
Effectiveness of Early Years Provision	
<p>Context: Although progress is good, high levels of SEND effect overall attainment. Each cohort has specific vulnerabilities but .targets for accelerated progress are essential for a higher % of GLD to be achieved.</p>	<p>Short Term Priority: 5A To ensure that highly targeted interventions and resources are used to engage identified pupils with SEND and remove barriers to learning.</p>
<p>Context: Outdoor provision has developed well. The focus this year is to build on the success of the literacy environment and begin to further develop the maths environment outdoors and moving into KS1.</p>	<p>Short Term Priority: 5B To further improve the quality of teaching and learning provision in the outside areas for maths and extend outdoor learning into KS1</p>