

St Andrew's CE Primary School Improvement Plan 2017-18



Respect, Achievement, Fun.



The school's online calendar has the actions from this plan set out throughout the year and there is further information in the KS, SL and AHT files.

 <p><u>Priority 1:</u> <u>Quality of Teaching</u></p>	<p>Aims: To improve the quality of teaching by:</p> <ul style="list-style-type: none"> • Ensuring that teachers have high expectations of what pupils can achieve in writing • Giving more emphasis to developing pupils' use of mathematical reasoning and challenging pupils in their learning • Making sure that children achieve well in phonics • Ensuring that the pupils in KS1 achieve well in Reading, Writing and Maths • Improving the presentation of work throughout the school • Continuing to develop growth mind set philosophy 	<p>Lead Staff: SLT TLT AD</p>
<p><u>Current Situation</u></p> <p>Teaching is good, but some teachers do not expect enough volume in writing, including across the curriculum. Presentation has improved over the past year, but there are still a few classes where expectations need to be higher. Results in Y1 phonics and KS1 in all subjects need to be better. Different ways of grouping the children has led to an improvement in the performance and mindset of middle and lower achievers as they do not think of themselves as lower ability. We need to take the growth mindset principles further so that children persevere more in their learning and do not give up easily.</p>	<p><u>Supporting Evidence</u></p> <p>TLT monitoring and team teaching SLT monitoring KS monitoring Subject Leader Audit and monitoring Class Teacher Audit Lesson observations Work scrutiny Planning Feedback from staff/pupils Inspection Report 2016 Support from adviser</p>	<p><u>Required Changes</u></p> <p>Expectations are consistently high, especially in writing, including volume and presentation. Teachers vary the ways that they present learning to the children and the children are encouraged to have a go and ask questions. Children are resilient; understand and apply growth mindset principles to their learning Children use phonics to improve their reading and writing skills. By the end of KS1, pupils achieve well (so that they attain approximately in line with national expectations) in reading, writing and maths, including those who are disadvantaged.</p>



	<u>By December</u>	<u>By April</u>	<u>By July</u>	
<u>Key milestones</u>	<p>Growth Mindset revisited with staff, pupils are aware of growth mindset principles and can explain how these support them in their learning. Revisit Behaviour, Marking and Homework policies. These are consistently applied throughout the school.</p> <p>Target setting for all pupils linked to high expectations of what pupils can achieve.</p> <p>Talk for writing, Reading, Writing, Maths, Spelling are consistently taught through school.</p>	<p>SPAG taught effectively, outcomes show that pupils are narrowing the gap to national expectations</p> <p>Talk for writing is embedded; outcomes show that the quality of writing is improving over time.</p> <p>Writing is improving as expectations rise and more pupils are working at greater depth across school</p> <p>The gap is closing for disadvantaged pupils</p>	<p>Presentation is improved and expectations are high</p> <p>Pupils perform well (to at least approaching national averages) at the end of each Key Stage</p> <p>KS, SL and TLT have had a positive impact on learning</p> <p>Pupil premium has been spent well and has had an impact on learning</p>	
<u>Monitoring</u>	<p>Non negotiables</p> <p>Use of targets</p> <p>Book scrutiny</p> <p>Walkthrough</p> <p>Cluster moderation</p> <p>KS monitoring</p> <p>SL monitoring</p> <p>AHT monitoring</p> <p>TLT</p>	<p>Walkthrough</p> <p>Cluster moderation</p> <p>KS monitoring</p> <p>SL monitoring</p> <p>AHT monitoring</p> <p>TLT</p>	<p>Evaluation of AHT, KS, TLT, SL work</p> <p>Data check for performance of groups</p> <p>Walkthrough</p>	
<u>Actions</u>				
<u>Objective</u>	<u>Actions</u>	<u>Outcomes</u>	<u>Who</u>	<u>Monitoring and Evaluation</u>
To ensure that teachers have high expectations of what pupils can achieve in writing	Non negotiables for teaching and learning are discussed and agreed, including handwriting, presentation, target setting	Staff and pupils are aware of non-negotiables and high expectations required for presentation and handwriting	SLT TLT SL (AD) KS	9.10.17 TLT meet to evaluate monitoring outcomes to date. Decide on next steps. 19.10.17 AHT plan to set agenda for school improvement



	<p>Walkthrough to check support in environment is age appropriate and will help pupils to improve</p> <p>Book look at presentation and handwriting in other subjects and genre coverage</p> <p>1.9.17 Staff meeting 4.9.17 Target setting 9.2.18 Inspiring writing training (£1000) 27.10.17 Talk for writing training (Emma Caulfield £500) 23.10.17 Staff meeting</p>	<p>Pupils have appropriate support and writing skills are improving</p> <p>Books show that:</p> <ul style="list-style-type: none"> - There is good progress over time - Presentation and marking policies are implemented consistently - Content is at an age related level and expectations are high - An appropriate amount of work is found - Curriculum coverage is achieved - Writing in 'topic' books is of the same quality as that in English books <p>Data shows that pupils are narrowing or have narrowed the gap to age related expectations.</p> <p>In July 2018</p> <ul style="list-style-type: none"> - school attains at least national averages for reading, writing and 	<p>6.11.17 Spelling outcomes monitored and next steps decided 13.11.17 KS report outlining outcomes of monitoring and improvements seen. 24.11.17 HT teaching report with actions 14.12.17 Pupil interviews to monitor pupil understanding of growth mindset principles and development of reasoning skills. 15.1.18 Impact of SPAG in writing – book look outcomes evaluated 22.1.18 Staff meeting and KS book look to evaluate percentage of children working at year group related attainment and progress over time. 19.2.18 TLT meet to evaluate monitoring outcomes to date. Decide on next steps. 5.3.18 SLT look at KS1 writing to evaluate percentage of pupils working at year group expectation and progress to date. 30.4.18 KS book look - to evaluate percentage of pupils working at year group expectation and progress to date. 4.6.18 TLT meet to evaluate monitoring outcomes to date. Decide on next steps.</p> <p>11.6.18 TLT team teaching</p> <p>2.7.18 Pupil interviews to evaluate pupil attitude to learning and strategies they</p>
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		<p>maths at the end of KS1 at year group expectation.</p> <ul style="list-style-type: none"> - At the end of KS2 school attains at least in line with national averages at year group expectation; the percentage of children attaining at greater depth increases. - School achieves at least floor targets for progress measures. 		<p>feel confident with to facilitate their own learning.</p>
<p>To give more emphasis to developing pupils' use of mathematical reasoning and challenging pupils in their learning</p>	<p>Training staff in reasoning and challenge skills</p> <p>Monitoring teaching to check for challenge and the development of reasoning skills</p> <p>16.10.17 Challenge week 13.11.17 Staff meeting 29.1.18 Challenge week 5.2.18 staff meeting 14.5.18 staff meeting 21.5.18 Challenge week</p>	<p>All staff understand how children can develop reasoning skills in maths and be challenged, so that the pupils are doing all the work.</p> <p>Lesson observations and book looks show that:</p> <ul style="list-style-type: none"> - Pupils have sufficient opportunities to discuss their work, suggest strategies for problem 	<p>PB KS SLT</p>	<p>As above</p> <p>SLT, TLT, SLs and KS teams will regularly monitor outcomes in this area and feed back to SLT. These outcomes will be discussed and evaluated at SLT and TLT meetings and next steps decided on.</p>



		<p>solving and explain their reasoning</p> <ul style="list-style-type: none"> - Pupils have sufficient opportunities to problem solve independently and in groups. - Pupils are aware of problem solving strategies and apply these to their work - Pupils are able to generalise and apply learned principles to new work, problem solving and reasoning. - Pupils have good mental arithmetic skills and can apply these to orally discuss their work and solve calculations. <p>Data shows that pupils are narrowing or have narrowed the gap to age related expectations.</p> <p>In July 2018</p>		
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		<ul style="list-style-type: none"> - school attains at least national averages for maths at the end of KS1 at year group expectation. - At the end of KS2 school attains at least in line with national averages at year group expectation; the percentage of children attaining at greater depth increases. - School achieves at least floor targets for progress measures. 		
To provide outstanding teaching in phonics	<p>The ability of the children is checked by SLT Resources and training are provided for staff Phonics teaching is monitored to ensure that there is appropriate challenge and that HFW are around the environment Children are heard to read daily</p>	<p>Children are well prepared for the phonics test.</p> <p>Lesson observation shows that pupils are engaged by the learning and make progress during the lesson.</p> <p>During the year pupils move between phonics groups quickly as they progress.</p>	LM SLT AD	<p>2.10.17 Learning environment walkthrough to monitor impact of classroom on supporting phonics 9.10.17 TLT actions as above 13.11.17 KS actions as above 20.11.17 HT teaching report as above 27.11.17 KS1 check – evaluation of phonic progress and attainment; identification of children failing to keep pace and intervention as required. 19.2.18 Learning environment walkthrough</p>



	<p>4.9.17 Target setting 11.9.17 KS action plan 4.12.17 Reading training 5.3.18 Phonics assessment</p>	<p>In 2018 Y1 phonics pass rate matches at least national averages.</p> <p>Pupils' written work shows they know how to spell HFW and are applying the use of phonics to help them to spell new and unfamiliar words.</p> <p>Pupils' reading shows that they can sight read HFW and are applying phonic knowledge to help them decode new and unfamiliar words</p>		<p>9.4.18 Learning environment walkthrough 30.4.18 KS1 book look to evaluate the use and application of phonics in writing. 7.5.18 HT teaching report – evaluation of outcomes to date 11.6.18 TLT report – evaluation of outcomes to date</p>
<p>Ensuring that the pupils in KS1 achieve well in Reading, Writing and Maths</p>	<p>Monitoring teaching and learning across KS1 to ensure high expectations and challenge Staff training to ensure high expectations</p> <p>4.9.17 Target setting 11.9.17 KS action plan</p>	<p>Children's attainment progresses and rises, and there is no dip in attainment Teacher expectation is high</p> <p>In 2018 Y1 phonics pass rate matches at least</p>	<p>KS1 Leader SLT AD PB</p>	<p>9.10.17 TLT actions 13.11.17 KS actions 20.11.17 HT teaching report 27.11.17 KS1 check 19.2.18 Learning environment walkthrough 9.4.18 Learning environment walkthrough 30.4.18 KS1 book look</p>



	<p>4.12.17 Reading training 9.2.18 Inspiring writing training (£1000) 5.3.18 Phonics assessment</p>	<p>national averages. Y2 phonic resits result in all eligible pupils attaining the standard.</p> <p>In July 2018 school attains at least national averages for maths at the end of KS1 at year group expectation.</p> <p>In July 2018 there is an increased percentage of pupils attaining the higher standard at the end of KS1.</p>	TW	<p>7.5.18 HT teaching report 11.6.18 TLT report</p>
<p>Improving the presentation of work throughout the school</p>	<p>1.9.17 Staff training 11.9 17 KS action planning</p>	<p>There is good volume and presentation in books across subjects.</p> <p>Writing quality and presentation is the same across all subject areas.</p>	<p>All staff SLT KS leaders</p>	<p>Monitoring regularly by KS leaders and TLT to ensure that presentation is amazing in books. See dates above</p> <p>23.10.17 Writing book look 22.1.18 Writing training, KS book look 30.4.18 KS book look</p>



<p>For children to be more resilient and understand growth mind set</p>	<p>UK Military school to work with staff and children to support self-belief and working with others, not giving up etc and to use Class Dojo materials</p>	<p>Observation shows that children are independent in lessons and in break times. They conduct themselves appropriately around school and support others. When working they use a variety of strategies to support their own learning.</p>	<p>Class teachers</p>	<p>SLT, TLT, SLs and KS teams will regularly monitor outcomes in this area and feed back to SLT. These outcomes will be discussed and evaluated at SLT and TLT meetings and next steps decided on.</p>
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[Evaluation \(see also Governor evaluation in Governor file\)](#)



Priority 2: Learning and Achievement

Aims: To improve Early Years and KS1 by:

- Increasing expectations of what all pupils can achieve in writing and phonics
- Ensuring better opportunities for children in the Early Years to develop their learning outdoors
- Ensuring that there are sufficient opportunities for children to develop their writing skills indoors and out
- To hear readers daily
- To support disadvantaged pupils in their achievement of the phonics standard in Y1

Lead Staff:
SLT
AHT (LM)
FS Staff
AD

<u>Current Situation</u>	<u>Supporting Evidence</u>	<u>Required Changes</u>	
Expectations are not high enough in all areas at KS1 particularly in writing and phonics (Y1) There are limited opportunities for children in the Early Years to develop their learning outdoors	SLT monitoring Inspection report 2016 Subject leader audit Lesson observations Work scrutiny Planning Feedback from staff/pupils Training with consultants Support from adviser	<p>Expectations are high, and FS pupils leave the unit with at least 70% GLD, we have over 70% of children passing the phonics test and results in reading, writing and maths are over 70%</p> <p>Forest school opportunities are developed</p> <p>Opportunities for outdoor learning are improved and children are given more opportunities to try things out for themselves and play with larger equipment and resources that can only be used outside</p> <p>Writing skills are planned and taught in all areas, including outdoors by providing more and varied opportunities for writing through all topics</p>	
	<u>By December</u>	<u>By April</u>	<u>By July</u>
<u>Key milestones</u>	Forest schools is used throughout FS and KS1. This activity leads to increasing independence and self-reliance. The sensory path and pond are used Phonics teaching is high quality and children are on track to pass the test	Outdoor learning activities are enhanced with improved resources and support English and maths. The reading bus is encouraging children to read more.	Attainment at KS1 in all 3 areas is improved and the number of children able to pass the phonics test has increased. At the end of KS1 in 2018 pupils' attainment is in line with national averages. Progress measures are good



			and there is accelerated progress which is narrowing the gap for all pupils. The percentage of pupils attaining the higher level is increased.
Monitoring	Non negotiables Use of targets Book scrutiny (KS and TLT) Walkthrough Cluster moderation AHT monitoring	Walkthrough Cluster moderation KS monitoring SL monitoring AHT monitoring TLT	Evaluation of AHT, KS, TLT, SL work Data check for performance of groups Walkthrough

Actions to further improve early years by ensuring better opportunities for children in the early years to develop their learning outdoors and to ensure that there are sufficient opportunities for children to develop their writing skills indoors and out:

Objective	Actions	Outcomes	Who?	Monitoring & Evaluation
To plan for quality outdoor learning opportunities with a Maths and English focus through engagement with the STEP award.	Staff training to plan links to topic using the outdoors. £500 training £3000 resources	STEP is achieved and the outdoor area is used effectively to support learning.	All staff (FS) LM/ES	SLT, TLT, SLs and KS teams will regularly monitor outcomes in this area and feed back to SLT. These outcomes will be discussed and evaluated at SLT and TLT meetings and next steps decided on. STEP consultant reports and STEP accreditation
To develop the current outdoor provision including the reading bus	The reading bus is set up and accessed by all KS1 staff From September £3000	Children are keen to read in the bus environment and use their skills in real life situations.	All staff LM/ES/JR/ML	SLT, TLT, SLs and KS teams will regularly monitor outcomes in this area and feed back to SLT. These outcomes will be discussed and evaluated at SLT and



		Pupils accessing the bus show accelerated progress in reading.		TLT meetings and next steps decided on.
To develop forest school for all FS and KS1 children	<p>KM to work with groups of children on a rota, providing forest school activities</p> <p>From September £1000 for forest starter kit and fire pit Den building kit</p>	<p>Children are more aware of the natural environment and are able to take small managed risks.</p> <p>Pupils show increasing independence and grow in confidence.</p>	KM	SLT, TLT, SLs and KS teams will regularly monitor outcomes in this area and feed back to SLT. These outcomes will be discussed and evaluated at SLT and TLT meetings and next steps decided on.
To create a sensory path and wigwam area	<p>Groundworks to complete LM plans for outdoor area</p> <p>By Dec 2017 Awards for all grant (£9995)</p>	<p>The sensory path and Wigwam area are used to enhance learning.</p> <p>Pupils show increasing independence and grow in confidence.</p>	LM Groundworks KS1 staff	SLT, TLT, SLs and KS teams will regularly monitor outcomes in this area and feed back to SLT. These outcomes will be discussed and evaluated at SLT and TLT meetings and next steps decided on.
To introduce a weekly Maths/English focus to be included in the outdoor area	<p>Plan English/Maths for outdoors on a weekly focus.</p> <p>Staff training to promote the weekly Maths and English focus through the outdoor provision</p>	<p>From September 2017 plans are in place for a weekly maths and English focus in the outdoor areas.</p> <p>Children engage in outdoor activities enthusiastically. Progress in maths and English is</p>	LM ES LC KM	SLT, TLT, SLs and KS teams will regularly monitor outcomes in this area and feed back to SLT. These outcomes will be discussed and evaluated at SLT and TLT meetings and next steps decided on.



		facilitated by this provision.		
To improve the quality of writing through EY/KS1.	<p>From September 2017</p> <ul style="list-style-type: none"> - Review teaching of writing and phonics - Increase number of sessions taught - Plan writing opportunities for most areas of continuous provision - provide meaningful writing opportunities P - Plan exciting writing opportunities that engage children - Ensure that learning environment supports writing. - Provide quality feedback to pupils so they know how to further improve their writing. <p>23.10.17 Writing training 27.10.17 Talk for writing training with Emma Caulfield (£500)</p>	<p>Children write more during continuous provision. Writing standards improve at data assessments and pupils make at least expected progress in writing. At the end of KS1 pupils attain at least in line with national averages. At the end of KS1 pupils make at least expected progress. Some children show accelerated progress which is allowing them to close the gap to national expectations.</p> <p>Children are keen to write and they want to write. More children gain expected GLD by the end of FS The impact of talk for writing is clear to see and children write more</p>	EY/KS1 staff	SLT, TLT, SLs and KS teams will regularly monitor outcomes in this area and feed back to SLT. These outcomes will be discussed and evaluated at SLT and TLT meetings and next steps decided on.



	9.2.18 Inspiring writing training (£1000)			
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Evaluation (see also Governor evaluation in Governor file)



Priority 3: Leadership and Management

Aims: To further strengthen leadership, management and governance by:

- Ensuring that plans for further improvement have clear targets for pupils' achievement
- Governors are regularly in school for focussed visits relating to the clear targets and actions in the SIP
- Ensuring that the TLT check how well pupils are progressing as well as checking on the provision that is being made
- Developing the role and accountability of Key Stage leaders to improve learning

Lead Staff:
HT
SLT
GB
KS Leaders
TLT

Current Situation

The plans used to move the school forward are improving but middle leaders do not all include sharp, measurable targets to judge how well pupils are doing
Leaders and Governors cannot judge the impact of actions on pupils' achievement
Governors visit the school to find out about their sections of the school improvement plan and actions are set and completed, but this needs to be more regular

Supporting Evidence

GB minutes
Feedback from staff/governors
Training with advisers
Support from adviser

Required Changes

Subject leaders monitor their subjects effectively, give effective feedback to staff and set targets to improve their subject.
All stakeholders understand the vision of the school and the direction of travel.
Governors are more confident when feeding back at meetings
Monitoring by the TLT is more established and they make a real impact on teaching and learning throughout school.
KS leaders are more involved with monitoring teaching and learning and feeding back to SLT.

	<u>By December</u>	<u>By April</u>	<u>By July</u>
<u>Key milestones</u>	The development plans for the whole school and from SLs are clear with measurable targets	Actions are reviewed by all stakeholders	Plans for next year are clear with measurable targets
<u>Monitoring</u>	Plans handed in to SLT and presented to Governors	Actions handed into SLT and presented to Governors Impact assessed	New plans handed in to SLT and presented to Governors

St Andrew's CE Primary School Improvement Plan 2017-18



Actions to strengthen leadership and management further by ensuring that plans for further improvement have clear targets for pupils' achievement and by ensuring that middle leaders check how well pupil are progressing as well as checking on the provision that is being made:

Objective	Actions	Outcomes	Who?	Monitoring&Evaluation
To create subject leader visions for each subject for 2017-18 with clear SMART targets	Staff audit their subjects and create a SMART plan for next 12 months From September Funding on individual subject plans	There is a 12 month vision created for each subject and targets are clear	SLs	At September 2017 SLT meetings the quality of SL plans is evaluated and feedback given to SLs about amendments.
To ensure continued relevance of action plans	TLT/SLT meeting about actions and targets. Review and amendment of action plans during the year.	Targets are clear and progress is being made by TLT, impacting on teaching	SLT TLT	Meetings with SLT: 16.10.17 26.2.18 11.6.18 TLT training meetings: 9.10.17 19.2.18 4.6.18
To benchmark staffing and value for money before planning staffing 2018-19	SLT to discuss staffing over last year and benchmark against other schools before planning staffing for 2018-19	Staffing is good value for money and effective	SLT	SLT to review 23.4.18 21.5.18
To plan actions with SMART objectives for the SIP 2018-19	SLT to plan actions and objectives	The SIP is effective in driving improvement. Outcomes are measurable against SMART targets.	SLT	By July 2018
All leaders (inc KS, SLs and TLT) regularly check on the quality of teaching and	Release for leaders to monitor and team teach	The attainment and progress of groups improve. The gap	Termly learning walk Book scrutinies (see calendar)	Following assessments SLT evaluate the impact of the work of SLs.



<p>pupils' progress in their area of responsibility in order to evaluate the impact of school initiatives on different groups of learners</p>	<p>(see also school calendar and TLT action plan)</p>	<p>between identified groups and their peers is closed or at least narrowed. Increase in % at ARE to approaching national averages Team teaching has an impact on improving the consistency of approach to teaching through the school.</p> <p>By July 2018 areas for improvements for 2018-19 are known and plans are in place to address these.</p>	<p>Gov file SLs TLT SLT</p>	
<p>Governors are involved in monitoring and evaluation activities</p>	<p>Give governor access to the monitoring and evaluation schedule. Identify activities in which governors can be included.</p>	<p>Governors are fully aware of the current performance of the school. They have first-hand evidence of the school's work.</p>	<p>Governor minutes and reports.</p>	<p>Chair and HT regularly review governor activity.</p>

[Evaluation \(see also Governor evaluation in Governor file\)](#)

