



Whitnash Primary School

'Learning, growing and succeeding together'

School Improvement Plan 2017-18



The principal focus of the School Improvement Plan

- The purpose of this School Improvement Plan is to improve the quality of teaching and learning in the school, so that greater numbers of children achieve at least Age Related Expectations in the all subjects, but in particular the core academic subjects of English and Mathematics.
- This School Improvement Plan provides a framework for analysing problems, identifying underlying causes, setting targets and a whole-school focus to address barriers to and issues with children's progress and the success of the school.

The Context of the School Improvement Plan

- New head teacher has been in post since January 2016.
- Rapid improvement has been made in the areas of Health and Safety, school systems and structures and behaviour since January 2016.
- The school has under-gone a complete restructure with a reduction in FTE teachers. The school has lost a Home/School Link Worker, 4 Teaching Assistants and 4 teachers.
- This restructure has resulted in a balance in in-year spend for the school.
- The school remains in significant financial deficit as a result of the deficit carry forward from previous years.
- The school is being supported in school improvement by a Local Authority Task Group.
- The school has introduced a new system for tracking and monitoring safeguarding and behaviour concerns in February 2016 to ensure all incidents are dealt with swiftly, consistently and all concerns around incidents and safeguarding are effectively and efficiently communicated.
- The school has introduced a new assessment system (Target Tracker) in February 2016 so that the school can robustly monitor and analyse pupil progress (Ofsted recommendation from 2013 inspection).
- The school introduced a new curriculum for September 2016-17 and new planning guidance for Maths and English to help target issues in Pupil Progress , achievement and engagement, particularly in English and Maths.
- Pupil numbers have significantly increased for the September 2016-17 in-take and the reputation of the school has significant improved.

School Data – Summary of the 2016-17 Data

EYFS

Overall on **average 67.2%** of children achieved a Good Level of Development in 2016-17. This compares to the national average of 67.3% (2015-16), 70% (2016-17).

The school result in 2015-16 was 63%.

EYFS (58)	Boys	Girls	SEND	EAL	FSM	Other contextual information
	33 57%	25 43%	10 (9 boys, 1 girl) 17%	20 (16 boys, 4 girls) 34%	11 (6 boys, 5 girls) 19%	6 EAL pupils newly arrived 2 EAL boy pupils are also on the SEND register 2 children are undergoing assessment for an EHCP.

*The figures below in brackets are the previous year results 2015-16.

Learning Area	Overall % at least Expected Standard		Boys % at least Expected Standard		Girls % at least Expected Standard	
	School	National	School	National	School	National
Reading	68.9% 63	77% 76	63.6 85	71.7% 71	76% 43	82.7% 82
Writing	68.9% 67	72.6% 71	63.6 85	65.9% 64	76% 50	79.7% 78
Number	70.6% 63	78.8% 77	63.6 85	75.1% 74	80% 43	82.7% 81
Shape and Space	68.9% 63	81.7% 81	63.6 85	78.1% 77	76% 43	85.6% 85

In 2015-16 girls performed both lower than the boys in all key areas, with similar issues in confidence, moving and handling and listening and attention. Narrowing the gap between girls and boys was a key area for development. Data for 2016-17 shows significant improvement in the performance of the girls in all key areas. However, the boys have performed lower than the girls and the national. The provision for SEND boys and EAL pupils is a key priority for Year 1. Continuing to raise the performance of all pupils in maths, reading and writing to nearer the national standard are key areas for development in Early Years

Key Stage 1 – Phonics

Year 1	Boys	Girls	SEND	EAL	FSM	Other contextual information
	14 48%	15 52%	10 (6 girls, 4 boys) 34%	4 14%	6 21%	2 newly arrived pupils in the cohort Medium-term sickness of both teachers in the year group. 2 children undergoing assessment for EHCPs.

Phonics	Overall %		Boys %		Girls %	
	School	National	School	National	School	National
% achieving expected standard	69% 2016-17 (20/29 children) 73% 2015-16	81% 2016-17 77% 2015-16	67% 2016-17 71% 2015-16	78% 2016-17 73% 2015-16	67% 2016-17 67% 2015-16	85% 2016-17 81% 2015-16

There was a 23% increase between 2014-15 and 2015-16 of 50% in the school phonic screening result. Girls in this cohort performed below the national at the end of Reception in 2015-16 with only 43% achieving the expected standard in reading in EYFS compared to 82% national. The girls have made progress in reading with 67% achieving the expected phonic standard this year, however they continue to perform below the national in phonic screening standard. Boys are currently under-performing against national and there was a slight dip on the previous year.

The school has made significant progress in comparison to 2014-15 results, but needs to close the gap between the school and national and the performance between girls and boys.

Raising the attainment of the girls in all areas, particularly reading is a key priority for this cohort in Year 2.

There was a 4% decrease on the previous year. However, remains a 19% increased on 2015-16 data. (50% 2015-16).

Key Stage 1 28

Year 2	Boys	Girls	SEND	EAL	FSM	Other contextual information
	16	12	6	4 (newly arrived)	5	1 pupil arrived 2 weeks before the Statutory Assessment Tests. 4 EAL pupils are newly arrived. 2 EAL newly arrived pupils arrived in this academic year (2016-17).
	57%	43%	21%	14%	18%	

Year 2 Phonics – all 10 children who did not pass their phonics in Year 1 (2016-17) passed the retest. Therefore 100% of Year 2 pupils have passed their phonic screening.

Subject	% of children achieving expected standard		% of children exceeding the expected standard (greater depth)	
	School	National	School	National
Reading	79% 2016-17 62% 2015-16	76% 2016-17 74% 2015-16	18% 2016-17 23% 2015-16	25% 2016-17 24% 2015-16
Writing	57% 2016-17 46% 2015-16	68% 2016-17 65% 2015-16	11% 2016-17 0 2015-16	16% 2016-17 13% 2015-16
Maths	71% 2016-17 62% 2015-16	75% 2016-17 73% 2015-16	21% 2016-17 0 % 2015-16	21% 2016-17 18% 2015-16

Key Stage 2

% combined of children achieving expected standard in Reading, Writing and Maths	
% combined of children expected to have achieved the expected standard in Reading, Writing and Maths	
School	National
57%	64% 2016-17

Writing and reading remain a key area for focus in Key Stage 1.

The achievement of the more able was a key focus for Key Stage 1 to increase the % of children achieving greater depth in all areas. Reasoning and Problem Solving were key areas for focus in Maths to increase the % of children achieving greater depth.

The opportunity to write at length and develop writing across the curriculum were also key areas of focus in 2016-17.

There has been improvement in writing and maths. Reading remains a key priority for the more able.

The school is narrowing the gap with national results, but this remains the key priority for 2017-18.

Key Stage 2

Year 6	Boys	Girls	SEND	EAL	FSM	Other contextual information
	10	16	7	6	13 PP 50%	4 high tariff behaviour
	38%	62%	27% 1 child with ASD/EHCP 1 other child with EHCP	22% 3 newly arrived	4 FSM 15%	

Actual TEST Outcomes

Subject	% of children achieving expected standard		% of children exceeding the expected standard (greater depth)	
	School	National	School (110 scaled score and above)	National
Reading	58% to be validated 65% 2015-16	71% 2016-17 71% 2015-16	21% 2016-17 12% 2015-16	25% 2016-17 19% 2015-16

Writing	75% to be validated 78% 2015-16	76% 2016-17 74% 2015-16	4% 2016-17 0% 2015-16	18% 2016-17 15% 2015-16
Maths	67% to be validated 39% 2015-16	75% 2016-17 70% 2015-16	4% 2016-17 4% 2015-16	23% 2016-17 17% 2015-16
SPAG	63% to be validated 65% 2015-16	77% 2016-17 72% 2015-16	13% 2016-17 9% 2015-16	31% 2016-17 22% 2015-16

% combined of children achieving expected standard in Reading, Writing and Maths	
School	National
50%	61%
30%	53%

% combined of children achieving higher standard in Reading, Writing and Maths	
School	National
0%	9%

TEACHER ASSESSMENT

Subject	% of children predicted to have achieved the expected standard	
	School	National
Reading	77% (83%)	75% 71%
Writing	69% (75%)	76% 74%
Maths	62% (67%)	75%

		70%
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% combined of children achieving expected standard in Reading, Writing and Maths	
School	National
58%	61%

**TEACHER ASSESSMENT
EXPECTED - COMBINED:**

School Performance Summary 2017:

Subject	Progress Score (confidence interval in brackets)	Average Scaled Score per Pupil	National average Scaled Score per pupil
Reading	Average -0.7 (-3.2 to 1.8)	102	104
Writing	Average +0.1 (-2.4 to 2.6)		
Maths	Average -1.6 (-3.9 to 0.7)	100	104
SPAG		102	106

Maths is a key area for focus in Key Stage 2 from 2016-17, results this year have improved considerably after a SIP focus on Reasoning and Problem Solving in the Maths curriculum.

The school have improved the % of children attaining the higher levels in writing and maths, but this remains a key area for improvement.

Continuing to embed SPAG improvement is also a key focus.

The reading results have dipped from 2016-17 this year. Whilst this was not expected in the Teacher Assessment Results the school needs to raise the profile and standards in reading in 2017-18.

School Improvement Plan 3 Year Over-view 2016-

Development Area	Overall Objectives	Key Success Criteria	Key Actions
Leadership and Management	To improve and develop strategic planning at all levels so that leadership is focused on the robust achievement of school objectives.	<ul style="list-style-type: none"> • The governors are a highly effective body for expertly challenging the head teacher and SLT and supporting the school to make progress. • All Subject Leaders are fully and expertly aware of the standards and expectations for their subjects. • Subject Leaders are confident and expertly lead their subject across the school. • Standards and attainment in all subjects is fully in-line with Age Related Expectations. 	<p>Continue to embed CPD for all Subject Leaders.</p> <p>Increase the links between Whitnash and other schools in the consortium to support the development of the curriculum and Subject Leadership.</p> <p>Ensure well-targeted financial investment in the development of core and foundation subjects in school, particularly Maths, English, Science, PE and ICT.</p>
Quality of Teaching and Learning	Ensure that teaching over time in all Year Groups is never less than consistently 'good' and 50% of teaching is 'outstanding'.	<ul style="list-style-type: none"> • Lesson observations and monitoring show that teaching over time in all Year Groups is never less than consistently good with 50% outstanding. • All children make good progress in Maths and English. • % of children reaching Age Related Expectation in Reading, Writing, Maths, Phonics and SPAG is fully in-line with national expectation. • The quality of children's work in books 	<p>Establish a specialist Coaching approach to the development of teachers and CPD</p> <p>Embed video lessons as a core approach to CPD.</p> <p>Broaden the opportunities for peer observation and</p>

		is consistently high and well-presented for all children.	Lesson study for all teachers.
Personal Development, Behaviour and Welfare	Ensure that pupils' behaviour inside and outside of lessons is impeccable and the focus and expectations of 'learning behaviour' and level of pupil engagement in all lessons is high.	<ul style="list-style-type: none"> • Pupils' behaviour inside and outside of lessons is impeccable • All pupils are fully engaged in learning and display resilience in challenging learning situations. • All children have an awareness of 'Growth Mind-sets and are able to work with teachers to set themselves challenges. • 'Thrive' as an approach is fully embedded across the school and supports children effectively in overcoming barriers to learning. • Whitnash is an example for other schools in the development and practice of children's social, emotional and mental health needs. • All children are presented with a rich range of wider learning opportunities to support the development of their confidence and self-esteem. 	<p>Embed 'Thrive'</p> <p>Work with other schools in the consortium in the development of Thrive.</p> <p>Embed a whole-school approach to 'Growth Mind-sets'.</p> <p>Continue to develop the provision of after-school clubs and extra-curricular opportunities for all children.</p>
Outcome for Pupils	Ensure that all pupils make rapid and sustained improvement (good and better progress) to raise attainment and achievement in English and Maths.	<ul style="list-style-type: none"> • All children make expected or better than expected progress in Maths and English. • % of children reaching Age Related Expectation in Reading, Writing, Maths, Phonics and SPAG is firmly in-line with national expectation and the school fully reverses the downward trends. • Assessment is an embedded tool to inform teaching and learning and is being used robustly to raise attainment in all subjects. 	<p>Embed Pre-teaching as an approach for children who are not achieving Age Related Expectations.</p> <p>Embed Targeted1:1 tuition for children who are making less than expected progress through identification in data analysis and Pupil Progress Meetings.</p> <p>Embed a robust whole-</p>

		<ul style="list-style-type: none"> • All vulnerable learners make 'good' progress through well-targeted support. • The school is successful in narrowing the gap between all vulnerable groups. 	<p>school approach to teaching problem solving and reasoning.</p> <p>Embed robust whole-school approaches to teaching phonics, reading and writing.</p>
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School Improvement Plan 1 Year Over-view 2016-17

Development Area	Overall Objectives
Leadership and Management	Set challenging targets through a robust system of staff Performance Management to secure accountability and raise pupil attainment.
Quality of Teaching and Learning	Ensure that teaching over time in all Year groups is never less than consistently 'good' and 20% is 'outstanding' through the development of the school curriculum and approaches to learning.
Personal Development, Behaviour and Welfare	Establish a shared understanding and whole-school approach to address difficulties in children's social, emotional and mental health.
Outcome for Pupils	<p>To robustly address pupil attainment, achievement and progress in Maths across the school.</p> <p>To continue to embed a robust approach and focus on raising pupil's attainment and achievement in Phonics.</p>

School Improvement Plan Year 2 Over-view 2017-18

Development Area	Overall Objectives
Leadership and Management	Embed distributed leadership and performance management to greater strengthen strategic accountability across the school.
Quality of Teaching and Learning	Continue to secure consistently 'good' teaching and high expectations throughout the school and ensure 30% is 'outstanding' through embedding and enhancing the school curriculum and the new approaches to learning.
Personal Development, Behaviour and Welfare	Embed the consistency of the shared understanding and whole-school approach to address difficulties in children's social, emotional and mental health.
Outcome for Pupils	<p>To robustly address pupil attainment, achievement and progress in Reading and Maths across the school.</p> <p>TARGET: KS1 Reading 74%, KS2 Reading 70% KS1 Maths 68-71% KS2 Maths 70-75%</p> <p>To continue to embed a robust approach and focus on raising pupil's attainment and achievement in Phonics and SPAG.</p> <p>TARGET: Phonics 75%, SPAG 75%</p>

School Improvement Target		Summary of Current Position		
Leadership and Management	<p>Target 1:</p> <p>Embed distributed leadership and performance management to greater strengthen strategic accountability across the school.</p>	<ul style="list-style-type: none"> The Performance Management system under the previous head did not provide clear targets for staff. . Prior to January 16 Pupil Progress meeting were not routinely held, and the school lacked a robust assessment system that could be understood by all. Historically (prior to Jan 16) pay structures and pay decisions were not linked robustly to the performance of staff and pupil data.. Prior to January 16 Subject Leadership was previously not monitored or supported. Clear expectations and a robust framework has been established for Subject Leadership and distributed leadership in all subjects, including Foundation Subjects. Historically systems for accountability for non-teaching staff have not been in place. <p>Summary of Actions taken between January 16 to present:</p> <ul style="list-style-type: none"> The school now has an established cycle of Pupil Progress Meetings that are directly linked to the School Assessment System and informed robustly by data analysis. Pay decisions are now linked directly and appropriately to Performance Management outcomes. The school now has an established approach and cycle of performance management for Teaching Assistants. Clear job descriptions and training have been provided from Site Services Officer, Officer Manager Systems and processes have been introduced at all levels of management and leadership to strengthen accountability and responsibility <p>Impact</p> <p>The school has made swift progress with the quality of leadership and management. Systems and structures have been established and a clear vision and ambition for the school has been created. The school is 'good' in this area. Subject Leadership and the distributed responsibility for the School Improvement Plan has been embedded in the school practice and Subject Leaders and members of SLT/TLR holders have a clear understanding of the direction of the school, the key priorities and their roles and key responsibilities.</p> <p>The school has made rapid progress in just three terms. The main changes have now become more embedded in teachers' practice and the pupil progress results.</p> <p>The newly formed Governing Body through monitoring and review will also clearly and robustly support the schools' systematic and strategic leadership and have quickly enabled the school to move to 'good'.</p>		
		<p>Rationale for Target 1</p> <ul style="list-style-type: none"> The management of the schools tight budget and finance continues to pose a constraint. Whilst systems and processes have led to significant improvement, tightening administrative processes to ensure accuracy and enable governors and the head to maintain the in-year spend remain crucial The school has established a structure and process for monitoring performance. To further improve, senior leaders and Subject Leaders need to further develop their roles to take responsibility and accountability for more whole school issues. Therefore leaders at all levels need to ensure effective and timely implementation of systems to address key whole issues and drive improvements. 		
Termly Specific/Targeted Actions		Key Success Criteria	Time / Personal / Budget and Resources	Monitoring

<p>Autumn Develop leaders confidence in analysing performance in their subject/role and planning appropriately for improvement</p> <p>1.1 All Subject Leaders involved in the analysis of progress against their action plans and attainment and standards in their subjects and use this to plan for the new academic year to challenge under-performance and offer effective support and advice to colleagues.</p> <p>1.2 Subject Leaders to report to governors on their areas of responsibility, including Maths, Reading, Writing Science, ICT, PSHE e.g meet designated governor</p> <p>1.3 Subject Leader for Reading and TLR holders in EYFS to attend Standards and Resources Committee to feedback progress linked to Reading/EYFS Action Plans</p> <p>1.4 Develop links with the Consortia for CPD for SLT e.g. Deputy Heads Cluster Meetings, EYFS Cluster Meetings, SENCo Cluster Meetings, Breakfast Briefings with ECM for Head and English/Maths leads</p> <p>1.5 Subject Leaders of Core Subjects (Reading, Writing, Maths and Science) to lead 2 (Professional Development Meetings (PDMs) linked to their Subject Leader Action Plans in Autumn Term</p> <p>1.6 Develop the role of Assistant Head teacher in taking a strategic responsibility for holding Dinner Supervisors to account in school and developing the lunchtime provision in school.</p> <p>1.7 Develop the systems and processes of accountability of the admin office, including regular meetings</p> <p>1.8 Appoint a new SENCo to lead and manage SEND provision at Whitnash.</p> <p>Spring Develop confidence in leaders ability to account for improvements in</p>	<ul style="list-style-type: none"> • All staff have a clear understanding of their roles and responsibilities. • Subject Leadership is a robustly managed and integral to Performance Management for all subject leaders. • Staff are confident in their practice and in leading their area of responsibility • Staff are able to account for improvements in their area of responsibility and demonstrate progress made • Staff are able to report and evaluate progress and impact of their leadership 	<ul style="list-style-type: none"> • CPD Planner • Staff Meeting time weekly • Staff training budget • Subject budget for Maths and English and Foundation Subjects • Consortium support to develop staff • Apprentice Levy 	<p>Autumn</p> <p>Review of Subject Leader Action Plans (SLT)</p> <p>Link governor review of Subject Leader Action plans (governors)</p> <p>Subject Leaders to attend Governor Meetings</p> <hr/> <p>Spring</p> <p>SIP and Governor review of Distributed Leadership (SIP/ Governors)</p> <p>Review of CPD planner related to SIP (Governors)</p> <p>Subject Leaders to attend Governor Meetings</p>
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<p>their subject/role and discuss and demonstrate progress to staff and governors.</p> <p>1.9 Create a training log to systematically capture the impact of CPD and training on teacher practice.</p> <p>1.10 INSET day (January 18) specifically targeted at Subject Leader development revisiting key roles and responsibilities and providing time to address core actions for each subject.</p> <p>1.11 Subject Leader 1:1 coaching and development supported by the School Improvement Partner and other external networks.</p> <p>1.12 Subject Leader for Writing and Maths to attend Standards and Resources Committee to feedback progress linked to Reading/EYFS Action Plans</p> <p>1.13 Subject Leaders to complete an interim Spring Review of their Action Plan for Governors</p> <p>1.14 Subject Leaders of Core Subjects (Reading, Maths, SENCo) to lead 2 (Professional Development Meetings (PDMs) linked to their Subject Leader Action Plans in Spring Term.</p> <p>1.15 Develop the role of Assistant Head teacher in taking a strategic responsibility for holding Teaching Assistants to account in school by taking ownership of Performance Management for TAs.</p> <p>1.16 Develop the role of the Admin Manager in taking a strategic responsibility for holding office assistant to account in school by taking ownership of line and performance management</p> <p>1.17 Ensure the Apprentice Levy is being utilised in supporting members of staff in developing skills within their role</p> <p>Summer Develop leaders skills / ability to report on improvements in their subject/role and evaluate impact.</p> <p>1.18 Subject Leader for Science and PSHE to attend Standards and Resources Committee to feedback progress linked to Reading/EYFS Action Plans</p>			
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<p>1.19 Subject Leaders to provide a written evaluation of their Action Plan and impact for Head and Governors</p> <p>1.20 Embed the role of Assistant Head teacher in taking a strategic responsibility for holding Dinner Supervisors and Teaching Assistants to account in school</p> <p>1.21 Further develop the systems and processes of accountability of the Site Services Officer, including regular meetings</p>			<p>Summer</p> <p>Link governor review of Subject Leader Action plans (governors)</p> <p>Subject Leaders to attend Governor Meetings</p>
<p>Target 1 – Evaluation Autumn</p> <p>All Subject Leaders involved in the analysis of progress against their action plans from July 2016-17. New action plans have been created on the key priorities for each subject, including all foundation subjects. All teaching staff have a clear understanding of the key priorities for all aspects of the school curriculum. Subject Leaders are more focused on the key areas for development for their subject.</p> <p>The school have developed a clear focus for improvements through entering awards marks for : Science Mark, International PSHE Award and Cooking and Nutrition – Food for Life, ICT 360 degree Mark linked to E Safety. The Food for Life Award is also linked to key improvements at lunchtimes, therefore bringing wider benefits. The ICT 360 Degree Audit and action plan is linked to the Safeguarding Audit and Action Plan. Greater enrichment is evident through the curriculum.</p> <p>An Art event has been planned with Mrs G in Spring to develop the skills of our children in Art in KS2. An art club is currently being run by Mr H. Mrs G has worked with key year groups and will be starting a project for a local art exhibition. The focus for our children will be on building their skills of observation. This will complement the club being run by Mr H.</p> <p>Action plans have been shared with Key Governors for PSHE, SEND, English. Meeting set for Science and Maths. Subject Leaders for Reading and EYFS have attended governors meetings. Governors have an increasingly clear understanding of the key priorities in their link subject – Science, English, Maths and SEN co-ordinators have met with governors.</p>		<p>Target 1 – Next Steps Autumn</p> <p>Review again in Spring Term 18.</p> <p>Continue to develop through Subject Leader Action Plans.</p> <p>Continue to embed the Governor monitoring cycle.</p>	

Performance Management cycle completed for 2016-17.

New targets set for all teachers for 2017-18.

Targets are clearly linked to School Improvement Plan and areas for development against Teaching Standards. This will enable key improvements in raising standards of teaching so that 100% of teaching remains 'good'. Currently 30% is developing towards 'outstanding'.

Performance Management linked robustly to pay progression. The Pay Review Committee have considered pay progression against the Performance Management Targets for all teachers. The school has embedded a full cycle and ensured that teachers are rewarded appropriately.

Pupil Progress Meetings held for all classes for Autumn Term – attainment targets set for all pupils. Teachers and SLT have a clearer understanding of which pupils and groups require intervention. This has allowed for more focused interventions to be planned in all year groups to meet pupil needs and raise attainment. The focus was on pupils who only made 5 steps of progress in 2016-7 along with SEND.

Currently Year 2 and 6 are identifying groups for targeted booster work for January relating to SATS

CPD planner linked to key priorities for this half term – staff meetings have focused on Medical Training, Maths INSET day with Consortium, Safeguarding, Teaching Assistant Intervention, Guided Reading INSET, Story Telling in Writing, Science, launch of ICT and RE curriculum, Intervention Planning and moderation. Staff Meetings have focused on key areas for priority and launch for Autumn Term. The next round of CPD will focus on Reading and improving reading provision across the school, ICT and differentiation.

CPD provided to Year 2 and 6 teachers regarding End of Year Assessments. Year 2 and 6 have a clear understanding of the new changes to expectations for end of Key Stage assessments. This is enabling focused teaching against the Interim Framework for 2017-18. Booster groups planned for January.

Year 2 staff attended CPD linked to Reading Interventions. Year 2 have identified pupils requiring targeted reading intervention. This is intended to support this year group in raising the levels of attainment, particularly in girls reading. Year 2 and 6 have a clear understanding of the new changes to expectations for end of Key Stage assessments

Cluster moderation sessions booked for all year groups to support CPD in moderation with other schools throughout the year. Year 2 and 6 already attended the first session.

New staff (DRAs) have attended safeguarding training, Health and Safety Training and Induction.

DH has been directed as the line manager for lunchtime supervisors – providing training, monthly meetings and clear directions/action planning for improvements in lunch time systems and provision. The profile of lunchtime provision has been raised.

There are clearer lines of communication through delegated responsibility.

Complete Spring Term Reviews.

Complete Spring Pupil Progress Meetings.

The school is intending to tighten the assessment in Year 1, 3, 4 and 5 through supporting these sessions with tighter moderation systems in school during Spring Term.

Continue to develop and embed meetings to focus on improvements needed at lunchtimes.

<p>There is a clear directed for the improvements required for lunchtimes, including behaviour management, Health and Safety, Safeguarding, pupil enjoyment and Healthy Eating/table manners etc.</p> <p>New Year 1 teacher has attended Read, Write Inc Training and Protective Behaviour Training. New staff have received the necessary training to be effective in their role.</p> <p>Staff meeting held on the Apprenticeship Levy. JH already registered for a management course to support the running of the school office and aspects of Finance.</p>	<p>Staff are all aware of how the Levy can support their career development. A follow up meeting has been booked to enable staff to expressive their interest further.</p>
<p>Target 1 – Evaluation Spring Develop confidence in leaders ability to account for improvements in their subject/role and discuss and demonstrate progress to staff and governors.</p> <p>1.22 CPD has been targeted at the school Improvement Plan priorities e.g. Maths INSET, Subject Leader Staff Meetings, Read Write Inc Training, Guided Reading, ICT in Maths, In-School Moderation and Consortium Moderation. This is leading to greater consistency in the delivery of the core subjects, including Science in all year groups. 100% of the teaching in all</p> <p>1.23 INSET day (January 18) specifically targeted at Subject Leader focused on completing action linked to Subject Leader Action Plans. All subjects have shown significant signs of improvement and staff are working hard to drive their individual subjects forward. Work has included:</p> <ul style="list-style-type: none"> • Science Quality Mark launch and meetings • Science Week promoting all aspects of Scientific Enquiry • Food for Life Award application and action plan completed with a consultant day held • Music Training booked for next half term along with Young Voices • Art Week completed, Art Exhibition underway, Art Room development • Inter-schools PE competitions under-taken, Bikeright Cycle Proficiency booked for Year 5 and 6 • ICT 360 degree training and action plan developed, ICT Audit under-taken, new equipment purchased <p>1.24 Subject Leader 1:1 coaching and development supported by South Leamington Consortia booked for Spring Term for all Subject Leaders. South Leamington bid placed to seek funds for the development of Subject Leaders and developmental coaching. English and Maths Leads accessing training and development support through the ECM briefings. Next briefing booked at Dunchurch Park in Rugby on 15-3-18. EYFS network meetings set up with the consortia to support the development of EYFS teachers. An EYFS Ofsted briefing is also booked for 1-5-18 to develop EYFS teachers understanding and confidence with inspection. Deputy Heads Consortium Meetings set to support Deputy Heads development by working with other schools. SENCo network meetings set up to support SENCo in the development of practice. Joint moderation for all year groups set up with the local consortium.</p>	<p>Target 1 – Next Steps Spring</p> <p>Create a more robust training log with staff reporting on their own evaluation of CPD.</p> <p>Review Action Plans in Summer Term and feed next steps into the SIP for 2018-19.</p> <p>Work closely with the consortium to develop further opportunity for joint working. Pay a contribution to Consortium budget for 2018-19 of £1.00 per child to ensure this joint work can continue in the next financial year.</p>

<p>1.25 Subject Leader for Writing and Maths have attended Standards and Resources Committee to feedback progress linked to Reading/EYFS Action Plans. This has led to Governors being better informed of the developments linked to Subjects in school and provided the opportunity for developmental feedback.</p> <p>1.26 Subject Leaders to complete an interim Spring Review of their Action Plan for Governors</p> <p>1.27 Subject Leaders of Core Subjects (Reading, Maths, SENCo) to lead 2 (Professional Development Meetings (PDMs) linked to their Subject Leader Action Plans in Spring Term.</p> <p>1.28 Develop the role of Assistant Head teacher meets fortnightly with TAs and half termly with Dining Room Supervisors to manage the day-to-day development of these key members of staff. This has led to better lines of communication and improved provision at lunchtime.</p> <p>1.29 Develop the role of the Admin Manager in taking a strategic responsibility for holding office assistant to account in school by taking ownership of line and performance management</p> <p>1.30 The Apprentice Levy is being utilised in supporting members of staff in developing skills within their role. This currently is being used to support JH and LR with office skills development and GC with a higher level Teaching Assistant Qualification. This is being provided by HOET a provider based at Rugby College.</p>	<p>Link Governors to continue to meet with Subject Leaders and feedback to Governors on progress in subjects.</p> <p>Subject Leaders currently updating their Spring Reviews.</p> <p>Performance Management reviews to be completed with Teaching Assistants this half term.</p> <p>Training in behaviour management to be led by DH for Dining Room Assistants.</p>
<p>Target 1 – Evaluation Summer Develop leaders skills / ability to report on improvements in their subject/role and evaluate impact. IDSR and ASP training AHT</p> <p>1.16 This Term the school has continued to develop the role of the Admin Manager, this has led to them taking on the strategic responsibility for holding the Office Assistant to account in school by taking ownership of line and performance management. The Office Assistant has worked with the Admin Manager to audit and review current practice in line with the related job description. Targets have been set to further develop consistency and quality in key areas of their role. The Apprenticeship Levy is also supporting the office staff in their understanding of the strategic role of the school office. The overall all impact of this work is leading to improvements in the office systems. SIMS updates, attendance monitoring, trip organisation have all improved as a result of this increased understanding of responsibilities. The office are working on embedding even greater consistency with the timely collection and recording of money collection and the efficient communication regarding after-school clubs. Further improvements to the office systems will be supported in the Autumn Term by the introduction of an electronic sign-in system. Not only will this improve the quality of the school safeguarding and GDPR compliance, it will also reduce office workload by providing a robust approach to recording pupil punctuality.</p> <p>1.11 Subject Leaders have been supported through 1:1 coaching and development supported by the School Improvement Partner and other external networks. The LIO has interviewed and coached members of SLT, providing advice and guidance on the development of their evaluation and analytical skills relating to school improvement. The outcome of this work has demonstrated the SLT's increased understanding and ability to articulate the school's</p>	<p>Target 1 – Next Steps Summer</p> <p>The school is yet to create a training log to systematically capture the impact of CPD and training on teacher practice. This is an action to be carried over to the new academic year. It is important for the staff to be able to evaluate the impact of their training. These systematic evaluations will enable the SLT and Governors to assess value for money and impact of CPD provided.</p> <p>Install the electronic sign in system and utilise its full capability to assist improvements in office systems, safeguarding and GDPR compliance.</p> <p>Develop Science portfolios across the school to capture the quality of Science provision from September 2018-19. This will enable visitors and the Science Subject Leader to see assess the quality of the school's enriched Science Curriculum at a glance.</p> <p>The school is keen to continue to utilise LIO to support</p>

<p>journey and the improvements they have made as leaders. The related LIO report indicates a significant shift in the SLT members skills and is demonstrative of their commitment and drive for improvement. This is also evident in the quality of Subject Leadership review, evident improvements in their key areas of responsibility.</p> <p>The school have accessed Subject Leader training via the Consortia. This training was attended by the leaders of PSHE, English, Maths, ICT, Science and Music. This training focused on Ofsted readiness, key responsibilities and the development of Impact Statements relating to Subject Leader Development Plans. The feedback indicated that this training consolidated their understanding of their roles and accountability. Each member of staff who attended commented on the fact that the school had strong systems in place, which reflected the informed shared at this training. They found the Impact Statement work particularly helpful and the quality of the latest Subject Leader Action Plan reviews reflect their improved understanding of higher quality and more robust evaluation (1.11).</p> <p>The recently appointed SENCo has also worked alongside the Head and the LIO to audit current SEND provision and plan for the next steps. As a result the SENCo has provided INSET training linked to the school's vision for SEND, key expectations, inclusion non-negotiables and the teacher standards relating to SEND provision. The SENCo has begun to develop a more robust system for individual SEND provision mapping for September 2018-19.</p> <p>1.18 The Subject Leader for Science attended the Standards and Resources Committee to feedback on the progress linked to the Action Plan and PSQM. Governors fed-back that this comprehensive and detailed reporting was helpful is enabling the Governing Body to assess the impact of Subject Leadership in Science. It is evident that the Science Leader has a clear understanding of the development plan for Science, there is significant evidence of the impact of this work in pupil books, pupil voice, staff confidence surveys and the PSQM application. The impact of this work has led to a rapid increase in the profile and standards in Science across the school. The Science Lead has submitted the PSQM application and the school is expecting to be rewarded with the Bronze Quality Mark in the Autumn Term 2018-19.</p> <p>1.20 This term the Assistant Head Teacher has begun to embed the role in undertaking a strategic responsibility for holding Dinner Supervisors and Teaching Assistants to account in school. There is evidence of regular meetings with both groups of staff. In particular the Dinner Supervisor meetings have led to improvements in the staff's understanding of their role and responsibilities. The AHT has introduced a uniform for the Dinner Supervisors to improve their visibility to the children and raise their profile. The overall cleanliness and respect within the Dining Hall has improved.</p> <p>The AHT has also revisited the school's Behaviour Policy with the Dinner Supervisors. This is leading to more consistency with their approach to managing a range of behaviours. The staff are being empowered to deal with low level incidents without feeling the need to involve teachers and SLT for every issue. However, through discussions with some members of staff, it is felt that communication of incidents remains a key area for development. Dinner Supervisors will be issued with Communication Books in September to ensure that all incidents are reported consistently to staff at the end of lunchtimes. The SLT will need to be reviewing this system, particularly in Upper Key Stage 2.</p> <p>1.21 Through the support of the Resources Governor and the Resources Committee, the school has been able to further develop the systems and processes of accountability of the Site Services Officer. The Resources Governor has met regularly with the head and SSO to review all matters of Health and Safety and site management. The SSO has attended Governing Body Meetings as an Associate Governor to directly communicate information relating to the school site and maintenance development. As a result the school continues to maintain all aspects of Health and Safety as a key priority in school. The recent Fire Safety Inspection by WES and Governor Site Walks reflect the improvement the school continues to make in the area of Health and Safety. Recent interviews with staff also demonstrate the school's commitment to training, information sharing and Health and Safety awareness.</p>	<p>the development of leadership across the school. In particular, the school is keen to develop a coaching model for leadership across the school, providing a regular opportunity for SLT members and key leaders to develop their subjects through a coaching approach.</p> <p>A new system for SEND management and provision will be introduced in September 2018-19. This will ensure that systems are more manageable and streamlined for staff, and also provide a more comprehensive view of individual children needs and provision. This condensed and efficient approach is also expected to improve and support clear communication with parents through the Structured Conversations.</p> <p>The AHT will be undertaking questionnaire with Dinner Supervisors and children to assess the impact of the recent changes and to support the development of the next steps in lunchtime provision. Specific training in behaviour management to be led by DH for Dining Room Assistants this Summer Term with follow up sessions in the New year. Information regarding pupil behaviour and SEMH needs also needs to be share with the school kitchen to ensure that the appropriate sensitive approach is being taken by all staff with children in needs of specific approaches. This will ensure that the school culture of 'unconditional positive regard' is maintained and implemented consistently by all adults in school.</p> <p>Dinner Supervisors will be issued with Communication Books in September to ensure that all incidents are reported consistently to staff at the end of lunchtimes.</p> <p>The school is keen to develop even tighter and more robust systems in aspects of general school maintenance. The school needs to ensure that a more preventative and less reactive approach is developed to site management. Therefore weekly and monthly plans for site management are being developed for September 2018-19.</p>
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<p>However, the school is keen to develop even tighter and more robust systems in aspects of general school maintenance. The school's Defect Reporting System requires closer monitoring to ensure the timely response to routine repairs. Whilst routine Site Walks are highlighting works needed, the school needs to ensure that a more preventative and less reactive approach is developed to site management. Therefore weekly and monthly plans for site management are being developed for September 2018-19.</p>		
<p>School Improvement Target</p>		<p>Summary of Current Position</p>
<p>Quality of Teaching and Learning</p>	<p>Target 2: Continue to secure consistently 'good' teaching and high expectations throughout the school and ensure 30% is 'outstanding' through embedding and enhancing the school curriculum and the new approaches to learning.</p>	<p>Sept 2015 to July 16: 4 Cover Teachers: <ul style="list-style-type: none"> • PPA cover teaching was consistently 'good' with some elements of 'Outstanding'. 10 Teachers: <ul style="list-style-type: none"> • 20% was inadequate. • 40% was Requires Improvement with many elements of 'good'. • 20% was consistently 'good' • 10% was outstanding. • Book trawls showed in January 16 there was no consistent approach to presentation in books or handwriting. Year 2 -6 required improvement with regard to the quality of presentation. 2 classes presentation and standard of work in books was inadequate. <p>Summary of Actions taken between January 16 to present:</p> <ul style="list-style-type: none"> • Through the staffing restructure inadequate teaching has been addressed. • Action was taken to transition Year 5 early to Year 6 (Whitsun). • A new curriculum has been introduced for Sept 2016. • A new assessment system has been introduced and established to support staff in using assessment as an integral part of teaching and learning. • New behaviour system with clear systems and expectations. • New marking policy with clear expectations. • New handwriting and presentation policy with clear expectations. • New planning approaches to English and Maths established. <p>Impact: The school has made significant and rapid progress in the area of teaching in a very short space of time. The new systems, policies, learning approaches have had a significant impact on the quality of pupils' work and attitudes to learning and this is evident in books and parent/pupil voice. The quality of teaching for September 2017 based line: 80% of teaching is consistently 'good' (8 teachers) 20% of teaching is borderline 'good' e.g. many elements of good with some areas requiring improvement/greater consistency (2 teachers) 30% (3 teachers) are borderline 'outstanding' Book trawls in the Summer Term showed that 100% (8 classes) were consistently embedding the school presentation policy and the quality of pupils work has significantly improved in all year groups, with a relative weakness being the result of staff absence. The Local Authority and the School Improvement Lead have clearly identified the rapid gains the school has made in just over 12 months and moved the school out of category C and into category B for Teaching and Learning. Early impact has also been evident in pupil progress and phonics. The school's end of Key Stage results have also improved and the school have addressed the significant dip in Maths from 2015-16. This rapid progress indicates the schools capacity for rapid improvement and the school is confident it will secure and continue to embed the 'good' practice and outcomes.</p> <p>Rationale</p> <ul style="list-style-type: none"> • Whilst there have been significant improvements, in-year and end of Key Stage data demonstrates that the school continues to fall behind national expectations in reading, maths and SPAG at Key Stage 2. • Whilst significant improvement was seen in the end of Key Stage 1 results, the school remains slightly behind national in Reading and Maths, and considerable behind in writing in Year 2 and Phonics Screening in Year 1. • Whilst progress has been seen in the performance in EYFS. The school remains behind national, most notably </p>

		<p>in the areas of English and Maths.</p> <ul style="list-style-type: none"> • 20% of teaching remains at borderline 'good'. • The % of pupils attaining the higher standard have increased at KS2 in Reading and writing. At Key Stage 1 there has been an increase in the higher standard in Maths and writing. However, the school continues to fall considerably below the national figure for higher attainers across all subjects and the progress of middle attainers in Maths. 		
Specific Actions	Key Success Criteria	Time / Personal / Budget and Resources	Monitoring	
<p>Autumn Review the curriculum across the school and enhance through the influence of Subject Leaders and targeted Action Planning</p> <p>2.1. Review and up-date the school's curriculum to develop even stronger cross-curricular links with topic, Maths, Reading and Writing, with a particular emphasis on strengthening the quality of higher order texts and problem solving</p> <p>2.2 Provide targeted INSET/PDM training relating to the development of Maths, Reading and Writing to empower teachers with fresh ideas e.g. White Rose Maths, Cluster INSET Maths, Story Telling and Guided Reading</p> <p>2.3 Review the Creative Curriculum through Subject Leader Action Planning and Review and target improvements to enhance the children's learning experience and promote a broad and balanced curriculum</p> <p>Spring Review the assessment across the curriculum and further promote effective and robust assessment and planning cycle</p> <p>2.4 Embed the use of Target Tracker Gap Analysis to inform the pitch of learning across the curriculum.</p> <p>2.5 Develop a whole-school approach to differentiation focused on embedding the scaffolding learning, challenges and mastery.</p>	<ul style="list-style-type: none"> • Lesson observations and monitoring show that teaching over time in all Year Groups is never less than consistently good with 30% outstanding. • All children make good progress in Maths and English. • % of children reaching Age Related Expectation in Reading, Writing, Maths, Phonics and SPAG is continually improving and increasingly in-line with national expectation • The quality of children's work in books is consistently high and well-presented for all children. • Lesson observations and book trawls demonstrate that learning is appropriately pitched (age appropriate) 	<p>Policies – Behaviour, presentation, Teaching and Learning and marking</p> <p>Talk for Writing resources (already in school)</p> <p>Staff meeting time</p> <p>Target Tracker subscription</p> <p>Prove it tables (maths budget, CPD in CLIC (cover for staff CPD)</p> <p>INSET Day time focused on Maths and Curriculum Development</p> <p>TA time for interventions</p> <p>New curriculum planning time with Subject Leaders and Head</p>	<p>Autumn</p> <p>Formal Lesson Observations focused on English (SLT)</p> <p>Initial governor visit for new governors (school walk) (governors)</p> <p>SIP visit focused on quality of teaching and learning and distributed leadership (SIP)</p> <p>Learning Walk – Maths (SLT)</p> <p>Task Group (LA)</p> <p>Termly data analysis / Pupil Progress Meetings (SLT)</p> <p>Governor review of new policies – behaviour, presentation and marking (Governors)</p>	

<p>2.6 Develop the use of the classroom Working Walls to support the school's approaches to scaffolding, challenges and mastery.</p> <p>2.7 Provide staff with clear exemplification of standards across the curriculum to support planning and pitch through:</p> <ul style="list-style-type: none"> ➤ Cluster moderation sessions ➤ Dissemination of exemplification materials ➤ The use of Target Tracker explication materials ➤ In-house moderation schedule ➤ Standards Training in Year 2 and 6 <p>2.8 Review the school Teaching and Learning Policy to ensure it reflects the improvements, rationale and intentions of the school</p> <p>2.9 Introduce Target Tracker Assessment in Science and ICT</p> <p>2.10 Embed the use of Assessment in PE through Fit4 Schools Testing and a whole-school tracking system</p> <p>2.11 Develop the Creative Curriculum through Subject Leader targeted improvements to enhance the children's learning experience and promote a broad and balanced curriculum</p> <p>Summer Review the strength of the school's broad and balanced curriculum and promotes a robust assessment and planning cycle in all subjects</p> <p>2.11 Introduce Target Tracker Assessment in Geography, History, PSHE, Art and DT</p> <p>2.12 Develop a robust skills and creative focus in all Foundation Subjects (skills documents) to promote progress and pupil engagement.</p> <p>2.13 Embed the Creative Curriculum through Subject Leader targeted improvements to enhance the children's learning experience and promote a broad and balanced curriculum</p>	<p>and progressive).</p> <ul style="list-style-type: none"> • Pupil voice shows that children are actively involved and appropriately challenged and supported in their learning. • Book trawls evidence that developmental marking across the school consistently impacts on pupil's progress. • Planning and book trawls and lesson observations demonstrate the clear use of Lesson Objectives and Success Criteria linked to Target Tracker Gap Analysis, ensuring are well-pitched for all learners. • Science and the Creative Curriculum is delivered consistently across the school and the standard of teaching and learning in Science and other subjects is improved, evidenced in books and display. 	<p>Subject Leader budgets</p> <p>Stationery budget</p> <p>Sports Premium</p>	<p>Spring</p> <p>Formal Lesson Observations focused on Maths (SLT)</p> <p>Learning Walk – English and Maths (Governors)</p> <p>SIP visit focus on quality of teaching and learning / new curriculum (SIP)</p> <p>Task Group (LA)</p> <p>Termly data analysis / Pupil Progress Meetings (SLT)</p> <hr/> <p>Summer</p> <p>SIP visit focus on quality of teaching and learning and progress (SIP)</p> <p>Task Group (LA)</p> <p>Formal Lesson observations focused on Maths (SLT)</p> <p>Termly data analysis / Pupil Progress Meetings (SLT)</p> <p>Learning Walk – creative curriculum (SLT)</p>
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Target 2 – Evaluation Autumn

All Subject Leaders involved in the analysis of progress against their action plans from July 2016-17.

New action plans have been created on the key priorities for each subject, including all foundation subjects. All teaching staff have a clear understanding of the key priorities for all aspects of the school curriculum. Subject Leaders are more focused on the key areas for development for their subject.

Books trawls demonstrate continued embedded use of Success Criteria and Skills focused LO and school policy for marking and presentation.

10 pupils have received a Pen Licence this half term and this continues to be a focus in all year groups.

Learning is focused and pupils are books show pupils are making strong progress in all year groups.

Book trawls demonstrate the consistency of marking across the school with pupils consistently responding to teacher's comments.

Action plans have been shared with Key Governors for PSHE, SEND, English. Meeting set for Science and Maths.

Governors have an increasingly clear understanding of the key priorities in their link subject – Science, English, Maths and SEN co-ordinators have met with governors.

Creative Curriculum Planning was overseen by HT pre Autumn. There is a full week of focus for Spring Planning to be revisited with teachers and HT to further improve creative links, links with English and Maths and to ensure consistency of provision across the school. As a result there is greater emphasis being placed on enrichment experiences. Examples of this work:

- Year 1 local walk
- Year R J Gardens
- Timetable Event with cluster
- Science Think Tank Year 3 and 4.
- Stay and Play Rec
- Fire Safety Assembly
- Coventry City of Culture Assembly
- Practical learning in all classes
- Raised Science focus – working scientifically and experiments

Evidence through book trawls and Pupil Progress Meetings that teachers are using Gap Analysis to inform teaching and learning. Teaching is carefully matched to pupils needs. This is evident in Learning Walk feedback from SIO. There is clear evidence of pupil progress in all books analysed. The learning is skills based. As a result pupils in all year groups made 'good' overall progress in all year groups in Autumn 1. Some pupils are making better than expected progress. Where pupils are not making sufficient progress, support is planned and intervention targeted.

The classroom environments are developed to appeal, entice and support children's learning. SIO learning walk identified learning environments at strong.

Learning in the classrooms are more focused. Class Ambassadors and children in general are able identify their learning focus and able to talk about how the classroom supports their learning.

Target 2 – Next Steps Autumn

Develop a whole-school approach to differentiation focused on embedding the scaffolding learning, challenges and mastery.

Develop the use of the classroom Working Walls

Provide staff with clear exemplification of standards

<p>INSET on Maths provided up-to-date resources for White Rose for Autumn 2017-18 for staff. Analysis of SATs papers in 2016-17 provided a clear focus for areas for improvement across the school. ICT tools/games are being used to target Problem Solving and Reasoning along with ideas taken from the INSET with the cluster.</p> <p>The school continues to focus on Problem Solving and Reasoning. The standard of resource in all classes has improved.</p> <p>This is evident in the range of problem solving and reasoning being planned in pupil's books and teacher's planning. Staff confidence in this area is improving.</p> <p>The standard of teaching has continued to improve. The latest SIO visit and book trawls indicate that 100% of teaching is securely 'good' and 30% is developing as 'outstanding'</p>	<p>Provide staff with training in the use of ICT tools in Maths to support Reasoning and Problem Solving.</p>
<p>Target 2 – Evaluation Spring Review the assessment across the curriculum and further promote effective and robust assessment and planning cycle</p> <p>2.4 The school are using the Target Tracker Gap Analysis to inform the pitch of learning across the curriculum. Each Pupil Progress Meeting, the Gap Analysis is updated and printed and used as an informative planning tool. All lesson observations and learning walks have shown that the relevant next steps are being targeted for pupils and that teaching is progressive.</p> <p>This system is being shared with a small group of consortia schools next week to support other schools to develop their assessment systems.</p> <p>2.5 The school have introduced 'Challenges' (hot, medium and mild) as a new approach to class differentiation. The approach to differentiation is designed to focus on embedding and scaffolding learning, and providing greater challenge and mastery. This is having a positive impact on pupil's engagement in tasks and encouraging their progression and Growth Mindset in Maths.</p> <p>2.6 Classroom Working Walls are being used effectively in all classes to support learning. This has been evident in lesson observations, in 3 classes outstanding practice relating to Working Walls has been seen. In these classes Working Walls have expertly provided scaffolding, challenge and are leading to excellent progress of all learners.</p> <p>2.7 Staff have been provided with clear exemplification of standards across the curriculum to support planning and</p>	<p>Target 2 – Next Steps Spring</p> <p>Ensure that pupils are more aware of their own next steps through the use of targets.</p> <p>Pupil questionnaires on learning to assess the impact on pupil's perception of challenge in their learning, results to be compared with 2016-17 questionnaire results.</p> <p>Staff meetings will be held in various rooms to provide teachers with the opportunity to see other teacher's work on Working Walls. The exceptional practice will be shared across the school.</p>

pitch through:

- Cluster moderation sessions planned, DE has developed a new moderation sheet for the Consortia
- Dissemination of exemplification materials supported through the collected of written work at ARE from the consortian
- The use of Target Tracker explication materials
- In-house moderation schedule enables whole school moderation to take place termly.
- Standards Training in Year 2 and 6 – Year 2 and 6 teachers have attended the Local Authority training and additional sessions focused on developing Greater Depth Readers.

2.8 The school's Teaching and Learning Policy has been redeveloped to better link with current practice and to ensure it reflects the improvements, rationale and intentions of the school

2.9 Target Tracker Assessment in Science has been introduced at the training day after February half term. This will enable the Science Lead to report of progress in Science and support the application for the Quality Science Mark.

2.10 The PE lead has developed a new approach to Assessment in PE. This is linked to a programme of study the PE lead is currently developing. It also includes an assessment tool for swimming. Fit4 Schools Testing has been completed in each year group again this term and a whole-school data has been provided to school.

2.11 See Subject Leaders information in Target 1 Spring Review

Further develop the use of Target Tracker exemplification materials to support moderation in school.

Governors, teachers and SLT to assess the weaknesses in the Teaching and Learning policy e.g. areas which the school have not yet developed to their full potential, and include this in the SIP for 2018-19.

Fully embed Target Tracker for Science this half term and roll out to ICT in the Summer Term.

JB to continue to develop the assessment of PE and link effectively with the Fit4Schools programme in preparation for June 18.

Target 2 – Evaluation Summer

Review the strength of the school's broad and balanced curriculum and promotes a robust assessment and planning cycle in all subjects

2.10 The school has begun to report the assessment in PE through the school website. The school will also be sending PE reports from the Fit4Schools Programme home with school reports this Summer Term. The data indicates that the Fit4Schools Programme is having an impact on pupil's progress in PE. The tables below summarise this progress:

Year	Avg class score	Avg class score	%
Group	assessment	assessment 3	Improvement
Rec	45.43	63.30	39.3%
1	55.33	64.64	16.8%
Hawthorn			
1 Hazel	56	71.88	28.4%

Year Group	Whitnash	Fit4schools National Average
R	63.30	54
1	64.64	70
1	71.88	70
2	70.29	64
3	112.58	121
4	130	118
5	154.92	151
6	119.76	135

Target 2 – Next Steps Summer

The school is keen to ensure that even better and more targeted use is made of PE data. Therefore Sports Premium funds will continue to be spent on PE Intervention in September. Children across the school will be provided with the key action and movement plans associated with the programme and parents and children will have the access to the Fit4School page relating to their own progress in September.

2.11 The school is yet to Introduce the use of Target Tracker Assessment in Geography, History, PSHE, Art and DT. This was a planned action for 2017-18, however, due to the limitation of the Target Tracker statements at the end of each phase the school felt that to implement this meaningfully work would be required. The school therefore intends to work with Target Tracker to implement a more useable bank of statements for all Creative Subjects. In preparation for

2	52.94	70.29	32.8%
3	94.43	112.58	19.2%
4	99.50	130	30.7%
5	128.63	154.92	20.4%
6	116.12	119.76	3.1%

Individual pupil data has been used to target Intervention support in PE. The Fit4Schools Team are currently providing Key Movement Intervention Groups to pupils who are experiencing difficulties with movement skills in PE. This support aims to improve, not only progress in PE, but also support posture, stability and therefore Handwriting in the classroom.

The PE Co-ordinator has developed planning for PE for all 3 terms to support teachers to offer high quality PE provision. This will support teacher in September to deliver their own PE lessons with the support of Fit4Schools CPD.

2.7 Through the moderation process in the Summer Term, the school has begun to embed the use of Target Tracker explication materials. These materials have supported the teachers and SLT in moderating the End of Year judgements for each year group. The school has also captured judgements and begun to create an in-house Exemplification Moderation File to support teacher judgements in future years. The moderation process has also been supported by staff attending Consortia Moderation Sessions in Years 1, 3, 4 and 5. EYFS, Year 2 and Year 6 have attended Local Authority Moderation sessions and training where appropriate.

Moderation monitoring has been undertaken at data entry points e.g. half termly in school.

Overall this work has led to consistent judgements in all year groups. However, the school has faced greater challenge in Year 1 in ensuring judgements are accurate. This is in part due to the lack of exemplification for this year group and this issue created by the conversion of EYFS profile judgements to NC objectives. However, specific moderation has been undertaken with Year 1 with the SLT and Year 2 to agree the End of Year judgements for 2017-18. The school are now confident that a more robust and clearer understanding has been established for 2018-19 and the staff within the year group have been retained to ensure that this understanding can be built on in 2018-19.

2.13 The school has worked hard to embed the Creative Curriculum through Subject Leader targeted improvements. This has led to enhancement in the children's learning experience and promoted a broad and more balanced curriculum. This work has included:

- Enrichment opportunities in Science – visits to Champion school for Key Stage 2 classes
- Increased PE enrichment opportunities for Pupil Premium and Key Stage 2 pupils
- Continued focus and development of the 'Story Telling approach to writing
- The continued focus and development of whole-class Guided Reading
- Music Training for all teachers to support the implementation of Charanga Music Scheme

The term 2 teachers have been attending the Outstanding Teacher Programme with the Phoenix Academy in Coventry. The teachers have been enthused by this programme and have found the time and input helpful in providing the opportunity to reflect and review their own practice. It is expected that the direct benefits of this

this, the school has recently purchased a resource developed by ECM to support and guide this work. The school intends to have statements active for use by October half term 2018-19. The school will firstly fully embed Target Tracker for Science this half term and roll out to ICT and the other subjects shortly after.

The school intends to build on Growth Mind-sets work in 2018-19 through embedding a better understanding with teachers and children of Growth Mind-sets. The INSET Day and staff meetings in 2018-19 will have Growth Mind-set focus

The school intended to establish a system in 2017-18 to ensure pupils were more aware of their own next steps through the use of targets. This work was not completed. Therefore this will roll into the SIP for 2018-19 Autumn Term.

Whist staff meetings will be held in various rooms to provide teachers with the opportunity to see other teacher's work on Working Walls. The exceptional practice in some year groups has not been robustly shared across the school. This was an intended action for 2017-18. This will therefore roll into 2018-19's Autumn Term SIP.

Governors, teachers and SLT to assess the weaknesses in the Teaching and Learning policy e.g. areas which the school have not yet developed to their full potential, and include this in the SIP for 2018-19.

programme relating to classroom practice will be seen throughout 2018-19. The school also intends to send 2 other teachers (91 Keys Stage 1 and 1 Key Stage 2) in the Autumn Term 2018-19. 2 further teachers from each Key Stage will also attend in the new Financial year in April 2019.

The school continues to embed Challenges as an approach to differentiation. This result of this approach have been seen for both teachers and the children. Teachers have fed-back that this approach is supporting them with pitch and expectations. They are better able to assess the ability of children, and been more able to stretch learners of all abilities. They have also been far more successful in embedding the language of 'challenge' and Positive Learning Behaviours. Likewise, children are enjoying the opportunity to self-select their challenge. This is building resilience and a positive culture to learning and challenge and creating a safe environment for making mistakes. The school intends to build on this work in 2018-19 through embedding a better understanding with teachers and children of Growth Mind-sets. The INSET Day and staff meetings in 2018-19 will have Growth Mind-set focus.

The Governors attended the INSET Training Day in June. The morning focused on reviewing the school's current position through reflecting on the journey the school has taken over the last 2 years, and evaluating how successful the school has been in all the areas of the SIP. These included:

- Leadership and Management
- Quality of Teaching and Learning
- Personal Development, Behaviour and Welfare
- Outcome for Pupils

The staff and governors were able to accurately and robustly analyse the school's development through the use of a GROW model. There was an overwhelming positive commitment from all the staff and governors and clear evidence of the drive and dedication towards the future development of the school. This activity has provided the school with a clear Action Plan outline for 2018-19.

School Improvement Target		Summary of Current Position
Personal Development, Behaviour and Welfare	<p>Target 3:</p> <p>Embed the consistency of the shared understanding and whole-school approach to address difficulties in children's social, emotional and mental health.</p>	<p>Behaviour and Attitudes prior to January 2016:</p> <ul style="list-style-type: none"> •In 30% of classes children were fully focused and engaged with learning. •In 43% of classes (3 Year groups), the behaviour and focus of children was inadequate at the beginning of the year. •70% of staff questionnaires in January 2016 cited behaviour as a key issues within the school. •In January 2016, there were 10 individuals with high tariff disruptive behaviour. These children were regular runners throughout a school day. There were concerns with significant lower level disruptive behaviour across upper Key Stage 2. <p>Summary of Actions taken between January 16 to present:</p> <ul style="list-style-type: none"> •Through the staffing restructure inadequate teaching has been addressed. •Action was taken to transition Year 5 early to Year 6 (Whitsun). •Behaviour Action Plan, Success Charts, a new behaviour policy and CPOMS were introduced from January 16 to address behaviour. •Targeted counselling for high tariff children. •Introduction of Thrive – whole-class action planning. <p>Impact:</p> <p>The school has made swift and very rapid progress with the quality of Personal Development Behaviour and Welfare. The school's reputation as an inclusive, supportive and nurturing environment is quickly coming to fruition. Pupil's attitudes to all aspects of their learning are increasingly positive. The school has made significant headway with addressing the long and ingrained historical legacy of poor behaviour. Attitudes and lack of systems. Whilst the school continues to support key families and individuals with issues, this is only representative of a small minority of the overall in-take and improvements in these children is also evident. 100% of parental questionnaires are positive.</p>

		<p>There have been no exclusions since January 2016. Visitor reports to the school are positive about behaviour.</p> <p>Rationale Whilst there has been significant improvement in pupil attitudes and behaviour, the school needs to continue to embed the consistency of approach to ensure the continued support for pupils with SEMH needs and build the emotional resilience of all learners. Whitnash is passionate about ensuring that pupil's emotional well-being is always a key priority.</p>	
Specific Actions	Key Success Criteria	Time / Personal / Budget and Resources	Monitoring
<p>Autumn Term Embed the consistency of behaviour management across the school and the offer of a enhanced wider curriculum</p> <p>3.1 Fully embed the school's behaviour policy focused on 'Positive Learning Behaviours' (PLBs) to ensure that children are well-motivated and rewarded and sanctioned consistently, developing a more meaningful approach for the youngest children in school.</p> <p>3.2 Embed the application of the school's behaviour management policy at lunchtimes through the management of Dining Room Assistants and the introduction of 'Top Table' at lunchtimes to encourage positive behaviour in the dining hall</p> <p>3.4 Fully embed the wider opportunities for all learners at Whitnash within the curriculum and after-school – e.g. music lessons, enrichment opportunities and sports clubs, Bay Leaf Cookery classes targeting vulnerable groups to ensure equality of opportunity</p> <p>3.5 Continue to target the use of Sports Premium funding to further improve the quality of sports provision and wider curriculum opportunities for all children, particularly Pupil Premium and children with SEMH difficulties.</p> <p>Spring Term Embed a consistent assessment approach to SEMH needs across the school</p> <p>3.7 Embed the use of Thrive to screen classes and create whole-class action plans.</p>	<ul style="list-style-type: none"> Behaviour policy is embedded across the school. Pupils are fully aware of the expectations for their conduct in school. Behaviour tracking on CPOMS shows the % of behaviour related incidents continues to be reduced. Behaviour Action Plans and EIS support has improved the success of key individuals. The school attendance figures increases from 95% to 97% this academic year. Children have a good awareness of how to keep themselves and others safe, including healthy lifestyles/eating. Lesson observations demonstrate a continued 	<ul style="list-style-type: none"> Thrive Subscription CPOMS subscription Sports Premium WES Subscription for SEND Snowford Counselling Ongoing Safeguarding training ESafety 360 degree subscription Forest School Breakfast Club staffing Pupil Premium funding Bay Leaf Lottery Award funding Higher needs funding for SEND pupils 	<p>Autumn Safeguarding (SCR) review with governors (governors)</p> <p>Weekly attendance meetings (SLT and office)</p> <p>Termly safeguarding and SEND review (governors)</p> <p>Provision Mapping BAPs and IEP reviews (SLT and SENCo)</p> <p>Attendance Review (governors)</p> <p>Parent questionnaire (re quality of school provision in general (SLT)</p> <p>Review of behaviour and rewards (governors)</p> <p>Sports Premium Review (SLT)</p>

<p>3.8 Embed the use of Thrive for individual support to address and cater for children with SEMH needs.</p> <p>3.9 Increase the whole-school focus on anti-bullying through the School Council, Anti-bullying week and a review of the PSHE curriculum in school.</p> <p>3.10 Increase the whole-school focus on E Safety through the 360 degree award and a review of E Safety across the new ICT curriculum</p> <p>Summer Term Embed a consistent assessment approach to SEMH needs across the school which incorporates a focus on children's wider health</p> <p>3.11 Review the whole-school PSHE curriculum and develop a greater focus on healthy living through an increased focus on healthy eating throughout the school curriculum.</p> <p>3.12 Develop the Healthy Food Award for the school.</p> <p>3.13 Fully utilise the Sports Data to promote and support the physical development of all pupils.</p> <p>3.14 Embed the use of Thrive for individual support to address and cater for children with SEMH needs through the development of the Thrive Room, whole-school assemblies and reports to parents.</p>	<p>increased focus and children Positive Learning Behaviour</p> <ul style="list-style-type: none"> Pupil voice questionnaires demonstrate a positive attitude to learning and a good understanding of keeping safe/healthy life styles. Pupil voice and CPOMs analysis provide evidence of the eradication of bullying and evidence that children feel safe and protected in school. 		<p>Thrive Action Planning (SLT)</p> <p>E-safety Review (SLT)</p> <p>Spring Termly safeguarding and SEND review (governors)</p> <p>Provision Mapping BAPs and IEP reviews (SLT)</p> <p>Review of Pupil Premium Spend and impact (governors)</p> <p>Review of Thrive (SLT)</p> <p>Attendance Review (SLT)</p> <p>Pupil Questionnaire (bullying) (SLT)</p> <p>E Safety Review (governors)</p> <p>Weekly attendance meetings (SLT)</p> <p>Summer Review of the implementation of Thrive (governors)</p> <p>Termly safeguarding and SEND review (governors)</p> <p>Provision Mapping</p>
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		BAPs and IEP reviews (SLT) Review of Pupil Premium Spend and impact (governors) Attendance Review (SLT)
<p>Target 3 – Evaluation Autumn</p> <p>The school's behaviour policy focused on 'Positive Learning Behaviours' evidence in assemblies and class displays. Early years have launched a focus on PLB with key characters to support children's understanding. The behaviour in school has continued to improve. The school is a calm environment and Lesson observations, learning walks and CPOMS all indicate that behaviour is well managed in school. Children across the school, including children in EYFS, understand the behaviour expectations in school and can explain PLB.</p> <p>CPOMS continues to be embedded and tracking safeguarding and behaviour. CPOMS logs show that staff are using this facility actively to capture and track any issues relating to Safeguarding and behaviour. This continues to support clear communication and prioritises actions. The school have not had to use Team Teach since September 2017, as the established</p> <p>Counselling supports 10 pupils in school. The new Thrive Approach has been reviewed in all year groups and new action plans created. Behaviour and attitudes to learning continue to improve across the school. Action plans are supporting pupils in a whole class context. Year 6 in particular, have made considerable progress with their resilience and attitude to learning this term as a result of this work.</p> <p>Action plans and Behaviour Action Plans are supporting pupils with higher needs. There is recognition in the Local Authority/SEND Service that the school is fully committed to supporting all children with complex SEMH, including those with significant need. The Head has met with Head of Service for SEND and other representatives from LA and Thrive to begin to develop further plans to improve provision at Whitnash. The Head will be attending a Capacity Building Bid' meeting in February to submit another bid for Thrive funding.</p> <p>Enrichment evident in teacher plans and clubs provision – introduction of Ballet Group 2, Family Cookery, Art Club and Code Club.</p> <p>Other clubs running are: Football Ballet Introduction Multi-sports</p> <p>20% of children on the SEND register (11) are now involved in clubs. These clubs formulate part of the wider outcomes targeted in pupil's Individual Education Plans. This work is evaluated at an individual level. Currently 61 pupils currently attend clubs (29%) of school. Currently 18% (11) children have SEND. 18% of the children are identified as Pupil Premium. The impact of this will be assess through the school's Pupil Premium Action Plan.</p>		<p>Target 3 – Next Steps Autumn</p> <p>Develop the consistency in displaying PLBs across classes.</p> <p>Report specific CPOMS data to governors at the next Safeguarding Report.</p> <p>Develop better links with Thrive to develop Thrive work across the Consortia and Warwickshire. Continue to address the need for Specialist Provision for a child in KS2.</p> <p>Submit Capacity Building Bid.</p> <p>Embed the use of Thrive to screen classes and create whole-class action plans.</p>

<p>Parent feedback about clubs is positive. Parents have expressed their positivity about the range of clubs and opportunities on offer to their children.</p> <p>The school has a clear and targeted spend for Sports Premium money which involves:</p> <ul style="list-style-type: none"> • Targeted CPD for staff • Investment in pupil fitness • Data tracking <p>The school budget is supporting professionally qualified sports coaches to deliver PE lessons across the school. The Fit4Schools programme data shows improvements in all year groups with regards to fitness and engagement in of pupils in PE lessons.</p> <p>The staff have found the provision from Fit4Schools supportive of their own CPD needs.</p> <p>Pupils are enjoying PE provision and are motivated by the PE sessions. The Fit4Schools programme data shows improvements in all year groups with regards to fitness and engagement in of pupils in PE lessons. The staff have found the provision from Fit4Schools supportive of their own CPD needs. Pupils are enjoying PE provision and are motivated by the PE sessions.</p>	
<p>Target 3 – Evaluation Spring Embed a consistent assessment approach to SEMH needs across the school 3.7 Thrive is being used to screen classes and create whole-class action plans.</p> <p>3.8 Thrive is being used for individual support to address and cater for children with SEMH needs. Thrive is currently supporting 5 individual families to manage children’s behaviour at home. Individual screening is supporting SEND children with targeted Social Skills groups. Behaviour in the school continues to improve – see CPOMS data.</p> <p>3.10 Increased the whole-school focus on E Safety through the 360 degree award, Safer Internet Month and a review of E Safety across the new ICT curriculum Questionnaire handed to parents at Parents Evening. This questionnaire has demonstrated which areas of E Safety parents and children are less aware of. This will support the school in developing an strong and more targeted ICT included in Facebook Page and Website to promote e-safety.</p>	<p>Target 3 – Next Steps Spring Develop better links with Thrive to develop Thrive work across the Consortia and Warwickshire.</p> <p>Develop the use of the Thrive Room and it’s environment through capital funding and the new budget 2018-19.</p> <p>3.9 Increase the whole-school focus on anti-bullying through the School Council, Anti-bullying week and a review of the PSHE curriculum in school.</p> <p>Deputy Head to work with the consortia to increase the awareness of e-safety and create a joint project.</p>
<p>Target 3 – Evaluation Summer Embed the use of Thrive for individual support to address and cater for children with SEMH needs. 3.11/3.12 The PSHE lead for Cooking and Nutrition is currently auditing this provision and is undertaking the ‘Food for Life Award. In order to achieve the award the school has increased the provision for Healthy Lifestyle awareness through:</p>	<p>Target 3 – Next Steps Summer Develop the consistency in displaying PLBs across classes. Whilst all classes are using PLBs consistently. The school is keen to develop a shared</p>

- Change Makers Workshops for parent and children. These sessions have supported 4 families in Year 1. The feedback from these sessions is 100% positive with parents commenting that the children enjoyed the sessions and they have developed an awareness of healthy snacks.
- Food Explorers Workshops for children with issues relating to food, parents attend these cookery sessions to support their children with exploring and trying new foods. These sessions supported 6 Pupil Premium Families. This programme had a positive impact on these families and children. The parents fed back about how the children had begun to widen their diet. This group also provided some support for our more vulnerable families. This workshop will be repeated in September / October 2018.
- Bayleaf Cookery School Project supported families through after school cookery sessions. This was supported by the school's application to the Lottery Grant. This funding has been exhausted now, however the school is keen to build on this partnership with Bayleaf in the new academic year as the project was a huge success for some families.
- The 'Top Table' was introduced for children on a Friday lunchtime. The 'Top Table' has been aimed at improving the lunch experience, and improve children's understanding of table manners and conduct in the Dining Hall. This is providing the Dining Room Supervisors with a focus for their praise and lunchtime management.
- Health Champions – the school have worked with the School Nursing Service to create a team of Health Champions who are working on ideas to promote health and well-being in school.

3.13 The school is now utilising Sports Data from Fit4Schools to promote and support the physical development of all pupils. The children's participation in the Fitness Testing Programme is being rewarded with certificates for 'Most Improved' performers and 'Highest Scores' for each round of testing. These certificates are presented in assemblies. This programme is supporting the school is raising the pupils' understanding of the importance of fitness. The Fit4Schools data is also being used to target intervention in PE for pupils experiencing difficulties with movement skills. Often these children are also experiencing difficulties with writing and concentration in the classroom. Whilst it is too easy to assess the impact of this direct intervention on classroom performance, the school is expecting to be able to quantify this impact in the new academic year.

3.14 The school continues to embed the use of Thrive for individual children to support the provision for children with SEMH needs. The programme is having a positive impact for some individuals. The Thrive Trained Teaching Assistant works with individual children and small groups to offer intervention for social skills and resilience development. As a result, CPOMS data and incidents of high tariff behaviour are significantly reduced.

The school has successfully embedded a culture of Thrive approaches for dealing with children with complex SEMH needs. There is a strong shared understanding of the importance of the 'Vital Relational Functions' and 'Unconditional Positive Regard' among all the teaching staff.

The school is keen to continue to deepen this culture through:

- the development of the Thrive Room
- further training for whole-school staff in Thrive
- Working with school included in the Building Capacity Bid
- Training a further Thrive practitioner in the new academic year
- Providing further behaviour management training to Dining Room Assistants to embed a culture of Thrive at

system for capturing results for September. This system will enable the school to report on PLBs progress more easily.

The school is keen to continue to deepen the Thrive culture through:

- the development of the Thrive Room and it's environment through capital funding and the new budget 2018-19.
- further training for whole-school staff in Thrive
- Working with school included in the Building Capacity Bid
- Training a further Thrive practitioner in the new academic year
- Providing further behaviour management training to Dining Room Assistants to embed a culture of Thrive at lunchtimes
- More robust screening of whole-classes on a tighter programme of review

3.9 Increase the whole-school focus on anti-bullying through the School Council and Anti-bullying week. The school is keen to develop a better whole-school environment focus on Anti-bullying.

<p>lunchtimes</p> <ul style="list-style-type: none"> • More robust screening of whole-classes on a tighter programme of review <p>3.14 The school has begun to build better links with Thrive. The school has written a case study on school's journey with Thrive. This case study is being used by Thrive to promote the approach in other schools. Whitnash has hosted a Thrive Awareness Introduction this term for other Head Teachers. As a result Thrive are now offering Practitioner Training at Whitnash in the new academic year. This course is being provided to our school at a discount for hosting. This will allow the school to train another practitioner. Other schools will join us for this training. By training another practitioners it is expected that as a school we will be able to broaden our Thrive provision within school in 2018-19. This training will also be supported by the Building Capacity Bid submitted to the Local Authority. This funding will enable the school to offer a twilight training to all staff in Thrive. The bid content is focused on creating a partnership with 2 other schools to embed the Thrive approach in all 3 schools. The intention is that Whitnash will share good practice and develop a more robust use of the Thrive programme.</p>		
School Improvement Target		Summary of Current Position
Outcome for Pupils	<p>Target 4:</p> <p>To robustly address pupil attainment, achievement and progress in Reading and Maths across the school.</p> <p>To continue to embed a robust approach and focus on raising pupil's attainment and achievement in Phonics and SPAG.</p>	<p>Sept to January 2016:</p> <p>EYFS:</p> <ul style="list-style-type: none"> • EYFS performance over 3 years and broadly in-line with national in 2014-15 and 2016-17. However, performance in the key area of maths and English were below national. <p>KS1:</p> <ul style="list-style-type: none"> • The school was significantly below national in Phonics with a steep downward trend over 3 years (national upward trend). • School performing significantly below national in all areas at KS1, with % of children achieving highly level significantly below national. <p>KS2:</p> <ul style="list-style-type: none"> • The school was performing below national in all areas. • There had been a decline in school performance, particularly in reading, maths and SPAG the previous year. • Significant decline in the % of children attaining the higher levels. • Better than expected progress below national. <p>Other contextual information:</p> <ul style="list-style-type: none"> • Previously Pupil Progress meeting were not routinely held, and the school lacked a robust assessment system that could be understood by all. • Lack of systems and structures in the school to support Subject Leaders or hold teachers to account. • No clear direction had been established for the development of the curriculum. • There was inconsistency in planning and assessment. <p>Summary of Actions taken between January to present:</p> <ul style="list-style-type: none"> • Through the staffing restructure inadequate teaching has been addressed. • A new curriculum has been introduced for Sept 2016. • A new assessment system has been introduced to support staff in using assessment as an integral part of teaching and learning. • New behaviour system with clear systems and expectations. • New marking policy with clear expectations.

		<ul style="list-style-type: none"> • New handwriting and presentation policy with clear expectations. • New approach and focus established for the teaching of phonics, English and Maths. • <p>2015-16 data shows key issues in:</p> <ol style="list-style-type: none"> Maths at KS2 Children who are higher attainers in all classes All children in writing, particularly KS1 Girls attainment and progress in EYFS Boys in phonics. <p>Impact: The school has made some rapid inroads in establishing a new curriculum and embedding new systems and approaches in school to support teaching and learning. The school has raised attainment and the quality of teaching and learning across the school. This is evident in books and in the environment.</p> <p>The end of Key Stage results demonstrate the impact of the school's targeted work in the areas of Maths, Phonics and Writing:</p> <ul style="list-style-type: none"> • Phonic results significantly improved in 2015-16 and have remained broadly consistent in 2017-18. • School remains broadly in-line with national in EYFS. Pupil attainment in Reading, writing and maths is steadily improving. EYFS progress is good. • School broadly in-line with national at the end of KS1 for Reading and Maths. • The Maths result is KS2 has improved considerably in 2016-17 from 39% to 67% <p>The school continues to robustly monitor progress through Pupil Progress Meetings and Performance Management and is addressing any areas of potential under-performance with intervention, CPD and whole-school drives. In-year data is used systematically to inform practice and the School Improvement Plan. The school are there confident that they a 'good' in the area of pupil achievement.</p> <p>Rationale</p> <ul style="list-style-type: none"> • There has been a slight dip in reading results in 2017-18 at Key Stage 2. • Results lag behind the national in Reading, Maths and SPAG. • Progress in Maths across the school is lower than in other subjects. 		
Specific Actions	Key Success Criteria	Time / Personal / Budget and Resources	Monitoring	

<p>Autumn Develop the use of the curriculum and assessment approaches in Maths and Reading</p> <p>4.1 Fully embed the use of Target Tracker and formative and summative assessment to robustly and effectively inform teaching and learning in all year groups (Gap Analysis).</p> <p>4.2 Develop a new approach to the delivery of Guided Reading and provide INSET to staff</p> <p>4.3 Embed and strengthen the rich cross-curricular reading, writing and maths and promote regular opportunity for extended writing and reading in all aspects of the curriculum.</p> <p>4.4 Review and up-date the school's Maths curriculum to ensure a consistent focus on problem solving and reasoning (White Rose updates, Prove it tables, CLIC)</p> <p>4.5 Embed a consistent approach to pupil intervention and timetabling to ensure all pupils make progress, including pre-teaching.</p> <p>Spring Develop the use of the curriculum and assessment approaches in Maths, Phonics, SPAG and Reading</p> <p>4.6 Embed tighter systems for monitoring the progress of pupils attainment in additional learning programmes e.g. Read, Write Inc, Accelerated Reader, 99 Club, Spellings and CLIC and use this more robustly to inform wider assessment and planning</p> <p>4.7 Develop the use of ICT and practical activities in Maths to support mental calculation, reasoning and problem solving</p> <p>4.8 Promote reading across the school through:</p> <ul style="list-style-type: none"> Promoting parental involvement Reading events Development of reading areas 	<ul style="list-style-type: none"> All children make expected or better than expected progress in Reading, writing and Maths % of children reaching Age Related Expectation in Reading, Writing, Maths, Phonics and SPAG is increasingly in-line with national expectation. <p>TARGET: Phonics 75% SPAG 75% KS1 Reading 74% KS2 Reading 70%</p> <ul style="list-style-type: none"> Assessment is an embedded tool to inform teaching and learning and is being used effectively to raise attainment in Maths and English. All vulnerable learners make progress through well-targeted support and at least 60% make expected progress. Guided Reading, Phonics and SPAG observations and book/Learning 	<ul style="list-style-type: none"> English subject leader budget for phonics, reading development EIS, EAL, IDS and EP Support (WES subscription) TA intervention time Target Tracker subscription Reading subscription to United Kingdom Literacy Association Grant Other Library Development Grants e.g. Amazon 	<p>Autumn</p> <p>Review of reading teaching and progress (SLT)</p> <p>Review of Reading and SPAG planning tools (governors)</p> <p>Monitoring of SEND progress (SLT)</p> <p>SEND and Pupil Premium review (governors)</p> <p>Pupil Progress Meeting (SLT)</p>
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<p>4.9 Monitor track and the outcomes of SEND and vulnerable pupils to ensure that effective interventions and support is delivered and implemented. Develop approaches to intervention in Maths, Writing and Reading.</p> <p>4.10 Raise the profile SPAG across the school by promoting pupil and parent engagement and reviewing and developing the school's approach and ensuring that spelling is consistently and robustly addressed across the school.</p> <p>Summer Develop the use of Assessment for Learning in Maths and Reading</p> <p>4.11 Establish an approach to sharing Learning Targets with all pupils, making all pupils more aware of their personal next steps in Maths and Reading (Target Tracker Target Booklets / Book Marks).</p>	<p>Journal trawls show an increased whole-school focus on reading, SPAG and Phonics</p>		<p>Spring Performance Management review (SLT)</p> <p>Pupil Progress Reviews (SLT)</p> <p>Summer Monitoring of SEND progress (SLT)</p> <p>SEND and Pupil Premium review (governors)</p> <p>Pupil Progress Meeting (SLT)</p>
<p>Target 4 – Evaluation Autumn Performance Management cycle completed for 2016-17. The school has embedded a full cycle and ensured that teachers are rewarded appropriately.</p> <p>New targets set for all teachers for 2017-18, clearly linked to School Improvement Plan and areas for development against Teaching Standards. Targets are clearly linked to School Improvement Plan and areas for development against Teaching Standards. This will enable key improvements in raising standards of teaching so that 100% of teaching remains 'good'. Currently 30% is developing towards 'outstanding'.</p> <p>Pupil Progress Meetings held for all classes for Autumn Term – attainment targets set for all pupils. Target Tracker Gap Analysis printed for each half term to inform planning. Book trawls evidence the match in teachers planning to the skills and gaps children need. Teachers and SLT have a clear understanding of the gaps in children's learning. This is supporting planning in all year groups and making sure learning is well targeted to pupils needs. This is evident in book trawls and lesson observations. The school is monitoring and tracking the outcomes of SEND and vulnerable pupils to ensure that effective interventions and support is delivered and implemented.</p>		<p>Target 4 – Next Steps Autumn</p> <p>The school is focusing the INSET in January and February on improving differentiation.</p> <p>Currently Year 2 and 6 are identifying groups for targeted booster work for January</p> <p>The curriculum in Maths remains focused on Problem Solving and Reasoning.</p>	

The school is raising the focus of SEND progress through fully embedding the entry and exit data arrangements for interventions. This is ensuring that interventions are being run robustly and there are clear systems for review. Teachers are now fully aware of their responsibility and accountability of the progress of all SEND pupils. Clear timetables of intervention in place in all year groups.

Staff meeting held to track intervention and produce intervention plans and review actions. SENCo appointed from Dec 1st 2017 to further develop this work. Teachers and SLT have a clearer understanding of which pupils and groups require intervention. This has allowed for more focused interventions to be planned in all year groups to meet pupil needs and raise attainment. The focus was on pupils who only made 5 steps of progress in 2016-7 along with SEND.

INSET on Progress in Maths across the school was as secure as Reading and Writing. On average 86% of pupils made expected progress in Autumn 1 and 25% made better than expected progress. Maths provided up-to-date resources for White Rose for Autumn 2017-18 for staff.

The school continues to embed 20 minutes mental maths in addition to the standard Maths lesson (CLIC). The focus of this is to address the issue of Maths fluency and building skills of decision making linked to arithmetic, calculation and problem solving e.g. using known facts to derive others. The CLIC sessions are also focused on improving children's stamina.

Data analysis from the End of Year assessments has informed the Maths Subject Leader Action Plan.

Creative Curriculum Planning was overseen by HT pre-Autumn. There is a full week of focus for Spring Planning to be revisited with teachers and HT to further improve the creative links, cross-curricular work in English and Maths and to ensure consistency of provision across the school.

The curriculum is broad and balanced in all year groups. This is evident in teacher's plans, pupil books and lesson observations. The cross-curricular links are strong, particularly in English, where texts link strongly to the topics for each half term. This is leading to a meaningful and purposeful curricular experience.

The school is focused on improving the curriculum experience across all subjects. The focus has been on curriculum enrichment in all subjects e.g. Science, RE, ICT, PSHE, Art developments. However, in Spring the school will be embarking on using Target Tracker to capture assessments in Foundation Subjects as well as English and Maths.

The English Lead has written to parents to encourage parent Reading Heroes. Parent readers are currently supporting Year 2, where progress of children last year was slow in reading. Year 2 pupils have been identified for additional reading support. Progress in Reading in Autumn 1 was strong across the school and in Year 2 (86%).

The Head Teacher has worked with other heads in the consortium to build an action plan for 2017-18. One main priority of consortium is to build links across schools to support curriculum development for different groups. One group of Pupil Premium children have already attended a Maths event. Whitnash has planned a Spelling Bee and Reading Quiz to be hosted at Whitnash in Spring and Summer Term. The consortia have planned work that is pertinent to our School's Improvement Plan and Whitnash will drive this work

The focus for Spring and Summer Terms will be on ensuring that children across the school develop skills in being able to answer non-routine problem solving questions and developing key concepts, such as fractions and ratio, where pupils did not perform well in in 2016-17 paper.

The progress of pupils in Year 2 for reading is currently strong. However, this remains a key focus. To sustain this progress, the focus of support will need to remain consistent for Year 2 in particular.

forward for English and Maths.

The Year 2 teacher and Teaching Assistant has attending reading intervention training (BR@P /Boosting Reading at Primary). This intervention will support the Year 2 pupils to help close the progress and attainment gap. Daily reading is a key priority in Year 2 to ensure children at risk of not reaching Age Related Expectation are clearly targeted.

Book areas in the corridors are being developed to improve the appeal for reading. The classroom book corners are promoting a key author and topic linked in some year groups. New books have been purchased for the Free Reading book shelves to support the More Able /older children with a greater range of challenging reading material.

Introduced a new approach to teaching and delivery of Guided Reading in Key Stage 2 following the analysis of the Key Stage 2 Reading papers and SPAG. Greater emphasis is needed on teaching vocabulary, inference skills. The Guided Reading approach is explicitly teaching vocabulary at a higher level and teaching through a whole-class approach, inference skills. Word building and spelling is also being addressed through this approach (as well as the timetabled SPAG lessons in KS2) by teaching children to breakdown words into root words, prefixes and suffixes. This has been seen in book trawls and the Learning Walk with the SIO. This work is having positive impact on progress and teachers confidence with teaching reading. The new Guided Reading programme is building greater stamina. The staff meetings this half term for reading have focused on developing the whole staff understanding of the importance of addressing these issues. The text links in English and Topic are continually improving and children are having greater exposure to higher level texts.

Children are making progress with phonics. There is effective movement in the groups. Where pupils are not making sufficient progress, 1:1 support is being provided. The school plans to group the higher SEND pupils with complex needs into a targeted group for a longer session of Read Write Inc. The skills base of these children requires more intensive support to get them fluent in the basics of phonics.

Overall learning behaviour has improved, evident in Learning Walks and pupil behaviour generally.

Target 4 – Evaluation Spring

Develop the use of the curriculum and assessment approaches in Maths, Phonics, SPAG and Reading

4.6 Accelerated reader has been re-established in all classes. This system is having a positive effect on the reading outcomes children in school.

Year 2 and 4 have established the most consistency with this programme. Outcomes are:

Year Group	Average Reading Age Improvement		Average Percentile Rank Improvement		Average Standardised Score Improvement	
Year 2	6.11	7.05	34	47	156	210
Year 3	8.06	8.10	69	73	34.3	38.11
Year 4	8.06	9.04	45	63	346	447
Year 5	8.06	8.09	31	30	35.1	37.1

The school is beginning to raise the visual emphasis on reading for pupils. This work is to continue in the Spring Term.

Part of the January INSET day has been ear-marked for Subject Leader Development and therefore the English Leads will be prioritising this work.

The environment is a key priority and improvements are evident in corridors and classes. The development of this work will continue in Spring 1.

Target 4 – Next Steps Spring

Embed greater consistency in all year groups to enable the same progress impact across the school.

Year 1 to start Accelerated Reader. Action is being taken to ensure all classes have completed the next round of Star Reading Quizzes so that this data can be generated for all classes.

English Leads to attend Breakfast briefings with Consortia and ECM and update staff accordingly.

Reading progress across the school remains strong. At the end of Autumn 1 the progress results were:

06 November 2017
Sum2 2016-17 to Aut1 2017-18

All Pupils (179 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	1 (0.6%)	0 (0%)	1 (0.6%)	0.7 (0.4%)
Progressed by 5 steps or more	2 (1.1%)	0 (0%)	1 (0.6%)	1.0 (0.6%)
Progressed by 4 steps or more	4 (2.2%)	0 (0%)	2 (1.1%)	2.0 (1.1%)
Progressed by 3 steps or more	12 (6.7%)	2 (1.1%)	7 (3.9%)	7.0 (3.9%)
Progressed by 2 steps or more	51 (28.5%)	29 (16.2%)	44 (24.6%)	41.3 (23.1%)
Progressed by 1 step or more	154 (86.0%)	150 (83.8%)	154 (86.0%)	152.7 (85.3%)
No steps progress	14 (7.8%)	18 (10.1%)	14 (7.8%)	15.3 (8.6%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	11 (6.1%)	11 (6.1%)	11 (6.1%)	11.0 (6.1%)

4.6 The 99 Club continues to promote attainment in Maths and is having a positive impact on children's Maths fluency. Children need to answer questions every 6.8 seconds for the 99 Club.

88 Club is the point where all timetables are learnt:

Year 3	Year 4	Year 5	Year 6
7/29 (24%)	5/16 (31%)	16/25 (64%)	19/20 (95%)

This embedded system is supporting Year 6 currently due to these children having worked with this system for a number of years. The current Maths result from a practice paper is %, last year the end of year result was 67%.CLIC is reinforcing this daily focus on timetables and maths fluency, enabling lessons to focus more heavily on Reasoning and Problem Solving.

All teacher observations and book trawls demonstrate this focus in lessons on Reasoning and Problem Solving, with 100% of Maths lesson observed being at least 'good'.

4.7 An INSET has been led in Maths to ensure ICT is being used effectively to support learning. This staff meeting focused on using Gordon Programmes, online games and teaching tools to aid teaching and learning. The school is accessing Exemplar Learning, a free online programme for supporting children's learning in Maths and English. This is being used to target 15 pupils in Year 5 and 6, who are at risk of not making expected progress/reaching Age Related Expectations.

The school has recently made contact with Explore Learning, to provide enrichment experiences linked to our class topics in all year groups. This company has also attended Parent's Evening to promote a free home tutoring experience.

4.8 The English Leader has begun the development of the school Reading areas, and these are looking more inviting. The Book of the Week is being promoted through assemblies and the school website this year. The Head has put in a Local Authority Bid for funds to run an inter-school Reading Comprehension Challenge for More Able Readers. The school participated in World Book Week, promoting Fairy Tales and children enjoyed participating in book related activities and being immersed in a story. The Science and Art Week have also had a strong English focus this term and being linked to texts. The Art Week this term was linked to promoting Poetry.

Raise the exposure and profile of Reading through the school by continued promotion of the Working Walls and Book Areas.

Continue to compile a systematic approach to capturing progress with the 99 Club. Continue to review progress in SPAG through the class Gap Analysis Reports for each class.

Continue to monitor the standards in Maths to ensure all classes remain heavily focused on Reasoning and Problem Solving.

Maths Lead to attend Breakfast briefings with Consortia and ECM and update staff accordingly.

Maths Lead to provide opportunities for other staff to peer observe and to observe staff at other schools.

4.9 The newly appointed SENCo has worked with staff to monitor track and the outcomes interventions this term. There is now a meeting per half term to review interventions and complete Entry/Exit data sheets on SEND pupils. The progress of SEND pupils is strong given the complexity of many of the pupil's SEND needs:

% SEND pupils making Expected Progress (3 Steps)

Summer17-Spring 1 18	Reading	Writing	Maths
Whole-school data	71.7%	71.7%	69.6%

Whole-school training has been delivered in Precision Teaching. Precision Teaching is now an established intervention for some SEND pupils in each year group. Whole-school Structured Conversation training has supported staff in understanding the structure and agenda of Individual Education Plan Reviews. This term all IEP reviews have been completed. These are due again June 18. The involvement of parents in these discussions has improved.

4.10 A new whole-school planning tool for SPAG has been established across the school. This has been developed in order to ensure consistency and coverage of SPAG objectives. All Year groups are heavily focused on improving attainment and progress in SPAG. Book Trawl in the Autumn provided feedback to staff about the need to address spelling mistakes with greater consistency. This has had impact and the latest Book Trawl has shown a greater and more consistent use of the pink highlighting for spelling errors and pupils responding by correcting. The recent practice SATs in Year 6 demonstrated that children have improved significantly from the outcomes this time last year in Year 6. Currently it is expected that over 75 % of children will achieve the expected standard at the end of the Key Stage. The 2017-18 result was 63%.

Raise the exposure and profile of Maths through the school by continued promotion of the Working Walls and corridor display.

The SENCo will be attending the area SENCo meeting on 15-3-18, where ideas for further development can be shared. The Headteacher report highlights the need for more Specialist Teaching Service hours, more Teaching Assistant Support and an increase in Educational Psychology funding.

Review the SPAG programme in the Summer Term through results analysis, gap analysis and staff questionnaires to inform the SIP for 2018-19. Continue to monitor the impact of marking on pupil progress.

Target 4 – Evaluation Summer

Develop the use of Assessment for Learning in Maths and Reading
READING

The school has continued to focus on the provision for Reading this term. This has involved monitoring the progress in Accelerated Reader. Data continues to indicate that all pupils are making strong progress with this programme. This summer data for this programme is summarised below:

Year Group	Average Reading Age Improvement	Average Percentile Rank Improvement	Average Standardised Score Improvement
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

The school have focused heavily on boosting Phonics in Year 1 and 2. The End of Year Phonic Screening results

Target 4 – Next Steps Summer

Support will be required in Autumn 2018-19 to ensure that progress in reading comprehension is targeted so that pupils reach ARE for Reading in Year 2.

Continue to deepen children's experience in reading and supporting teachers with the moderation of reading.

4.11 Establish an approach to sharing Learning Targets with all pupils, making all pupils more aware of their personal next steps in Maths and Reading (Target Tracker Target Booklets / Book Marks).

Focus on times tables and developing a wider understanding of the language of times tables within the 99 Club testing. 10 questions per assessment will

indicate the success of this targeted work. 2017-18 Year 1 Phonic Screening is 78%. This is a 9% increase on the previous year's result. This is only 2% below the national average for 2017-18. Reception have also benefited from the heavy focus on reading skills with 78% GLD for 2017-18.

The school is aware that whilst Phonic skills have significantly improved, there is a gap between phonic skills and children's reading understanding. % of the school's EAL/newly arrived pupils in Year 1 have passed the Phonic Screening. However, whilst they have developed the skills to decode, support will be required in Autumn 2018-19 to ensure that progress in reading comprehension is targeted so that pupils reach ARE for Reading in Year 2.

The school has taken part in a sponsored reading event in the Summer Term. This event raised £215.00 for new books to supplement Accelerated Reading Scheme for Key Stage 1 pupils. The interest in this event was extremely limited. Only 12 pupils took part in this event. The school needs to develop further strategies to engage children in reading and develop their wider interest in books. This will become one of the focus' for the SIP 2018-19.

The school continues to engage the support for reading from parent and community volunteers. There are currently 5 children being supported by Reading Heroes. The school is keen to increase this support in the new academic year even further. This support has been targeted at Year 2, Year 3 and 4 and Year 5. In these year groups, children who have been in receipt of this additional support have made 'good' progress with reading.

The Reading leader has attended ECM briefings and Subject Leader Training at Heathcote through the Consortia. This has ensured that she has a clear understanding of subject expectations as has supported the forward planning for 2018-19. The main focus will be to continue to deepen children's experience in reading and supporting teachers with the moderation of reading.

MATHS

The Maths Leader has supported Booster Groups in preparation for SATs in Year 6. The focus of this input has been on developing reasoning and problem solving skills. This impact of this work has led to a further increase in the attainment of pupils in Year 6. The Maths result for 2017-18 is expected to be above 80%. This builds on the improvement from the previous year.

Book Trawls this year have indicated strength in problem solving and reasoning. The layered challenges in Maths are supporting teachers in making more accurate assessment of children's learning. A focus area for development in September will be to build on the challenge approach from Reception and introduce layered challenges and self-selection in Year 1. The children in Year 1 also need to be more widely encouraged to develop independence and written recording directly into their maths books.

The Maths lead has attended ECM training and Subject Leader Training at Heathcote through the Consortia. This has ensured that he has a clear understanding of subject expectations as has supported the forward planning for 2018-19. The main focus will be to continue to deepen children's application and skills with their times table fluency from Year 3 onwards. Amendments at planned to improve the approach used in the 99 Club to ensure that children also have a strong understanding of the vocabulary associated with multiplication. Current data shows that this is an area for development, despite impact of this focus being evident in upper Key Stage 2. The current Year 6 really benefited from the fluency skills with their timetables and this has shown in the predicted maths result for 2017-18 where more time has been able to be spent on Reasoning and Problem Solving due to the children's competency with the recall of number facts.

be introduced in September that focus on the range of language relating to multiplication.

CLIC observations to be planned for Autumn Term to assess the quality of impact of mental maths sessions throughout the school.

88 Club is the point where all timetables are learnt:

Year 2	Year 3	Year 4	Year 5	Year 6
No previous	7/29 (24%)	5/16 (31%)	16/25 (64%)	19/20 (95%)
3 (10%)	8/30 (27%)	7/16 (44%)	19/25 (76%)	19/20 (95%)

*Year 4 data is impacted by a high % of complex SEND needs within the Year Group.

Expected Results Key Stage 1:

Key Stage 1		
Reading	79% 2016-17 62% 2015-16	73% 2017-18
Writing	57% 2016-17 46% 2015-16	53% 2017-18
Maths	71% 2016-17 62% 2015-16	63% 2017-18

Expected Results Key Stage 2:

Key Stage 2	
Reading	60 - 70% 2017-18 58% 2016-17 65% 2015-16
Writing	85% 2017-18 75% 2016-17 78% 2015-16
Maths	84% 2017-18 67% 2016-17 39% 2015-16
SPAG	75% 2017-18 63% 2016-17 65% 2015-16

