



**Whitnash Primary School**

**'Learning, growing and succeeding together'**

# **School Improvement Plan 2016-17**



### **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 is introducing a new curriculum for September 2016-17 and a 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 is improving.

## School Data – Summary of the Starting Point

### EYFS 26

EYFS	Boys	Girls	SEND	EAL	FSM	Other contextual information
	12	14	4	3	1	2 EAL pupils newly arrived 2 further girls have been identified as SEND since rec. Job shared. Long-term sickness of TA. No consistent TA support until March 16.

Overall on **average 63%** of children achieved a GLD.

Learning Area	Overall %		Boys %		Girls %	
	School	National	School	National	School	National
Reading	63	76	85	71	43	82
Writing	67	71	85	64	50	78
Number	63	77	85	74	43	81
Shape and Space	63	81	85	77	43	85

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 is a key area for development. Maths, reading and writing are key areas for development in Early Years.

## Key Stage 1 – Phonics 26

Year 1	Boys	Girls	SEND	EAL	FSM	Other contextual information
	15	11	10	4	3	Split class for Year 1 Long-term sickness of a teacher 4 different teachers taught this class.
	58%	42%	38% (amended now to 7 in Sept)	15%	12%	

Phonics	Overall %		Boys %		Girls %	
	School	National	School	National	School	National
% achieving expected standard	73%	77%	67%	73%	82%	81%

This is a 27% increase on the previous year (50% 2015-16).

Girls are broadly performing in-line with national data.

Boys are under-performing the national % significantly (-6%)

The school has made significant progress, but needs to close the gap between the school and national and the performance between girls and boys.

## Key Stage 1 **13**

Year 2	Boys	Girls	SEND	EAL	FSM	Other contextual information
	4 31%	9 69%	4 (1 EHCP referral, 1 Dyslexia concern) 31%	1 (newly arrived) 8%	2 15%	Extremely small cohort 35% additional needs in the year group (5 children) Mixed with Year 1.

Subject	% of children achieving expected standard		% of children exceeding the expected standard (greater depth)	
	School	National	School	National
Reading	62% <b>8</b>		23% <b>3</b>	
Writing	46% <b>6</b>		0	
Maths	62% <b>8</b>		0	

Writing remains a key area for focus in Key Stage 1.

The achievement of the more able is a key focus for Key Stage 1 to increase the % of children achieving greater depth in all areas.

Reasoning and Problem Solving are key areas for focus in Maths to increase the % of children achieving greater depth.

## Key Stage 2 **24**

Year 6	Boys	Girls	SEND	EAL	FSM	Other contextual information
	13 54%	11 46%	7 29% 1 child with ASD	5 21% 1 newly arrived	4 17%	3 high tariff behaviour (1 Child Protection Plan, 1 CP Plan closed start of year)

## TEST

Subject	% of children achieving expected standard		% of children exceeding the expected standard (greater depth)	
	School	National	School	National
Reading	63% (65%) <b>15</b>	66	0	19%
Writing	<b>38% (9)</b> 75% (78%) <b>18</b>	74	0	14%
Maths	38% (39%) <b>9</b>	70	0	17%
SPAG	58% (61%) 63% (65%) <b>14</b> <b>15 (Spec Consideration)</b>	72	0	22%

% combined of children achieving expected standard in Reading, Writing and Maths	
School	National
<b>(17%)</b> 29% <b>7</b> (30%)	53%

**FLOOR STANDARD 65%**

## TEACHER ASSESSMENT

Subject	% of children achieving expected standard		% of children exceeding the expected standard (greater depth)	
	School	National	School	National
Reading	67% <b>16</b>	66	0	
Writing	75 % <b>18</b>	74	0	
Maths	63% <b>15</b>	70	0	

## TEACHER ASSESSMENT COMBINED:

% combined of children achieving expected standard in Reading, Writing and Maths	
School	National
42% (43%) <b>10</b>	53%

Maths is a key area for focus in Key Stage 2.

Reasoning and Problem Solving are key areas for focus in Maths to increase the % of children achieving the expected standard and greater depth.

The achievement of the more able is a key focus for Key Stage 2 to increase the % of children achieving greater depth in all areas. Continuing to embed SPAG is also a key focus.

## KS2 Progress (DfE) September 2016:

Subject	Progress Score (confidence interval in brackets)	Average Scaled Score per Pupil
Reading	-0.2 (-2.8 to 2.4)	99
Writing	-3.7 (-6.3 to -1.1) <b>THIS IS HIGHER as only based on 17% (old data!)</b>	N/A
Maths	-3.2 (-5.4 to -1.0)	98
SPAG	N/A	101

## 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"> <li>• The governors are a highly effective body for expertly challenging the head teacher and SLT and supporting the school to make progress.</li> <li>• All Subject Leaders are fully and expertly aware of the standards and expectations for their subjects.</li> <li>• Subject Leaders are confident and expertly lead their subject across the school.</li> <li>• Standards and attainment in all subjects is fully in-line with Age Related Expectations.</li> </ul>	<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"> <li>• Lesson observations and monitoring show that teaching over time in all Year Groups is never less than consistently good with 50% outstanding.</li> <li>• All children make good progress in Maths and English.</li> <li>• % of children reaching Age Related Expectation in Reading, Writing, Maths, Phonics and SPAG is fully in-line with national expectation.</li> </ul>	<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</p>

		<ul style="list-style-type: none"> <li>The quality of children's work in books is consistently high and well-presented for all children.</li> </ul>	<p>opportunities for peer observation and Lesson study for all teachers.</p>
Personal Development, Behaviour and Welfare	<p>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.</p>	<ul style="list-style-type: none"> <li>Pupils' behaviour inside and outside of lessons is impeccable</li> <li>All pupils are fully engaged in learning and display resilience in challenging learning situations.</li> <li>All children have an awareness of 'Growth Mind-sets and are able to work with teachers to set themselves challenges.</li> <li>'Thrive' as an approach is fully embedded across the school and supports children effectively in overcoming barriers to learning.</li> <li>Whitnash is an example for other schools in the development and practice of children's social, emotional and mental health needs.</li> <li>All children are presented with a rich range of wider learning opportunities to support the development of their confidence and self-esteem.</li> </ul>	<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	<p>Ensure that all pupils make rapid and sustained improvement (good and better progress) to raise attainment and achievement in English and Maths.</p>	<ul style="list-style-type: none"> <li>All children make expected or better than expected progress in Maths and English.</li> <li>% 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.</li> <li>Assessment is an embedded tool to inform teaching and learning and is</li> </ul>	<p>Embed Pre-teaching as an approach for children who are not achieving Age Related Expectations.</p> <p>Embed Targeted 1:1 tuition for children who are making less than expected progress through identification in data analysis and Pupil Progress Meetings.</p>

		<p>being used robustly to raise attainment in all subjects.</p> <ul style="list-style-type: none"> <li>• All vulnerable learners make 'good' progress through well-targeted support.</li> <li>• The school is successful in narrowing the gap between all vulnerable groups.</li> </ul>	<p>Embed a robust whole-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</p>

	pupil's attainment and achievement in Phonics.
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School Improvement Target		Summary of Current Position		
Leadership and Management	<p><b>Target 1:</b></p> <p>Set challenging targets through a robust system of staff Performance Management to secure accountability and raise pupil attainment.</p>	<ul style="list-style-type: none"> <li>The Performance Management system under the previous head did not provide clear targets for staff.</li> <li>The new head has reviewed staff performance for the close of the 2015-16 cycle through triangulation from January 2016 to July 2016 and analysis of pupil progress.</li> <li>Previously Pupil Progress meeting were not routinely held, and the school lacked a robust assessment system that could be understood by all.</li> <li>Pay structures and pay decisions were not linked robustly to the performance of staff and pupil data.</li> </ul>		
Specific Actions		Key Success Criteria	Time / Personal / Budget and Resources	Monitoring
<p><b>Autumn</b></p> <p><b>1.1</b> Use Performance Management as a tool to raise teacher and subject leader accountability for standards, progress and attainment, through robust target setting and Pupil Progress Reviews.</p> <p><b>1.2</b> The governors monitoring schedule is developed to support governing body in holding the head teacher to account and gathering information to help inform their understanding of school improvement.</p> <p><b>1.3</b> Establish clear expectations and a robust framework for Subject Leadership in all subjects, including Foundation Subjects.</p>		<ul style="list-style-type: none"> <li>All staff have a clear understanding of their roles and responsibilities.</li> <li>Performance Management is a robust system that holds staff to account by supporting staff to swiftly identify and address under-performance.</li> <li>Performance Management supports</li> </ul>	<p>Pay Policy doc.</p> <p>Pay Policy Guidance doc.</p> <p>Career Stage Expectations doc.</p> <p>Performance Management reviews for 2015-16</p> <p>Performance Management Target Setting Meetings</p>	<p><b>Autumn</b></p> <p>Performance Management Reviews and Target Setting (SLT)</p> <p>Formal Lesson observations (SLT)</p> <p>Review of policy relating to PM (Governors)</p> <p>Pupil Progress Meetings (SLT)</p>

<p><b>1.4</b> Establish a distributed leadership responsibility for school development and improvement through robust subject leader action planning,</p> <p><b>Spring and Summer</b></p> <p><b>1.5</b> Regular Pupil Progress meetings are held to hold teachers to account and ensure swift action is taken where there is pupil under-performance.</p> <p><b>1.6</b> KIT meetings are used to support the development of teachers and subject leaders.</p> <p><b>1.7</b> Through the CPD planner and performance management ensure that carefully targeted CPD opportunities are available to all teachers, subject leaders and teaching assistants to develop their practice.</p> <p><b>1.8</b> Establish a distributed leadership responsibility for school development and improvement through robust subject leader monitoring and evaluation.</p> <p><b>1.9</b> Ensure TLR holders work with colleagues within the consortium to develop their knowledge and expertise as Core Subject Leaders.</p> <p><b>1.10</b> Ensure all Subject Leaders are involved in the analysis of progress, attainment and standards in their subjects and use this to challenge under-performance and offer effective support and advice to colleagues.</p>	<p>staff understanding of the SIP and the actions needed and therefore improves practice.</p> <ul style="list-style-type: none"> <li>• Performance Management supports the professional development of teacher by identifying and addressing appropriate and specific CPD opportunities.</li> <li>• Subject Leadership is integral to Performance Management for all subject leaders.</li> <li>• Teachers are confident in their practice</li> <li>• Teaching is at least 'good' across the school.</li> <li>• All pupils make 'good' or better progress.</li> <li>• Establish TA Performance Management</li> </ul>	<p>Interim Performance Management Reviews</p> <p>Termly Pupil Progress Meetings.</p> <p>AHT cover of classes</p> <p>CPD Planner</p> <p>Staff Meeting time weekly</p> <p>Staff training budget £250 (to be revisited)</p> <p>Subject budget for Maths and English</p> <p>Consortium support to develop staff</p>	<p>SIP and Governor review of Distributed Leadership (SIP/ Governors)</p> <p>Review of Subject Leader Action Plans (SLT)</p> <p>Fortnightly book and planning trawls (SLT)</p> <p><b>Spring</b></p> <p>Review of Performance Management systems (Governors)</p> <p>Review of CPD planner related to SIP (Governors)</p> <p>Interim Performance Management Reviews (SLT)</p> <p>Pupil Progress Meetings (SLT)</p> <p>Link governor review of Subject Leader Action plans (governors)</p> <p>Fortnightly book and planning trawls (SLT)</p> <p><b>Summer</b></p>
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			Pupil Progress Meetings (SLT)  Final Performance Management Meetings (SLT)  Fortnightly book and planning trawls (SLT)
<b>School Improvement Target</b>		<b>Summary of Current Position</b>	
Quality of Teaching and Learning	<b>Target 2:</b>  Ensure that teaching over time in all Year groups is never less than consistently 'good' and 20% is 'outstanding'	<b>Sept 2015 to July 16:</b> 4 Cover Teachers: <ul style="list-style-type: none"> <li>• PPA cover teaching was consistently 'good' with some elements of 'Outstanding'.</li> </ul> 10 Teachers: <ul style="list-style-type: none"> <li>• 20% was inadequate.</li> <li>• 40% was Requires Improvement with many elements of 'good'.</li> <li>• 20% was consistently 'good'</li> <li>• 10% was outstanding.</li> <li>• 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.</li> </ul> <b>Summary of Actions taken between January and July 16:</b> <ul style="list-style-type: none"> <li>• Through the staffing restructure inadequate teaching has been addressed.</li> <li>• Action was taken to transition Year 5 early to Year 6 (Whitsun).</li> <li>• A new curriculum has been introduced for Sept 2016.</li> <li>• A new assessment system has been introduced to support staff in using</li> </ul>	

		<p>assessment as an integral part of teaching and learning.</p> <ul style="list-style-type: none"> <li>• New behaviour system with clear systems and expectations.</li> <li>• New marking policy with clear expectations.</li> <li>• New handwriting and presentation policy with clear expectations.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• The quality of teaching for September 2016 based line: <ul style="list-style-type: none"> <li>➤ PPA cover teaching consistently 'good' with some elements of 'Outstanding'.</li> <li>➤ 57% of teaching is borderline 'good' e.g. many elements of 'good' with some areas that require improvement (4 teachers)</li> <li>➤ 45% of teaching is 'good' (3 teachers)</li> <li>➤ 14% (1 teacher) is borderline 'outstanding'</li> <li>➤ Book trawls in the Summer Term showed that 71% (5 classes) were embedding the school presentation policy and the quality of pupils work was significantly improving.</li> <li>➤ 1 class showed inadequate standard of work in books (this issue was addressed through the restructure of the school).</li> </ul> </li> </ul>	
Specific Actions	Key Success Criteria	Time / Personal / Budget and Resources	Monitoring
<p><b>Autumn</b></p> <p><b>2.1</b> Continue to embed the school's presentation and handwriting policy to ensure all work is of a consistently high standard.</p> <p><b>2.2</b> Implement a new creative curriculum across the school.</p> <p><b>2.3</b> Develop and review the school Teaching and Learning Policy.</p> <p><b>2.4</b> Continue to embed the use of Target Tracker and formative and summative assessment to effectively inform</p>	<ul style="list-style-type: none"> <li>• Lesson observations and monitoring show that teaching over time in all Year Groups is never less than consistently good.</li> <li>• All children make good progress in Maths and English.</li> <li>• % of children reaching Age Related Expectation in Reading, Writing,</li> </ul>	<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</p>	<p><b>Autumn</b></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</p>

<p>teaching and learning in all year groups.</p> <p><b>2.5</b> Establish a new approach to homework across the school to increase pupil engagement and motivation for home learning.</p> <p><b>2.6</b> Establish and embed the use of Success Criteria in all lessons.</p> <p><b>2.7</b> Establish a new curriculum that is rich in cross-curricular writing opportunities and regular opportunity is provided for all learners for extended writing.</p> <p><b>2.8</b> Through the new curriculum improve the skills focus of learning, cross-curricular links pupil engagement and quality 1st teaching.</p> <p><b>2.9</b> Continue to embed the whole-school marking policy and the use of developmental marking to support and move children's learning forward.</p> <p><b>Spring</b></p> <p><b>2.10</b> Begin to embed the use of self and peer assessment in English and Maths.</p> <p><b>2.11</b> The classroom environments are developed to appeal, entice and support children's learning.</p> <p><b>2.12</b> Through the use of assessment and Pupil Progress meetings ensure the needs of all learners is being met e.g. EAL, PP and SEND.</p> <p><b>Summer</b></p>	<p>Maths, Phonics and SPAG is broadly in-line with national expectation.</p> <ul style="list-style-type: none"> <li>The quality of children's work in books is consistently high and well-presented for all children.</li> <li>Lesson observations and book trawls demonstrate that learning is appropriately pitched (age appropriate and progressive).</li> <li>A high quality, robust and effective curriculum is established for all the Creative Curriculum, English and Maths.</li> <li>Learning Walks show improvements to the school environment and classrooms support children's independent learning.</li> <li>Pupil voice shows that children are actively involved and appropriately challenged and supported in their learning.</li> <li>Book trawls evidence</li> </ul>	<p>subscription</p> <p>Prove it tables (maths budget)</p> <p>TA time for interventions</p> <p>INSET days</p> <p>New curriculum planning time</p> <p>Subject Leader budgets</p> <p>Stationery budget</p>	<p>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><b>Spring</b></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>
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<p><b>2.13</b> Continue to develop the approaches to writing across the school e.g. Use of 'Talk for Writing', Pie Corbett materials and Big Writes.</p> <p><b>2.14</b> Establish whole-school approaches to higher order skills, questioning, deepening thinking and lesson planning e.g. Prove it Tables, Blooms, Solo and DRICE.</p> <p><b>On-going:</b></p> <p><b>2.15</b> Provide regular SLT focus on planning and book trawls and ensure that these are focused on the pitch and expectation in lessons and pupil progress.</p> <p><b>2.16</b> Through the CPD Planner ensure that regular and carefully targeted opportunities are provided for teachers and teaching assistants to observe others teach.</p> <p><b>2.17</b> KIT meetings used to support the development of quality 1<sup>st</sup> teaching.</p>	<p>that developmental marking across the school impacts on pupil's progress.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>		<p><b>Summer</b></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>
<b>School Improvement Target</b>		<b>Summary of Current Position</b>	
Personal Development, Behaviour and Welfare	<p><b>Target 3:</b></p> <p>Establish a shared understanding and whole-school approach to address difficulties in children's social, emotional and mental health.</p>	<p><b>Behaviour and Attitudes:</b></p> <ul style="list-style-type: none"> <li>• In 30% of classes children were fully focused and engaged with learning.</li> <li>• In 43% of classes (3 Year groups), the behaviour and focus of children was inadequate at the beginning of the year.</li> <li>• 70% of staff questionnaires in January 2016 sited behaviour as a key issues within the school.</li> <li>• In January 2016, there were 10 individuals with high tariff disruptive behaviour. These children were regular runners throughout a school day.</li> </ul>	

	<p><b>Summary of Actions taken between January and July 16:</b></p> <ul style="list-style-type: none"> <li>• Through the staffing restructure inadequate teaching has been addressed.</li> <li>• Action was taken to transition Year 5 early to Year 6 (Whitsun).</li> <li>• Behaviour Action Plan, Success Charts, a new behaviour policy and CPOMS were introduced from January to address behaviour.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Behaviour significantly improved.</li> <li>• The incidence of running and disruptive behaviour was significantly reduced. With only 3 of the 10 children remaining a significant concern. Of these 3 one has left the school through the CAF support with parents.</li> <li>• 3 of the previous high tariff concerns have left for secondary school.</li> </ul>		
Specific Actions	Key Success Criteria	Time / Personal / Budget and Resources	Monitoring
<p><b>Autumn</b></p> <p><b>3.1</b> Continue to embed the school’s new behaviour policy focused on ‘Positive Learning Behaviours’ (PLBs) to ensure that children are well-motivated and rewarded and sanctioned consistently.</p> <p><b>3.2</b> To continue to embed the use of CPOMS to track and monitor pupil behaviour.</p> <p><b>3.3</b> Embed the use of well-targeted professional counselling for children with SEMH needs.</p> <p><b>3.4</b> Begin to develop the wider opportunities for all learners at Whitnash within the curriculum and after-school – e.g. music lessons, enrichment opportunities and sports clubs.</p> <p><b>3.5</b> Target the use of Sports Premium funding to improve the quality of sports provision and wider curriculum opportunities</p>	<ul style="list-style-type: none"> <li>• The new behaviour policy is embedded across the school.</li> <li>• Pupils are fully aware of the expectations for their conduct in school.</li> <li>• Behaviour tracking on CPOMS shows the % of behaviour related incidents continues to be reduced.</li> <li>• Behaviour Action</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive Subscription</li> <li>• CPOMS subscription</li> <li>• Sports Premium</li> <li>• WES Subscription for SEND</li> <li>• Snowford Counselling</li> <li>• Consortium funding for nurture</li> <li>• Safeguarding training</li> </ul>	<p><b>Autumn</b></p> <p>Safeguarding (SCR) review with Adrian Over and governors (governors)</p> <p>Weekly attendance meetings (SLT)</p> <p>Termly safeguarding and SEND review (governors)</p> <p>Provision Mapping BAPs and IEP reviews (SLT)</p> <p>Attendance Review (governors)</p>

<p>for all children, but in particular Pupil Premium and children with SEMH difficulties.</p> <p><b>3.6</b> Embed the use of Behaviour Action Plans and the support of EIS where appropriate.</p> <p><b>Spring /Summer</b></p> <p><b>3.7</b> Introduce Thrive as a screening tool across the school.</p> <p><b>3.8</b> Begin to embed a comprehensive approach to the development of children’s social, emotional and mental health e.g. Nurture Intervention and Thrive.</p> <p><b>3.9</b> Continue to embed Play Leaders/Makers and the development of lunchtime provision to support the improvement in children’s behaviour, including sports and the arts.</p> <p><b>3.10</b> Continue to develop children’s understanding and awareness of their own safety, including Protective Behaviours, Anti—bullying and E Safety.</p> <p><b>3.11</b> Increase the whole-school focus on anti-bullying.</p> <p><b>3.12</b> Complete pupil questionnaires to monitor pupil safety and well-being.</p> <p><b>3.13</b> Develop the whole-school PSHE curriculum.</p> <p><b>On-going</b></p> <p><b>3.14</b> Provide well-targeted support for children and families through the CAF process.</p> <p><b>3.15</b> Provide well-target support for all Pupil Premium children, including breakfast club, after-school clubs, cookery</p>	<p>Plans and EIS support has improved the success of key individuals.</p> <ul style="list-style-type: none"> <li>• The school attendance figures increases from 95% to 97% this academic year.</li> <li>• Children have a good awareness of how to keep themselves and others safe.</li> <li>• Lesson observations demonstrate an increased focus and children Positive Learning Behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• ESafety 360 degree subscription</li> <li>• Forest School</li> <li>• Breakfast club staffing</li> <li>• Pupil Premium funding</li> </ul>	<p>Parent questionnaire (re quality of school provision in general) (SLT)</p> <p>Review of behaviour and rewards (governors)</p> <p><b>Spring</b></p> <p>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>
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<p>clubs and Forest School provision.</p> <p><b>3.16</b> Continue to embed a comprehensive values culture and ethos within the school through the use of assemblies, PSHE and high expectations.</p> <p><b>3.17</b> Continue to improve pupil attendance (97%) and ensure that the systems in school are robust.</p> <p><b>3.18</b> Target families where attendance is poor (below 85%) through CAF, ACE and robust procedures to ensure these children are not disadvantaged by persistent absence.</p>	<ul style="list-style-type: none"> <li>• Pupil voice questionnaires demonstrate a positive attitude to learning.</li> <li>• Pupil voice and CPOMs analysis provide evidence of the eradication of bullying and evidence that children feel safe and protected in school.</li> </ul>		<div style="background-color: #ffffcc; height: 100px; width: 100%;"></div> <p><b>Summer</b>  Review of the implementation of Thrive (governors)</p> <p>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>Attendance Review (SLT)</p>
<p><b>School Improvement Target</b></p>	<p><b>Summary of Current Position</b></p>		

<p>Outcome for Pupils</p>	<p><b>Target 4:</b></p> <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>	<p><b>Sept to January 2016:</b></p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• Rising trend in EYFS performance over 3 years and broadly and in-line with national in 2014-15.</li> </ul> <p><b>KS1:</b></p> <ul style="list-style-type: none"> <li>• The school was significantly below national in Phonics with a steep downward trend over 3 years (national upward trend).</li> <li>• School performing significantly below national in all areas at KS1, with % of children achieving highly level significantly below national.</li> </ul> <p><b>KS2:</b></p> <ul style="list-style-type: none"> <li>• The school was performing below national in all areas.</li> <li>• There had been a decline in school performance, particularly in reading, maths and SPAG the previous year.</li> <li>• Significant decline in the % of children attaining the higher levels.</li> <li>• 2 level progress in-line with national.</li> <li>• Better than expected progress below national.</li> <li>•</li> </ul> <p><b>Other contextual information:</b></p> <ul style="list-style-type: none"> <li>• Previously Pupil Progress meeting were not routinely held, and the school lacked a robust assessment system that could be understood by all.</li> <li>• Lack of systems and structures in the school to support Subject Leaders or hold teachers to account.</li> <li>• No clear direction had been established for the development of the curriculum.</li> <li>• There was inconsistency in planning and assessment.</li> </ul> <p><b>Summary of Actions taken between January and July 16:</b></p> <ul style="list-style-type: none"> <li>• Through the staffing restructure inadequate teaching has been addressed.</li> <li>• A new curriculum has been introduced for Sept 2016.</li> <li>• A new assessment system has been introduced to support staff in using assessment as an integral part of teaching and learning.</li> <li>• New behaviour system with clear systems and expectations.</li> <li>• New marking policy with clear expectations.</li> <li>• New handwriting and presentation policy with clear expectations.</li> <li>• New approach and focus established for the teaching of phonics.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• Phonic results significantly improved.</li> </ul>
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		<ul style="list-style-type: none"> <li>• School remains broadly in-line with national in EYFS.</li> <li>• School broadly in-line with national at the end of KS2 for writing, reading and SPAG.</li> <li>• The school has a new direction and approach to planning the curriculum.</li> </ul> <p><b>2015-16 data shows key issues in:</b></p> <ol style="list-style-type: none"> <li>I. Maths at KS2</li> <li>II. Children who are higher attainers in all classes</li> <li>III. All children in writing, particularly KS1</li> <li>IV. Girls attainment and progress in EYFS</li> <li>V. Boys in phonics.</li> </ol>		
<b>Specific Actions</b>	<b>Key Success Criteria</b>	<b>Time / Personal / Budget and Resources</b>	<b>Monitoring</b>	

<p><b>Autumn</b></p> <p><b>4.1</b> Continue to focus on the development of approaches to Phonics and SPAG to ensure pupils make progress in-line with national expectations.</p> <p><b>4.2</b> Performance Management targets and Pupil Progress targets set to promote attainment and achievement in English and Maths.</p> <p><b>4.3</b> Introduce and establish a whole-school planning tool for Maths to support teachers in planning for children’s learning, and developing children’s capacity for reasoning and problem solving.</p> <p><b>4.4</b> INSET with the consortium on ‘Big Maths’ – begin to develop ‘Big Maths approaches across the school</p> <p><b>4.5</b> Monitor track and the outcomes of SEND and vulnerable pupils to ensure that effective interventions and support is delivered and implemented.</p> <p><b>4.6</b> Embed the assessment, tracking and monitoring procedures (Target Tracker) as a tool to inform teaching and learning/ pitch and expectation for all lessons.</p> <p><b>Spring /Summer</b></p> <p><b>4.5</b> Establish Pre-teaching as an approach for children who are not achieving Age Related Expectations.</p> <p><b>4.6</b> Target 1:1 tuition for children who are under-achieving.</p> <p><b>4.7</b> SLT to use Target Tracker to identify where children are not making sufficient progress and take action to address</p>	<ul style="list-style-type: none"> <li>• All children make expected or better than expected progress in <b>Maths</b> and English.</li> <li>• % of children reaching Age Related Expectation in Reading, Writing, <b>Maths, Phonics</b> and SPAG is broadly in-line with national expectation.</li> <li>• Assessment is an embedded tool to inform teaching and learning and is being used effectively to raise attainment in Maths and English.</li> <li>• All vulnerable learners make progress through well-targeted support and at least 60% make expected progress.</li> <li>• Maths observations and book/Learning Journal trawls show</li> </ul>	<ul style="list-style-type: none"> <li>• English subject leader budget for phonics development</li> <li>• Consortium funding for Big Maths</li> <li>• EIS, EAL, IDS and EP Support (WES subscripton)</li> <li>• TA intervention time</li> <li>• Target Tracker subscription</li> </ul>	<p><b>Autumn</b></p> <p>Review of phonics teaching and progress (SLT)</p> <p>Review of Maths planning tool (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>this through regular Pupil Progress Meetings.</p> <p><b>4.8</b> All staff have regular opportunity to work as a school or with the consortium on moderation in English and Maths.</p> <p><b>On-going</b></p> <p><b>4.9</b> Accelerate the progress of all children in:</p> <ul style="list-style-type: none"> <li>I. Maths</li> <li>II. Children who are higher attainers in all classes</li> <li>III. All children in writing</li> <li>IV. Girls in EYFS</li> <li>V. Boys in phonics.4</li> </ul> <p><b>4.10</b> Conduct termly Pupil Progress meeting with all teachers to identify children making less than expected progress and plan action to address this under-performance.</p> <p><b>4.11</b> Use Performance Management as a tool to raise pupil progress and attainment.</p> <p><b>4.12</b> Continue to utilise Assertive Mentoring tools to support children's development in Maths and English.</p>	<p>an increased whole-school focus on reasoning and problem solving.</p>		<p><b>Spring</b> Performance Management review (SLT)</p> <p>Pupil Progress Reviews (SLT)</p> <p>SIP visit to focus on quality of teaching and progress (SIP)</p> <hr/> <p><b>Summer</b> Monitoring of SEND progress (SLT)</p> <p>SEND and Pupil Premium review (governors)</p> <p>Pupil Progress Meeting (SLT)</p>
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## School Improvement Plan Miles Stones and Evaluation

Development Area	Overall Objectives	Milestones	Specific Actions/Monitoring Completed	Impact and Outcomes
Leadership and Management	<p>To develop the working knowledge and school partnership with governors to ensure the body can hold the school and Head Teacher to account.</p> <p>To develop a distributed leadership approach that improves the awareness, capacity and impact of all</p>	<p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>✓ All staff are provided with a job description for their specific role in school</li> </ul> <p>All staff provided with a clear pay policy and guidance.</p> <ul style="list-style-type: none"> <li>✓ All teachers are provided clear information about career stage expectations.</li> </ul> <p>Performance Management targets are set and related to the School Improvement Plan for all staff.</p>		
		<p><b>Spring</b></p>		

	leaders in school.	<b>Summer</b>		
Quality of Teaching and Learning	Ensure that much teaching over time in all Year Groups is never less than consistently good.	<p><b>Autumn Term</b></p> <ul style="list-style-type: none"> <li>✓ Continue to embed the school's presentation and handwriting policy to ensure all work is of a consistently high standard.</li> <li>✓ Implement a new creative curriculum across the school.</li> </ul> <p>Develop and review the school Teaching and Learning Policy.</p> <p>Continue to embed the use of Target Tracker and formative and summative assessment to effectively inform teaching and learning in all year groups.</p> <ul style="list-style-type: none"> <li>✓ Establish a new approach to homework across the school to increase pupil engagement and motivation for home learning.</li> </ul>		

		<p>Establish and embed the use of Success Criteria in all lessons.</p> <p>Establish a new curriculum that is rich in cross-curricular writing opportunities and regular opportunity is provided for all learners for extended writing.</p> <p>Through the new curriculum improve the skills focus of learning, cross-curricular links pupil engagement and quality 1st teaching.</p> <ul style="list-style-type: none"> <li>✓ Continue to embed the whole-school marking policy and the use of developmental marking to support and move children's learning forward.</li> </ul>		
		<p><b>Spring Term</b></p>		

		<b>Summer Term</b>		
Personal Development, Behaviour and Welfare	Ensure that pupils' behaviour inside and outside of lessons is impeccable.	<b>Autumn Term</b> Train GC as a Thrive Practitioner. <ul style="list-style-type: none"> <li>✓ Continued to embed the school's new behaviour policy focused on 'Positive Learning Behaviours' (PLBs) to ensure that children are well-motivated and rewarded and sanctioned consistently.</li> <li>✓ Continued to embed the use of CPOMS to track and monitor pupil behaviour.</li> <li>✓ Well-targeted professional counselling for children with SEMH needs established and embedded in school.</li> <li>✓ Wider opportunities for all learners at Whitnash</li> </ul>		

		<p>within the curriculum and after-school being offered— e.g. music lessons, enrichment opportunities and sports clubs.</p> <ul style="list-style-type: none"> <li>✓ Target the use of Sports Premium funding improved the sports provision and wider curriculum opportunities for all children,</li> <li>✓ Forest school is being targeted at Pupil Premium</li> </ul>		
		<p><b>Spring Term</b></p> <p>Work with Clapham Terrace and St Anthony's to develop the Thrive approach.</p>		

		<b>Summer Term</b>		
Outcome for Pupils	Ensure that all pupils make rapid and sustained improvement.	<b>Autumn Term</b> Set phonic groups and begun the cycle of 10 weekly reviews for all children in phonics in Year1 and 2.  ✓ Introduced and established a whole-school planning tool for Maths to support teachers in planning for children’s learning, and developing children’s capacity for reasoning and problem solving.  INSET delivered with the consortium on ‘Big Maths (31 <sup>st</sup> October) –school begun to develop ‘Big Maths approaches across the school  Monitor track and the outcomes of SEND and vulnerable pupils to ensure that effective interventions and support is delivered and		

		implemented.  Embed the assessment, tracking and monitoring procedures (Target Tracker) as a tool to inform teaching and learning/ pitch and expectation for all lessons.		
		<b>Spring Term</b>		
		<b>Summer Term</b>		