**High View PLC**

**School Improvement Priorities 2016 – 2017**

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| **Priority** | **Rational/Actions** |
| **Accelerated progress in writing from FS baseline through to KS2 to ensure that writing attainment is inline with reading and maths at KS2**  **(OFSTED target from June 2012)** | * Greater numbers of children across school are making expected/exceeding progress and attainment in writing and this has been shown in the impact on writing at the end of KS2 - girls and boys both exceeding nationally and girls and boys broadly inline. * The baseline at FS1 and FS2 is that writing is the lowest attainment so greater, rapid and sustained progress need to be made throughout school. * FS, KS1 and LKS2 attainment shows a gap between boys and girls attainment which needs addressing through effective and engaging teaching and learning * Boys at greater depth in writing in KS2 * Engaging writing opportunities throughout the curriculum * Support from parents in effective writing at home though ‘Family Fun Sessions’ |
| **Effective teaching and learning of reading** | * Reading standards at KS2 * Higher order thinking in reading – inference skills * Authorial language and use of it on the reader * Further reading opportunities in school through display and engaging reading areas * Aim for children encouraged to read as much as possible at home * Reading at greater depth at KS1 |
| **Attainment at KS1** | * There appears to be a downward trend in KS1 attainment – cohort specific * Positive trends in attainment to be promoted in other areas * Effective teaching and learning * Assessment to drive effective provision * Intervention used effectively to ensure children have all opportunities to succeed through an engaging curriculum * Creative methods used for teaching the basics in literacy and maths until embedded |
| **Mastery in the Curriculum** | * Teachers to gain a better understanding of what mastery is * Mastery in maths – CPD with Maths Hubs across the trust * Phases to work collaboratively to plan mastering opportunities * Resources purchased that support mastery in maths * Use of bar modelling * Higher order thinking in reading * Authorial style used through KS2 in writing |