

# High View Primary School

## SCHOOL IMPROVEMENT PLAN

### SEPTEMBER 2018 – JULY 2019



<p><b>PRIORITY 1 : Leadership &amp; Management</b></p>	<p><b>PRIORITY 2 : Quality of Teaching, Learning and Assessments</b></p>
<p>1.1 To develop middle leadership to ensure maximum impact through precise assessment and evaluation of the foundation subjects maximising the progress that pupils are making.</p> <p>1.2 To underpin the school’s wider curriculum with oracy and citizenship to reduce barriers to learning for all children.</p>	<p>2.1 To maximise pupil participation throughout lessons to ensure that all pupils are engaged in learning and therefore accelerating the progress that they make over time.</p> <p>2.2 Quality wave one teaching and learning with specific, accurate and clear feedback which maximises pupil progress.</p>
<p><b>PRIORITY 3 : Outcomes for Pupils</b></p>	<p><b>PRIORITY 4 : Personal Development, Behaviour and Welfare</b></p>
<p>3.1 To review the teaching of phonics to ensure that attainment in the Year 1 and Year 2 phonics screening is at least in line with national and that success in phonics continues to have an impact on reading.</p> <p>3.2 To continue to narrow the gap to national at GLD by increasing the number of children that are making rapid progress from baseline to GLD (a comparison will also be made excluding the children with EHCP with significant learning needs).</p>	<p>4.1 – To bring the schools attendance closer to the 97% target with a specific focus on reducing % of persistent absenteeism.</p>

**Priority 1.1. Middle leaders to clearly demonstrate their deep and accurate understanding of their subject through rigorous scrutiny, assessment and evaluation to**

**ensure children are maximising their progress.**

**Evidence for Priority Area (Ofsted/Data/Reviews)**

Core subject outcomes by KS2 were above national in all areas. In order to continue to improve and extend this positive gap, standards across our broad and balanced curriculum need to reflect the standards demonstrated in the core subjects. **Progress data from last year. Evidence to follow from peer review.**

<b>End of Year Outcomes</b> <i>(What will it look like?)</i>	<b>Evaluation</b> <i>(Evaluative question to support governor monitoring)</i>	<b>Monitoring</b> <i>(How will we check it is working?)</i>	<b>Milestones –</b> <i>(What will progress look like towards our end of year outcomes?)</i>
<ul style="list-style-type: none"> <li>• A tailored, broad balanced curriculum under pinned by a developmental oracy framework, meets the needs and interests of our pupils and wider community, to be fully embedded.</li> <li>• Scrutiny of planning for wider curriculum to evidence clear links to core subject expectations and challenge.</li> <li>• Accurate assessment of core subjects demonstrates a higher percentage of children meeting ARE.</li> <li>• Analysis of evidence in books enhances the progress and attainment of that in the core subjects.</li> <li>• Learning opportunities through the wider curriculum enhances progress and attainment in core subjects.</li> <li>• Middle leaders can articulate strengths and areas for development in their subjects.</li> <li>• Middle leaders have a clear strategic overview for moving their subject forward.</li> </ul>	<ul style="list-style-type: none"> <li>- How do you know middle leaders can drive forward standards through their curriculum subject?</li> <li>- What evidence can they provide to support their position?</li> <li>- How do they ensure assessments are accurate?</li> <li>- What is the progress/attainment of vulnerable groups in all subjects?</li> <li>- How do you know wider learning opportunities are enhancing progress and attainment in core subjects?</li> </ul>	<ul style="list-style-type: none"> <li>- Medium term planning scrutiny.</li> <li>- Lesson observations, learning walks, environment scrutiny.</li> <li>- Subject on a page analysis.</li> <li>- Subject leader interviews and staff meeting time to present findings.</li> <li>- Pupil questionnaires.</li> </ul>	<p><b>Autumn:</b> Timetables will demonstrate the broad and balanced curriculum being taught weekly. Evidence in books will begin to support the attainment of pupils in core subjects. Subject leaders will have formed a detailed action plan (linked to SIP) to drive standards forward in their subject.</p> <p><b>Spring:</b> Quality Wave 1 teaching across the subjects. Support provided for new teachers and areas of need for planning and delivery of their subject.</p> <p><b>Summer:</b> Pupil questionnaires evidence the positive impact of the tailored curriculum. Leaders have a clear strategic overview of their subject and evaluated the impact and progress through the year.</p>

**Priority 1.1 Middle leaders to clearly demonstrate their deep and accurate understanding of their subject through rigorous scrutiny, assessment and evaluation to ensure children are maximising their progress.**

<b>Improvement Action</b> <i>(What we will do)</i>	<b>Timescale &amp; Expected Outcome</b> <i>(When will we do it and what will it look like?)</i>	<b>Who will lead?</b>	<b>Evaluation notes</b> <i>(So what?)</i>
1.1a CPD and collaboration to develop the tailored curriculum to ensure engagement of all pupils, particularly boys.	Autumn Term CPD to develop curriculum areas All teachers planning and teaching from new tailored curriculum Spring Review of curriculum analysing pupil voice and learning walks with particular focus on engagement of boys	HT/Phase Leaders. HT/SLT	
Coordinator time throughout the year to ensure middle leaders can effectively evaluate the current position of their subject	By Autumn 2 all subject leaders to have had co-ordinator time to complete	Subject Leaders	

	against their action plan.	the subject on a page, analyse data and complete an evaluation	supported by SLT.	
1.1c	Senior leaders to further develop middle leaders' ability to monitor, assess and develop their leadership area: -triangulation -paired observation and data -book scrutiny -development of action plans -leading staff CPD	Termly All leaders have evidence to support: -progress made year on year -how their curriculum area is taught effectively (differentiation, pitch) -non negotiables in books -how skills were differentiated through KS1 and KS2	SLT	
1.1d	Environment scrutiny of displays to ensure the quality of curriculum and the attainment of the pupils.	Termly Middle Leaders and SLT monitor and evaluate the curriculum gathering evidence from displays, language/vocabulary, working walls in class.	Middle Leaders and SLT	
1.1e	Scrutiny of topic books crossed reference with core subject books to ensure consistent approach, achievements and progress.	Termly Checklist analysis and evaluation of the quality of work in books. Presentation is neat, marking and feedback policy adhered to, differentiation and progression of skills is clear.	SLT	

**Priority 1.2 - To underpin the school's wider curriculum with oracy and citizenship to reduce barriers to learning for all children.**

**Evidence for Priority Area (Ofsted/Data/Reviews)**

Children baseline in FS baseline below ARE and well below national. Upon entry at FS1, communication, literacy and language is a key area of need for pupils in our community due to the significant levels of deprivation (see data on baseline)

<b>End of Year Outcomes</b> <i>(What will it look like?)</i>	<b>Evaluation</b> <i>(Evaluative question to support governor monitoring)</i>	<b>Monitoring</b> <i>(How will we check it is working?)</i>	<b>Milestones –</b> <i>(What will progress look like towards our end of year outcomes?)</i>
<ul style="list-style-type: none"> <li>• A tailored, broad balanced curriculum, meeting the needs and interests of our pupils and wider community, to be fully embedded</li> <li>• A curriculum which meets the needs of the community</li> <li>• Learning environment supports and celebrates language and vocabulary</li> <li>• Specific teaching of vocabulary and word etymology</li> <li>• Opportunities for speaking and listening embedded in to everyday practice</li> <li>• Pupils able to use a wider range of vocabulary in written and oral work</li> </ul>	<p>How is language developed across school? How is this differentiated according to need? How do you know the language based curriculum is impacting on progress and attainment? Are staff suitably skilled in the teaching of vocabulary? How are you tracking the use of vocabulary?</p>	<ul style="list-style-type: none"> <li>- Subject analysis of data. Breakdown on groups based on assessment points.</li> <li>- Planning scrutiny identifies key vocabulary progression</li> <li>- Lesson observations, learning walks, environment scrutiny.</li> <li>- Subject on a page analysis.</li> <li>- Subject leader interviews and staff meeting time to present findings.</li> <li>- Pupil questionnaires.</li> <li>- Peer Review</li> </ul>	<p>Autumn – tailored curriculum developed linking to community needs. Staff confident in opportunities for developing oracy.</p> <p>Spring – Learning environment supports the development of language Specific vocabulary teaching. Development of glossary to extend vocab in foundation subjects.</p> <p>Summer – Speaking and listening strategies for teaching and learning embedded daily in to classroom practice.</p>

**Priority 1.2 To underpin the school’s wider curriculum with oracy and citizenship to reduce barriers to learning for all children.**

<b>Improvement Action</b> <i>(What we will do)</i>		<b>Timescale &amp; Expected Outcome</b> <i>(When will we do it and what will it look like?)</i>	<b>Who will lead?</b>	<b>Evaluation notes</b> <i>(So what?)</i>
1.2a	Pupil Questionnaire to analyse interests and needs.	Autumn – questionnaire to feed in to curriculum design	Staff Pupils	
	CPD for curriculum development to ensure coverage and links	Autumn – long term overview for all year groups in place and staff planning from new topic areas for autumn 1	Staff	
	CPD on developing oracy and language	Autumn – planning to include specific language. Learning walks evidence teachers and pupils using appropriate and more challenging language	FE SLT Literacy Leads	
	Development of Vocab glossary to support language in curriculum areas	Spring – glossary in place to support teaching	All staff	
	Development of reading spines to develop breadth of language linked to topic areas	Spring – reading spines for each topic area in place	SLT	
	Celebrate new vocabulary in learning environment	Spring – learners using the celebrated vocabulary in their own speaking and writing	All staff	
	CPD of specific vocabulary teaching	Spring – staff more confident in vocabulary teaching strategies	Staff	
	Staff meeting time for planning of specific speaking and listening opportunities linked to writing teaching sequence (Communicate)	Summer – communicate opportunities fully embedded	SLT	

1.2a	Class teachers' involvement in: -triangulation -paired observation and data -book scrutiny -development of action plans -leading staff CPD	Termly All staff confident and competent to lead in area of responsibility All leaders know about their subject area: -progress made year on year -how their curriculum area is taught effectively (differentiation, pitch) -non negotiables in books -how skills were differentiated through KS1 and KS2	HT/SLT	
------	---	---	--------	--

**Priority – 2.1 To maximise pupil participation throughout lessons to ensure that all pupils are engaged in learning and therefore accelerating the progress that they make over time.**

**Evidence for Priority Area (Ofsted/Data/Reviews)**

**Observations of learning (Peer Review, SEND Reviews, feedback from SLE's, school observations and drop – ins) evidence that pupils are actively engaged in learning**

End of Year Outcomes (What will it look like?)	Evaluation (Evaluative question to support governor monitoring)	Monitoring (How will we check it is working?)	Milestones – (What will progress look like towards our end of year outcomes?)
<ul style="list-style-type: none"> <li>Barriers to learning identified and ways to support pupils emotional readiness to learn in place.</li> <li>All pupils will be actively engaged in learning during all parts of the lesson</li> <li>Learners will have a range of ways to demonstrate their active participation</li> <li>Teachers will ask questions that support or challenge all pupils</li> <li>All pupils will have access to the correct apparatus to support learning</li> <li>All pupils taught to use equipment correctly and appropriately</li> <li>Teachers using AfL strategies effectively to help children recognise their learning and progress</li> <li>Teaching sequences will build on pupils prior understanding and be tailored to specific needs</li> <li>Pupils and teachers making regular links between areas of learning to develop mastery of the curriculum</li> <li>Pupils will have increased the number of components in each curriculum areas that</li> </ul>	<ul style="list-style-type: none"> <li>Are pupils emotionally ready for learning or strategies in place to support them?</li> <li>Are ALL pupils actively engaged with the teacher and on task with learning?</li> <li>Are ALL pupils able to respond to teacher questions (oral and written)?</li> <li>Are teachers delivering lessons which are in a sequence which embeds understanding and enables them to make links in learning?</li> <li>Are teachers asking appropriate questions to challenge learners to make links?</li> <li>Are ALL pupils able to <b>use or select</b> the correct apparatus to support their learning?</li> <li>Are all pupils able to communicate their thinking and articulate their thoughts using subject appropriate vocabulary?</li> <li>Do the activities presented to the children enhance learning and enable them to meet the learning intention? (Learning activities do not get in the way of the learning intention e.g. cutting out in mathematics and literacy.)</li> <li>Is pupil progress accelerating as demonstrated by the increased number of components achieved through record keeping</li> </ul>	<ul style="list-style-type: none"> <li>Talking to pupils</li> <li>Talking to staff</li> <li>Engagement audit</li> <li>CPD feedback</li> <li>Observations of teaching</li> <li>Work scrutiny</li> <li>Pupil progress meeting</li> <li>Feedback from head teachers</li> <li>Analysis of data</li> <li>Feedback from Learning and Achievement Leads</li> <li>Peer Reviews</li> <li>CEO Reviews</li> </ul>	<p>The foundations to this priority are from the INSETs February 2018 (Isabella Wallace – Consistently Great Teaching and Learning) and September 2018 (Fiona Holiday – Building Resilience)</p> <p><b>Autumn</b></p> <ul style="list-style-type: none"> <li>CPD engagement and resources to support learning Teachers developing a range of participation strategies</li> <li>L&amp;D Leads working with individual teachers on engagement</li> <li>SLTs continue to assess whole school teaching sequence and plan for individual development</li> <li>Oracy framework completed</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>Oracy framework disseminated and adapted in schools</li> <li>Oracy and Communication CPD delivered</li> <li>Literacy Leaders ensuring effective Oracy strategies taught</li> <li>L&amp;D Leads working with individual teachers</li> </ul> <p><b>Summer</b></p> <ul style="list-style-type: none"> <li>CPD on AfL and reflective learners</li> <li>Children using oracy strategies, communication and vocabulary to verbalise their thinking, make links and become more reflective by taking ownership of their own</li> </ul>

<p>they know and understand</p> <ul style="list-style-type: none"> <li>Pupil progress will be accelerated and attainment improved compared to 2017-2018</li> </ul>	<p>over time?</p> <ul style="list-style-type: none"> <li>Are pupils able to apply previous learning to new learning situations?</li> </ul>		<p>learner</p> <ul style="list-style-type: none"> <li>Senior Leaders and L&amp;D Leads are reporting increased levels of participation from all pupils and the use of effective resources (particularly in whole class instruction)</li> <li>Well-being strategy firmly in place for all schools resulting in more pupils being ready for learning</li> </ul>
--	--	--	---

**Priority 2.1 To maximise pupil participation throughout lessons to ensure that all pupils are engaged in learning and therefore accelerating the progress that they make over time**

Improvement Action (What we will do)		Timescale & Expected Outcome (When will we do it and what will it look like?)	Who will lead?	Evaluation notes (So what?)
1.1a	PSA meetings to look at common ways of working and effective practice to develop a Well-being Strategy for Pupils	Autumn - 'Kendra Story' type strategy decided Spring term - agreed well-being strategy will be in place including a universal and a specialist offer for pupils and their families	GW and PSAs	How will the wellbeing story prepare pupils for learning?
1.1b	Staff training for well-being strategy	Spring – staff beginning to use wellbeing strategy	PSAs and HTs	How is the well-being strategy impacting on pupil engagement?
1.1c	Engagement audit completed by all teachers which identifies particular children and groups who are disengaged in specific parts of the lesson	Autumn– target children and groups identified	L&Ds TS	How will teachers identifying these children impact of participation?
1.1d	CPD on engagement and whole class participation	Autumn– all staff to have a toolbox of strategies to use in lessons	L&Ds	
1.1e	Modelled and shared teaching to develop engagement strategies	Autumn – Teachers identified for support Spring – Support provided for all teachers identified	L&D	Are ALL pupils actively engaged with the teacher and on task with learning?
1.1f	Staff meetings to share ideas to support 'no hands up'	Spring – teachers using a range of strategies to support 'no hands up'	L&D	Are ALL pupils able to respond to teacher questions (oral and written)?
1.1g	L&D Leads to work with phase teams and individuals to develop planning and teaching and learning sequences	Spring – all schools have developed teaching sequences core subjects to ensure skills build on previous knowledge Summer – all teachers confidently using agreed strategies	L&D	How does the teaching sequence build upon skills to develop pupils' understanding?
1.1h	CPD for teaching sequences and effective use of AfL strategies to inform planning and teaching	Spring – teachers and staff using AfL approaches to celebrate success and identify next steps	FE	How is children's involvement in AfL impacting on progress and attainment?
1.1i	Mastery approaches be embedded in core curriculum areas so children are able to make links to areas of learning and deepen thinking	Summer – links explicitly made through areas of the curriculum	L&D	Are pupils making accelerated progress and achieving better attainment?
1.1j	CPD for questioning strategies to engage learners, deepen thinking, make links and scaffold understanding	Spring – teachers using questioning strategies which engage all learners	FE	How are all children supported or challenged through questioning?
1.1k	CPD of resources to support learning particularly in maths with mastery for all.	Spring - teachers effectively modelling correct use of apparatus to support learning	MK	Are all teachers skilled at knowing which resources support learning?

1.1l	Age appropriate resources available for all learners in every classroom	Spring - Children guided to or independently choosing equipment to support learning	MK	How are teacher's models supporting pupils understanding?
1.1m	Develop an oracy framework which supports pupils development of vocabulary and language in each curriculum area	Autumn – a glossary of vocabulary for each year group in each subject	FE and NS	How is glossary being used to develop pupils language and comprehension?
1.1n	CPD to reinforce teachers' use of appropriate and challenging vocabulary	Spring – staff contributions to glossary of language	FE	How effectively are teacher's models of vocabulary and language?
1.1o	Key words to be taught explicitly in each subject area	Spring – specific areas in each classroom demonstrates the high level vocabulary taught and used.	Teachers	Is pupils' comprehension developing as a result of vocabulary teaching?

**Priority 2.2 -Quality wave one teaching and learning with specific, accurate and clear feedback maximises pupil progress.**

**Evidence for Priority Area (Ofsted/Data/Reviews)**

The quality of teaching and learning is overall consistently good or outstanding. In order to maximise progress feedback is crucial in ensuring specific steps are articulated to the pupils to inform them of their next steps of learning. As part of our improvement this is a key area to ensure feedback is supporting the quality teaching.

<b>End of Year Outcomes</b> (What will it look like?)	<b>Evaluation</b> (Evaluative question to support governor monitoring)	<b>Monitoring</b> (How will we check it is working?)	<b>Milestones –</b> (What will progress look like towards our end of year outcomes?)
<ul style="list-style-type: none"> <li>Feedback challenges and moves learning forward</li> <li>Quarter part feedback demonstrates staff and pupils use specific, clear and accurate feedback to maximise learning.</li> <li>Pupils are fully engaged in the feedback process</li> <li>Majority of teacher's wave 1 teaching is outstanding.</li> <li>Triangulation and accurate assessments show rapid progress of our vulnerable groups</li> <li>The % of boys making rapid progress will be higher than in 2017-2018 (through school and for headline data).</li> <li>The % of Pupil Premium making rapid progress will be higher than in 2017-2018 (through school and for headline data)</li> <li>All children who were EXP+ at KS1 will be EXP+ at least through KS2 so EXP+ levels will continue to improve next academic year compared to 2017-2018.</li> </ul>	<ul style="list-style-type: none"> <li>How do you know feedback is effective?</li> <li>How can you monitor the impact feedback is having on learning?</li> <li>How do books demonstrate the effective use of feedback to maximise progress?</li> <li>How do you know pupils understand their next steps of learning? Are these improving standards? How do you know?</li> <li>How do you know progress matches the monitoring of lessons?</li> <li>How do your leaders challenge underperformance quickly and is appropriate support having an impact?</li> </ul>	Pupil Progress Meetings Data analysis Lesson observations with work scrutiny Feedback from Learning and Achievement Leads Peer Reviews CEO Reviews	<p><b>AUTUMN TERM:</b>            All teaching at least good with a triangulation of data and work book scrutiny for each teacher            CDP delivered is featuring with wave 1 teaching            Teachers actively working to raise participation of all learners            Book scrutiny demonstrates progress and effective feedback.</p> <p><b>SPRING TERM:</b>            Performance Management targets are on track to be met            The % achieving rapid progress is higher than at this point in the previous year            All teachers know who their key targeted children are, why they are being targeted and what they have to achieve            Intentions around school are engaging for all pupils.            Teachers are ensuring pupil engagement in order to maximise progress            Progress of boys and PP is on track to be higher than in previous years</p>

Priority 2.2 Quality wave one teaching and learning with specific, accurate and clear feedback maximises pupil progress.				
Improvement Action (What we will do)		Timescale & Expected Outcome (When will we do it and what will it look like?)	Who will lead?	Evaluation notes (So what?)
2.2a	CPD on effective feedback and reflective learners to move learning forward	Autumn Term - feedback being used more effectively to challenge learners	TS, FE	
2.2b	Review the quarter part feedback policy to ensure effective verbal and peer feedback.	Autumn Term – new policy in place		
2.2c	CPD on peer assessment and impact on learning	Spring Term – Books highlight across school effective feedback and learning from peer, self and adult assessment.	TS, FE	
2.2d	CPD on effective verbal feedback	Spring Term- Shared and modelled teaching Staff collaboration on feedback in lessons	SLT	
2.2e	Support staff in new year groups through shared planning and teaching	DH is out of class three days and is supporting teaching and learning in FS-Y4. Learning walks, team teach, staff CPD, staff meetings and observations are on-going to ensure quality teaching and learning to ensure at least expected progress.	SLT	
2.2f	Specific lesson time dedicated to responding and reflecting on learning	Termly pupil progress meetings to discuss interventions, data and support necessary to ensure all pupils are making progress.	Teachers	
2.2g	Monitor pupil progress and standards to quickly identify areas of concern or specific pupil needs	Termly Pupils progress meetings	SLT	
2.2h	Monitor the impact of interventions to quickly identify issues and solutions	Termly meetings with SENCO	TS and SENCO	
2.2i	Monitor the impact of feedback on learning to ensure feedback strategies are being embedded into wave 1 teaching	Learning walks and Phase meetings support the quality of teaching and learning, informal book scrutiny, sharing of ideas to support progress	Phase Leaders	
2.2j	Head, Deputy, SLT and staff across the Trust to mentor teaching staff and monitor provision of teaching and learning through support plans, where necessary and collaborative work in the classrooms	<b>Autumn</b> Team teach of subjects. Learning walks and feedback of subject leaders to promote quality wave one teaching. Open door policy to share good practice. Support in PPA to ensure planning is meeting the needs of all pupils. <b>Spring:/Summer:</b> Lesson observation to ensure quality across all subjects and classes. Book scrutiny. Environment scrutiny.	SLT	



**Priority 3.1 To review the teaching of phonics to ensure to that attainment in the Year 1 and Year 2 phonics screening is at least in line with national and that success in phonics continues to have an impact on reading**

**Evidence for Priority Area (Ofsted/Data/Reviews)**

**Y1 PHONICS - 3 year trend**

	School			National		
	2016	2017	2018	2016	2017	2018
<b>Pupils No.</b>	60	58	59	<b>81%</b>	<b>81%</b>	<b>??</b>
<b>% FS2 EXP in R</b>						
<b>Year 1 Phonics</b>	85	86	76			
<b>Disadvant Y1 Ph</b>	18% 11	19% 11	19% 11			
<b>Other Y1 Phonics</b>	67% 40	67% 39	58% 34			

<b>End of Year Outcomes</b> (What will it look like?)	<b>Evaluation</b> (Evaluative question to support governor monitoring)	<b>Monitoring</b> (How will we check it is working?)	<b>Milestones –</b> (What will progress look like towards our end of year outcomes?)
<ul style="list-style-type: none"> <li>Phonics outcome improved and at least in line with national.</li> <li>Year 2 cumulative outcome will increase to show rapid progress of phonics for those that did not achieve it last year. ( prediction)</li> <li>Pupils can read real and pseudo words confidently.</li> <li>All children who were a 2 in reading in 2018 FSP to achieve the expected standard in phonics in 2019.</li> <li>Boys attainment will be narrowed to girls attainment in phonics.</li> <li>Quality wave 1 teaching of phonics by all adults.</li> <li>More children who were emerging at FSP to be EXP+ at the end of Year 2 (3 children in R W and M achieve EXP+ in KS1 in 2019)</li> </ul>	<p>How do you know that phonics teaching is ensuring rapid progress in Y2 especially due to 2017 outcome?</p> <p>How are you tracking that the support the staff have had is improving practice?</p> <p>How do you ensure that leadership and monitoring of phonics is effectively impacting on progress and attainment?</p> <p>How are you tracking the on-going effectiveness of phonics to ensure rapid progress?</p>	<ul style="list-style-type: none"> <li>Phonics checks to be delivered on a half termly basis</li> <li>Agreed milestone that children have to meet to be ‘on track’ to achieve the standard</li> <li>Quality wave 1 teaching of phonics by all staff</li> <li>Record keeping will show how rigorous assessment, gap analysis and grouping matches planning.</li> <li>Spelling checks to be delivered on a half termly basis.</li> <li>Agreed milestone that children have to meet to be ‘on track’ to achieve the standard</li> </ul>	<p>EVERY HALF TERM – phonics screening checks</p> <p>6 WEEK CYCLE – review of attainment and progress in phonics</p> <p>ONGOING – review of phonics checklists to ensure effective assessment into planning/teaching</p> <p>EVERY HALF TERM –spelling rules screening checks</p> <p>6 WEEK CYCLE – review of attainment and progress in spelling</p>

**Priority 3.1- To review the teaching of phonics to ensure to that attainment in the Year 1 and Year 2 phonics screening is at least in line with national and that success**

<b>in phonics continues to have an impact on reading.</b>					
<b>Improvement Action</b> <i>(What we will do)</i>		<b>Timescale &amp; Expected Outcome</b> <i>(When will we do it and what will it look like?)</i>		<b>Who will lead?</b>	<b>Evaluation notes</b> <i>(So what?)</i>
3.1a	Staff to teach real and pseudo words to ensure pupils are confident with applying phonics skills to meet expected target.	Autumn- Baseline phonics assessment, highlight key areas of need. Trackers ensure effective AFL that drives progress and attainment forward for pupils.		SH, NS	
3.1b	On-going tracking ensures clear picture of real and pseudo words pupils are finding challenging.	Autumn 1 – what are the key areas of need? Real or pseudo? Analysed data demonstrated areas for rapid progress. Pupil progress meetings will action support necessary. Spring: analysed data demonstrated areas for rapid progress. Pupil progress meetings will action support necessary. Summer: analysed data demonstrated areas for rapid progress. Pupil progress meetings will action support necessary.		NS, SH KS1 Staff	
3.1c	Clear tracking of children in school working below at ARE for phonics to ensure all meet potential and clear progress is evident.	Termly for assessment drops, half termly for phonics checks, analysed data discussed in phased meetings. Predictions evaluated and amended where necessary.		SLT	
3.1d	CPD for all staff in phonics- Teaching Partners - team teach and complete model lessons SLT - to provide model lessons for staff where necessary	Ongoing through Team teach, model lessons CPD. Learning walks, drop ins.		SLT	
3.1e	Identify the children who were 1 at FSP and target chosen children to be at expected at the end of year 1 and year 2 Gap analysis for attainment, especially for PP children What are they struggling with? How will this be addressed? How will we measure impact?	Autumn 1 for baseline assessment – ongoing tracking of progress and attainment. Pupil progress meetings to continue to track progress of pupils to evidence progress and actions necessary.		SLT	

**Priority 3.2 . To narrow the gap to national at GLD by increasing the number of children that are making rapid progress from baseline to GLD (a comparison will also be made excluding the children with EHCP with significant learning needs).**

<b>Evidence for Priority Area (Ofsted/Data/Reviews)</b>				
<b>FS Data</b>	2015	2016	2017	2018
National	66 >3	69 >2	71	72
High View	48 >6	54 > 5	59	62
diff	-18	-15	-12	-10

  

<b>End of Year Outcomes</b>	<b>Evaluation</b>	<b>Monitoring</b>	<b>Milestones –</b>

(What will it look like?)	(Evaluative question to support governor monitoring)	(How will we check it is working?)	(What will progress look like towards our end of year outcomes?)
<ul style="list-style-type: none"> <li>From baseline in F1 to the end of F1 assessment clear progress is made</li> <li>Planning in FS1 has clear learning opportunities to talk, communicate and model how we turn speech to words to sentence.</li> <li>Reviewed provision will ensure that more children, especially boys are accessing the writing areas and choose these activities that meet their needs and engagement.</li> <li>Outside provision has a range of writing activities that immerse the children in talk, writing and reading.</li> <li>All target children to reach GLD (%) (see prediction and PPM Notes for those target children for writing)</li> <li>Parents are more informed of how to support and feedback is positive.</li> </ul>	How is oracy promoted through adult led activities?	<ul style="list-style-type: none"> <li>Agreed milestone that children have to meet to be 'on track' to achieve the standard</li> <li>Quality wave 1 teaching of by all staff.</li> <li>Record keeping will how rigorous assessment, gap analysis and grouping that matches planning.</li> <li>CPD feedback</li> <li>Observations of teaching</li> <li>Pupil progress meeting</li> <li>Analysis of data</li> <li>Feedback from Learning and Achievement Leads</li> <li>Peer Reviews</li> <li>CEO Reviews</li> </ul>	<ul style="list-style-type: none"> <li>School predictions from baselines demonstrate a narrowing of the gap between school and national with a significant percentage increase. For 2018.</li> <li>From baseline and assessment weeks, clear progress is evident through pupil progress meetings.</li> <li>Parents are more informed of how to support pupils with early literacy and maths.</li> <li>Pupils are becoming more articulate in their speech</li> </ul>
	When children are accessing free flow through the pre- teaching of learning opportunities in the provision, how purposeful are the activities and how are pupil led discussions supported by the adults?		
	How are the children challenged and stretched in provision?		
	How does the environment best support learners, especially the vulnerable groups?		
	Are there sufficient opportunities for basic skills to be enhanced?		
How are the parents supported throughout the year?			

**Priority 2.3: To close the gap to national at GLD by increasing the number of children that are making rapid progress from baseline to GLD (a comparison will also be made excluding the children with EHCP with significant learning needs).**

Improvement Action (What we will do)		Timescale & Expected Outcome (When will we do it and what will it look like?)	Who will lead?	Evaluation notes (So what?)
3.2a	To enhance provision for F1 children to develop their speech, communication, language, understanding the world and writing.	From baseline in F1 to the end of F1 assessment clear progress is made. Progress is tracked throughout the year and pupil progress meetings analyse all pupils and address any areas for improvement.	SLT FS staff	
3.2b	FS Outside continuous provision gives as many opportunities to strengthen and develop skills required for reading and fine motor for writing through the use of language and vocabulary modelled by the adults.	On-going throughout the year dependent on topic and interest of pupils ensure that a range of engaging activities are available to promote, support and ensure language is developed and cascaded to all adults.	SLT FS staff	
3.2c	Reading and writing can be linked or kept as separate skills in different areas. Purchase 'resources that encourage' trolley in order to access more writing opportunities outside.	Pupils will be freely accessing a range of resources to ensure correct gross motor skills, tripod grips and pencil control based on their development throughout the year. All adults will model the posture and movements as well as developing language around the tasks.	FS Staff	
3.2d	Outdoor provision engages the children's interests, resources appeal to children in FS1 and FS2 and build the skills needed to improve mathematical thinking and fine motor skills for writing.	On-going throughout the year dependent on topic and interest of pupils. Ensure that a range of engaging activities is available to promote, support and ensure language is developed. The language will be planned and cascaded to all adults	FS Staff	

3.2e	Adults to engage the children whilst working inside/outside into gross motor skills and linking into fine motor (writing) as much as possible - write dance.	On-going throughout the year dependent on topic and interest of pupils ensure that a range of engaging activities are available to promote, support and ensure language is developed. The language will be planned and cascaded to all adults.	FS Staff	
3.2f	Children who are predicted GLD, but where writing is a concern, are to be targeted early with many opportunities both in and out of the classroom (parents to be shown in workshop how we support children whilst writing and provide resources for them to use at home, such as keyword mats, phase 3 phonics guides.) to achieve expected in writing.	On-going. Focus support for these children to provide opportunities of interest to engage them in writing.	FS Staff	
3.2g	Family learning courses and school workshops to demonstrate how to support their children at home.	Throughout the year provide opportunities to support parents with learning opportunities to develop their literacy and maths skills.	FS Staff	
3.2i	Self help/care targeted intervention for those who need basic skills, gross motor skills.	Baseline will address the needs of pupils and opportunities planned in to the provision to support skills.	FS Staff	
3.2j	Begin to explore creating a support group for pre-school children to support parenting skills and help the children become FS1 ready.	By summer, to have organised a parent toddler group for future pupils coming into school who have siblings.	SR TS FS Staff	

**Priority 4.1 - To improve whole school attendance with a particular focus on reducing % of persistent absentees from 2017-2018. This is to bring the school in line with the target of 97%.**

**Evidence for Priority Area (Ofsted/Data/Reviews)**

School is slightly above national for persistent absentees and have not closed the gap enough year on year in meeting the school target of 97%. Despite the efforts and changes staff use and do to ensure pupils are attending school it is not having the impact as quick as school leaders would expect. Therefore a more extensive package has been purchased for EWO support to ensure parents are taking attendance seriously.

<b>End of Year Outcomes</b> (What will it look like?)	<b>Evaluation</b> (Evaluative question to support governor monitoring)	<b>Monitoring</b> (How will we check it is working?)	<b>Milestones –</b> (What will progress look like towards our end of year outcomes?)
<ul style="list-style-type: none"> <li>Attendance issues are addressed rigorously and immediately if pupils hit the school's attendance triggers.</li> <li>Parents are aware of the importance of attendance due to information shared, meetings and on website.</li> <li>Meet 97% target</li> <li>All children are making expected progress based on bottoms on seats.</li> </ul>	<p>Is there a positive impact from the previous year's attendance data? Are gaps closing?</p> <hr/> <p>What impact has the EWO service had on attendance?</p> <hr/> <p>Have we met the set attendance target, if yes, why and if not, why not?</p>	<ul style="list-style-type: none"> <li>Effective reward strategies are in place to impact on attendance (when attendance figure for Autumn 1 2018 is higher than Autumn 1 2016/7 and ongoing throughout the year</li> <li>Children talk more positively about the ways in which</li> </ul>	<p>DAILY – whole school attendance figure is broadly in line with set target (96%). Reported in HT termly reports to GB.</p> <p>TERMLY REPORTED TO THE GB – the number of absentee and late pupils is decreasing.</p> <p>ONGOING AND THROUGHOUT – EWO and PSA/Attendance Officer identify vulnerable children and make necessary visits. Reported in HT termly reports</p> <p>CONTINUOUS– children and families involved with external agencies have good attendance (96%+) and attendance is a priority within their plan. Reported to SG Governor Meetings and through HT Report to the GB.</p>

<ul style="list-style-type: none"> <li>• Fewer persistent absentees in school to bring the school at least in line with national.</li> <li>• Families are aware of the importance and adhere to school policy.</li> <li>• School will have achieved the set attendance target</li> <li>• There will be a decrease in the number of persistent absentee and late pupils in comparison to national and previous school data</li> <li>• EWO in place and work taking place is having a positive impact on attendance</li> <li>• Systems and procedures for monitoring and evaluating attendance are in place and embedded.</li> <li>• External support for vulnerable children/families occurs regularly and for those children/families involved, their attendance improves.</li> </ul>	<p>What impact is external support having on attendance for the children/families involved? How is this measured?</p>	<p>attendance is encouraged at school</p> <ul style="list-style-type: none"> <li>• Weekly attendance figures show attendance above 96% in all classes</li> <li>• Number of late pupils and persistent absentees decrease</li> <li>• Half termly attendance Report shared with JH and Governing Body</li> </ul>	
---	---	--	--

**Priority 4.1 - To improve whole school attendance with a particular focus on reducing % of persistent absentees from 2017-2018. This is to bring the school in line with the target of 97%.**

<b>Improvement Action</b> <i>(What we will do)</i>		<b>Timescale &amp; Expected Outcome</b> <i>(When will we do it and what will it look like?)</i>	<b>Who will lead?</b>	<b>Evaluation notes</b> <i>(So what?)</i>
4.1a	<p>Attendance Team to review effective strategies currently being used to ensure good attendance and develop new ideas for 2017-18:</p> <ul style="list-style-type: none"> <li>-weekly 100% class attendance reward– to be given £5 to spend on their treat at the end of the year</li> <li>-weekly 100% attendees to be celebrated in assembly</li> <li>-half termly slips put in to end of term award (e.g. cameras) rather than just attendees who have attended one week</li> </ul>	<p>Attendance patterns from 2017-2018 identified and actions addressed for certain pupils, families and needs of pupils.</p> <p>Continue to use rewards for pupils.</p> <p>On-going sharing of attendance on newsletters to demonstrate the importance of attendance.</p>	RP SR TS	
4.1b	<p>Complete review of attendance in 2017-18 by class and groups (in class and through school) to see if there are any concerns regarding specific groups</p> <p>Devise systems in which this tracking is further communicated to parents and throughout a school year so as the school is more aware of issues and therefore ways in which attendance can be increased (for punctuality as well as absences).</p>	<p>Analyse the previous year data and ensure patterns are not being repeated.</p> <p>Fortnight trackers communicated to HT PSA – actions discussed as part of safeguarding meetings – fortnightly.</p>	RP SR TS	
4.1c	<p>To reduce the percentage of persistent absentees to ensure improvements in attendance across school.</p> <p>Share the importance of attendance with parents, procedures of the school and actions if attendance is a concern.</p> <p>Text messages to inform parents when attendance is dropping</p>	<p>Autumn – data to highlight families who need monitoring so no repeated patterns this academic year.</p> <p>Monthly safeguarding/attendance meetings to address and update on safeguarding and attendance. Actions to be put in place.</p> <p>Communicate with parents the school's policies and procedures as</p>	TS RP NS SR	

	below target. Attendance panels for focus families when attendance drops.	reminders. Text information will support parents with the knowledge of when attendance has dropped. Panel meetings support families to ensure attendance increases and remains increasing.		
4.d	Clear communication through letters to inform parents if a child has been late on 3 occasions or more (if regular, to invite them in for an APM).	Autumn 1- clear reduction in lateness. Spring – Analyse impact – ensure lateness is reducing still. Summer – What is the overall picture? Have actions impacted on overall attendance?	RP SR TS	
4.e	Attendance officer to weekly run attendance report to check % of children – meet with parents with 90% less.	Ongoing	RP	
4.f	Meet with EWO for persistent absentees. Ask to attend meetings.	Ongoing	RP SR TS	
4.1g	Highlight attendance in assemblies, school council and PSHCE lessons. Can we change what we do through pupil voice to have more of a team ethos?	Ongoing	TS, NS	