**High View PLC**

**School Improvement Priorities 2015 – 2016**

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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
* Engaging writing opportunities throughout the curriculum
* Support from parents in effective writing at home though ‘Family Fun Sessions’
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| **To develop the teaching, learning, assessment and environment within EYFS to further impact on progress.**  | * There is an upward school trend in GLD from 3yrs ago but downward compared to national = 2013 = 45%/52% in 2014 = 50%/60% and 2015 = 48%/66% .2012-13 was 51% (-1% to NA at 52%).
* The gap to NA is widening. Where there has been a focus there has been improvements. Maths was an FS action plan for that last academic year and the impact is shown with 52% - 58% - 63% achieving expected in the last 3 yrs.
* The gap to national in narrowing for maths but widening in literacy and speaking.
* The gap to national to be narrowed for 2016 in Literacy and Speaking especially.
* Effective teaching and learning
* Assessment to drive effective provision
* Writing, maths, speaking and listening to feature throughout provision both inside and outside
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| **Attainment at KS1**  | * There appears to be a downward trend in KS1 attainment in all subjects. This is cohort specific due to the % of SEN in the cohort who left KS1 last year in 2015.
* Aiming for increase in attainment for all subjects at KS1 in 2016 and the gap to national closing, especially with the introduction of reviewed KS1 national assessment.
* 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
* Understanding of ‘mastery of maths’ to be developed to ensure that teachers are deepening the understanding of mathematical skill
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| **Effective use of Assessment**  | * Children are assessed against ‘expected’ attainment for the age of the child.
* Teachers to use the new assessment tool confidently to track closely, target planning and teaching to ensure skills are imbedded and children progress and attain well.
* Children to become more involved in their own assessment and target setting enabling them to understand next steps and goals.
* Liaison with parents to be effective to ensure support at home
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| **To narrow the gap between PP and non PP in school and to become more in line with national.**  | * The gap is narrowing through thorough monitoring and effective wave one teaching and intensive/successful interventions.
* PP pupils achieve better than other children nationally at KS2
* As attainment for all increases, so can the gap between PP and no PP
* Effective teaching, monitoring and assessment of PP to ensure that every child has every opportunity to progress
* Pupil progress meetings to be used to ensure tracking and assessment is effective and having an impact
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