School Improvement Action Plan 2017 - 2018
Curriculum Key Priorities. OFSTED categories 2,3,4,5.

Curriculum Committee Key Priorities

1. To continue the improvement in standards in maths across the school so that standards in maths diminish the difference with reading and writing.
2. To ensure high quality phonics teaching across the school ensures higher than national % children attain the Y1 andY2 phonics check and that children not yet fluent in using phonics in their writing are supported to improve and diminish the difference with a target to meet expected phonics and spelling standards.
3. Improved wellbeing for children is enhanced by 'Character Based Learning.' This will further promote creative and critical thinking, and independent learning for all children. (Links to Resources Key Priority: SIAMS)

Final Governor Evaluation, July 2018

Self Evaluation Summary: Quality of Teaching and Learning
Judgement: Good with outstanding features (FGB 14.09.17)

STRENGTHS	EVIDENCE	Recommendations for 3 year SIP
- Quality of teaching across the school and subjects is at least good with evidence of outstanding teaching over time. Lessons are highly effective and engaging, feedback and marking are constructive and enable children to make rapid progress. Focus on ensuring high quality independent learning for all children. - Headteacher / SLT rapidly identifies, supports and ensures improvement where a need arises. - Children make rapid progress because staff ensure they are able to identify and discuss the progress they make, and pinpoint their next steps clearly. - Children make sustained progress because rapid action is taken to identify and close gaps for individuals and pupil groups. Regular and frequent monitoring. - Governors participation in this monitoring also ensures high quality staff and Governor dialogue on a regular basis and deepens understanding of priorities and impacts for children. - The proportion of outstanding teaching increased by rapidly ensuring learning behaviours and attitudes are exemplary and there is a relentless focus on a growth mindset. - Regular sharing of best practice between staff and beyond our school, promotes high quality professional dialogue between staff and continued improvements to the quality of teaching, ensuring internal consistencies and progression through the school.	SIP/SEF Staff meeting minutes T4T records Assessment data Monitoring file (scrutinies) My Plans School website Lesson Observations/Lesson conversations Children's work & books Lesson planning Curriculum Committee minutes Educational Psychology report/discussions Case studies for individual children	

School Improvement Action Plan 2017 - 2018
Key Priority 1

• SIP priority to improve children's wellbeing and mental health rapidly began to show improvements across learning attitudes and is beginning to provide evidence of closing the gap for identified 'group' of children.		

Personal Development, Behaviour and Welfare
Judgement: Outstanding (FGB: 14.09.2017)

STRENGTHS	EVIDENCE	Recommendations for 3-year SIP
• The school's Core Values, 'owned' by our whole community, underpin high expectations of behaviour, attitudes to learning and relationships between children and with staff. Consequently they are well prepared for secondary education. • Pupils' behaviour off-site and around the school is impeccable and is regularly praised by other schools, and individuals both known and unknown to the school. This highlights the pupil's pride in their school. • Opportunities to promote FBV support our core Values, such as School Council elections mirroring national election procedures. Governors monitor opportunities & impact. • Learning attitudes are a strength and children enjoy their learning. Staff rapidly identified and planned support for a small minority of children who found maintaining appropriate focus during 'whole class' learning times difficult. Staff promote positive learning attitudes *at all times* • No exclusions, high attendance: 2015-2016 96.9% with 0.4% unauthorised. (national 96.4%) • School has close, highly effective working relationships with external organisations. SEND praised by EP & shared by her with other schools. Asked to provide support to other schools & present as Keynote Speaker. • Safeguarding is secure and robust. • Children understand well how to keep themselves safe, including e-safety. • The school's active links with a school in Tanzania, and ERASMUS+ links across Europe support the children's understanding of their roles and responsibilities locally and globally. They discuss and debate moral and ethical questions with an understanding developed from their personal link to staff and children. Globally. Visits with our European partners for both staff and children promote these understandings. • Impact of staff CPD to improve mentoring capacity resulted in significant improvement for individual vulnerable children, improving mental health and attainment. Most significant intervention support.	Attendance and exclusion data Lesson observations / Lesson conversations Informal record of stakeholder views School behaviour logs Planning (ie e-safety) Rafiki Weeks (Tanga link) ERASMUS+ links Children's Case studies.	

Outcomes for children
Judgement: Good with features of outstanding (FGB: 14.09.2017)

STRENGTHS	EVIDENCE	Recommendations for 3-year SIP
• 'All pupils' and those in identified pupil groups make sustained good and in many cases rapid	Raise Online	

School Improvement Action Plan 2017 - 2018

progress across the school.	In-school data files	
• Improvements to teaching and learning in phonics led to sustained rise to above national attainment in Y1 phonics check there was a 3-year improving trend (to 2016) with a one-year blip in 2017	Gov minutes Staff meeting minutes Data Dashboard	
• Children make good or better progress from starting points to end KS1 (upto 2015/ old curriculum.) Attainment at KS1 has been a strength in 2015 and 2016. 2017 – at or inline with national, cohort of 45% SEND.	PE planning & assessment Pupil Premium information (web) Sports Funding information (web)	
• KS2 2015 KS2 data: broadly in line with national. 2015 shows a ↓ in 'all' from previous year – In school data explains this. KS2 2016 school attainment data above national for all areas. Progress data for R&W above 0, below 0 for maths, statistical significance indicates progress in line with national. 2017: cohort 42% SEND with one child disapplied.Reading and writing above national. Maths below national. Gaps at national. RWM below national.		
• 2016Reading letter from Minister: top 1% Reading (100%) nationally		
• Standards, enjoyment and opportunities in PE & Sports significantly improved through targeted use of Sports Funding, school regularly achieves well in local competition. School attained School Games Silver Award July 2016, Gold September 2017.		
• Disadvantaged pupils: as a group their APS is above that for 'non-PPG pupils'. Progress is in line with or above expectation (2014 and 2015, all KS and areas). 2016 KS2 PPG, one child who attained at or above expectation in all areas. 2017 Two pupils in Y6 were closely monitored by Governors as at risk of not closing the gap. They attained TA assessment; one child did not attain test progress. See in school data/information.		
• Attainment and progress is strong because SLT and staff rigorously track and monitor, quickly identifying and putting in effective support as needed. Maths at KS2 remains a challenge at KS2 with a long term strategy in place to diminish this difference and close the gap.		

EYFS		
Judgement: Outstanding (FGB: 14.09.2017)		
STRENGTHS	**EVIDENCE**	**Recommendations for 3-year SIP**
• Pupils attainment on entry to the school varies with small cohorts but has been similar to national expectation • 2015 8 pupils made expected or better progress, with 4 of these making exceptional progress from their starting point. • In 2016 all children made better than expected progress from their starting points. • 2017 all children made good or better progress, GLD 82%. • Staff relationships with children; and children's peer relationships are a strength, relationships with parents are strong and supported by use of online learning journey. This impacts to ensure children make rapid progress because any difficulty is quickly identified and support put in place for child and parents as appropriate. • CPD undertaken by staff and sharing of best practice has impacted to improve the quality of the learning environment where staff provide high quality continuous	T4T Staff meeting minutes Governor minutes Governor visit reports CPD feedback from staff School Data file Learning journeys	

provision for all children.
- Impact of dedicating time for Teaching Team weekly planning meeting has impacted significantly on pupil progress because staff provide tailored play and learning experiences to meet individual needs, these have been supported by rapid implementation of best practice shared from CPD.
- Working collaboratively with local schools ensures wider CPD and sharing of best practice. Peer support relationships with other similar providers provides essential professional dialogue and sharing best practice, moderation and development of new initiatives such as YR Baseline, Tapestry online learning journey.

Overarching success criteria – Term Three – End of Summer Term, July 2018

Success criteria	Evaluation questions	Monitoring tasks and responsibilities, and reporting arrangements.
1. Standards in maths show a diminishing difference with reading and writing (which are sustained/improved) at the end of KS2 and KS1. The results for 2018 are predicted to be higher than 2017 but not as high as 2019 (see targets) Children identified for wellbeing support – maths progress is more rapid and diminishes the difference with aim to close the gap by end KS2.	1. Is maths attainment improving across KS1 and KS2 (*consider SEND %s 2017 KS1 and 2; 2018 KS2). What has the impact of developments in teaching and learning strategies? Do staff predict attainment in 2018 to equal that in reading and writing?	1. Maths monitoring cycle. Data reported to GB.
2. Y1 Phonics attainment is above national. Y2 phonics re-check pass rate is above national.	2. If children have not achieved the Phonics check, was this identified, was support in place? What is the progress they made? What do staff feel has had the greatest impact to improve standards this year?	2. Monitoring phonic progress & teaching. Data reported to GB.
3. Data has been tracked for children receiving wellbeing	3. Is character based learning	3. Monitoring of teaching and

support and demonstrates improving attainment (where wellbeing support has been ongoing over time and therefore had time to impact on attainment). Evidence of children's critical thinking within character based learning opportunities results in improved outcomes for children.	embedded into the curriculum and beyond? How do we know? What is the impact of this on children's SMSC?	learning. Monitoring of data Feedback to GB.

Term One – End of Autumn Term 2017

Success criteria	Evaluation questions	Monitoring tasks and responsibilities, reporting arrangements
1. There is a revised LTP and associated planning ensuring a clear and robust focus on Number across the school for at least Autumn Term (considering until Feb half term for Y1,3,4,5). Following CPD there is a clear calculation strategy across the school, ensuring a focus on strategies proven to be more successful to the new style mastery curriculum. There is evidence that more able children are working to a greater depth within the mastery curriculum. There is evidence that less able children are making better progress to diminish the difference due to a sustained focus on core number skills. There is evidence of parental engagement and confidence in maths improving.	1. Has Governor monitoring empowered Governors to understand how maths teaching is changing and why? Do staff and children feel more confident in maths progress following changes to the school curriculum? What is the impact on children's understanding of the changed curriculum? Is there early evidence of improved attainment?	1. Monitoring visits, feedback to GB. Monitor of Reasoning and Logic Curriculum Team plan.
2. There is evidence of children making good phonics progress across EYFS and KS1. Good phonics progress is supporting good progress in reading and writing skills and attainment.	2. Are all children on-track to attain the phonics check at this point in time? Have staff identified children who require additional support – what is the impact of this support?	2. Monitoring visits. Scrutiny of children's work.
3. System in place for tracking attainment of the group of children receiving wellbeing support.	3. Is there evidence of improving attainment for the children who	3. Monitoring visits.

SIAMS new framework has been shared with staff, CPD has encouraged consideration of opportunities for character based learning; wellbeing support; critical thinking and wider reasoning skills.	have received longer term wellbeing support? What is the impact of the support? What is the aim of developing opportunities for Character based learning?	

Term Two – End of Spring Term 2018

Success criteria	Evaluation questions	Monitoring tasks and responsibilities, reporting arrangements
1. A	1. A	1. A
2.	2.	2.
3.	3.	3.

Tasks	Person	Cost	Start date	Resources	Support	Completion date
1 CPD Maths: mastery curriculum; bar modelling; revised LTP focussing on Number.	*CT* *All staff*	*NPD 4.9.17*	4.9.17	Maths No Nonsense materials	Web-based materials shared. Inc White Rose maths	4.9.17
1 Reasoning and Logic Team to consider Action Plan for Maths.	R&L	£200	18.9.17		Action Planning support.	29.9.17
1 Calculation strategy developed	R&L	£150	30.10.17			30.11.17
1 New maths scheme CPD	R&L	Staff meeting time	tbc	Maths No Problem materials		tbc
2 Phonics CPD – overview, challenges and making the most of every opportunity.	AB All staff	NPD 1 ½ hours	5.9.17	Web materials	In-school experts	5.9.17
2 Phonics lesson visits	AB & EYFS KS1	SLT time	9.10.17			30.11.17

	teams					
3 SIAMS Framework CPD (yet to be published) Inc confirmation of definition of and opportunities for Character based learning.	CT / AB	Staff meeting time x 2	30.11.17	SIAMS resources		30.11.17

BUDGET SUMMARY

Key Priority	Cost of each priority
1 R&L team meeting	£200
1 Develop calculations strategy	£150
Maths No Problem	£1600 (match funding to £3200)