

2019 2020 School Improvement Plan: Targets for Improvement: Summary

Key Target 1: Improve the Quality of Education

To raise the attainment of boys in reading and writing so that the gap between girls and boy is negligible.

- Differences diminish between boys and girls achieving the expected standard in English in Key Stage 2.

Ensure that both Pupil Premium and SEN progress is above that of other groups.

- To close the gap between vulnerable and non-vulnerable groups across the school. To have teacher targets for all groups of children in all year groups based on increasing the % of children working at both national and above national age related expectations. To ensure PP children above national as a cohort in end of year KS2 tests in 202. To ensure PP children are making accelerated progress across the school's to close the gap on their peers. To create a timetable for formative and summative assessment deadlines for the year alongside termly PP meeting dates.
- Ensure all children in Y3/Y4/Y5 are on track so that 60 to 65% are at age related outcomes and 30% or above are at secure or secure on Tracker +. Books and planning show evidence of accelerated progression matched to key performance indicators and display a level of mastery.
- All Y6 children including all vulnerable groups will meet targets set for reaching both National standards and above National Standards in all subjects. For Y6 children the school will be above national standards at both age expected levels and greater depth for reading, writing, maths and SPAG.

Y6 Age expected SAT's Target 2020:

Combined reading, writing and maths = %
Working at National Expectation in Reading = 85%
Working at National Expectation in Writing = 75%
Working at National Expectation in Maths = 86%
Working at SPAG national expectation = 85%

Y6 Above Age expected SAT's Target 2020:

Working at above national expectation Combined reading, writing and maths = %
Working at above National Expectation in Reading = 39%
Working at above National Expectation in Writing = 28%
Working at above National Expectation in Maths = 33%
Working at above SPAG national expectation = 41%

To ensure the quality of teaching is at least good in all year groups.

- To continue the monitoring and evaluation cycle to ensure all teachers are at least good and NQT's and RQT's are well supported to be consistently good by the end of the year.
- To assess the quality of teaching across areas of work scrutiny, lesson observations, classroom environments and progress of pupils. A systematic programme of monitoring and evaluation to take place in this format.
- Depth and mastery is evident in all lessons, planning and books.

Implement a curriculum that is coherently planned and sequenced to ensure knowledge and skills are embedded and clear progression is in evidence.

- A curriculum is planned that is sequenced towards cumulatively sufficient knowledge and skills from Y3 to Y6 in the subjects of Geography and Science.
- Through effective CPD teachers have good subject knowledge to deliver a broad curriculum in the foundation subjects.
- Beyond Geography and Science the school has a developed a clear plan of action identifying how all foundation subjects are planned and sequenced towards cumulatively sufficient knowledge and skills from Y3 to Y6.
- The school is part of a Family of school approach to develop the effective teaching of Geography and Science where 'deep dives' can take place in these subjects to a good standard.

Key Target 2: Behaviour and attitudes

To ensure our school has high expectations for learners' behaviour and conduct, applying these expectations consistently and fairly.

- Routines are consistently applied throughout the school. Behaviour for learning is key to this and the onus is very much on the pupils. Consequences for positive and negative behaviour, with celebrations and rewards at the heart of our behaviour policy. This will impact upon achievement and progress for all pupils.

- Improve outside support and provision to increase engagement activities for vulnerable children whilst minimising behaviour incidents. Assessing the impact via monitoring numbers in the 'Time out' folder.
- Demonstrate improved independent learning behaviours, both in lessons and around school to promote tolerance and respect (linked to our Core Values)
- Behaviour for learning to be judged as consistently good or better in lessons.
- Demonstrate improved attendance figures for 2019-20 with the school achieving target of 97% and reduce persistence absence figure to below 6% (LA 9.7%)

Key Target 3: Personal Development

The school successfully plan for a PSHE curriculum that runs across all year groups.

- The school finds and adapts a PSHE programme of study that enriches their personal development.
- Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.
- Children develop more opportunities to develop a greater understanding of other faiths and cultures within our community further developing their understanding of and appreciation of diversity.
- Children demonstrate accurate knowledge of their strengths and areas for development demonstrated through interviews with children being able to articulate what they need to do to improve.

Target 4: Leadership and Management

To ensure the highest, consistent standards of T&L across the school. Appraisal linked to performance & standards with career progression developing leadership capacity across staff groups. Senior and Middle leaders in the school have clear Action Plans that match the school's priorities and are effectively held to account by Governors.

- Middle leader folders in place for all teachers to demonstrate impact of their subject.
- All key middle leaders meet targets set in their in their action plans
- Middle leaders have opportunities to monitor the quality of teaching in their subject area.
- All key middle leaders drive whole school initiatives
- All middle leaders lead assemblies celebrating their curriculum area.
- Courses/CPD has strengthened the skills of middle leaders

Safeguarding is effective across the school. Training when necessary to take place to ensure a culture of vigilance where pupils' welfare is actively promoted. Schools online cpoms recording system is used by all practitioners to ensure any concerns are communicated effectively amongst relevant practitioners and concerns are acted upon rigorously.

To ensure the effectiveness of governance: The Governing Body bases their actions on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes. Governors effectively hold the school to account for the progress of all groups of children at the school through regular child improvement subcommittee meetings. Governors have regular opportunities to hold middle leaders to account.

- SLT members are supporting the work of other schools across the family of Schools.

Improve communication with parents about school events and academic information about their child

- Website is used for parents to gain information about school
- Increased attendance at parent based school events such as 'Parent open mornings' that are embedded across the year.
- Survey results show improved attitude towards school
- Social media and other outlets used to increase audience accessibility