**School Improvement Plan 2017-18**

**Achievement and Standards**

*For individual achievement, standards and aspect planning and evaluation, see individual leadership development plans.*

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| LEADERSHIP – David Rushby | |
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| OBJECTIVES | * To create further opportunities for leaders to evaluate, assess and lead. * To provide a timetable of CPD for support staff. * To improve the overall accuracy of leadership subject evaluation. * To review and further develop staff collaboration and partnership working. * A structured approach to leadership learning walks and an improved awareness of leadership assessment. |
| STRATEGIES | * New observation and moderation timetables and methods. * A revised and improved structure of leadership meetings, agendas and opportunities. * To broker opportunities between schools and the NHLC to develop leadership evaluation and awareness. * A regular timetable of bespoke learning walks. |
| IMPACT | * Accurate whole school assessment informs support, intervention and development. * Intervention builds and strengthens whole school approaches. * Leaders feel inspired, empowered and enthused about their subject area. * Subject areas are healthy and staff commitment presents good quality outcomes. |

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| CURRICULUM – Jane Bray | |
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| OBJECTIVES | * to evidence progress in different areas of the curriculum * Quality and presentation of topic work is comparable to expectations in English and Maths. * Strengthen leadership skills of curriculum leaders * Spoken language objectives are well taught and support long-term pupil outcomes. |
| STRATEGIES | * Regular working meetings to assess standards across the curriculum. * Regular, standardised, moderation, evaluation and staff feedback. * Strengthen the role of children in the monitoring and feedback process. * Subject coordinators to have direct involvement in monitoring and evaluating. * Whole school audit of spoken language with clear strategies to support explicit in daily teaching. |
| IMPACT | * Effective involvement and evaluations from all coordinators. * The quality of work in pupil books is explicit at a glance. * Subject leaders identify and share good practice, making direct improvements where required. * Spoken language strategies influence and improve long-term outcomes. |

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| ASSESSMENT – Kate Meade | |
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| OBJECTIVES | * To strengthen feedback system which allows dialogue with the children and promotes attention to next steps, progress and attainment using the Assertive mentoring target setting systems. * The marking and feedback policy is applied consistently and is effective in involving the children in their learning. * Accurate assessment throughout the year and at specific intervals to identify focus pupils. |
| STRATEGIES | * Continue to use phase meetings as an approach to collaboration and sharing of good practice * Regular timetabled monitoring of feedback policy with standardised feedback using survey monkey. * Ensure example PPR forms are shared at each point in year to ensure consistency of approach and analysis * Closer work with reading lead to achieve closer gap in TA/test. * Mini assessments to be recorded in books to make moderation easier and to allow direct comparisons |
| IMPACT | * Greater individual pupil awareness of personal areas for improvement. * Close alignment between TA and end of year test results. * Teaching is steered and supported to ensure progress for all children including those at risk. * Marking has value and is concise and manageable. |

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| EYFS – Charlotte Ellis | |
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| OBJECTIVES | * Provision is holistic and themed, relevant and cross curricular. * Key skills such as reading, writing and maths are explicitly promoted within all aspects of provision. * To continue to close the gap between us and Kirklees/National and between groups especially the boys and girls. * To improve the identification and opportunities for those children exceeding. * Greater involvement from parents. * Strengthen all staffs observation skills. |
| STRATEGIES | * Baseline assessments accurately inform daily provision. * Provision from Nursery to reception reflects progression and challenge. * Provision matches the needs of the children (RE: boys and girls). * Greater parental awareness and involvement using the online journals. * Planning for continuous provision presents opportunities for children to apply and extend. * Class dojo is used to engage the children, particularly in independent activities. |
| IMPACT | * Provision is increasingly well observed and assessed with learning directly related to staff evaluations. * Vulnerable groups are well identified and supported with outcomes that narrow the gap. * Pupils have a greater opportunity to extend their own personal learning. * Parents engage with greater independence and purpose. |

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| INCLUSION – Lottie Ransom | |
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| OBJECTIVES | * To further develop the quality of wave 1 teaching for all children with additional needs. * To further strengthen the systems of identification and provision, particularly for those children with moderate learning difficulties. * To strengthen the tracking systems for SEN children using short term and long term flight paths. |
| STRATEGIES | * Assessement of wave 1 provision for those children identified as being at risk. * Further whole school CPD on teaching children with SEN. More focused staff meetings looking at specific need and how to use pedagogy to ensure progress. * Set up peer coaching and support for teachers of high needs children with colleagues with proven excellent practice as a more sustainable approach to developing skills at Wave 1. * Working closely with the EP to deliver highly relevant CPD for all teachers in relation to children who may be slightly behind. * Continuing to closely monitor and analyse the SEN and Monitoring Registers. * Evaluate the long term concerns relating to the new curriculum and the ‘stage not age’ concept. * Continuing to develop Wave 2 and 3 interventions, with half termly reviews of progress through the Provision Plan and SEN Provision Map. Support ETAs with the review and development of this. |
| IMPACT | * Strong and effective wave 1 provision for all children with additional needs. * Multi agency support has a direct impact on the quality of provision and the outcomes for pupils. * Interventions are effective with accountable and clear progress measures. * All new SEN systems and provision are further strengthened. |

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| NARROWING THE GAP (Assessment) – Kate Meade | |
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| OBJECTIVES | * Class teachers analyse and identify pupils half-termly through class track, assessments and PPR proformas. * Early identification and support of children coming into the year below expectation. * Effective daily assessment identifies pupils requiring support and informs learning mentor support. * Consistent and high quality mentor support. |
| STRATEGIES | * Effective collaboration between teachers and learning mentors supports children at risk of not securing objectives. * LM peer observations. * Track identified pupils on a short term basis. * Monitoring of LM practise and teacher communication with LM * LM start of year need to check and identify gaps in Times table knowledge and find reading ages of whole year group. * Ensure workstations are in place for 1:1 pupil meetings (half-termly). * LM training on Class Track so they can input and check data – to take place as soon as possible in September. LM to identify quick fixes throughout the year rather than waiting until the end. LM to help input data. * Deadlines added to the calendar when ‘At Risk’ need to be identified by and e-mailed to lead. |
| IMPACT | * Data shows that pupils supported are securing objectives through a skilled identification and support process |

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| SMSC – Susie Dickson, Chloe Dolby. | |
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| OBJECTIVES | * To ensure that the new links with the local church provide improved opportunities for the children to engage in their personal and spiritual development. * To further strengthen the classroom links to the half termly themes. * Strengthen the links between RE and PSHE. * To evaluate and improve the inclusion integral British Values within the daily curriculum. |
| STRATEGIES | * Staff plan classroom links from the half termly brief. * Planning meetings with the church to provide secure and meaningful learning. * Regular pupil questionnaire and the collating of a credible feedback database. * Bible reading / story links to support reading in school * SMSC learning walks and moderation. * Observe, monitor and review the provision of RE across the whole school. * Explicit opportunities within the curriculum and the daily learning and provision to make cohesive links to the themes. * Coordinators to meet and provide links to strengthen the themes within the day to day curriculum. This will then be followed by a staff meeting where new information will be delivered and further emphasis placed on the importance of the themes. |
| IMPACT | * RE and SMSC effectively support the children’s understanding of the half termly themes. * The children understand and enjoy the themes in context with their own personal lives. * The school values are explicitly promoted, underpinning the expectations in attitude, conduct and behaviour. |

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| Governors | |
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| OBJECTIVES | * To identify and improve provision in relation to the new OFSTED framework. |
| Focus areas | * Do the leaders’ and governors’ have a clear vision and ambition for the school and how these are communicated to staff, parents and pupils * Are leaders and Governors effective in using the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this * Are Governors involved in the quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school * Are leaders and Governors effective in engaging with parents, carers and other stakeholders and agencies to support all pupils * How effectively do leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this * Do Governors work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition * Are Governors transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents. |
| IMPACT | * Greater governor awareness of the current provision, improved and increased challenge and support. * Governor days, activities, committee meetings and governing body meetings evidence outcomes. |

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**Subjects and Curriculum**

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| NUMERACY KS2 – Katie Washington | |
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| OBJECTIVES | * To strengthen the teaching and new assessment methods within Maths in each specific age phase. * To ensure that formative assessment has a direct impact on outcomes. * To develop the ***teaching*** of mastery (To avoid the assumption that mastery is simply a type of task’). * Class teachers identify, support and measure daily outcomes for those children deemed to be ‘at risk’. * To focus on the teaching, preparation and assessing of maths ‘reasoning’. * To ensure that support staff have a critical awareness of the curriculum and can subsequently assess and support. |
| STRATEGIES | * Leadership meetings to present insight and to identify SLT involvement across cohorts. * **Cohort meetings facilitate good practice through clear expectation setting and regular collaborative evaluation.** * LA partnership consultancy work. * Focused, regular support staff CPD. * Informal observations and partnership teaching with maths leaders. * Good use of AFL creates bespoke learning that allows for flexibility, application, broadening, time on task, learning through error and investigation. * Consistent targets throughout school. This could be a class a target rather than individual. * A clear timetable of focused leadership moderation, scrutinies and evaluation for the school year. |
| IMPACT | * Standards in the teaching of maths are strengthened. * Improved confidence, competence and awareness from all support staff. * Improved outcomes on the reasoning papers (without impacting negatively on the outcomes for arithmetic). * More children achieving age-related expectations. * Standards in maths (observations and books) show improved pupil confidence, engagement and competence. * Understanding and application opportunities are broadened. |

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| NUMERACY KS1/EYFS – Sam McGregor | |
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| OBJECTIVES | * To strengthen the teaching and new assessment methods within Maths in each specific age phase. * To ensure that formative assessment has a direct impact on outcomes. * To develop the ***teaching*** of mastery (To avoid the assumption that mastery is simply a type of task’). * Class teachers identify, support and measure daily outcomes for those children deemed to be ‘at risk’. * To focus on the teaching, preparation and assessing of maths ‘reasoning’. * To ensure that support staff have a critical awareness of the curriculum and can subsequently assess and support. |
| STRATEGIES | * Cohort meetings facilitate good practice through clear expectation setting and regular collaborative evaluation. * Leadership meetings to present insight and to identify SLT involvement across cohorts. * LA partnership consultancy work. * Focused, regular support staff CPD. * Informal observations and partnership teaching with maths leaders. * Good use of AFL creates bespoke learning that allows for flexibility, application, broadening, time on task, learning through error and investigation. * A clear timetable of focused leadership moderation, scrutinies and evaluation for the school year. |
| IMPACT | * Standards in the teaching of maths are strengthened. * Improved confidence, competence and awareness from all support staff. * Improved outcomes on the reasoning papers (without impacting negatively on the outcomes for arithmetic). * More children achieving age-related expectations. * Standards in maths (observations and books) show improved pupil confidence, engagement and competence. * Understanding and application opportunities are broadened. |

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| WRITING – Cathryn Goddard | |
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| OBJECTIVES | * To strengthen the teaching and assessment of writing in each specific age phase and to ensure that the overall balance of content is embedded across the school. * To ensure that support staff have a critical awareness of the curriculum and can subsequently assess and support. * Class teachers identify, support and measure daily outcomes for those children deemed to be ‘at risk’. * Accurate, consistent and effective assessment of writing across cohorts and phases. * The systematic teaching of spellings and handwriting * Further improving the teaching of TFW so that it better facilitates individual creativity and progress. |
| STRATEGIES | * Cohort meetings facilitate good practice through clear expectation setting and regular collaborative evaluation. * A timetable of focused support staff CPD meetings * Informal observations and partnership teaching with leaders. * A clear timetable of focused leadership moderation, scrutinies and evaluation for the school year. * Handwriting in registration is regular, acknowledge marked and productive – handwriting books are moderated. |
| IMPACT | * Clarity, consistency and improved effectiveness with TFW. TFW demonstrates sufficient age appropriate support and challenge. * SPAG and spelling are strengthened within the curriculum, with increased opportunities across the school day to apply skills. (Not removing other initiatives currently in place). * A more consistent and accurate awareness of age related writing expectations for all staff. |

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| READING – Rachael Littlewood | |
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| OBJECTIVES | * To improve the consistency and accuracy of daily reading assessments. * To strengthen the teaching and assessment of reading in each specific age phase and to ensure that the overall balance of content is embedded across the school. * Leadership has a clear picture of whole school standards in teaching and learning. * All texts and reading opportunities are sufficiently engaging, with possibilities for developing comprehension. * Class teachers identify, support and measure daily outcomes for those children deemed to be ‘at risk’. * To ensure that support staff have a critical knowledge of age related expectations. * To ensure that every child is accessing the library regularly and reading a suitable text (daily) both in and out of school. |
| STRATEGIES | * To strengthen the teaching and assessment of the new curriculum. * Support staff CPD. * Cohort meetings facilitate good practice through clear expectation setting and regular collaborative evaluation. * A timetable of focused support staff CPD meetings * Informal observations and partnership teaching with leaders. * A clear timetable of focused leadership moderation, scrutinies and evaluation for the school year. * Audit and analysis of texts that the children are reading. * Ensure that reading is a holistic and considered element of each school day with individual opportunities to read, process and apply reading skills. |
| IMPACT | * Staff demonstrate a higher level of expertise in the teaching and assessment of reading. * Staff subject knowledge of objectives is influential in daily provision. * Opportunities for children to enjoy and participate in reading are frequent, with texts stimulating and relevant. * Reading assessments are more consistent, with assessments supporting teacher judgements accurately. |

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| SCIENCE – Fiona Madigan | |
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| OBJECTIVES | * To creatively apply the the science curriculum and the quality of provision. This relates specifically to the practical investigation opportunities and the chance for increased scientific enquiry and investigation. * To assess and document outcomes for improved provision and individual pupil outcomes. * Make sure staff are teaching the objectives in enough depth to secure the children’s understanding. * Reminders to the staff regarding the need for regular use of class track assessment relating to Working Scientifically. * Cross curricular links to be made where appropriate to strengthen the children’s understanding. * To raise and improve the overall quality of Science work evidenced in pupil books. |
| STRATEGIES | * A timetable of focused support staff CPD meetings * Re-visit science investigation and learning through discovery (CG). * Use Working Scientifically sheet in all the science books * Regular use of class track assessment relating to Working Scientifically. * Clear expectations outlined for pupil contributions followed by regular pupil book scrutinies. * Overview of all objectives for that year on one page for each year group. This then needs highlighting once taught to ensure full coverage. * Scientific language in key- displays, word lists in books etc. |
| IMPACT | * Strengthened teacher confidence in facilitating scientific enquiries and developing vocabulary. * Science lessons and learning facilitate individual engagement and inspire investigation. * Teachers making frequent and skilled assessment of progress. * Quality of work when exploring all indicators demonstrates a thorough and well taught curriculum with engaging and exciting learning opportunities. |

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| COMPUTING – Chris Boosey | |
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| OBJECTIVES | * To be a model of good practice regarding online safety. * To embed a dedicated assessment and evidence expectation. * To strengthen extended learning opportunities. * Engage with parents and offering time for them to take part in their pupils development * STEM links. * Working closely with the high school and learning community to strengthen provision. |
| STRATEGIES | * Ensure e-safety is revisited at the start of every term, with a dedicated lesson on it * To apply a ‘Digital citizenship’ online safety scheme. * Introduce a computing objectives assessment for pupils on entry to the year group. * Physical resources to be made available in a central store to help in preparing lessons and delivering computing objectives across the day. This will include headphones and digital stories for reading, coding arrows and instructions and future resources. * Teachers will need to evidence the computing curriculum. This should be incorporated directly in pupil books. * Staff CPD and refreshers. |
| IMPACT | * Age related skills are acquired within each class. * Computing and ICT is explicit within daily provision. * Extended learning opportunities engage the children in key skills and the wider curriculum. * Support staff competency is strengthened. * Pupils are applying computing in a variety of ways to create, investigate, present and learn. |

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| OUTDOOR LEARNING – Pauline Bell | |
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| OBJECTIVES | * To improve dedicated outdoor learning opportunities and to ensure that each class has the chance to participate regularly in provision that engages and develops children. * A consistent profile across key stages and cohorts of outdoor learning opportunities. * To ensure that learning outside of the classroom is a credible and regular part of their school curriculum. * To link the external opportunities to the indoor curriculum. * To build on and adopt methods acquired so far. |
| STRATEGIES | Outdoor learning evident in planning for the next half term’s topic as well as English and Maths.  Quick teacher lesson evaluations emailed to PB.  Pupil interviews and a **whole school audit.**   * Plan for the financial investment in in our outdoor learning area which takes account of the impact of the constant use of grounds and natural resources, looking ahead to ensure sustainability of outdoor learning in all the seasons. |
| IMPACT | * Outdoor learning is well supported, enriched and extended across the whole school. Each class has the same dedicated opportunities which support the curriculum and wider pupil development. * Outdoor learning builds on EY years opportunities and effectively improves and supports the daily curriculum, |

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| PE – Gez Power, Lee Bradley (Extended sports) | |
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| OBJECTIVES | * To assess PE and to support the most able with further opportunities. * To create opportunities for the children to represent their house. * To specialize using key sports from early years to year 6 (Tennis – striking and fielding, Rugby – invasion) * A clear focus on fitness and nutrition, extended within the community.   Focus on athletics-children have shown a lot of natural ability which needs harnessing.   * Broaden links with other clubs in the community and create pathways for children. * To create a bespoke BMX cycling scheme. |
| STRATEGIES | * Follow up the quality of teaching from sports premium support to maintain a high standard. * Follow up leadership support to ensure that the quality of teaching maintains a high standard. Specialist teachers collaboration in for more technical sports such as dance and gymnastics. * Informal leadership and partnership observations. * Whole school audit of need. * Parent and pupil workshops. * Rugby and tennis programme to be strengthened and developed from year 1-6. * House names and traits embedded throughout school. * Broaden links with other clubs in the community and create pathways for children. * To create a BMX track for daily opportunities to engage and teach a specialised sport. |
| IMPACT | * A clear system of talent identification for any pupil beyond each curriculum unit. * Extended opportunities for the most able are included beyond the curriculum. * Regular opportunities for all children to represent their house. * Specific, whole school sports develop key skills. * Cycling provides added enjoyment, exercise and credible developmental opportunities. |