

School Improvement Plan Autumn 2018/2019

Relevant columns should be RAG rated at the end of each term to indicate **what has been achieved, what has been started but not yet embedded and what has not yet been achieved.**

Key Priority 1

LEADERSHIP, MANAGEMENT AND OUTCOMES

Continue to develop leaders' skills so that they are able to independently evaluate the quality of provision and outcomes in their areas of responsibility.

- Measures of success Required improvements:**
- 1.1 Leaders analyse assessment data for all pupils and use this information to plan and evaluate improvement priorities;
 - 1.2 Leaders provide regular feedback to teachers, SLT and governors on the attainment and progress of all pupils and groups and the IMPACT of their actions;
 - 1.3 Leaders monitor interventions and their impact;
 - 1.4 Leaders carefully monitor more able pupils and those who are disadvantaged to ensure attainment rises for these pupils in particular.
 - 1.5 Leaders monitor their curriculum area and ensure that coverage is thorough and skills are taught effectively, ensuring the curriculum is lively and engaging.
 - 1.6 Governor subject reports and understanding of data demonstrate a clear understanding of the achievements and further areas for develop across the school.

Key Priority 2

TEACHING, LEARNING AND ASSESSMENT

To further develop the quality of teaching across the school to raise attainment in Reading, Writing and Maths, especially for low attainers, the More Able and Disadvantaged pupils.

- Measures of success Required improvements:**
- 2.1 To develop teacher's subject knowledge for the teaching of aspects of maths. (Counting, Place value, Fractions, Decimals, Percentages, Multiplication, Division, Reasoning and Word Problems).
 - 2.2 Use Numicon to support transition from EYFS Maths to Singapore Maths, in Year 1.
 - 2.3 To further improve continuous provision and play based learning in Year 1.
 - 2.4 Use questioning to ensure that work is consistently set to enable pupils to deepen their knowledge and understanding. (Higher order thinking).
 - 2.5 To reintroduce daily mental maths with a specific focus per half term.
 - 2.6 To develop reasoning and promote mathematical talk within the classroom
 - 2.7 To accelerate progress within each maths lesson through embedding the use of the learning ladder.
 - 2.8 To further diminish the difference between pupil group attainment specifically improve attainment for low attainers, more able and disadvantaged pupils across the school.
 - 2.9 To embed reading comprehension across the school.
 - 2.10 To embed the teaching of spelling and implementation of grammar and spelling rules in writing.
 - 2.11 To use specific interventions to diminish the difference in Reading, Writing and Maths.
 - 2.12 To improve the attainment of boys in EYFS.
 - 2.13 To further improve outdoor learning in EYFS.
 - 2.14 To further improve attainment in Reading, Writing and Maths across school (ARE and higher standard/greater depth).
 - 2.15 To further improve attainment in spelling and phonics.
 - 2.16 To develop a reading through to writing model for the delivery of English.
 - 2.17 Increase parental involvement and parental confidence in supporting pupils complete their homework.
 - 2.18 Further develop mathematical vocabulary.

Key Priority 3	BEHAVIOUR, SAFETY AND WELFARE To further improve outcomes for children by developing the skills and learning behaviours necessary for lifelong learning.
Measures of success Required improvements:	3.1 To raise levels of attendance especially for disadvantaged pupils across the school; 3.2 To develop further the provision of personal, social, emotional and health education and social teachings; 3.3 To develop the language of learning through out the school community; 3.4 To further develop the use of Kagan strategies for increase active learning; 3.5 To develop the use of mindfulness to support mental health and wellbeing; 3.6 To further develop the quality of provision during break and lunch times. 3.7 To implement the Rights Respecting Schools materials and statements; 3.8 To introduce Caritas in Action to develop social teaching and apply for the Lancashire School of Sanctuary Award.