

West St Leonards Primary Academy Improvement Plan 2018.2019

The key focus areas for the academy are outlined below.

Improve outcomes for all pupils

Description:

- All pupils from their different starting points make rapid progress towards or exceed standards expected for their age nationally in Reading, Writing and Maths
- Attainment and achievement data is rigorously reviewed to plan and implement improvements in teaching and learning strategies and projects to sustain and accelerate rates of progress especially in mathematics and reading in Key Stage 2.

Strategy:

- Using national comparison data plan and implement strategies to improve the curriculum and teaching especially in mathematics and reading.
- Track progress using thrice yearly PUMA assessments, Target Tracker and gap analysis to plan effectively for all pupils and accelerate progress for all groups especially in mathematics.
- Through teacher performance management and termly pupil progress meetings ensure teachers are on track to meet agreed targets set.
- Use assessments to support teaching and learning especially in mathematics so that pupils are confident to apply learning, knowledge and skills under test conditions to reach targets set.

Further Improve EYFS (Reception)

Description:

- In EYFS use the consolidated long-term plan to provide a more concrete structure for this academic year.
- Incorporate the most purposeful text types to build a solid foundation for KS1.

Strategy:

- Embed Talk for Writing as a tool for building a love of writing and storytelling within EYFS across the curriculum.
- Regularly review successes of newly structured long-term plan and feedback to SLT termly to ascertain its successes and development points so they can be addressed immediately.
- Consider and use of Talk for Writing structure in other subjects (e.g. imitation in maths to help learn methods)

Further Improve Teaching and outcomes in Reading

Description:

- Continue with the successes of RIME (reading scheme) across the school
- Consider the ways in which the 'Talk for Reading' research project could provide fresh insight into new strategies to support reading across KS2 but also across the school.

Strategy:

- Provide regular learning reviews (observations, drop in, book scrutiny) to ensure standards remain high across school.
- Any areas for development are to be addressed through training, either on a small group basis (for instance with new staff) or as part of a PDM or INSET.

Further Improve Teaching and outcomes in Writing

Description:

- There have been recent validations from external agencies that West St Leonards continues to show strongly the values of a training centre, now these expectations need to remain high.
- SLT continue to monitor and provide CPD whilst experienced teachers continue to provide high quality teaching. Newer members of staff will be supported through regular CPD to ensure their skills match those of experienced staff.

Strategy:

- Review staff confidence in Talk for writing strategies to ascertain CPD needs.
- Induction for new staff to be regular and tailored to needs of the staff, thus bringing their confidence up to the level of experienced teachers for the next academic year.
- Presentation code to work alongside this to ensure expectations in presentation remain high, supported by handwriting lines in exercise books.

Improve Teaching and outcomes in Maths

Description:

- Maths Mastery to be the framework used to support teaching and learning in maths. Staff to use this model, supported by leaders who will ensure the provision and engagement of staff.

Strategy:

- Use the tools available through the Maths Mastery framework to support teaching and learning overall.
- Training and support to be implemented including online resources with support from the SLE for all teachers and teaching assistants.
- New assessment tools to be used to inform future planning and to present for pupil progress meetings.

Further Improve Teaching Learning and Assessment

Description:

- Embed and consolidate additional strategies within subjects (writing and arithmetic) where visible progress has been seen over the previous academic year.
- Restructure teaching, learning and assessment within subjects where additional external support is being provided.
- Further develop the precision and consistency in quality first teaching so that all pupils meet the expected standards and/or make progress at least in line with national measures.

Strategy:

- Ensure that all staff have a clear understanding of both existing and new teaching and learning approaches and how these feed into assessment protocols. This includes the transition of core subjects skills into the wider curriculum and how this can be implemented.
- Promptly embed strategies that stem from Hastings Opportunity Projects to provide early consistency and thus support teaching, learning, and pupil confidence in these new systems.
- Embed successful strategies acquired from the 'Talk for Reading' research project to improve overall teaching and learning of reading in all year groups.

Improve Science in the Wider Curriculum

Description:

- Science now incorporates a number of maths targets into the learning which staff are becoming more proficient in embedding. The focus is to incorporate more of the strengths in writing into the wider curriculum and therefore also into Science.

Strategy:

- With the findings from the previous academic year, create a framework for embedding more writing opportunities into the wider curriculum.
- Provide the relevant support for teachers to incorporate this into their teaching and learning ready for, leadership monitoring and assessing impact.

Improve Delivery of speech and language support

Description:

- Two TAs are being trained in the delivery of this, alongside teachers who are overseeing the delivery.
- Teachers who have children in their class that are benefiting from this support will need to be aware of the systems and how best to support children within wave 1 teaching.

Strategy:

- For children receiving additional support with this speech and language initiative, teachers will need to ensure that the environment meet the needs to the children.
- Monitor sessions completed and review impact for focus groups.
- Report outcomes to SLT and plan next steps for the cohort and ongoing support for 2019.2020.

Improve Provision for disadvantaged and SEND pupils

Description:

- Create clearer strategy to support disadvantaged and SEND pupils using tracking system and measure impact.

Strategy:

- Review progress of all SEND and disadvantaged pupils from starting points, and agree strategies to diminish the difference.
- Track progress and adjust interventions to meet needs reviewing impact against academic attainment and achievement.
- Publish outcomes and further review the use of funding to refine further and maximise impact.

Improve Assessment and Moderation

Description:

- UoBAT Trust guidelines for assessment and moderation with the WSLPA policy are used consistently with all staff using agreed systems to ensure accuracy and impact on pupil progress.
- These are used to plan and target support for pupils and CPD for staff.

Strategy:

- Use the EYFS profile, teacher assessment frameworks, 2018/19 assessment and reporting documents for KS1 and KS2, NFER baseline and KS2 assessments, PUMA and Target Trackers to record pupils' progress systematically against nationally agreed exemplification materials and age related statements across the academy.
- Update the feedback and marking policy ensuring all pupils use feedback effectively to impact on their progress.
- Continue to ensure Parents and Carers receive clear and timely information on progress in relation to age related standards.
- Regularly moderate, including with peer cluster and with other UoBAT Trust academies, to ensure assessments are accurate and consistent in line with national exemplars
- Staff are held to account and develop in their understanding of data analysis through pupil progress meetings.
- Training/CPD and induction for new staff in assessment systems are monitored to ensure consistency and identify effective practice. Assessment will focus on application of learning- Target Tracker used as a summary tool.

Further Improve Leadership

Description:

- Further develop leaders at all levels to sustain impact on learning and outcomes at WSLPA.
- Provide support for other schools and academies through projects including coaching and TfW CPD and Ofsted preparation.
- Talk for Reading research project to include strategies from schools whose best practice has provided successful outcomes at the end of KS2. These strategies are reviewed to ascertain which ones could be embedded into the current RIME system to improve overall teaching and learning.
- Maths leaders to fully engage with supporting the Mastery project, and use this to improve outcomes in all key stage 2 year groups. impact to be measured by PUMA tests and monitoring of lessons and pupils work.

- Develop leadership of SEND and those that need further support by reviewing systems and provision for vulnerable pupils and monitor impact of support
- Develop the accountability for leadership for all curriculum subjects through coaching and performance management.
- Provide support and challenge through lesson observation and work scrutiny training so leaders can report on progress and skills coverage

Strategy:

- Leaders to engage with national training and research to further support outcomes to meet at least national expectations.
- Fully engage with the Hastings Opportunity Area projects such as Maths Mastery and Speech and Language for EYFS, holding leaders to account for improved outcomes through performance targets
- Embed the WSLPA RIME reading programme and commence the research project for Talk for Reading to engage and challenge leaders to develop skills in coaching and CPD and impact on outcomes.
- Use the best practice acquired from the regular conferences happening across the academic year to enable the project team (and consequently other KS2 staff) to amend their practice accordingly to suit the needs of the KS2 year groups.
- Provide training and support for all teachers and especially new staff in the teaching of writing including planning, assessment. Monitor impact through lesson observations and pupil progress meetings
- Continue career progression planning supporting leaders with coaching, IRIS and NPQ courses to build future leaders.
- Leaders at all levels to have termly training with Leader of Teaching and Learning (DOR) so that they can support and coach teachers and ensure skills progression and coverage across the wider curriculum.
- Termly planning or work scrutiny to be completed in PDMs across a Use the best practice acquired from the regular conferences happening across the academic year to enable the project team (and consequently other KS2 staff) to amend their practice accordingly to suit the needs of the KS2 year groups. Range of subjects to enable assessment summaries of non core subjects to be completed by term 6.
- Refine policy and use of tracking through online CPOMS. To target support and provision further to improve outcomes for SEND and those who are vulnerable/disadvantaged. Track support and progress and refine rewards, support and sanctions for pupils.

Operational plans

The academy also has targets for outcomes, measurable key performance indicators and a week by week operational plan to support leaders to measure impact and progress.