

## **School Improvement Plan 06/12/17**

### **All Pupils Make Progress**

**Description:** All pupils from their different starting points make or exceed standards expected for their age nationally.

Attainment and achievement data is rigorously reviewed to plan and implement focused improvements in teaching and learning strategies to accelerate rates of progress especially in reading in key stage 2.

**Strategy:** Using national comparison data and research from outstanding providers plan and implement refinements to the curriculum and teaching especially in reading and maths.

Track progress termly using Target Tracker and gap analysis to plan effectively for pupils' gaps and accelerate progress for all groups.

Through performance management and termly progress meetings ensure teachers are on track to meet targets.

Use assessments to support teaching and learning especially in year 6 so that pupils are able to confidently answer questions in the test and reach targets set.

### **Assessment and Moderation**

**Description:** Update Trust guidelines for assessment and moderation with the West St Leonards Primary Academy (WSLPA) policy 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 Continuing Professional Development (CPD) for staff.

**Strategy:** The Early Years/Foundation (EYFS) profile, Interim Assessment Frameworks, AAR (Annual Assessment Regulations) for Key Stage 1 (KS1) and Key Stage 2 (KS2), Target Tracker and the Target Tracker app are used to record pupils' progress systematically against nationally agreed exemplification materials and age related statements across the academy.

Consistent approaches using the updated feedback and marking policy ensure all pupils use feedback effectively to impact on their progress.

Parents and carers receive clear and timely information on progress in relation to age related standards.

Regular moderation, including across other Trust academies, ensures assessments are accurate and consistent in line with national exemplars and the WSLPA files of 2017 externally moderated evidence across the academy.

Senior leaders support the Trust assessment and moderation guidance through membership of the strategic assessment group.

Staff are held to account and developed in their understanding of data analysis through new profoma and restructuring of Pupil Progress Meetings (PPMs). CPD for staff in new assessment systems and monitor to ensure consistency and identify effective practice.

This leads to the Academy continuing to meet requirements and at least good outcomes with majority Outstanding.

## **SEND and Disadvantaged Pupils**

**Description:** Create a clear strategy to support disadvantaged and SEND (Special Educational Needs and Disability) using new tracking systems and measure impact.

**Strategy:** Review progress of all SEND and disadvantaged pupils from starting points and agree strategy to further close gaps.

Track progress and adjust interventions to meet needs review impact against academic attainment and achievement.

## **Teaching and Learning and Assessment**

**Description:** Refine and use of formative and summative assessment to improve the progress for all pupils to enable outcomes to be at least in line with national. 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:** Develop teachers' understanding and use of data through termly progress reviews of teaching and support so that all pupils make progress at least in line with national measures.

Enhance the coaching of teachers to refine precision in planning and teaching to ensure principles of Assessment for Learning (AfL) and policies are consistently applied to ensure pupils needs are met and differences diminished.

Review the curriculum for reading and mathematics to develop the teaching of these subjects so that key skills are developed in arithmetic, reasoning and deeper comprehension skills which will lead to children meeting the standards of the national tests.

## **English**

**Description:** Pupil attainment and progress will at least be in line with national comparators.

**Strategy:** Review and enhance RIME (Retrieval, Inference, Misconception and Explanation) system from EYFS through regular CPD and monitoring to ensure consistent approach of the system impacts on pupil resilience under assessment conditions and independently use strategies taught.

Induction for English teaching for all new staff and continued CPD for staff including support for Primary Writing Project (PWP) Cohort 1 schools in the second year of the revised PWP model.

Use of handwriting books enhanced to support all pupils to achieved presentation code 5.

## **Mathematics**

**Description:** Pupil attainment and progress will at least be in line with national comparators at all key stages.

**Strategy:** Further training of reasoning behaviours to embed this across the whole school to led to improved outcome.

Develop teaching of arithmetic from year 1-6 through new structure and resources. Promote mathematics to ensure it has a high focus within the school and wider community.

Review and adapt medium term plans and targets to ensure balance and priority of KPI (Key Performance Indicators) in each year group. Year 1 and 5 to have greater focus on Interim Framework from year 2 and 6 respectively.

Develop teaching of times tables with KS2.

## **Curriculum**

**Description:** Timetable and develop the wider curriculum to provide breadth and balance so that skills are systematically taught and assessment systems agreed and fully implemented to monitor impact in science.

**Strategy:** Subject leaders review skills and curriculum medium term planning to provide balance and progression.

Teaching and outcomes are systematically monitored to ensure learning links made to core subjects. Writing, reading and maths is integral to learning across the curriculum whenever possible and this leads to further improvements in outcomes by 2018.

## **Personal Development Behaviour and Welfare**

**Description:** Embed the use of values throughout the community for communication with all audiences.

Revise all record keeping using secure online systems including training key staff and using the data generated for further analysis and longer term planning.

**Strategy:** All adults in the community to model and use values throughout the day so that children continue to show these as they grow and develop.

Further train key staff in all areas of safeguarding using the agreed Trust system so that all requirements continue to be met. Mrs Bodiam to be the safeguarding lead (Monday to Wednesday).

Support children's learning through weekly safeguarding and safety learning or reminders through assemblies, lessons and displays.

## **Behaviour**

**Description:** Further support pupils and staff to embed systems of rewards and sanctions. Continue to refine the teaching of values through POW system (Pride of West St Leonards) so that behaviour continues to be outstanding at all times.

**Strategy:** All adults support values and use these in pupil interactions to constantly reinforce high expectations.

Systems are consistently applied by all staff. The new online CPOMS (safeguarding and child protection software) is implemented and used to track and support behaviour to provide impact and target support.

## **Safeguarding**

**Description:** Implement new Trust systems for recording safeguarding and reporting. Complete all regular checks to continue to ensure robust procedures.

**Strategy:** Use the Trust agreed systems including reporting and audit with CPOMS. Meet all requirements for training, recruitment, safeguarding and audit.

Further use the system to plan support and work with agencies to help families and children prioritise safety and wellbeing.

## **Attendance**

**Description:** Implement further rewards and support for pupils and families to improve attendance.

**Strategy:** Review attendance early in term 1 to support families and refine rewards for classes and pupils monitor impact.

Focus support of persistently absent pupils and engage families in support to impact on pupils learning and wellbeing.

## **Bullying**

**Description:** Support children to learn about safety and especially bullying including online.

Advise parents of how to support and their role in keeping their child safe through information and events.

**Strategy:** Provide all age groups with online safety training and parents with advice and support.

Work with agencies to develop pupil awareness and skills in dealing with all types of bullying.

Deal with any issues robustly supporting children and families and working with outside agencies.

## **Equality**

**Description:** Further develop understanding of equality in the community including children's awareness.

**Strategy:** Through staff training and planning learning for all pupils raise awareness of equality.

Include positive images in all resources used for key activities such as assemblies, website and marketing.

## **Further Development of Leadership and Management**

**Description:** Refine all leadership responsibilities and complete induction and training for all leaders in new posts.

Provide clear CPD. Continue to provide support for other schools and academies for Talk for Writing (as a training centre and for the Primary Writing Project).

**Strategy:** Use Trust's leadership pathways with targeted CPD to support career progression, motivation and succession for leadership capacity. All leaders model and promote high expectations to further improve outcomes and use pupil premium funding to diminish the difference by raising attainment for disadvantaged pupils.

Develop a range of Talk for Writing training programmes offered to develop staff to impact on both outcomes at WSLPA and other academies.

## **Leading and Developing Teachers**

**Description:** Through coaching and CPD support teachers develop skills and progress professionally to ensure succession planning is supported and extension to the age range ready for September 2018.

**Strategy:** School Improvement Plan to provide appraisal targets and meetings for all teachers and appropriate training and support using the Trust's Leadership Pathways model.

Review teaching and needs regularly and provide bespoke training.

Plan staff development strategically against the 2017 three year plan to support career development and enable forward planning for any future vacancies at WSLPA.

## **Appraisal Performance Management**

**Description:** All teachers and support staff receive appraisal in line with their roles with coaching and CPD provided to increase skills and capabilities. Career progression is planned strategically and shared with staff.

**Strategy:** Targets from the School Improvement Plan are set in term 1 with teachers relating to pupils' progress, leadership and career progression which are reviewed twice yearly. Teaching staff are held to account and teaching standards are met. Appropriate challenge and support is provided. Support staff meet line managers to agree CPD and plan career progression in line with their areas for development and succession planning.

## **Development of Nursery Provision**

**Description:** Improve outcomes by the end of Reception and readiness for learning by extending Outstanding EYFS provision and increasing capacity of nursery places in the locality.

**Strategy:** Develop consistency of systems across EYFS to support children's outcomes. Ensure early identification and intervention to support vulnerable children. Extend and develop Talk for Writing in the Nursery setting.



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