

SCHOOL IMPROVEMENT 2020/21

Area 1 Outcomes for Children and Learners

Objective Ensure that the proportion of pupils making expect/more than expected progress from their starting points meets or exceeds national figures in all subjects.

- Identifying pupils that are not making expected or better progress and intervening effectively to accelerate their learning and resolve the underachievement promptly.
- Improving assessment and tracking of the pupils with SEN and use this to inform teaching and learning
- Exploring the reasons for gaps in achievement in different classes and ability groups
- Ensuring consistency of progress across Year Groups and across Key Stages
- Ensuring consistency of progress made by pupils with SEN and Pupil Premium.

Success Criteria/Milestones

- By July 2020 termly tracking will show that gains for all cohorts in KS2 will exceed 90% expected progress and above in all subjects
- By July 2020 termly tracking will show that the children's progress in KS1 will be 90% expected and above in all subjects.
- Analysis of the end of year data shows that outcomes compare favorably with national transition matrices.
- Pupils work to show expected or better progress and attainment.
- The progress of pupils with SEN will compare favorably with national progression data. ASP
- The percentage of pupils making progress in English will exceed the national outcomes - reading (66%) and writing (74%)
- The percentage of pupils making progress in mathematics will exceed the national outcomes (70%)
- Cohort attainment targets for each year group in reading, writing and mathematics will be met or exceeded each term.
- To ensure that learning journeys provide coverage to ensure that age related progress can be assessed.

ACTION STEPS	Lead Person	Target Date	Monitored by	Method of Monitoring	Resources/ Finances /CPD	Success Criteria/Milestones
Review and purchase/develop additional maths, writing and spelling resources	LS, EB, SC Maths and FH, DD Literacy team	Sept 20- Jul 2021	HT/Core Leadership Team	See resources		Purchase/develop writing/Spelling scheme of work

Review and re-write as necessary core schemes for reading, writing, SPAG and maths	WD, EB, SC Maths and FH, DDD Literacy team	On-going	HT/Core Leadership Team			Changes to medium term planning reviewed and schemes implemented/updated
Train staff in school schemes for maths, SPAG, writing and spelling	WD, EB, SC Maths and FH, WT Literacy team	Feb 21	HT/Core Leadership Team	Staff meeting presentation notes	Staff Meeting INSET TT Education Training	All staff to be familiar with new scheme
All teachers to ensure they have a spelling/word focus in every English Lesson	All teachers	On-going	HT/Core Leadership Team	Drop ins Coaching sessions observations		Spelling focus in all lessons. Spellings ages in line with chronological ages Interventions where this is not the case to be implemented.
Set at least one mental arithmetic, writing and spelling target for all pupils to focus their efforts and secure better progress. Share these with parents.	All teachers	On-going Half termly	Phase group Leaders/HT/AHTs	Learning Walk Book Reviews Observations		Layered targets in pupils' books, and evidence of them being used. Targets to be amended each half term (targets not to be repeated)
Review progress towards mental arithmetic, reading, writing and spelling targets every half term and reset to secure good progress.	All teachers	July 20 Oct 20 Dec 20 Feb 21 April 21 May 21	AHT's Phase Leaders Subject Leaders	Discussion Dragon and Rainbow Maths Review inset Sept/Oct		Reviewed targets RWM is on track for all groups of children

Scrutinize Maths, writing and spelling planning, pupil's work and feedback		Oct 20 Dec 20 Feb 20 April 21 May 21 July 21	HT Phase Leaders	Monitoring forms Children's work Planning Observation Feedback reviewed		Planning to have appropriate level of challenge. Pupils work to show expected or better progress and attainment. Children's work to identify successes and next steps in learning. Marking and feedback policy followed
Analyze Autumn and Spring Term maths papers and feed back to staff promptly	FH WT, SC, WD, DD All teachers Maths and English Teams	Nov 20 Mar 21	AHT's/HT	Analysis Data half termly	Supply /Internal cover	Clear understanding of areas of improvement. Staff to incorporate these areas into planning
To ensure that learning journeys provide coverage to ensure that age related progress can be assessed and achieved.	All teachers	Sep 20 Dec 20 Feb 21 Apr 21 Jul 21	SC/EP	Data Planning Children's work		Schemes rewritten and displayed on school website.
Review all pupils' attainment and progress through Pupil Progress Review Meetings (PPRM) and ensure that	HT/AHT's	Oct 20 Feb 21 Mar/Apr 21 June 21 Jul 21	HT, Governors	Observing PPRMs	Supply cover	Termly tracking will show that progress will achieve at least 2 steps or more if below expected

attainment and progress are at the expected level or above for each child.						<p>Termly tracking will show that children's progress in KS1 will be at least 2 steps in all subjects and more if below expected.</p> <p>Analysis of end of year data shows that outcomes compare favorably with national transition matrices. At least 6 steps or mastery in year band</p>
To improve assessment and tracking of pupils including those with SEND.	EP	Oct 20 Mar 21 June 21	HT, SLT, Governors	Observing PARMs Review of data Review of planning Pupil Shadowing Pupil Progress Meetings		<p>Assessment will inform teaching and learning including those children with SEND.</p> <p>Focused review of Pupil Premium children EduKey Records to be current and reflective of interventions and support.</p>
Ensure consistency of progress made by pupils with SEND compared with similar nationally.	AHTs	Oct 20 Mar 21 June 21	HT, SLT, Governors	Progress meetings Half termly reviews		The progress of pupils with SEND will compare favourably with national progress data.

Identify pupils that have not made expected progress from their starting points and agree strategies to accelerate learning.	EP All Teachers	Half termly	HT,SLT, Governors	Observing EduKey Reviews PARMs Planning review		Individual children are identified and intervention strategies agreed. Regular monitoring during a half term
Implement agreed interventions to accelerate the learning and progress of under achieving pupils in accordance with their individual targets.	Class Teachers	Oct 20 Mar 21 June 21	SLT and phase Leaders	Planning and evidence of children's learning		Intervention strategies to be relevant and applicable. Evidence: Overview of interventions Pupil profiles Class planning Individual provision maps/targets
Monitor the quality of intervention programmes	Phase Leaders	Oct 20 Dec 20 Feb 21 Apr 21 May 21 July 21	EP	Observation of interventions programmes	TA/LSA allocations	Children will have made expected or better progress. Timetabling enabling support and flexibility.
Evaluate the impact of interventions on pupils' achievement.	EP/SC	Oct 20 Mar 21 June 221	HT, Governors	Observing PARMs		New appropriate intervention groups to be set up.
SLT to quality assure, validate and moderate assessment judgements.	Leadership Team	Nov 20 Feb 21 April 21 May 21 July 21	HT, Governors	Test results APP outcomes Children's Work	Internal supply	Moderation reviews Oct/Feb/June for Year 2 and Year 6

Evaluation						
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- ASP/FFT
- Primary pupil Tracker
- Data Summaries
- Tracking Reports
- EHCP's
- Children's books
- Pupil Progress Meetings