



Improvement priorities 2018 – 2019

The Strategic Plan has been written again under the four Ofsted headings with a strong emphasis upon achievement. Governors will ensure that their three core functions of Setting the Strategic Direction, Holding the HT to account for the financial effectiveness and holding the HT to account for the educational performance of the children are adhered to by effective governance. The lead governors will challenge on their areas of responsibility and feedback to the governing board.

A. Leadership and Management	Evidence and Impact	Lead Governor
<p>1. For all leaders to focus on consistently improving outcomes for all pupils by setting high expectations, deploying staff and resources effectively, ensuring a broad and balanced curriculum with a relentless focus on the impact of the actions they take</p>	<p>1. All leaders know the attainment and achievement in their subject across the whole school. 2. All leaders are able to ask the insightful questions to ensure that staff reflect against their own practice and outcomes so that they take ownership of the solution. 3. Year groups meet targets set. 4. Leaders to collaborate with other teachers whilst planning. 5. All leaders to analyse quality of learning displayed in books and collaborate with other teachers to set next steps. 6. Leaders to ensure that appropriate intervention is in place. 7. All teaching is good with 65% outstanding 8. 100% make expected progress in each year group</p>	
<p>2. To become a more impactful school through values led practice and professional development (i.e. Performance Management) with a focus on the development and impact of reflection</p>	<p>1. As a result of half termly Pupil progress meetings involving teaching and non-teaching staff, as well as book scrutiny and pupil voice, all leaders are able to ask the insightful questions to ensure that staff reflect against their own practice and outcomes so that they take ownership of the solution. Detailed next steps are clear for each child with actions allocated to ensure that 100% of pupils make expected progress.</p>	<p>SW /DR</p>

	2. All staff PM targets include one which is related to the school value of teamwork and reflection and which impacts on staffs collaborative behaviours and as a result 100% of pupils make expected progress with all teaching being good with 67% outstanding	
3. To remain up to date and fully trained in the various aspects of safeguarding to ensure that all children are safe	<ol style="list-style-type: none"> 1. As a result of regular updates and training all staff are fully aware of their safeguarding responsibilities. 2. Safeguarding is high profile within the school and at every staff meeting safeguarding issues are discussed. 3. Staff have read and demonstrated understanding of KCSIE 2018. 4. Staff understand the EHA outcome staff and can use this with support to improve family outcomes. 	KB
B. Quality of teaching, learning and assessment	Evidence and Impact	Lead Governor
1. VISIBLE LEARNING - These are the areas that we have decided to focus our efforts on: <ul style="list-style-type: none"> • Developing student understanding of assessment tests and results • Developing student understanding of learning progressions • Student self- and peer-assessment and feedback 	All children can articulate, and accurately describe, their progress and attainment and take responsibility for their learning by: <ul style="list-style-type: none"> ○ proactively acting on assessment data ○ reflecting accurately against Success Criteria to set their next steps ○ articulating how, through personal examples, they have demonstrated progress <p>As a result:-</p> <p>100% of pupils can articulate their next steps in mathematics</p> <p>100% of pupils will be making expected progress</p> <p>100% of pupils will be able to articulate specifically how they have made progress</p> <p>All pupils have actioned their next step and set a new target or provide evidence of how they are moving forward</p> <p>All children can articulate, and accurately describe, their progress and attainment</p> <p>All children can take responsibility for their progress by:</p> <p>proactively acting on assessment data</p>	AF/SM

	<p>reflecting accurately against Success Criteria to set their next steps articulating how, through personal examples, they have demonstrated progress</p>	
<p>2.To ensure that every teacher is an expert at assessment and the tracking of pupil progress providing appropriate support and intervention based upon a detailed knowledge of individuals (Half termly pupil progress meetings)</p> <p>All staff:- Know how to explain assessment tasks to students</p> <p>Know the purpose of assessment within school</p> <p>Know how to purposefully and effectively use Learning Intentions and Success Criteria</p> <p>Know how to promote Visible Learning in their classroom</p>	<p>1. As a result of half termly Pupil progress meetings, involving teaching and non-teaching staff, all teachers can clearly explain progress made and know next steps for all groups of pupils with detailed next steps clear for each child with actions allocated to ensure that 100% of pupils make expected progress.</p> <p>All children:- Know what assessment tasks are for, and what the results mean.</p> <p>Know what my next steps are and how I will achieve them.</p> <p>Know what progress means and that an effective learner makes progress</p> <p>Know that I am responsible for my progress and can show it.</p>	
<p>3 Reading Embed approaches to teaching reading in order that children engage with texts to a deep level and develop knowledge of adventurous vocabulary</p> <p>Maintain the weekly profile of 1:1 conferencing using pupil AR feedback sheets celebrating success across the school as</p>	<p>1.All staff know the reading areas which need deeper teaching. Pupils will demonstrate progress in the weaker areas from optional tests at end of year.</p> <p>2.Common approach to the teaching of reading across the school based upon evidence of success across the school.</p> <p>3.Teachers planning and AR analysis show that the children are reading a broad range of texts</p> <p>4. Planning demonstrates that texts are explored in detail with higher level questions planned for each learning outcome</p> <p>1.90% in each year group are reading at NE with at least 30% at GDS and 100% make expected progress.</p> <p>2.Pupil review meetings show that texts are challenging and that children are reading:- Yr 2 20 mins a day</p>	

<p>well as ensuring children are reading appropriate texts and understand their development points.</p>	<p>Yr 3 20 mins Yr 4 25 mins Yr 5 30 mins Yr 6 30 mins 3. Weekly conferencing takes place and children know their next steps. Weekly celebrating of reading where children from all classes are rewarded by the HT 4. Weekly communication through the home learning journals with parents is clear and where necessary staff phone parents to outline concerns. All parents know how their child is attaining and achieving in reading. 5. ‘Millionaire’ readers are celebrated during golden book assembly and in the newsletter.</p>	
<p>To raise attainment and engagement in spelling in order that children make more than a year’s progress in spelling as reflected in the Blackwell spelling data</p>	<p>1. Pupils and teachers will regularly access Spelling Shed and use it to ensure practice of spelling 2. Super spelling books are assessed at least fortnightly and where children are not engaging parents are contacted 3. RWI Spelling is taught consistently from Y2 to Y6 with a daily spelling session 4. Literacy shed resources are accessed by staff and pupils 5. Pupils will make more than one year’s progress in Blackwell spelling test 6. 60% of children achieve at least 75% in the KS2 spelling test</p>	<p>NL</p>
<p>C. Personal development, behaviour and Welfare</p>	<p>Evidence and Impact</p>	<p>Lead Governor</p>
<p>All children can articulate, and accurately describe, their progress and attainment and take responsibility for their learning</p>	<p>All children can take responsibility for their progress by:</p> <ul style="list-style-type: none"> ○ proactively acting on assessment data ○ reflecting accurately against Success Criteria to set their next steps ○ articulating how, through personal examples, they have demonstrated progress 	
<p>D. Outcomes for pupils</p>	<p>Evidence and Impact</p>	<p>Lead Governor</p>
<p>English</p>	<p>1. Super spelling books are assessed at least fortnightly and where children are not engaging parents are contacted</p>	

<p>1.Spelling -To raise attainment and engagement in spelling in order that children make more than a year’s progress in spelling as reflected in the Blackwell spelling data</p> <p>2. Reading 1.Embed approaches to teaching reading in order that children engage with texts to a deep level and develop knowledge of adventurous vocabulary</p>	<p>2.RWI Spelling is taught consistently from Y2 to Y6 with a daily spelling session 3.Literacy shed resources are accessed by staff and pupils 4.Pupils will make more than one year’s progress in Blackwell spelling test 5.60% of children achieve at least 75% in the KS2 spelling test 1.90% in each year group are reading at NE with at least 30% at GDS and 100% make expected progress.</p>	
<p>2.MATHS 1. To continue to embed a rigorous approach to the teaching of recall of + and – facts in KS1 and x and ÷ in KS2 including the introduction of targeted intervention groups in order that 100% of children reach NE with 40% above in each year group and 100% of Y4 children achieve the expected standard in the Y4 times table test.</p>	<p>1.100% of children reach NE with 40% above in each year group 2.All children attain the expected standard in the Y4 times table test.</p>	
<p>3. Foundation Stage To continue to build upon the high standards that were achieved last year and increase the number of children who are exceeding</p>	<p>At least 87% of children will achieve a GLD. A significant number of children will exceed the ELG by the end of Reception. In Maths, children who are exceeding the ELG will be confidently and competently accessing problem solving challenges.</p>	