

Alderbury and West Grimstead CE VA Primary School

School Improvement: Action Plan (Headlines)

July 2016-July 2017



Friendship Thankfulness Service
Welcoming in, Giving thanks, Helping out.



Aspiration, Access, Achievement.

“a world in which all vulnerable and disadvantaged children and young people can develop their skills, interests and capabilities to achieve.”

A - Effectiveness of Leadership and Management 2016-7

Key Areas for Improvement –

- Closely link all subject develop plans to central SIAP to drive improvements, actions and evaluations
- Further embed high levels of pupil progress into performance management cycle/accountability
- Establish and implement regular targeted monitoring and effective support/CPD to secure consistently good and outstanding teaching
- Embed Middle leadership/subjects/curriculum drivers -core curriculum group including data MRE cycle inc minimum expectations for teaching staff.
- Refine understanding of Tracking Points on SPTO for all SLT and Middle leaders. Increase access to inform Governors and Parents.
- Implementing National Safeguarding updates in line with WSCB early Autumn 2016
- Deployment of support staff and inducting those new to roles

B - Quality of teaching, learning and assessment 2016-7

Key Areas for Improvement –

- Further develop staff, governors and parents understanding of tracking points, expected progress and assessment cycle.
- Utilise 'tracker' for further personalised learning (individual times tables, strands of learning, EYFS learning journeys)
- Embed 'response to marking' cycle into lessons
- Re-visit and ensure high quality 'questioning' (adults and pupils: raise and explore) and frame lessons within learning questions/enquiry
- Develop further exemplars in Core, and key foundation, subjects for consistency and confidence in 'tracking points'
- Secure effective teaching and learning approach to raise standards in 'Spellings' in Key Stage 2
- Secure effective teaching and learning approaches to raise standards in EY/KS1 Phonics
- Secure effective focus on fundamental Mathematics across the school– times tables, calculations and problem solving
- Develop provision planning for Gifted/talented/most able pupils and maintain register, targets, provision and reviews.
- Further embed AWGS 4Rs, focusing on resilience, into motivation, learning attitudes and peer/partner learning

C - Personal development, behaviour and welfare 2016-7

Key Areas for Improvement – To successfully promote the attitudes, attendance, skills and understanding necessary to secure high standards of personal development, behaviour and welfare.

- Re-establish School council and pupil voice with new link teacher. Develop Year 6 worship and sports councils.
- Establish anti-bullying policy at child friendly level with school council ownership
- Further integrate safeguarding and e-safety into the school curriculum so pupils confidently communicate who they can talk to and where to get help
- Ensure pupils receive a rounded, creative curriculum through the promoting of healthy lifestyles, creative arts and how to keep safe
- To further embed expectations and praise for positive attitudes to learning, resilience and presentation
- To secure 'Healthy schools' accreditation and associated provision
- To secure AfA quality mark and associated provision

D – Outcomes for pupils: Achievement and standards, inc EYFS 2016-7

Key Areas for Improvement –

- Raise standards in Phonics and Spelling teaching, learning and assessment across the school
- Embed further Cross curricular writing into creative curriculum
- Accelerated learning means the gap is closing towards more demanding ARE (NC 2014) and current attainment in all classes for all pupils
- Raise number of pupils in EYFS attaining ‘exceeding’ in writing and maths, demonstrating daily focus and personalised learning with high aspirations.
- Y1 (and Y2 retakes) in phonics to be at least in line with Wiltshire and National Averages
- Pupils attainment in maths is at least in line with national comparisons, including high attainers in EYFS, KS1 and KS2
- Create standardised portfolios/exemplars from internal and cluster moderation
- To ensure that all children progress well from their different starting points to achieve, or exceed, standards expected for their age

E – Closing the gap between vulnerable and non-vulnerable learners 2016-7

Key Areas for Improvement –

To make the best possible use of the pupil premium to secure optimal outcomes for all disadvantaged learners: narrowing any gaps in progress and attainment between disadvantaged and non-disadvantaged pupils.

- Ensure that high quality (quality first) day-to-day teaching meets the needs of each learner, rather than relying on interventions;
- Closely analyse provision and data to formulate intervention programs that are effective, tailored and have discernible impact – continual training on SPTO to identify those falling behind
- Utilise forest schools, ELSA, cluster and wider area opportunities to motivate and appeal to vulnerable pupils needs and interests
- Maximise the use of Teaching Assistants in everyday classroom contexts by undertaking an audit to review their deployment, their pedagogical roles relative to teachers and how time/money could be better used to support liaison
- Ensure governors are aware of the pupil premium and how effectively it is used to ‘close the gaps’ in pupils’ progress and attainment data
- Continue to harness opportunities to enhance pupils’ response to aesthetic, sporting & cultural stimuli and work with other agencies to maximise inclusion. Repeat detailed analysis of all pupils to determine responses of disadvantaged pupils
- Analyse impact of ‘closing the gap’ appraisal targets in order to formulate next steps
- Continue to look for opportunities for G&T children, within school and across the cluster. Implement agreed strategies to identify G&T learners: update register, provision and leadership
- Ensure core subject leader action plans address areas for development identified in summative/end of year data.
- Ensure that any significant differences in data between “all” children and PPG children informs the SIAP and ongoing changes to provision

F - Distinctive Christian Character, vision and values 2016-7

Key Areas for Improvement –

- Develop a renewed distinctively Christian vision for the school with staff, parents and governors so that all have a clear understanding of its aims
- Ensure high quality of teaching RE curriculum and relevant assessment to secure outstanding SIAMS grading
- Embed how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- To further promote community tolerance (respect) of those with different cultures and faiths
- To further develop and maintain sacred spaces around the school for personal prayer, worship or reflection

Following SIAMS September 2016

- Develop 'language' project to promote articulation, transformational aspects and defining spirituality. Link to 4 agreed aspects (self, others, world, beyond)
- To establish a monitoring and evaluation cycle based around key questions related to Christian distinctiveness that are appropriate in all areas of the curriculum and the life of the school. Embed pupil conferencing, quote gathering, journals and reflections.