

School Improvement Plan 2018-2019

Red – review 1 (18.10.18); Purple – review 2 (12.12.18); Green – review 3 (14.2.19); Blue – review 4 (4.4.18); Orange – review 5 (23.5.18); final review against the outcomes set for each area of the SIP

1) Welfare and safety of pupils Article 28: All children have a right to an education Article 19: Ensure that children are safe and protected from harm Target: <i>To further improve attendance</i>		Strategic Lead: Lauren Potter & Sarah Cooper Support: Dee Edwards & Jackie Hawes	Link Governor:	Estimated budget costs:
Outcomes: Target – Percentage attendance for school to be at least 96%				
Attendance Figures for Whole School: Autumn 1 = 96.11% Autumn 2 = 95.94% Spring 1 = Spring 2 = Summer 1 = Summer 2 =				
Targets	Actions	Monitoring	Evaluation	
Reduce the number of children classified as Persistent Absentee*1 (PA) from 2017-2018 academic year figure of 53 pupils (R to Y6). 2016-2017 the figure was 59 pupils. *1 PA is under 90%	Half-termly tracking reports of all PA. If ch become a PA: 1) Contact made with parent by AH 2) Where needed support put in place 3) If pupil remains sig below – EH Referral Fixed penalty notices issued for term time leave. Termly letter to go out to all children who are classified as PA.	Attendance data analysis for PA		
Reduce the gap in attendance of pupils who are eligible for PPG. 2017-2018 attendance of PPG (R-Y6) = 95.8% 2017-2018 attendance of non-PPG (R-Y6) = 93.4% 2017-2018 gap = 2.4%	Monitor reasons for absence for PPG pupils. Where patterns are evident work on strategies to address these. Key families targeted through Achievement for All. Grenfell Learning mentor to work with children with attendance less than 90%.	H-T report of attendance figures of children who are PPG and non-PPG. Weekly class PPG notes to include info about absences - these are followed up by an AO.		

2) Quality of teaching, learning and assessment

Article 29: Education must develop every child's personality, talents and abilities to the full

Target: To develop the use of formative and summative assessment to improve pupil attainment and achievement

Strategic Leads:
Claire Silver & Leila Kent

Link Governor:

Estimated budget costs:

Outcomes:

- Pupils develop the skill of working alongside others to maximise their own and each other's learning
- Writing and reading assessment is accurate and consistent.

Targets	Actions	Monitoring	Evaluation
To embed the use of Kagan structures to ensure cooperative learning is an intrinsic aspect of all teaching.	To develop a 'how to use' set of cards for the Kagan structures. To create Kagan display resources so there is greater consistency in the use of Kagan. New staff to receive support on how to use Kagan structures. Termly staff meetings on the use of Kagan structures. Peer observations focusing on use of Kagan structures. To develop a document to show the Kagan Structures which can be used at each key stage.	Book scrutiny. Pupil voice in School Council. Lesson obs - levels of pupil participation. Learning sweeps – evidence of embedded and effective Kagan structures.	
To develop a more rigorous system of internal moderation in writing.	Termly writing moderation meetings. Teachers use findings from moderation to inform assessment. Teachers use findings from moderation to inform medium term plans.	Writing attainment data. Planning (adapted to reflect outcomes of moderation sessions).	
To re-write the reading assessment objectives to reflect the end of Key Stage 1 and 2 criteria. Teachers to accurately assess the pupils' attainment in reading throughout the year.	New reading assessment that is embedded throughout KS1 and KS2. Inset to share reading assessment with teachers. Termly evaluation of the new reading assessment criteria.	3BM data compared with termly tests. Focus group LI (to link with 3BM gaps).	

3) The quality of teaching, learning and assessment The outcomes for pupils Article 29: Education must develop every child's personality, talents and abilities to the full Target: Increase standards of Reading across KS1 & KS2		Strategic Lead: Sally Clare & Lisa McCrindle	Link Governor:	Estimated budget costs:	
Outcomes: <ul style="list-style-type: none"> • Pupils will make good progress (at least 3 steps) in Reading • To increase KS1 reading EXS+ from 70% & GDS 2% • To increase KS2 reading EXS+ from 73% & GDS 20% 					
Targets		Actions		Monitoring	Evaluation
Learning over time, especially in R is consistently good with an increasing proportion that is at least good or exceeding good.		Teachers plan and teach lessons that enable pupils to learn exceptionally well. Teachers' questioning is challenging the most able pupils enough. Teaching and learning reflects all the reading strands.		Learning observation sweeps and PM observations Book scrutiny Pupil progress data Learning leader lesson sweeps	
To improve levels of comprehension in KS1.		KS1 timetable to change to have 2 additional comprehension lessons a week. Planning format developed to support the delivery of these sessions. KS1 teachers trained in delivering these lessons.		Learning observation sweeps and PM observations Book scrutiny Pupil progress data Learning leader lesson sweeps	
To increase the amount of daily reading across the school.		Quiet reading 3x per week when the children first come into school Reading diaries used consistently throughout the school, ensuring that children read daily. Ensure children in every class are regularly taking home reading books.		Learning leaders checking these as part of their monitoring	
To increase parental engagement in pupils' reading		Workshops for parents. Reading diaries signed by parents 4 times per week. Offer parent book club.		LK monitor the number of parents attending workshops To target parents attending workshops.	
To raise the profile of reading in the school		To create a Little Library – to increase the number of books in homes. Each child to have a Reading diary that is monitored daily.		Reading working party to continue to meet to discuss effectiveness of changes and to continue to adapt where necessary.	

	<p>Reading competitions carried out throughout the year. Develop school reading displays. Develop use of library. Reading quote/fact emailed home to parents weekly. Secret book club. Book club with 2 local authors for targeted children.</p>		
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4) The quality of teaching, learning and assessment The outcomes for pupils Article 29: Education must develop every child's personality, talents and abilities to the full Target: Increase standards of Writing across KS1 & KS2		Strategic Lead: Sally Clare & Lisa McCrindle	Link Governor:	Estimated budget costs:	
Outcomes: <ul style="list-style-type: none"> • Pupils will make good progress (at least 3 steps) in Writing • To increase KS1 writing EXS+ from 62% & GDS 2% • To increase KS2 writing EXS+ from 82% & GDS 20% 					
Targets		Actions		Monitoring	Evaluation
Learning over time, especially in W is consistently good with an increasing proportion that is at least good or exceeding good.		Teachers plan and teach lessons that enable pupils to learn exceptionally well. Teachers' questioning is challenging the most able pupils enough. Teaching and learning reflects all the writing strands.		Learning observation sweeps and PM observations Book scrutiny Pupil progress data Learning leader lesson sweeps	
To increase the range of writing opportunities that are contextualised.		Increase the number of writing opportunities within IPC. To develop Key Stage newspapers – through newspaper/journalist days.		Writing books IPC books	
To increase parental engagement in pupils' writing.		Workshops for parents.		LK monitor the number of parents attending workshops To target parents attending workshops.	
Raise the profile of importance of spelling.		Ensure spelling patterns are consistency and explicitly taught. Ensure consistency of spelling homework in KS2. Annual Spelling Bee.		Spelling overview for years 3-6.	

<p>5) Outcomes for pupils – PPG Article 29: Education must develop every child’s personality, talents and abilities to the full Target: Diminish the difference in attainment of PPG and non-PPG pupils across RWM in KS1 and KS2 and in EYFS</p>	<p>Strategic Lead: Leila Kent Support: Sally Clare, Lisa McCrindle, Taby Barnett & Stephanie Graves</p>	<p>Link Governor:</p>	<p>Estimated budget costs:</p>
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Outcomes:

- Gap in attainment narrowed between PPG and non-PPG children
- Gap in progress narrowed between PPG and non-PPG children

Targets	Actions	Monitoring	Evaluation
<p>The difference in attainment between PPG and non-PPG is diminished in Reading.</p>	<p>Pupils are given the opportunity to read widely and often across all lessons to a high standard. Teachers develop use of Kagan structures to ensure all children are actively involved in improving their reading. PPG children are targeted to take part in Kindle clubs PPG parents targeted to attend parent workshops. PPG children targeted to attend author book clubs. Beanstalk readers providing 1:1 intensive interventions for targeted PPG children. Additional reading lessons in KS1. UKS2 Reading mentors to work with identified PPG KS1 pupils on no. work.</p>	<p>Planning Learning observation feedback Pupil progress data Pupil discussions Feedback from teachers End of term subject monitoring summary Book scrutiny</p>	
<p>The difference in attainment between PPG and non-PPG is diminished in Writing.</p>	<p>LK to deliver interventions to targeted PPG children Target parents of PPG ch for writing workshops. UKS2 Writing mentors to work with identified PPG KS1 pupils on no. work.</p>	<p>Impact of intervention on attainment. Monitor parental attendance.</p>	
<p>The difference in attainment between PPG and non-PPG is diminished in Maths.</p>	<p>Ensure consistent use of TT Rockstars across all KS1 and KS2 classes. UKS2 Maths mentors to work with identified PPG KS1 pupils on no. work. CS to deliver interventions to targeted PPG children. Children selected for Maths Counts to be PPG.</p>	<p>Impact of intervention (CS & Maths Counts) on attainment.</p>	

<p>The difference in attainment between PPG and non-PPG is diminished in EYFS (in Nursery in prime areas, in R across GLD)</p>	<p>Thorough analysis of half termly data and use of this to identify interventions. KS2 mentors/transformers to work with children in Reception. Target parents for workshops.</p>	<p>Impact of interventions. Monitor parental attendance at workshops and parental feedback during learning celebrations.</p>	
<p>To increase parental engagement of underachieving pupils.</p>	<p>Achievement for All (AfA) programme targets 40 PPG children, focusing on structured conversations, which identify any barriers to learning and aim to overcome them.</p> <p>West London Zone member of staff targets 20 PPG children and supports parents to engage more with school and other local partners.</p> <p>Develop programme of parent workshops for all parents but parents of PPG pupils to be specifically invited.</p>	<p>Number of PPG parents attending workshops</p> <p>Progress of the children of selected parents.</p> <p>Attitude to learning of children of selected parents.</p>	

<p>6) Outcomes for pupils – GENDER Article 29: Education must develop every child’s personality, talents and abilities to the full Target: Diminish the difference in attainment of boys and girls across RWM in KS1 and KS2 and in EYFS</p>	<p>Strategic Lead: Claire Silver Support: Sally Clare, Lisa McCrindle, Taby Barnett & Stephanie Graves</p>	<p>Link Governor:</p>	<p>Estimated budget costs:</p>
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<p>Outcomes:</p> <ul style="list-style-type: none"> • Gap in attainment narrowed between boys and girls • Gap in progress narrowed between boys and girls
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Targets	Actions	Monitoring	Evaluation
<p>The difference in attainment between boys and girls is diminished in Reading.</p>	<p>Pupils are given the opportunity to read widely and often across all subjects/lessons to a high standard. Teachers develop use of Kagan structures to ensure all children are actively involved in improving their reading. Targeted boys reading groups led by male Learning Mentor. HLTA Librarian to lead targeted boys reading interventions. LSAs allocated 1:1 or small groups of boys to read with daily. ‘Dad/male relative’ reading workshops and coffee mornings.</p>	<p>Planning. Learning observation feedback. Pupil progress data. Pupil discussions. Feedback from teachers. End of term subject monitoring summary. Book scrutiny.</p>	
<p>The difference in attainment between boys and girls is diminished in Writing.</p>	<p>Continue embedding use of Visual literacy Continue use of ICT within lessons. Boys to be editors of the Key Stage newspapers.</p>	<p>Planning. Learning observation feedback. Pupil progress data. Pupil discussions. Feedback from teachers. End of term subject monitoring summary. Book scrutiny.</p>	
<p>The difference in attainment between boys and girls is diminished in Maths.</p>	<p>Ensure consistent use of TT Rockstars across all KS1 and KS2 classes. UKS2 Maths mentors to work with identified KS1 boys on number work.</p>	<p>Planning. Learning observation feedback. Pupil progress data. Pupil discussions. Feedback from teachers. End of term subject monitoring summary. Book scrutiny.</p>	

<p>The difference in attainment between boys and girls is diminished in EYFS (in Nursery in prime areas, in R across GLD)</p>	<p>Thorough analysis of half termly data and use of this to identify interventions. KS2 mentors/transformers to work with identified boys in Reception. Target parents for workshops. Ensure writing areas are 'boy friendly'. Gary Wilson 'INSET' in which some strategies that EYFS can adopt will be shared.</p>	<p>Impact of interventions. Monitor parental attendance at workshops and parental feedback during learning celebrations. Boy friendly activities set up inside and outside to engage boys in areas they wouldn't usually choose.</p>	
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7) Leadership & Management Article 3: To ensure the best interest of the child is a top priority Article 14: Every child has a right to think and believe what they want as long as they are not stopping other people from enjoying their rights Article 19: Ensure that children are safe and protected from harm Article 29: Education must develop every child's personality, talents and abilities to the full Article 31: Every child has the right to relax, play and take part in a range of cultural and artistic activities		Strategic Lead: Sarah Cooper Support: Leila Kent & Amy Moore	Link Governor:	Estimated budget costs:	
Outcomes: <ul style="list-style-type: none"> To ensure the safety and well-being of pupils at all times. To improve the attitude to learning amongst underachieving groups. 					
Targets		Actions		Monitoring	Evaluation
To continue to work with outside agencies to ensure the health and well-being of all pupils, families and staff as a result of Grenfell Tower.		Art Therapy to work x2 days a week targeting vulnerable children and those most affected. School counsellors to continue supporting most vulnerable. Grenfell LM to work with identified children, supporting in class to enable them to engage with their learning.		Reports and regular feedback from professionals for individuals. Specific families will be targeted for support. Termly report of support and allocation.	
To continue to develop growth mindset skills across the school to support the attainment of all pupils including the underachieving pupils.		INSETs planned to share good practice and allocate projects for teachers to lead on.		Increased use of growth mindset language from pupils and teachers seen in observations, lesson sweeps and monitoring. Pupil progress data shows difference is diminishing. Characteristics of effective learning data shows difference diminishing	
To further develop the Primary Futures Initiative. Aim: to raise aspirations and help pupils understand the link between learning in school and the world of work, to motivate them to improve their attainment.		To host termly Primary Futures events.		Pupils involved should have the following monitored: <ul style="list-style-type: none"> - Attendance - Attainment - Attitude to learning - Parent/Carer involvement 	