

## Alexander Hosea Primary School – School Improvement Plan 2016 – 2017

### 1. OUTCOMES FOR PUPILS (Judged as 'good' by Ofsted March 2014)

**Links with: Aim 1 – ADAPTABLE, Aim 2 – SELF BELIEF, Aim 3 – PERSEVERANCE and Aim 6 – ENQUIRING**

**Please read in conjunction with SIP for 'Quality of teaching, learning and assessment' and core subject and SEND action plans**

<b>Aims</b>	<b>Goals</b>	<b>Targets</b> for pupil achievement / well-being	<b>Strategies for improvement</b> Priorities for Action	<b>Responsibility</b>	<b>Time Scale</b>	<b>Success Criteria (Quality Characteristics)</b>	<b>Monitoring/ Outcomes</b>	<b>Budget Resources</b>
<p><b>IMPROVED PUPIL PROGRESS AND ATTAINMENT</b></p> <p>To improve pupil <b>progress</b> and <b>attainment</b> in the core subjects in all year groups with a <b>focus on non-reporting</b></p>	<p><b>Children progress well from their different starting points and achieve or exceed standards expected for their age nationally</b></p>	<p>At least 85% of children across the school make at least expected progress in reading, writing and maths and 85% attain at least age related expectation</p>	<p>Further develop staff understanding of skills progressions and learning sequences in core and non-core subjects.</p>	<p>SLT/all staff</p>	<p>From Sept 16 – July 17</p>	<p>High quality first teaching with a clear learning sequence which meets children's individual needs.</p> <p>Greater consistency in teaching and learning and outcomes for pupils across the school.</p> <p>At least 85% of children across the school make at least expected progress in</p>		

<b>years.</b>						reading, writing and maths and 85% attain at least age related expectation		
	<b>Strong practice embedded across the school</b>		Embed and strengthen use of growth mindset, WAGOLL, peer critique, purple learners, guide on the side, instant marking and feedback etc.	All staff	From Sept 16 – July 17	Greater consistency in teaching and learning across the school which has a positive impact on pupil outcomes.		
	<b>Improved accountability</b>		Strengthen use of RAP/PPMs in line with agreed descriptors for tracking progress and reporting attainment.  Identify and monitor key children.  Introduce use of Google doc. to support this.	SLT/all staff	From Sept 16 – July 17	Improved accountability  Rigorous and accurate tracking and reporting of outcomes making it easier to identify children to target for support.		
	<b>Improved spelling</b>		Consistent teaching of SPAG across the school with a <b>focus on spelling</b> . Continue to embed teaching and use of phonic strategies in KS2.	English leader/All staff	June 17	Improved outcomes in spelling and writing.		Staff meeting
	<b>High quality resources</b>		Ensure a range of resources are available and easily accessible to support teaching and learning.	All staff	March 17	Learners better supported, impacting on progress and attainment.		
	<b>Impact of</b>		Train and use parents and	SLT/Maths and	Feb 17	Impact of parental		Meeting time

	<b>parental support maximised</b>		<p>parent helpers to better support children's learning, including provision of growth mindset information evening and maths workshops.</p> <p>Sharing home learning/Learning Journals</p>	<p>English leaders</p> <p>All staff</p>		<p>support maximised, impacting on learning.</p>		
	<b>Improved moderation impacts on standards</b>		<p>Regular more rigorous moderation of core subjects with KS colleagues and across the school.</p> <p>Moderation surgeries for all year groups.</p> <p>Consider how cross school moderation can be improved to have a greater impact e.g. 1 PP child, 1 SEND.</p> <p>Secure LA and effective, collaborative across school moderation opportunities.</p>	<p>All staff</p> <p>HT</p>	<p>From Sept 16 – July 17</p> <p>From Sept 16</p>	<p>Accurate assessments</p> <p>High standards</p>		<p>Staff meetings</p>
	<b>Displays impact positively on outcomes</b>		<p>Provide more opportunities for independent learning and interactive displays so children can practice the skills they have been taught and become 'masters'.</p> <p>Ensure learning</p>	All staff	From Sept 16 – July 17	<p>Independent learners who are able to apply skills taught to a range of contexts.</p>		

			walls/displays evidence progression within classes and across year groups.  Displays include timeline to indicate main and mini outcomes.					
<p><b>PROGRESS AND ATTAINMENT OF 'VULNERABLE' LEARNERS IN DANGER OF NOT MEETING ARE</b></p> <p>To accelerate the progress of those children who have not met their ARE.</p>	<p><b>Children progress well from their different starting points and achieve or exceed standards expected for their age nationally</b></p>	<p>At least 85% of 'vulnerable' children across the school make at least expected progress in reading, writing and maths and 85% attain at least age related expectation</p>	<p>Identify children who are vulnerable but who are not disadvantaged, PP or SEND.</p> <p>Plan backwards from ARE to develop a learning sequence which supports progress.</p> <p>Use to set appropriate targets to promote progress and raise attainment.</p> <p>Provide regular learning mentor support for pre-teaching and providing feedback to secure learning.</p> <p>Monitor and review progress and attainment of this group and measure impact of focus.</p>	<p>Class teachers</p> <p>"</p> <p>"</p> <p>HT/class teachers/TAs</p> <p>Class teachers, SLT</p>	<p>Oct 16</p> <p>From Oct 16</p> <p>"</p> <p>"</p> <p>On-going</p>	<p>Vulnerable learners make accelerated progress and meet ARE.</p>		
<p><b>PROGRESS OF DISADVANTAGED / PP / SEND</b></p>	<p><b>Progress of these pupils</b></p>	<p>At least 85% disadvantaged/ SEND children</p>	<p>Raise profile of SEND through new SENDCO.</p>	<p>HT/SENDCO</p>	<p>From Sept 16</p>	<p>SENDCO is confident and has a positive impact on outcomes</p>		

<p><b>PUPILS</b></p> <p>To improve progress (and diminish the difference in the progress) made by disadvantaged /PP /SEND pupils compared with that made by disadvantaged pupils locally and nationally, especially in non-reporting years.</p>	<p><b>across the curriculum matches or is improving towards that of others with the same starting points</b></p>	<p>make improved progress which matches or is improving towards that of other pupils locally and nationally.</p>	<p>Provide appropriate training and induction for SENDCO and other staff.</p> <p>Provide additional support through appropriate pre-teaching, scaffolding, guide on the side, target groups, raised expectations and promoting a growth mind set.</p> <p>Continue to promote a 'can do' attitude/self-belief as part of character education.</p> <p>Organise and run Aspirations Week</p> <p>Provide learning mentors to meet academic, physical and PSE needs.</p>	<p>HT</p> <p>All staff</p> <p>HT</p>	<p>“</p> <p>“</p> <p>From Sept 16</p> <p>Oct/Nov 16</p> <p>From Oct 16</p>	<p>for pupils with SEND.</p> <p>Any in-school gaps between disadvantaged pupils' progress and attainment and the progress and attainment of other pupils is diminishing.</p> <p>Children have high aspirations and believe in themselves.</p>		
			<p>Continue to embed consistent use of pre-teaching / learning mentors.</p>	<p>All staff</p>	<p>From Sept 16 – July 17</p>	<p>Positive impact on progress and attainment.</p>		
			<p>Consider recording of PSE needs – how to ensure these are supported once identified.</p>	<p>PSE leader / All staff</p>	<p>Oct 16</p>	<p>PSE needs well supported impacting on outcomes.</p>		
			<p>Monitor, evaluate and review impact of strategies used to support</p>	<p>SENDCO/SLT</p>	<p>Nov 16</p>	<p>Pupils with SEND/disadvantaged pupils are well</p>		<p>SENDCO leadership time</p>

			disadvantaged / SEND pupils.			supported which impacts on outcomes.		
			Ensure strategies are used consistently across the school to support children with autism/autistic tendencies and other SEN. Measure impact.	SENDCO	Jan 17			SENDCO leadership time
			All staff need to look at where children need to get to and plan backwards so they can achieve this.	All staff	On-going from Sept 16	Consistent approach across the school.  Gap is diminishing between disadvantaged and non-disadvantaged children in school.		
<b>PROGRESS AND ATTAINMENT IN WRITING To improve progress and attainment in writing (LA target)</b>	<b>Children progress well from their different starting points and achieve or exceed standards expected for their age nationally in writing</b>	At least 85% of children across the school make at least expected progress in writing and 85%+ attain at least age related expectation	Attend LA training and Year of writing sessions.  Apply relevant learning  Focus on providing a range of writing activities across the curriculum.  Use pink and blue and agreed teaching and learning strategies to support progress.  Regular moderation – in-school, across cluster schools and with LA personnel.	HT/English leader  English leader  All teachers  All staff  SLT/all staff	Oct 16  On-going  "  Termly  Feb 17  2017	Improved pupil progress and standards of attainment in writing.		

			Attend LA moderation surgeries.					
<b>PROGRESS AND ATTAINMENT IN READING, WRITING AND MATHS ACROSS THE SCHOOL</b>	<b>Progress and attainment in R,W and M is at least in line with or exceeds local and national expectation</b>	At least 85% of children across the school attain ARE in Reading, Writing and Maths	Use strategies as identified above.  Monitor R, W and M as part of PPMs and target children throughout the year to ensure they achieve this.	All staff  Subject leaders / SLT	From Sept 16  Sept 16 – July 17	Progress and attainment in R, W and M is above local and national expectations.		
<b>PROGRESS AND ATTAINMENT OF MORE ABLE LEARNERS</b>	<b>Develop 'masters' who can apply skills to show they are consistently learning at greater depth</b>	At least 15% of children across the school are working at greater depth in R,W and M	Use strategies as identified above.  Define mastery  Monitor for consistency  Across school moderation  Focus group in PPMs	All staff  Subject leaders/SLT/all staff	From Sept 16  Dec 16  On-going	At least 15% of children across the school are working at greater depth in R,W and M		