



Church Cowley St James Church of England Primary School

# School Improvement Plan

Raising Achievement Plan

2016/17





## School Improvement Plan: 2016 - 2017

Items in **GREEN**: complete/continuing, **ORANGE**: in progress, **RED**: not started

### Priority 1: Raising Attainment and Pupil Progress

Specific Actions	Ownership	Where are we now? (September 2016)	Success Criteria (by end of July 2017)	Linked Document	Monitoring and Evaluation
<p>1. Ensure 90% of all children make expected progress across KS1 to KS2, and from EYFS to KS1, as evidenced by Raise Online</p> <p>2. Improve attainment figures for KS2 SATs results from July 2016</p> <p>3. Improve attainment figures for KS1 SATs results from July 2016</p> <p>4. Achieve Phonics results in line with 2016 results (and in line with national results)</p> <p>5. Improve percentage of pupils achieving GLD in EYFS to 70%+ from July 2016</p> <p>6. Develop the assessment cycle through obtaining supporting formative tests to support judgements from assessment continuums (Y3 – 6) in Maths</p> <p>7. Ensure teachers are supported in understanding children’s rates of progress, identify those at risk of underachieving and make plans to overcome obstacles and ‘diminish the difference’</p> <p>8. Ensure pupils who are disadvantaged are supported to achieve in line with national expectations as evidenced through Raise Online.</p> <p>9. Ensure that boys, who are also disadvantaged, are supported to achieve in line with national expectations as evidenced through in school data/Raise Online.</p>	<p>1 – 5 SLT, middle leaders and phase leaders</p> <p>6. RE</p> <p>7. RE, KD and middle leaders</p> <p>8. KD</p> <p>9. KD</p>	<p>1. and 2. Baseline data for yr6:  <b>Reading</b> = 18% at Expected, 2% Greater Depth  <b>Writing</b> = TBC  <b>Maths</b> = 2% at Expected, 0% Greater Depth  <b>SPaG</b> =28% at Expected, 2% Greater Depth</p> <p>3. Baseline for KS1 due to be collected in Nov '16/ End of EYFS – 44% and Y1 Phonics – 81%</p> <p>4. Baseline phonics screening results (Oct) = 12% at Expected Standard</p> <p>5. Baseline data for EYFS (Oct):  <b>Reading</b> = 37.3%  <b>Writing</b> = 50.8%  <b>CL</b> = 55% overall (Listening 61%, Understanding 57.6%, Speaking 47.5%)  <b>PSED</b> = 72% overall (Self – confidence and Self – awareness 72.9%, Managing feelings and behaviour 74.6%, Making relationships 69.4%)</p> <p>6. 2016 KS2 test used for baseline Sept 2016. Example tests in circulation – more to be obtained</p> <p>7. 4x assessment INSETs over 2015-2016. Sept 2016 INSET in assessment for reading First baseline/pupil progress meetings in Nov 2016</p> <p>8. Historical disadvantaged report received and analysed to show trends across 4 years.</p> <p>9.</p>	<p>1a. 90% of pupils make expected progress from KS1 to KS2 (ROL)</p> <p>1b. 90% of pupils make expected progress from EYFS to KS1 (ROL)</p> <p>1c. Ensure 80% of pupils make expected progress on CCSJ assessment continuums</p> <p>2. KS2 Attainment targets for expected level 2017:                      Reading = 62% <b>^69%</b> (20% exceeding <b>^30%</b>)                      Writing = 67+% <b>^70%</b> (20% exceeding <b>^25%</b>)                      Maths = 55% <b>^65%</b> (10% exceeding <b>^18%</b>)                      SPaG = 65% <b>^69%</b> (22% exceeding <b>^27%</b>)                      Combined (R, W, M) = 50%+ <b>^60%</b> EXS/18% GDS</p> <p>3. KS1 Attainment targets for expected level 2017:                      Reading = 70% (15% exceeding)                      Writing = 60% (10% exceeding)                      Maths = 70% (20% exceeding)                      SPaG = 70% (15% exceeding)</p> <p>4. Target phonics screening results 2017: 80%</p> <p>5. Pupils in EYFS achieve 70% at Good Level of Development</p> <p>6a and 7a. Assessment continuums are accurate for all pupils and reflect their next steps.</p> <p>6b and 7b. 80% of vulnerable groups make in line with or greater progress using the assessment continuums.</p> <p>8. 80%+ of disadvantaged pupils achieve in line with other pupils on assessment continuums.</p> <p>9. XX% of boys, who are also disadvantaged, achieve in line</p>	<p>Monitoring and Assessment Action plan</p> <p>RAP year 6 plan</p> <p>Phonics Action plan</p> <p>Maths Action Plan</p> <p>Literacy Action Plan</p> <p>PPG report 2015 – 2016</p> <p>SEN report 2015 – 2016</p> <p>Historical disadvantaged achievement report 2015 - 2016</p>	<p>See below</p>



**Priority 1: Raising Attainment and Pupil Progress**

**Monitoring and Evaluation**

<p>1 and 2: KS2 Results:</p> <p>Attainment Feb 2017 (Based on Y6 SATS 2016)</p> <p><b>Reading</b> = 47% EXS/3% GDS  <b>Writing</b> = 50% EXS/0% GDS  <b>SPAG</b> = 43% EXS/7% GDS  <b>Maths</b> = 32% EXS/0% GDS  <b>Combined</b> = 22% EXS/ 0% GDS</p> <p>8/9: Pupils with PPG and Boys with PPG</p> <table border="0"> <tr> <td>Boys:</td> <td>Boys/PPG:</td> </tr> <tr> <td>R: 37%</td> <td>R: 31%</td> </tr> <tr> <td>W: TBC</td> <td>W: TBC</td> </tr> <tr> <td>M: 29%</td> <td>M: 8%</td> </tr> <tr> <td>Sp: 37%</td> <td>Sp: 23%</td> </tr> </table> <p>(See KS2 February Report for further information on attainment and progress)</p>	Boys:	Boys/PPG:	R: 37%	R: 31%	W: TBC	W: TBC	M: 29%	M: 8%	Sp: 37%	Sp: 23%	<p>3. KS1 – Year 2 Results: Attainment March 2017 (Based on Y2 SATS 2016)</p> <p><b>Reading</b> = 32%  <b>Writing</b> = 43%  <b>SPAG</b> = 32%  <b>Maths</b> = 32%</p> <p>8/9: Pupils with PPG and Boys with PPG (TBC) (KS1 March Report TBC)</p>	<p>4. Y1 Phonics Screen Check</p> <p>September: 12%  December:30%  February: 43%</p> <p>8/9: Pupils with PPG and Boys with PPG</p> <p>Target Boys: 23/31 = 71%  Target Boys/PPG: 4/8 = 50%</p> <p>(See Phonics Report for further information on attainment and progress)</p>	<p>5. EYFS Attainment Feb 2017</p> <p><b>Reading</b> = 52%  <b>Writing</b> = 42%  <b>Maths</b> = Number: 48% Shape: 55%  <b>CL</b> = L&amp;U: 68%, U: 60% and Sp: 53%  <b>PSED</b> = SCSA: 68%, MFB: 72% and MR: 70%</p> <p>8/9: Pupils with PPG and Boys with PPG</p> <p>EYFS: Targets set Feb 2017</p> <p>PPG: 3/4 = 75% (2 pupils need support to reach target)</p> <p>Boys/PPG: 2/2= 100% (2 pupils need support to reach target)</p>	<p>Assessment continuums March 2017 TBC:</p>
Boys:	Boys/PPG:													
R: 37%	R: 31%													
W: TBC	W: TBC													
M: 29%	M: 8%													
Sp: 37%	Sp: 23%													



**Priority 2: Improve the Quality of Teaching and Learning**

Specific Actions	Ownership	Where are we now? (September 2016)	Success Criteria (by end of July 2017)	Linked Documents	Monitoring and Evaluation
<p>1. Improve quality of teaching and learning in Reading, Writing and Maths and so that 80% teaching is good or better via lesson observations.</p> <p>2. Provide opportunities for children to apply Reading, Writing and Mathematical skills across the curriculum.</p> <p>3. Bridge gaps in children’s learning from 2014 curriculum in Y3, 4 &amp; 5.</p> <p>4. Ensure that CPD matches school priorities for all teachers in developing their skills in teaching and learning</p> <p>5. Develop pupil progress meetings to focus on those children who are at risk of not making appropriate progress within year and across the Key Stages and use these meetings to identify learning opportunities to improve practice.</p> <p>6. Develop the ‘instructional feedback’ format to ensure that teachers and TAs receive professional feedback fortnightly (minimum)</p> <p>7. Refine the use of learning outcomes and success criteria to ensure that progression of skills for all learners are linked to the CCSJ continuums.</p>	<p>1. SLT, middle leaders</p> <p>2-4. HR</p> <p>5. RE</p> <p>6. All SLT</p> <p>7.SLT, middle leaders</p>	<p>1. September 2016: 8/17 rated as good or better = 47%</p> <p>2a. Topic planning identifies key questioning in 5 areas. 2b. Topic book scrutiny yet to monitor standards across the school (see monitoring and assessment cycle)</p> <p>3. Gaps identified in reading, writing and maths through CCSJ assessment continuums. Class scores as identified through assessment data (see document)</p> <p>4a. Staff INSET days to cover key areas in assessment, inclusion and curriculum development – mapped out across the year. 4b. Staff meetings developed for T1-2. 4c. Support staff training (weekly x30 mins) developed for T1-2</p> <p>5. Pupil progress meetings achieved 2015 – 2016. Cycle in place for monitoring and developing pupil progress meetings</p> <p>6. All SLT members assigned staff members across the year (Sept 2016)</p> <p>7. Staff INSET Sept 2016</p>	<p>1a. Teacher ratings of lessons show 80% good or better 1b. Books show accelerated progress and personalised learning in order to develop pupil skills</p> <p>2a. Topic books show key skills in reading, writing and maths developed in all subject areas 2b and 3. Reading, writing and maths assessment continuums show 80% expected pupil progress across the academic year. 2c and 3. Attainment levels for assessment continuums at 70% at expected standard across the year</p> <p>4. CPD plugs gaps in teacher and support staff in order to provide effective teaching and learning (through observation and data) 4b. Assessment data (national and CCSJ continuums) in line with predicted results as priority 1.</p> <p>5. Accelerated progress for pupils identified at risk of falling behind. Vulnerable groups are well planned for and make 80% or greater progress, in line with their peers across the school (as evidenced through Raise Online and CCSJ assessment continuums).</p> <p>6. Raise standards in teaching and learning and assessment to 80% or better as evidenced through books and observations</p> <p>7. 80% of planning evidences clear progression of skills for pupils and groups of pupils, in relation to the assessment continuums.</p>	<p>Curriculum Action plan</p> <p>Maths Action Plan</p> <p>Literacy Action Plan</p> <p>Monitoring and Assessment Action plan</p> <p>NQT Action plans</p> <p>Instructional feedback document and feedback notes</p> <p>Pupil progress documentation</p>	



**Priority 3: Behaviour, Engagement and Safety of Pupils**

Specific Actions Action	Ownership	Where are we now?	Success Criteria (by end of July 2017)	Linked Documents	Monitoring and Evaluation
<p>1.Improve attendance to 96.8% for years 1 – 6</p> <p>2. Improve attendance in Reception to 96%</p> <p>3. Ensure behaviour for learning in lessons shows 80% good or better</p> <p>4. Develop the use of lunchtime supervisors and P.E equipment to ensure pupils develop ‘purposeful play’ during playtimes.</p> <p>5. Train lunchtime supervisors to be ‘play supporters’.</p> <p>6. Develop lunchtime supervisors to be better able to manage and report on incidents of unsatisfactory behaviour.</p> <p>7. Complete the E-safety award for the school.</p> <p>8. Behaviour and Safety remains at least good.</p> <p>9. Increase parental engagement in all areas of the curriculum to ensure that parents feel fully equipped to support their child in learning</p>	<p>1.KD and DL</p> <p>2. KD and RE</p> <p>3. SLT, KD oversee</p> <p>4 – 6. KD</p> <p>7. SM (PSHCE lead), HR and KD oversee</p> <p>8. KD</p> <p>9. SLT, middle leaders</p>	<p>1a. and 2a. Attendance for 2015 – 2016 is 92.2%.</p> <p>1b. and 2b. Monitoring, tracking, incentives and sanctions embedded across the school over 2015-2016.</p> <p>3. Current behaviour for learning rating: 12/17 = 71%</p> <p>4 - 6. Play equipment purchased for lunchtimes and playtimes Playground markings in place</p> <p>7. PSHCE lead in place</p> <p>8a.Current tracking in place for behavioural incidents across the school to ensure consistency, monitoring and action planning.</p> <p>8b. Safeguarding practices monitored weekly to ensure best practice.</p> <p>9. Parent calendar, social media and website advertise curriculum events across the school.</p>	<p>1. Attendance in years 1- 6 is 96.8% overall</p> <p>2. Attendance for pupils in reception is 96% over the academic year.</p> <p>3a. Behaviour for learning in lessons shows 80% good or better</p> <p>3b. Incident reporting reduces by 5% over the course of the year</p> <p>3c. Identified pupils with unsatisfactory behaviour have a clear and measurable action plan to ensure appropriate support and progress academically</p> <p>4 and 5. Lunchtime supervisors are purposeful in their job role, ensuring that pupils are engaged in play</p> <p>6. Reduction of lunchtime incidents, ensuring that consequences are appropriate, timely and managed successfully in 80% of cases</p> <p>7. E-Safety award received for school</p> <p>8. Ofsted rating shows behaviour and safety as good or better</p> <p>9. Engagement to show 70% on average across curriculum events for years R – 6</p>	<p>Inclusion Action Plan</p> <p>HSLW Action plan</p> <p>Lunchtime supervisor Action plan</p> <p>Lesson observation records and instructional feedback documents/schedule</p> <p>Parental engagement records</p>	



**Priority 4: Develop Capacity for Leadership and Management**

Specific Actions Action	Persons responsible	Where are we now?	Success Criteria (by end of July 2017)	Linked Documents	Monitoring and Evaluation
<p>1. Ensure governance demonstrates strategic direction and the capacity to improve the school.</p> <p>2. Develop leadership capacity across the school for aspiring and active middle and senior leadership.</p> <p>3. Use coaching to support leadership and management development.</p> <p>4. All SLT to complete external CPD courses: OTSA Senior leadership programme, NPQSL and EdD.</p>	<p>1. SD and members of the governing body</p> <p>2. SD</p> <p>3. SLT, middle leaders</p> <p>4. SLT members</p>	<p>1a. SLT members assigned governor to oversee role 1b. Governor meetings held once per term, with financial meetings per term as a separate meeting</p> <p>2a. Curriculum subject ‘buddies’ in place for leaders (NQTs and less experienced teachers) 2b. Curriculum leaders in place across the school for teachers in areas of interest 2c. Course/INSET opportunities for all – extensive CPD budget in place (10k)</p> <p>3a. Coaching forms part of all meetings during 2015-2016 3b. Sarah Thomas support in place – completed 360 on all roles and responsibilities within SLT 3c. Clarity of SLT roles throughout Sept 2016.</p> <p>4. All enrolled on leadership courses: RE – NPQSL KD – EdD year 2 HR – OTSA senior leadership programme</p>	<p>1a. Regular meetings between school leaders and appropriate members of governing body in order to provide additional challenge, monitoring and scrutiny.</p> <p>1b. Governor meeting minutes evidence of strategic direction and development towards targets set</p> <p>2a. Performance management documents evidence SMART targets for current and future leaders across the school in chosen areas 2b. Teachers develop capacity through appropriate CPD 2c. Pupil attainment and progress reflects effective leaders across the school</p> <p>4a. Projects completed during course duration improve pupil progress/attainment across the school as outlined in priority 1.</p> <p>4b. All courses completed</p> <p>4c. SLT members develop skills in leadership, coaching and mentoring in specific job roles</p>	<p>Instrument of governance</p> <p>Staff leadership overview 2016 – 2017</p> <p>All senior leader action plans</p> <p>Qualification documents</p>	



**Priority 5: Raising Attainment and Pupil Progress in EYFS**

Specific Actions Action	Persons responsible	Where are we now?	Success Criteria (by end of July 2017)	Linked Documents	Monitoring and Evaluation
<p>1. Ensure that the characteristics of effective learning are embedded into the ethos of EYFS practice so that children transition to Y1 with these skills.</p> <p>2. Raise standards of pupils learning achieving GLD to 70% for the cohort</p> <p>3. Embed the use of Tapestry to support assessment in EYFS.</p> <p>4. Raise the attainment of boys and pupils with PPG</p> <p>5. Raise attendance for reception pupils over the course of the academic year to 96%</p>	<p>1. RE</p> <p>2. RE and EYFS teachers</p> <p>3. RE lead</p> <p>4. RE and KD, SLT and middle leaders</p> <p>5. KD, DL and RE</p>	<p>1. Lesson observations and instructional feedback</p> <p>2. July 2016 data for GLD 68% Baseline data: See Priority 1</p> <p>3. Tapestry training Sept 2016. Ongoing phase meetings to moderate quality throughout T1</p> <p>4a. July 2016 Boys GLD: 43%</p> <p>4b. July 2016 PPG GLD: 54%</p> <p>5. 2015-2016 attendance for reception: 94.4%</p>	<p>1. Lesson observations to develop characteristics show 80% good or better for all staff in EYFS</p> <p>2. GLD percentage to be 70% by July 2017</p> <p>3a. Tapestry embedded with all staff to ensure that assessment is accurate, up to date and develops next steps in pupils' learning</p> <p>3b. Pupils receive personalised learning and thus accelerated learning within EYFS</p> <p>4a. Boys GLD July 2017 target: 70%</p> <p>4b. PPG GLD July 2017 target: 65+% (TBC based on numbers of PPG recruited by KD) Feb 2017: 4 pupils identified</p> <p>5. Attendance for pupils in reception is 96% by July 2017.</p>	<p>EYFS SEF</p> <p>EYFS Action plan</p> <p>Inclusion Action Plan</p>	<p>2. EYFS Attainment Feb 2017 <b>Reading</b> = 52% on track <b>Writing</b> = 42% on track <b>Maths</b> = 48% N, 55% SSM <b>CL</b> = 68% Listening and Attention, 60% Understanding, 53% Speaking <b>PSED</b> = 72% Moving and Handling, 82% Health and Self Care, 68% Self Confidence and Awareness</p> <p>EYFS Progress Feb 2017 <b>Reading</b> = TBC <b>Writing</b> = TBC <b>Maths</b> = TBC <b>CL</b> = TBC <b>PSED</b> = TBC</p> <p>4a. Feb 2017: Boys GLD: Target: 72%</p> <p>4b. PPG GLD: Target: 3/4 = 75%</p> <p>Boys/PPG GLD: Target: 2/2 = 100%</p> <p>5. Attendance Feb 2017: <b>TBC</b></p>