

School Improvement Plan 2016-2017

Red – review 1 (18/10); Purple – review 2 (15/12); Green – review 3 (7/2); Blue – review 4 (28/3); Orange – review 5 (22/6); final review against the outcomes set for each of the 5 areas of the SIP – 10/7

1) Behaviour and safety of pupils		Strategic Lead:	Link Governor:	Estimated budget costs:
<p>Article 28: All children have a right to an education</p> <p>Article 19: Ensure that children are safe and protected from harm</p> <p>Target: To further improve attendance</p>		Lauren Potter & Sarah Cooper	Tara Swan	
Outcomes: Target – Percentage attendance for school to be at least 96%				
Targets	Actions	Monitoring	Evaluation	
Reduce the number of children classified as Persistent Absentee* (PA) from 2015-2016 academic year figure of 45 pupils (R to Y6). *PA is under 90%	Weekly tracking reports of all PA. If ch become a PA: 1) Contact made with parent by AH 2) If no improvement then meeting with AH & HT to establish parent contract. 3) Still no impact – Early Help Referral Fixed penalty notices issued for term time leave. PA pupils flagged in TATS meetings & systems put in place. Initiatives around attendance to be reviewed.	Attendance data analysis for PA		
Reduce the number of children with a percentage attendance of 90-96% from 2015-2016 academic year 125 pupils (R to Year 6)	Weekly website post showing the no. of children in each class with 100% attendance from the previous week. This is shared weekly with pupils in assembly. Half termly (H-T) assemblies to reward all children with 99%+ attendance. H-T assembly where the class with the most no. of children with 100% attendance to have a class treat. H-T letter to go out to all children who have an attendance of less than 96% for that half term.	Weekly report of children with 100% attendance from previous week – teachers to share with class. Dee to print out weekly individual attendance for the half term – teachers to monitor and identify children at potential risk.		
Continue to tighten routines and systems for those pupils who are absent.	Continue to develop the protocols for pupils' sickness. Track key events (e.g. Eid/chicken pox) to assess impact of those on attendance figures. Weekly PPG monitoring where attendance is tracked and absences are investigated.	Data analysis of codes for attendance Analysis of letters for those coded as 'I'		
Continue to work with other agencies around improving attendance e.g. The Ace Team	To meet with the Ace Team on a H-T basis. Attend meetings arranged with parents by EH. Continue to work with Traveller Link Teacher to target increased attendance.			

2) Achievement of pupils Article 29: Education must develop every child's personality, talents and abilities to the full Target: <i>To develop the use of formative and summative assessment to improve pupil attainment and achievement</i>		Strategic Lead: Claire Silver	Link Governor: Warren Boucher	Estimated budget costs: £2,000
Outcomes: <ul style="list-style-type: none"> Pupils develop the skill of working alongside others to maximise their own and each other's learning Teachers use a range of AFL strategies to ensure all pupils are consistently making good progress especially in Reading, Writing and Maths 				
Targets	Actions	Monitoring	Evaluation	
To develop the use of cooperative learning – the instructional use of small groups so that pupils work together to maximize their own and each other's learning. To increase the number of children who are at ARE by the end of the academic year.	All teaching staff to be trained on the Kagan Structures through 2 INSET days. Staff to work in teams to support each other with the implementation of the structures. Regular staff training to share best practice and discuss any difficulties.	<ul style="list-style-type: none"> Quality of children's work will be of a higher standard More children taking ownership and responsibility of their learning – this will be evident through pupil voice in School Council. A comparative analysis of the data of different groups of pupils. Gap between PPG and non-PPG pupils decreasing from 2016. Data analysis Lesson obs show greater levels of participation from all pupils. Learning sweeps which show evidence of embedded and effective AFL strategies. 		
Pupils are: <ul style="list-style-type: none"> able to articulate their next steps and targets; can prove that they can act on feedback and next steps to improve their learning. 	Development of oral feedback. Development of pupil targets in R, W & M. Develop marking policy and written feedback that is specific, accurate and clear. Develop use of pupil self-assessment and reflection.	Evidence through: <ul style="list-style-type: none"> Written feedback in books Development of self-assessment strategies Pupil discussion (Do children know their targets? Do they see the impact of oral feedback?) 		
Teachers are rigorously and robustly assessing pupils' learning.	Internal moderation of assessment system. Joint moderations with other schools to assess and validate the school's own judgements.	Evidence through: <ul style="list-style-type: none"> Pupil data On-going tracking Staff discussion 		

<p>3) The quality of teaching Article 29: Education must develop every child’s personality, talents and abilities to the full Target: Increase standards of Maths, Reading & Writing across KS1 & KS2</p>	<p>Strategic Lead: Leila Kent, Claire Silver, Lauren Potter & Jess Wilson</p> <p>Support: Sophie O’Neill, Carol Thompson, Sally Clare & Jo Jenner</p>	<p>Link Governor: Pippa Jones</p>	<p>Estimated budget costs:</p>
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Outcomes:

- All pupils will make good progress (at least 3 steps) across all subjects
- All teaching over time will never be less than good
- Gap in attainment and progress narrowed between PPG and non-PPG children
- Gap in attainment and progress narrowed between boys and girls

Targets	Actions	Monitoring	Evaluation
Teaching over time, especially in R, W & M, is consistently good with an increasing proportion that is outstanding.	<p>All teachers have consistently high expectations of all pupils. Teachers plan and teach lessons that enable pupils to learn exceptionally well. Teachers systematically and effectively check pupils’ understanding throughout lessons and act to clarify any misconceptions. Pupils routinely have the opportunity to deepen their understanding by responding to feedback and marking. Pupils use ICT in lessons to enhance and deepen their learning. Teachers questioning is challenging the most able pupils enough.</p>	<p>Evidence through:</p> <ul style="list-style-type: none"> - Performance Management - Learning observation sweeps - SIA feedback - Book scrutiny - Pupil progress data - Learning leader lesson sweeps 	
All pupils, including underachieving groups, are making consistently good progress that leads to outstanding achievement in Reading.	<p>Pupils are given the opportunity to read widely and often across all subjects/lessons to a high standard. Teachers routinely use a range of phonic strategies to support children to tackle unfamiliar words. A new system for teaching Guided Reading in KS2 is embedded and the impact of this is monitored.</p>	<p>Evidence through:</p> <ul style="list-style-type: none"> - Planning - Lesson observation feedback - Pupil progress data - Pupil discussions - Feedback from teachers - Book scrutiny - Learning Leader monitoring 	
All pupils, including underachieving groups, are making consistently good	<p>Pupils use their writing targets to help them improve writing in other subjects. Teachers use the pupils’ targets to</p>		

progress that leads to outstanding achievement in Writing.	inform their planning. The use of Visual Literacy to become embedded across KS1 and KS2 and the impact of this is monitored.		
All pupils, including underachieving groups, are making consistently good progress that leads to outstanding achievement in Maths.	Teachers are planning activities to ensure the pupils are applying their understanding fluently and accurately. Pupils develop their ability to rapidly recall mathematical knowledge. Introduce Maths Mastery into Year 4 and monitor impact of this.		
To ensure the gap in attainment between PPG and non-PPG is continually closing and is comparative to the national gap. To increase attainment of PPG group in Reading, Writing, Speaking and Maths.	An additional teacher is being used to target key groups of pupils. Interventions include: extra phonics sessions (in addition to the daily phonics in KS1); additional 1:1 reading; Maths, Reading and Writing catch-up; photography; Dragons Den; animation; lego-therapy. To continue to track the weekly progress of the PPG children.	Track the impact of interventions on PPG children's attainment and progress.	
Teaching across all subjects incorporates the use of ICT	Teachers are planning activities to maximise the impact of ICT on pupils' attainment. Children using digital tools to enable knowledge discovery, creation of resources and communication.	Evidence through: <ul style="list-style-type: none"> - Planning - Lesson observation - feedback - Pupil progress data - Pupil discussions - Feedback from teachers - Book scrutiny 	
To increase boys' attainment in Reading, Writing, Speaking and Maths.	Teachers to plan more visual, kinaesthetic and practical activities within lessons. Teachers are using outdoor learning to raise the attainment of boys.	Evidence through: <ul style="list-style-type: none"> - Planning - Lesson observation - feedback - Pupil progress data - Pupil discussions - Feedback from teachers - Book scrutiny 	

4) The Early Years Provision Article 3: Ensure that provisions are for the best interest of the child Article 29: Education must develop every child's personality, talents and abilities to the full Target: Increase standards of provision in EYFS		Strategic Lead: Lucie Mack & Ruth Ghandi	Link Governor: Sherraine Willaims	Estimated budget costs:
Outcomes: Target: GLD 65%				
Targets	Actions	Monitoring	Evaluation	
The quality of teaching over time is outstanding and never less than consistently good; it is highly responsive to children's needs Pupils are making at least good progress across all areas of learning.	All EY staff have consistently high expectations of all pupils. Teachers plan differentiated learning to enable all pupils to learn exceptionally well. Pupils use ICT in direct (whole class and small group) and self-initiated learning to enhance and deepen their learning.	Evidence through: - Performance Management - Learning observation sweeps/Learning Walks - Borough feedback - Book and planning monitoring - Pupil progress data		
Assessment: Teachers are consistently using assessment to inform planning and move children on. Children are aware of their targets and what they need to work on.	Data to be tracked and analysed regularly and rigorously Pupil progress meetings to inform intervention groups Regular review of intervention groups Teachers to set end of year targets after initial baseline.	Evidence through: As above plus: - Impact of interventions		

5) 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	Link Governor: Christine Blewitt	Estimated budget costs:	
Outcomes: <ul style="list-style-type: none"> Increase capacity at all levels of leadership To ensure the safety and well-being of pupils at all times. 					
Targets		Actions		Monitoring	Evaluation
Leaders at all levels are focused on consistently improving outcomes for all pupils		All leaders monitor and evaluate learning. Leaders work alongside teachers to support any identified needs. Senior leaders to both support and hold middle leaders to account for judgements and evaluation.		Reports from all leaders indicate an accurate understanding of how well children are learning.	
Build capacity at all levels of leadership.		Professional development opportunities for leaders at all levels are maximised.		Number of staff accessing training at all levels. Number of applications for internal promotions.	
To become an expert centre for the Global Learning Programme.		GD leader to attend 2 day training. GD leader to deliver INSET both within OGPS and for schools across London.		Pupil's awareness of global issues Increased global links seen within planning	
To build a sustainable creative culture.		All teachers to be allocated to a 'think tank.' To share innovative new practice.		Evaluation of the process (e.g. mind map). Feedback from 'staff sharing meetings.'	