



School Improvement Plan 2015-16

Key priorities are:

1. Embedding the school's vision of 'Excellence with Compassion'
2. Making sure attendance is high for all pupils, especially disadvantaged pupils and those with SEND
3. Improving the quality of teaching so more is outstanding
4. Progress in Maths, especially for disadvantaged pupils and more able pupils
- 5/6. Strategic approaches to securing excellent achievement for all pupils, particularly disadvantaged and SEND pupils
7. Implementing a new system for assessment, to match the new National Curriculum and secure good progress
8. Excellence across the whole curriculum, not just English and Maths
9. Promoting 'British Values' and the school's Christian values with the whole school community

1. The Effectiveness of Leadership & Management	2. The Quality of Teaching, Learning and Assessment	3. The Personal Development, Behaviour and Welfare of Pupils/ SMSC	4. Outcomes for Pupils	5. The Effectiveness of Early Years Provision
L1 All stakeholders understand and support the school's vision of 'Excellence with Compassion'	T1 Excellent subject knowledge and embedded assessment has led to consistently good teaching across the school, with more that is outstanding, so that pupils' outcomes are high throughout the curriculum	S1 British Values, and the school's Christian values, are celebrated and promoted throughout the school community, including parents and the wider community	O1 All pupils make good or better progress given their starting points and attainment/ progress at the end of Foundation stage, KS1 and KS2 continues to improve on previous performance or at least matches/exceeds national averages including at the higher levels	E1 Provision in EYFS is consistently 'good' (or better) and the environment is safe and stimulating, due to the effective induction of staff who are new to EYFS
L2 All staff have consistently high expectations for pupils' achievement, behaviour and well-being, presentation and attendance		P1 Attendance for all groups is at least 95% without any persistent absenteeism due to effective actions taken to raise attendance P5 Pupils are taking a lead role in promoting healthy activities and healthy life-styles		



<p>L3 Senior and middle leaders are effective in improving the quality of teaching, learning and assessment throughout the curriculum, leading to consistently good (and better) teaching and high pupil outcomes</p>	<p>T1 Excellent subject knowledge and embedded assessment has led to consistently good teaching across the school, with more that is outstanding, so that pupils' outcomes are high throughout the curriculum</p>	<p>P3 Pupils show resilience and take risks in their learning</p>	<p>O1 All pupils make good or better progress given their starting points and attainment/ progress at the end of Foundation stage, KS1 and KS2 continues to improve on previous performance or at least matches/exceeds national averages including at the higher levels O4 Lower middle attainers (2C at KS1) are able to attain age related expectations and beyond, due to clear differentiation and targeted support</p>	<p>E5 High quality questioning has been embedded in EYFS, so that pupils' learning is developed and extended E3 The vast majority of pupils reach the expected standard in Phonics by the end of EYFS, with a proportion exceeding expectations, due to high quality phonics provision</p>
<p>L4 As many pupils as possible are achieving Age Related Expectations in Maths by the end of the year, with a proportion who have progressed further and embedded their knowledge, because of high quality Maths teaching (including 'Mastery' teaching) throughout the school</p>	<p>T2 Opportunities to apply Maths to real life and the 'Mastery' approach have enabled pupils to achieve Age Related Expectations in Maths, and a proportion to progress further and embed their knowledge</p>	<p>P3 Pupils show resilience and take risks in their learning</p>	<p>O2 Pupils have made accelerated progress in Maths through the school, so that more pupils are attaining at age related expectations and a greater proportion have embedded their understanding</p>	<p>E7 Outdoor provision for Writing and Maths matches high quality indoor provision, enabling all pupils (especially boys) to reach age related expectations by the end of EYFS</p>



<p>L5 Strategic approaches to pupil premium spending will be addressing barriers to learning and closing any achievement gaps for disadvantaged pupils</p>	<p>T3 Targeted interventions for pupils at risk of underperformance (including disadvantaged pupils) are enabling them to make good progress, particularly through responding to adult feedback</p> <p>T6 A consistent new approach to Homework has given pupils the opportunity to reflect on their learning, thus enhancing their progress in school, and ensuring that disadvantaged pupils are able to engage with home learning</p>	<p>P1 Attendance for all groups is at least 95% without any persistent absenteeism due to effective actions taken to raise attendance</p> <p>P2 All pupils, including disadvantaged pupils, have high aspirations for their future achievement in school, and for future careers, due to inspirational models</p>	<p>O3 A greater proportion of disadvantaged pupils exceed expected progress through the school through targeted support for individual needs, particularly more able pupils</p> <p>O4 Lower middle attainers (2C at KS1) are able to attain age related expectations and beyond, due to clear differentiation and targeted support</p>	<p>E4 Pupils (especially disadvantaged pupils) are supported by their parents to learn across the whole EYFS curriculum, due to effective partnerships with EYFS staff</p>
<p>L6 Strategic approaches to SEND provision will be addressing barriers to learning and closing any achievement gaps for SEND pupils (particularly those without statements)</p>	<p>T3 Targeted interventions for pupils at risk of underperformance (including disadvantaged pupils) are enabling them to make good progress, particularly through responding to adult feedback</p>	<p>P1 Attendance for all groups is at least 95% without any persistent absenteeism due to effective actions taken to raise attendance</p>	<p>O6 SEND pupils (particularly those without statements) are able to make progress in line with their peers, due to effective interventions</p> <p>O7 Pupils with Speech and Communication difficulties are able to communicate effectively with adults and peers, due to effective interventions</p>	<p>E6 Early identification of Speech and Communication needs has enabled effective intervention leading to good achievement for all pupils in C&L</p>



<p>L7 The school's assessment system will accurately and usefully inform staff, parents and governors about pupil achievement, and will enable the school to address any underperformance</p>	<p>T4 The school's new assessment system has enabled teachers to identify gaps in pupils' learning, and plan lessons which enable all groups of pupils to reach at least Age Related Expectations in English, Maths and across the curriculum</p>		<p>O5 Pupils' knowledge and understanding across the curriculum is deepened, through effective assessment practices</p>	<p>E2 The 'baseline assessment' of Reception pupils has been carried out, enabling staff to track achievement and ensure children make good progress</p>
<p>L8 Excellent learning opportunities throughout the curriculum are providing all pupils with the opportunity to achieve as highly as possible</p>	<p>T5 Systemic planning of Topic Writing has raised achievement in Writing, and a range of curriculum subjects</p>	<p>P3 Pupils show resilience and take risks in their learning</p>	<p>O5 Pupils' knowledge and understanding across the curriculum is deepened, through effective assessment practices</p>	<p>E7 Outdoor provision for Writing and Maths matches high quality indoor provision, enabling all pupils (especially boys) to reach age related expectations by the end of EYFS</p>
<p>L9 Children demonstrate excellent behaviour and attitudes to learning, including a strong understanding of British and Christian Values, due to well-embedded behaviour procedures and strong links with parents</p>		<p>P4 Pupils know how to keep themselves safe online and are supported to do this by their parents</p> <p>S1 British Values, and the school's Christian values, are celebrated and promoted throughout the school community, including parents and the wider community</p>		<p>E4 Pupils are supported by their parents to learn across the whole EYFS curriculum, due to effective partnerships with EYFS staff</p>