

Flying High Trust – Edwalton Primary School



School Improvement Plan 2016-17

UPDATED JANUARY 17

The central vision for our school continues: -

“To have a happy, unique achieving school with a creative, dynamic curriculum.”

The school works in partnership with local, regional and national organisations such as Flying High Trust, Teaching School Alliance, National College, Local Authority Schools, National organisations such as FACE, School Farms Network, Growing Schools for the work we share with Sustainability.

The school works closely with the Family of Schools, which includes the local secondary school, Rushcliffe Academy as well as other schools for the next phase of education.

The school belongs to an association of 32 schools, which forms the Rushcliffe Partnership of schools which includes all the schools within the local authority boundary of Rushcliffe. This partnership includes a range of urban, rural and different group sized schools. This partnership offers a range of expertise and talents to draw upon.

The school also is part of The Candleby Lane Teaching School Alliance. This cluster of 51 schools forms an alliance linked to the National College, DFE and other Outstanding schools and individuals that help guide and inform our CPD.

The school converted to Academy status within the Flying High Trust Academy on 1st October 2015.

The School Aims

- To strive to put children first and in provide opportunities to enjoy success both inside and outside the classroom.
 - To create a rich and dynamic modern primary curriculum alongside statutory guidelines
- To promote a multi-intelligence model of education which values all areas of development across all areas of learning.
- To promote outstanding positive behaviours of responsibility, confidence, perseverance, enjoyment, creativity and aspiration.
 - To create an atmosphere of trust, security and mutual respect.
- To promote a positive and friendly community spirit within our school and with all our stakeholders in the community.

Edwalton Primary School – School Improvement Plan – 2016-17

- To deliver high standards of Teaching and Learning across the curriculum by providing meaningful, rewarding and memorable experiences.
- To provide a safe, stimulating, vibrant and motivating environment, which children are happy to explore, learn from and respect.

Our School Improvement Plan is at the heart of all we do.

- It has evolved from the various advice and support that informs the school. As a working, changing plan it signposts the way forward for our school and community.
 - It provides leadership and clear direction for us all in our quest to create an outstanding, self-evaluating school.
 - It is flexible and adaptable to changing priorities
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- **It is now split into two parts. The core priorities form the S.I.P. The other subjects and themes are to be found within the School Development Plan. This is based upon the latest advice from the Trust in January 17.**

The Aims of the various Plans:

- Focuses attention on the school educational vision, values, aims and aspirations
 - Provides a common sense of purpose
 - Facilitates the effective management of controlled change
- Links longer-term purposes to short term targets, plans and actions - **Issue – Action - Impact model.**
- Ensures that a school's financial planning and deployment of limited resources reflects priorities
- Supports the effective monitoring and evaluation of the implementation and outcomes of planned action
 - Shapes and enhances the quality and impact of staff improvement
 - Enables schools to give secure and reliable accounts

Edwalton Primary School – School Improvement Plan – 2016-17

- Fosters an active and meaningful partnership between the governing body and staff and other external agencies

The School Improvement Plan also aims to promote and continue the overall aims and ethos of the school:

- To enable children to develop to their full potential intellectually, socially, emotionally, physically and spiritually
 - To build the essential partnership between home and school
 - The school is at the heart of the wider community and engages with it as much as possible.
 - To maintain the highest quality of care amongst all
 - To encourage an awareness of the religious dimension of life with special reference to all within our wider community
- To deliver the curriculum in its broadest terms to the children, to the best of our ability and give the children their entitlement because they are at the centre of all we do
- To develop a sense of self-discipline, personal responsibility and moral responsibility for sustainability for the school, the wider community, the local and global environment
 - To build a creative, dynamic school with strong academic traditions and an inclusive ethos
- **The Improvement Plan should also be a living, working document, which supports our Action Plan and other reports and reviews.**
 - **Our Improvement Plan reflects the Flying High Trust Principles and Values.**

The Plan has evolved from:

- An audit of where we are and where we should be.
- The Reports and Action Plans from subject leaders and Performance Data.
- A review of the previous School Improvement Plan

Edwalton Primary School – School Improvement Plan – 2016-17

- A review of our Action Plan, Due Diligence Reports from the Flying High Trust, core reports with Graeme Robins (FHT), Leadership Team Meetings and regular Governor Meetings/updates
- Senior Leadership Team Meetings and Action Plans
- Staff Meetings
- Consultation with children on strengths, weaknesses and priorities
- The linking of our SIP to the FHT three year school budget plan, which will provide a central support team for finance, personnel and resource operations
- Consultation and Governors approval as well as partner support post consultation
- Copy of the plan within the school website that will demonstrate trust wide strategies for Finance, ICT and Estates Management.

All Staff Professional Training:

- Staff professional training is linked to the SIP .
- A comprehensive log is kept of all training by the School Business Manager and reported to various partners
- The impact of training is included within our Performance Management strategy and accountability measures.
- This is reported via the Head Teacher to Governors and staff as well as strategic Heads and Governor Meetings.

The Flying High Trust Academy School Improvement Plan

The Improvement Plan covers an academic year. It defines the school's year-long priorities for improving the teaching and learning opportunities for all at Edwalton Primary School. It is informed by information gained from children, staff, parents, governors, OFSTED and reports from the Local Authority and a Due Diligence Report.

In April 2015 and June 2016 a thorough and detailed Annual Due Diligence Report by the Flying High Trust helped shape many of the priorities. This was reviewed last year in June 2015. Therefore, we have **NEW SCHOOL PRIORITIES** as listed below and the Key Performance Indicators are:

School makes a successful transition to Academy Status within the Flying High Trust and this was achieved.

1) The school successfully transferred over to Academy status on 1.10.15.

2) Collaborative Strategic Development

- the school will endeavour to develop the collective understanding of each individual school to deepen the partnership and support that meets the needs of our school
- facilitate collective development across all staff with our schools
- strengthen the robust nature of our QA
- Encourage formal and informal networking
- For additional information please refer to Appendix Flying High Trust Improvement Plan 2015-16 circulated to SLT, staff and governors.

3) Improve quality of teaching to raise standards in WRITING and to “close the gap” within the East Midlands Challenge across the school by ensuring:

- lessons are well-paced and pupils get plenty of opportunity to practise their skills, develop their learning and complete their tasks (PACE in TEACHING)
- all work is well matched to pupils' abilities (DIFFERENTIATION of ALL SECTIONS OF LESSONS)
- questions are used to probe understanding and develop pupils' learning (HIGHER ORDER QUESTIONING)
- More pupils are writing and reading at the higher levels as they progress through Key Stage Two (MORE ABLE READERS WRITERS)

Edwalton Primary School – School Improvement Plan – 2016-17

- Delivering high quality Spelling, Punctuation and Grammar teaching and learning (also linked to MORE ABLE READERS WRITERS)

4) Improve teaching to raise standards in East Midlands Challenge Groups across the school (especially in Maths, Reading and Writing) by ensuring:

- lessons are well-paced and pupils get plenty of opportunity to practise their skills, develop their learning and complete their tasks (PACE in TEACHING)
- all work is well matched to pupils' abilities (DIFFERENTIATION of ALL SECTIONS OF LESSONS)
- questions are used to probe understanding and develop pupils' learning (HIGHER ORDER QUESTIONING)
- New guidelines regarding safeguarding and Keeping Children Safe in Education

5) Implement high quality formative ASSESSMENT processes continuing to ensure that:

- pupils' progress is tracked in smaller steps and books / folders are checked more frequently by all leaders, so that any pupils in danger of falling behind in their work are quickly identified and given suitable help and guidance (ASSESSMENT TRACKING AND ANALYSIS). Other evidence is drawn upon to inform the shared, moderated judgement of staff.
- Building upon previous tracking and monitoring of EYFS, Phonics, Reading, Writing and Maths ready for assessment without levels
- Initial targets for Teaching and Learning in relation to age related expectations are 70% across the school.

6) Continue to strengthen quality of LEADERSHIP and management by ensuring:

- all leaders have the skills to make accurate judgements about the quality of teaching so that they can provide secure and informed guidance for improvement (JOINT OBSERVATIONS, LEARNING WALKS / SENIOR LEADERSHIP)

Edwalton Primary School – School Improvement Plan – 2016-17

- pupils' progress is tracked in smaller steps and checked more frequently, so that any pupils in danger of falling behind in their work are quickly identified and given suitable help and guidance (ASSESSMENT TRACKING AND ANALYSIS)
- governors continue to sharpen the challenge they offer school leaders and managers

7) New National Curriculum - Implement high quality new CURRICULUM ensuring:

- Coverage of all subjects.
- Coverage of key objectives from the new national curriculum.
- Continuity of learning from one year to the next.
- No repetition.
- Expectations are raised for both staff and community and families are well aware of new raised bar in ARE

The priorities for the plan are derived from those identified in the various reports and feedback. Curriculum Leaders all write their section of the Improvement Plan and indicate how the responsibilities for monitoring are shared out.

The Improvement Plan is monitored by all staff at least 3 times annually and twice yearly by governors.

8) Continue to work with Teaching School, TSA and FHT in strategic areas of recruitment, talent management and retention

- This priority is identified as a key area and within the FHT SIP particularly in relation to Special Needs.

9) Continue to work with FHT to take forward the key issues identified within the Due Diligence Report/Partnership Reviews

- Develop the capacity of the front of house team
- Develop clarity in the role, duties and responsibilities of the Site Management Team.
- Develop the role of the SLT team.
- Develop an ICT vision that spans the whole school

Edwalton Primary School – School Improvement Plan – 2016-17

School: Edwalton Primary School				Year: 2016-17				
Priority for improvement: (what exactly do we want to improve?)								
<ol style="list-style-type: none"> 1. Improve ‘Mastery’ teaching to raise standards of low prior attainment students and vulnerable groups (KPI 4/7) 2. Implement high quality formative assessment and intervene to stop and close gaps (KPI 5) 3. Continue the high quality and consistency of books 4. New framework for planning and assessment integrated and used effectively 								
Success Criteria: (We will know we have succeeded when?)								
<p>1: (i) 80% (11/14) Lessons are good or better with 30% (4/14) outstanding. ‘Mastery’ approaches demonstrated in all lessons focused on deep conceptual understanding in order to raise standards. (ii) All classes have 75% of children at or above ARE</p> <p>2: Evidence of effective, regular formative assessments to inform teachers’ planning and interventions. This is used to catch misconceptions early. Interventions happening in assembly time for immediate catch up.</p> <p>3: 100% of books are consistent across year groups. Self and peer assessment evident. All marking addresses misconceptions and children are correcting their work and being extended appropriately.</p> <p>4: Teachers will be confident with planning using the new framework (White Rose and Abacus) as well as choosing effective resources to support new curriculum teaching approaches. E.g. White Rose/NCETM/nRich</p>								
Overall responsibility for leading :			Evaluation: (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)					
<i>Timeline/ half term slot</i>	Issue	Lead	Required resources linked to budget plan	Action			Impact	Next Steps
				<i>How?</i>	<i>Who?</i>	<i>When?</i>		
Autumn	1) Improve mastery teaching to raise standards of low prior attainment students and vulnerable groups	DG		Learning walks carried out by each teacher to learn from colleagues. Facilitated by Maths Lead. Postponed to Jan due to inability to cover teachers	DG & Teachers	1 st Term		
				Maths workshops in staff meetings to improve and revisit pedagogy. Maths staff meeting x2 carried out to rescap Mastery and illustrate the resources available. Maths Dropbox highlighted for all resources.	DG	Termly	<i>Impact seen in learning walks using resources shared and mastery is far more evident across school.</i>	<i>Workshops involving other staff to spread experience</i>

Edwalton Primary School – School Improvement Plan – 2016-17

Autumn	2) Implement high quality formative assessment and intervene to stop and close gaps	DG		<p>Learning walks to check immediate intervention is happening regularly. Ensure mini plenaries are occurring in every lesson</p> <p>Carried out 2 learning walks to check this – results were that they were happening in all year groups however not consistently and not as effective/efficient as they could be.</p>	DG	ongoing	At the staff meeting, staff asked questions and understood the impact immediate intervention has and formed plans in year groups as to how to be more efficient and consistent.	<p>Staff meeting to feedback (11.1.17) and discuss importance as well as more efficient ways to deliver (e.g. 1 teacher to carry out intervention for both classes)</p> <p>Continue to monitor and review progress at next T&L meeting</p>
Autumn	3) 100% of books are consistent across year groups. Marking -self and peer, corrections and extensions.	DG		<p>Book scrutiny's carried out in order to check.</p> <p>Look at books during learning walks</p> <p>Discussed use of new, larger books with staff after picking up some teachers getting through books twice as fast as others</p> <p>Books taken into team and staff meetings for all to see and discuss.</p>	DG	Termly Ongoing Spring Term	Less wastage - some staff were using only half of the width of each page in books.	Monitor in book scrutiny - Feb '17
Autumn	4) Using white Rose and Abacus and choosing effective resources to support teaching approaches. E.g. WhiteRose/NCETM/nRich	DG		<p>Book and planning scrutiny's in order to assess appropriate level of challenge. Tried and tested resources from White Rose or NCETM should be evident in order to truly assess children's conceptual understanding</p> <p>Oct '16: Some staff weren't stretching their HA adequately and/or not using NCETM mastery doc. Staff meeting used to discuss and share resources</p> <p>Dec '16: All staff now using mastery questions in planning</p>	DG	termly	Children are being adequately challenged and given experiences to tackle tricky maths problems	Some staff are allowing chn to choose their level of challenge whereas others are setting one piece of work (a la Shanghai mastery) so look at this and gain consistency
				Workshops in briefing/team/staff meetings to share effective resources found	All staff	ongoing		

SCHOOL IMPROVEMENT PLAN: ENGLISH	
School: Edwalton Primary School	Year: 2016-17
Priority for improvement: <i>(what exactly do we want to improve?)</i>	
<ul style="list-style-type: none">• To improve the teaching of writing to raise standards in writing to in be in line with national results and at least in or above the FFT50 group. To close the gap with key groups (see appendix)• To raise standards in handwriting and presentation.	

Edwalton Primary School – School Improvement Plan – 2016-17

<ul style="list-style-type: none"> To improve spelling To continue to improve standards in reading and push higher ability readers 								
<p>Success Criteria: (We will know we have succeeded when?)</p> <ol style="list-style-type: none"> - Maintain good results at KS1 (S: 71% N: 65%) - KS2 writing results to be at least in line with national (S: 67% N: 74%) - 80% of lessons are good or better with 30% outstanding. Lessons are well planned, paced and challenging in order to raise standards. - All classes have 70% of children above ARE and are at least in line with the percentage for their year group's FFT50. Books will be well presented and children will take pride in their work. Handwriting will be taught at least weekly using a cursive style. Progress in handwriting and presentation will be evident in books. End of key stage spelling tests will at least be in line with national. Progress will be shown in entry/exit spelling tests. Percentage of children reaching the expected standard and greater depth will be above national. A high quality reading spine will be used in all classes. 								
Overall responsibility for leading :		Evaluation: (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)						
Timeli ne/ half term slot	Issue	Lead respon sibility	Required resources linked to budget plan	Action			Impact	Next Steps
				How?	Who?	When?		
Autum n	1. Improve standards in writing and close the gap for key groups (see appendix)	KF	Cost of books	New extended write hardback books to raise the profile of writing across the curriculum.	KF and class teachers SLT	WB 05.09.16	Extended write books have been introduced and are being used across the school as seen in book scrutiny – 05.12.16 Staff agreed to have at least 1 piece of writing per half term. Writing non-negotiables agreed in staff meeting WB 05.09.16. Star writing has been happening weekly during Autumn term.	Monitor use of extended write books to assess impact. Ongoing monitoring to assess impact of weekly extended write and uplevelling. Ensure that remaining classes get best bit of work from previous class teacher stuck in the front of English books. Ensure that this
				Establish writing non-negotiables: - Weekly extended write and writing opportunities shown on timetables - Weekly up-levelling/guided writing - Weekly star writers celebrated in class and in the hall	KF and class teachers BJO, SLT	WB 05.09.16		
				Teachers to send up children's best piece of writing to the new class teacher. This will ensure continuity in the expected standard for that child.	KF and class teachers	WB 05.09.16		

Edwalton Primary School – School Improvement Plan – 2016-17

				<p>Teachers to make ARE predictions from last year's data and baseline writing. They will look at who to target for support/interventions.</p> <p>Teachers to set their targets at least in line with FFT 50 groups after meetings with GR.</p>	<p>Class teachers, AH</p> <p>BJO, SLT</p>	<p>September</p>	<p>83% of classes had the children's best pieces of work glued in as of 05.12.16.</p> <p>This was very successful in monitoring progress during the first book scan of the year. CW very happy and encouraged it to continue next year. It made it very easy to see where progress had been made and has led to a more consistent expectation across the school.</p> <p>GR met with BJO and SLT to discuss and share FFT targets. These were then shared with staff and incorporated into the target setting for the December data drop.</p> <p>Writing target format agreed in key stage meeting at the end of spring 1. Some year groups have arranged meeint got discuss tagets.</p>	<p>practice is continued next year.</p> <p>Continue to monitor class targets and children's predictions – arrange pupil progress meetings with staff to discuss percentages of ARE during the spring term.</p> <p>Continue to monitor ARE targets in line with FFT 50.</p> <p>Ensure that target cards are being used across all key stage 2 classes.</p>
				<p>Teachers to give each child their ongoing writing targets. These will be used across the curriculum. A consistent format will be agreed.</p>	<p>KF, class teachers</p>	<p>Oct INSET</p>		

Edwalton Primary School – School Improvement Plan – 2016-17

Autumn	2. Raise standards in handwriting and spelling	KF	Cost of new handwriting books Cost of new pens	<p>New English books will have handwriting lines. This will be for at least the first half term to give handwriting and presentation a big boost.</p> <p>Once these books are completed, children will move onto normal books. Children who are not ready for standard lines can continue using handwriting lined books.</p>	KF, class teachers SLT, BJO	From 05.09.16	<p>Presentation and handwriting was picked up as a strength during the book scan on 05.12.16.</p> <p>Staff have commented on the positive impact it has had for children- especially those who were struggling with handwriting.</p> <p>Year 3-4 have been agreeing pen licenses when children are ready.</p>	<p>Continue to use handwriting books for children who need the structure and support of the lines.</p> <p>Pupil interviews to ask for feedback on the new lined books.</p>
				<p>New handwriting pens ordered with tri-grip.</p> <p>Agree pen license terms – year 3-4.</p> <p>Handwriting will be celebrated with pen license certificates.</p>				
				<p>Presentation to be marked in books. Teachers will use the 3 circle system to communicate with the children. 3 circles= excellent presentation, 2 circles = okay presentation, 1 circle = needs improving.</p>	KF, KS2 class teachers	From 05.09.16	<p>Most books in KS2 used the 3 dot presentation mark.</p>	
Autumn	3. To improve spelling	KF	Cost of new spelling scheme- £225	<p>No-Nonsense Spelling to be introduced from Year 2- Year 6.</p> <p>Weekly spelling lessons shown on timetables.</p> <p>Children to be given spelling journals.</p> <p>Decide entry/exit spelling tests to measure progress. – Decided to use Rising Stars Summer Spelling Tests at the start and end of the year to show progress.</p>	KF Class teachers – yr2-6	From 31.10.16	<p>No Nonsense Spelling has been introduced from Year 2 upwards.</p> <p>Year 2 upwards have done an entry spelling test from the Rising Stars scheme.</p> <p>All classes communicated spellings on dojo.</p>	<p>Collect data for entry spelling tests.</p> <p>Continue to monitor the teaching of spelling – observations and timetable scrutiny.</p>

Edwalton Primary School – School Improvement Plan – 2016-17

Autumn	4. To continue to raise standards in reading and push HA readers	KF	Cost of Star Reader prizes – estimate £200	<p>Establish a core reading spine for each year group, including high quality texts to push HA readers.</p> <p>Each class to be given a set of the Pie Corbett reading spine and discuss with children what additional books should be on their list.</p>	KF, class teachers	All classes to have books by Oct half term.	<p>Each class has been given their own set of the Pie Corbett reading spine.</p> <p>New star reader scheme has been introduced and has been consistently used every week.</p> <p>BJO has done random spot checks of reading diaries to ensure reading at least 4 times a week</p> <p>Whole class guided reading is being used in some classes.</p> <p>DT (older) has been running book club since half term.</p>	<p>Reading competitions to encourage reading of books on the reading spine lists.</p> <p>New star reader book prizes to be ordered.</p> <p>Monitor the number of star readers for each class to assess impact of new scheme (KF has Autumn data to compare).</p> <p>Share feedback from literacy shed course for more whole class guided reading lesson ideas.</p>
			Cost of Pie Corbett Reading Spine – paid for by EPSPA and Scholastic fund.	<p>New Star Reader scheme to be introduced- Reading Raffles.</p> <p>Children will receive a raffle ticket if they read at least 4 times a week at home. Raffles will go into a draw for FS/KS1 and KS2. A winner will be pulled out weekly and they will win a new book. Winners will be published on Class Dojo-school story.</p>				
				<p>After staff requests- information/training on whole class guided reading.</p> <p>Staff meeting to be delivered and resources to be shared.</p>	KF	Autumn term 1		
				<p>KS2 book club- HA readers to be picked by class teachers to join book club. High quality/level texts to be used with children to help stretch them.</p>	DT	Autumn term 2		

APPENDIX

Groups to work on (from Raise Online):

Writing

- KS2 disadvantaged writing – school – 42% at expected. National – 79% at expected.
- KS2 SEN support writing – school – 33% national – 74%
- KS2 FSM writing – school – 42% national 78%
- KS2 writing greater depth – school- 11% national 15%
- KS1 disadvantaged – Expected: school 67% national 70%. Greater Depth: school- 0% national- 16%
- KS1 FSM – Expected: school 63% national 70%. Greater Depth: school 0% national – 15%

Edwalton Primary School – School Improvement Plan – 2016-17

- KS1 writing. Chn who left EYFS as emerging in writing achieving expected at end KS1. S- 0% N-30%

Reading

- KS1 boys greater depth. S: 9% N: 20%
- KS1 disadvantaged greater depth S: 11% N: 27%
- KS1 FSM greater depth S: 13% N: 27%

GPS

- KS2 disadvantaged at expected. S: 50% N: 78%
- KS2 disadvantaged greater depth: S 8% N: 27%
- KS2 FSM at expected. S: 50% N: 77%
- KS2 FSM greater depth S: 8% N: 26%

SCHOOL IMPROVEMENT PLAN: Special Educational Needs and Pupil Premium	
School: Edwalton Primary School	Year: 2016-17
1.	
Priority for improvement: <i>(what exactly do we want to improve?)</i>	

Edwalton Primary School – School Improvement Plan – 2016-17

<ul style="list-style-type: none"> Standards Deployment (teaching and learning) Assessment without levels for tracking impact and value for money <p>To ensure staff confidently and competently track progress of different groups using new assessment systems without levels. To monitor the impact of focused interventions and small group work within school, using new assessment systems and provision map tracking. To ensure inclusive practice and quality first teaching across school in terms of deployment - leading to improved academic progress To monitor the impact of pupil premium spending on attainment, achievement, attendance and pupil well-being. To work collaboratively with hard to reach parents/carers to provide a joined up approach to learning, behaviour management and emotional health.</p>								
<p>Success Criteria: (We will know we have succeeded when?)</p> <ul style="list-style-type: none"> Termly progress/whole year progress and Data meetings for teachers/TA appraisals show improvements in pupil progress for all groups, including children identified in 'The East Midlands Challenge'. Provision maps and intervention timetables and cohort lists demonstrate a whole year group picture with Teachers and TAs responding to children's needs and 'diminishing the difference'. Learning walks over the year show a consistency in practice/deployment and implementation of information given at team/staff meetings. Results of the questionnaire show that more parents are accessing the advice / support they need through meetings (ie review/ CIN) and drop-ins. 								
<p>Overall responsibility for leading : Annabel Holmes - SENCO</p>				<p>Evaluation: (Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)</p>				
Timeline/ half term slot	Issue	Lead responsibility	Required resources linked to budget plan	Action			Impact	Next Steps
				Who?	How?	When?		
	<p>Target:To ensure inclusive practice and quality first teaching across school in terms of deployment - leading to improved academic progress in writing</p> <p>Teachers perform gap analysis (b-squared small steps for the new curriculum?) to identify areas where we need to 'diminish the difference' and increase percentage of children achieving</p>	AH	<p>Buy be squared if chosen as tool</p> <p>Overlays / wobble cushion</p>	AH	<p>Use tool to assess gaps</p> <p>Reasonable adjustments made</p> <p>Interventions where</p>			

Edwalton Primary School – School Improvement Plan – 2016-17

	<p>ARE in writing.</p> <p>Reasonable adjustments made for children with difficulties such as dyslexia ie writing frames and mats, coloured overlays and writing books, background on whiteboard, extra time for processing speed, dictionaries, used for SEN pupils to ensure access to English curriculum in writing.</p> <p>Reasonable adjustments made for children with disabilities / difficulties such as DCD / ADHD i.e. support material eg writing ramps, ergonomic pens, pencil grips, alternate methods of recording, wobble cushions/ 'brain dump/ seagull thought' pads</p> <p>If progress is not made despite adjustments and strategies, use targeted interventions from TA's</p> <p>Children to have SSP's or 'mini passports' to ensure that all staff working with the child are aware of strategies in place in order to most effectively meet their needs.</p>		<i>etc</i>		<p><i>necessary</i></p> <p><i>Reassess to measure impact</i></p> <p><i>Make mini passports / SSP's</i></p>	<p><i>Half termly</i></p> <p><i>Ongoing adjustment</i></p> <p><i>Autumn Term 16</i></p>		
	<p><u>Learning</u></p> <p>To monitor the impact of focused interventions and small group work within school, using new assessment systems and provision map tracking.</p>	<i>AH</i>	<i>AH and TG off timetable to do learning walks / no</i>	<i>AH/TG</i>	<p><i>Bi weekly learning walks.</i></p> <p><i>Half termly analysis of intervention</i></p>			

Edwalton Primary School – School Improvement Plan – 2016-17

	<p>To complete learning walks around school to ensure inclusive practice and effective deployment of TAs so that it has the greatest impact on learning</p> <p>To monitor the use of TA time in the morning – carpet time, supporting class teaching, the role of the floating adult (ongoing) –</p> <p>Monitoring of ongoing assessment for intervention/PP support termly</p> <p>TA meeting focus on Intervention folders to review how ongoing assessment and recording procedures are going – evaluate effectiveness and efficiency of interventions – lose interventions which are not effective and use aspects of effective interventions to support other areas.</p>		<p><i>additional financial</i></p>		<p><i>folders</i></p>			
	<p><u>Data – progress and attainment</u></p> <p>To ensure staff confidently and competently track progress of different groups using new assessment systems without levels.</p> <p>Children in different groups need to be tracked and monitored using a system other than 'below ARE'</p> <p>Termly data discussions with the heads of phases to look at who requires support and is significantly behind expected progress</p>	<p><i>AH</i></p>	<p><i>None – own EXCEL spreadsheet</i></p>	<p><i>AH/AK</i></p> <p><i>AH/LP/RS</i></p>	<p><i>Input data into spreadsheet</i></p> <p><i>AH decide who needs smaller steps % breakdown of lower ARE level</i></p> <p><i>AH and class teachers to write SEND support plans for most significant (SEN</i></p>	<p><i>Termly input and review</i></p>		

Edwalton Primary School – School Improvement Plan – 2016-17

	<p>Termly progress meetings with TAs to discuss children’s progress and impact that they have had.</p> <p>Termly data analysis by the SENCo – vulnerable groups.</p> <p>SEND Support Plans to be put in place for those children who are a whole phase behind ARE and reviewed termly with parents in SEN support review meeting.</p>			<p>TG/LG /AH</p>	<p>support) children</p>	<p>Termly</p> <p>Autumn 2</p>		
	<p><u>Pupil Premium</u></p> <p>To write and carry out a ‘Pupil Premium Strategy’ which outlines the plans for pupil premium money for 2016-17</p> <p>To ensure achievable targets and innovative ways of supporting children’s learning using the pupil premium money</p> <p>To monitor the effectiveness of different strategies, linking in with assessment and diminishing the difference of % children at ARE (particularly in writing) in PP group compared to non PP group.</p> <p>PP Tuition – ITP needs to be written by the class teacher with clear, specific targets and signposting to resources needed.</p> <p>Use of the Edwalton local environment ie farm and woodland as a stimulus for talk / writing / nurture ie reluctant readers reading to rabbits; taking a walk through</p>	<p>AH</p>	<p>Resources as detailed – from PP fund</p>	<p>AH / TG</p>	<p>Attend network meeting on PP strategy</p> <p>Look at models from other schools</p> <p>Identify areas of need from attainment data</p> <p>Write strategy</p> <p>Adapt human resources as applicable to meet needs of PP children</p> <p>Also SEN, children not making</p>	<p>Autumn 1</p> <p>End of Termly</p> <p>From November</p>		

Edwalton Primary School – School Improvement Plan – 2016-17

	<p>the woodland before writing a descriptive piece of writing set in a forest... etc.</p> <p>Progress, impact and continuity ensured through record keeping systems – using class cohort spreadsheet</p> <p>Termly contextual groups data reports compares PP to Non PP and SEN to non SEN.</p> <p>PP/SEN and PP/nonSEN needs to be monitored too. Assessment leader to support to create a report for this.</p> <p>Higher achieving pupil premium children (as identified in East Midlands Challenge) need to receive pastoral support / sports clubs / residential etc as not needing 'catch up' intervention. Need to be tracked</p> <p>PP report to governors termly by SENCO</p>				<p><i>sufficient progress, East Midland Challenge groups</i></p> <p><i>Data compared between groups</i></p> <p><i>Reoort back to governors</i></p>	<p><i>ongoing</i></p> <p><i>termly</i></p>		
	<p>To work collaboratively with hard to reach parents/carers to provide a joined up approach to learning, behaviour management and emotional health.</p> <p>SENCO & SEN HLTA are off timetable to allow greater flexibility in working with children and parents</p> <p>Regular meetings with parents where appropriate to individual needs</p>	<p><i>TG</i></p>	<p><i>TG/AH time out of classroom – no extra financial cost</i></p>		<p><i>Regular meetings with parents for review</i></p> <p><i>Meeting with parents where necessary re EHW / CIN etc</i></p> <p><i>Half termly drop in's (sometimes including nurse)</i></p>	<p><i>ongoing</i></p>		

Edwalton Primary School – School Improvement Plan – 2016-17

	<p>Half termly drop in's available in addition to bespoke meetings offered. School nurse supports where needed.</p> <p>Collaboration between SENCO/ HLTA and agencies to support parents</p> <p>Pupil/parent/ staff Q'aire to monitor qualitative as well as quantitative impact</p>				<p><i>available</i></p>			
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SCHOOL IMPROVEMENT PLAN: PSHE	
School: Edwalton Primary School	Year: 2016-17
<p><i>Priority for improvement:</i> <i>(what exactly do we want to improve?)</i></p> <ul style="list-style-type: none"> • Use PSHE as one of the many tools to develop SMSC • Teaching and Learning. Coverage of PHSE curriculum. • To show progression within PSHE 	

Edwalton Primary School – School Improvement Plan – 2016-17

Success Criteria: <i>(We will know we have succeeded when?)</i>					
T1: PSHE is used to support SMSC					
T2: Evidence of PSHE in planning					
T3: Whole school PSHE curriculum is developed					
T3 Go-Givers resources used to support teaching					
Overall responsibility for leading : HL			Evaluation: <i>(Who is going to assess the impact and how will it be done?) Who will receive and discuss the outcomes of monitoring?)</i>		
Key Tasks : <i>in order to address the area for improvement we will have to:</i>		Lead responsibility	Resources <i>(Time & money costs and sources of funding)</i>	Timeline <i>(to be completed by...)</i>	Monitoring: <i>(Who will check it is happening, when and how?)</i>
T1	New-Displays/posters around school/classrooms to reflect developing SMSC	HL Whole Staff		Autumn/Spring Term	HL/BJO
T2	Monitor plans in order to ensure coverage of curriculum PSHE is now in plans on a fortnightly basis	HL		Termly	HL/BJO
T3	To develop PSHE whole school curriculum	HL		Spring Term	HL/BJO
T4	Yr 1-6 to use Go-Givers to support the teaching of PSHE	HL		Termly	HL/BJO
			Total cost for this priority		