

St Wilfrid's CE Primary School: School Improvement Plan 2019-2020



Improving teaching and learning is at the heart of our School Improvement Plan

Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart.

In line with the Church of England's view for its schools, our vision is for the common good of the whole community

This is summed up in our vision – [Belonging, Believing and Becoming](#)

Mark 4: 30-32... Jesus once told a story about a tree that grew from the smallest of seeds. As it grew larger and larger, the birds of the air were attracted from the shade and made nests in its many branches.

“Our Christian school exists to provide a welcoming environment ([belonging](#)) in which everybody is cherished and challenged ([believing](#)) to fulfil their potential ([becoming](#)).”

Vision that enables us to live out these Mission Statements

Belonging:

- to each other in mutual support, respect and trust;
- to the community of Didsbury and Northenden, committed to playing an active role in providing outstanding local primary schooling;
- to the Diocese of Manchester, as part of a family of 191 distinctive Church of England schools;
- to the world in which we live, caring for the whole creation regardless of race, religion or background.

Believing:

- in our gifts and abilities, as each child is unique and valuable;
- in our potential, as each child will be challenged and nurtured;
- in our Christian faith, as each child will be guided by our church ethos and values.

Becoming:

- responsible and productive – a force for good in society;
- engaged and pro-active – ready to change and challenge the world around us;
- aware of our vocation, with a growing sense of purpose and preference;
- well-rounded and self-aware, through an holistic and broad-based education.

St James and Emmanuel Academy's Core Offer

By the time your child leaves one of our schools they will have had the opportunity to

- visit a museum
- experience a residential trip
- Enjoy outdoor educational experiences such as: forest school, climbing, abseiling etc.
- sing as part of a group
- perform on stage in front of a large audience
- participate in a competitive sport for their school
- enjoy a variety of extra-curricular activities
- take part in a whole school service at church
- learn to ride a bike safely on the roads
- create a piece of art out of nature
- learn to swim
- have a role in a whole school performance
- learn a musical instrument
- represent their peers as a school councillor
- celebrate a variety of religious and cultural festivals
- apply skills they have learnt to solve a wide variety of problems
- take part in a community event
- work with younger children
- build a den
- grow a plant
- create a piece of art for display
- be awarded a certificate
- learn how to get on with others
- invent a wonderful creation
- raise money for charity
- deal with a difficult situation
- feel safe and happy

What is where?	
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School Improvement Action (on a page) RAG Rated 14 01.2020

1. Implement a coherent, challenging and wide-ranging curriculum throughout the school and formulate assessment processes to match teaching and learning.

Our main actions for this improvement target are:

Action 1: Train teachers as middle leaders and develop subject knowledge
09.10; 27.11; 04.12

Action 2: Create a clear progression map of skills in the foundation subjects matched with a purposeful assessment structure. Create clear half termly overviews for each phases topic to clearly show the Intent, Implementation and Impact of the unit of work. This will explain what learners will know and be able go on to do by the time they finish each topic area. **See example provided**

Action 3: To create consistency across learning environments and throughout all aspects of teaching and learning. **Planned for 05.02; 04.03 and 13.05.**

Action 4: To prepare staff and our community for the upcoming changes to the PSHE curriculum, which becomes mandatory from September 2020. **Training for SS and SB on 06.12.2019, updates planned.**

Action 5: Embed oracy (including maths language) for all groups of learners, but with a particular focus on disadvantaged pupils. **Planned for 11.03**

Action 6: Ensure pupils apply their writing and maths skills to all areas of the curriculum. **Overseen by JG and SB with phase leaders through scrutiny and individual phase meetings, together with planned monitoring.**

3. Equip teachers through coaching, training and support to improve their quality of questioning

Our main actions for this improvement target are:

Action 1: To create consistency across all learning environments and throughout all aspects of teaching and learning. **Linked to training on 05.02; 14.03; 13.05**

Action 2: To consolidate feedback through the marking and feedback code. **Training on 25.09.2019 with revised policy**

Action 3: Raise the profile and embed our key faith values (B, B, B, together with British Values. **Shared with SLT on 13.01.2020**

2. Ensure that high expectations of learners' behaviour and conduct are applied consistently using evidence-based research as a foundation.

Our main actions for this improvement target are:

Action 1: Dining Hall Development so pupils have a calmer and more enjoyable experience. **Policy in place and children updated 08.01.2020, together with community through newsletter on 17.01**

Action 2: Develop understanding of pupil needs to help eradicate low level disruption. **Policy in place and children updated on 08.01.2020, together with community through newsletter on 17.01.**

Action 3: Continue with our Rights Respecting Agenda and achieve Gold – **LS now leading Worship Times each month to focus on the Right of the month**



School Improvement Priorities 2019 - 2020

4. Continue to improve our work with all parents and carers to celebrate and share the good work carried out across St Wilfrid's.

Our main actions for this improvement target are:

Action 1: Review how we currently work with parents and tailor school communications to encourage positive dialogue about learning. **Led by K Lovatt, which was a focus at meeting on 06.12.2019; next meeting 06.02.2020**

Action 2: To support parents and carers with their child's learning at home, (maths, reading, writing: curriculum) **Ongoing**

Action 3: Review and Update the Communications policy, in the light of well-being and workload agenda for staff. **Although ongoing, letter dated 01.10.2020**

5. To continue to ensure high standards in teaching and learning across the school (linked to data gaps / groups), with a particular focus on reading.

Our main actions for this improvement target are:

Whole School: Close the gap between key groups and other pupils (disadvantaged and gender).

EYFS: Monitor and facilitate provision for children capable of reaching expected and exceeding in writing to increase percentages of children achieving.

Phonics: Continue high provision of the teaching of phonics, ensuring consistent and coherent teaching, with routine assessments

KS 1: Ensure conversion of children's progress scores from end of EYFS to KS 1 matches or exceeds expectations and monitor and facilitate provision for children capable of reaching expected in Reading and Maths.

KS 2: Ensure conversion of children's progress scores from end of KS 1 matches or exceeds expectations.

Attendance: Continue to regularly monitor persistent absence and continue to promote attendance across the school.

<p style="text-align: center;">School Improvement Priority 1:</p> <p style="text-align: center; color: #007bff;">1. Implement a coherent, challenging and wide-ranging curriculum throughout the school and formulate assessment processes to match teaching and learning.</p>		
Rationale	What's already happening?	What is going to happen?
<p>Collaborative Review Feedback:</p> <ul style="list-style-type: none"> • Lack of clear curriculum leadership and ownership, with the NC as a progression model is not clear. • Progression within the foundation subjects was not clear and that a clear system for assessing in these subjects is required. • Science, MFL, Art and D and T Curriculum need further development to ensure coverage and progression. • Ensure there is consistency in Learning Environments e.g. to have clear guidelines for all to follow. • New PSHE curriculum (specifically Relationships and Sex Education and Health Education) is being introduced nationally from September 2020 and will be compulsory. This has had national attention due to schools that had been trialling 	<p>Collaborative review feedback on the curriculum:</p> <ul style="list-style-type: none"> • Informed and inspiring teachers who have good subject knowledge. • Displays are becoming more 'high quality' in communal areas to reflect different curriculum areas. • Link to SIP priority 3 and Ofsted AFI where teachers must improve their quality of questioning. <p>Consolidation:</p> <ul style="list-style-type: none"> • Teachers are using the marking code, but this is not consistent across the school. • Phase leaders address learning environments and expectations through phase meetings. <p>Assessment:</p> <ul style="list-style-type: none"> • A comprehensive assessment system, Target Tracker and a well developed cycle of assessment which includes data collection, pupil progress meetings with SLT and phase leaders where teacher judgements are scrutinised and further actions are decided. Currently these happen termly. • Question Level Analysis demonstrates, together with assessment for writing, use of vocabulary is a contextual issue for St Wilfrid's. <p>PHSE:</p> <ul style="list-style-type: none"> • The school has an effective whole school lead on PSHE who is up to date on current developments in the curriculum – this will help ensure a smooth transition to the new mandatory curriculum. 	<p>Action 1: Create clear half termly overviews for each phases topic to clearly show the Intent, Implementation and Impact of the unit of work. This will explain what learners will know and be able go on to do by the time they finish each topic area. Teachers will be 'writing' the curriculum in subject specific teams.</p> <p>Action 2: Create a clear progression map of skills in the foundation subjects matched with a purposeful assessment structure. JG to collate all TT statements into groups and will be able to complete whole school progress map.</p> <p>Action 3: To create consistency across learning environments and throughout all aspects of teaching and learning. AC and LS to email expectations of working walls to staff.</p> <p>Action 4: To prepare staff and our community for the upcoming changes to the PSHE curriculum, which becomes mandatory from September 2020.</p> <p>Action 5: Embed oracy (including maths language) for all groups of learners, but with a particular focus on disadvantaged pupils. Language of reasoning displayed</p>

<p>the curriculum having had protests against it.</p> <ul style="list-style-type: none"> • Question Level Analysis demonstrates use of vocabulary (lack of) is a fundamental issue across the school, especially with disadvantaged pupils to enable them to progress at rate similar to (and faster) other pupils. • As an Ofsted Area for Improvement, a review on how teachers ensure writing and maths skills are transferred to ensure consistency of expectations. 		<p>and used by teachers and children in Maths lessons. Learners to be given more opportunity to contribute and discuss ideas in class equally (no hands up). Teachers will use knowledge organisers to introduce topic specific vocabulary. Teachers to be aware of key vocabulary for Maths topics and terminology for GPS in English.</p> <p>Action 6: Ensure pupils apply their writing and maths skills to all areas of the curriculum. Whenever the opportunity arises, teachers to incorporate opportunities for learners to apply Maths skills to non-core subjects (e.g graphs in Science, measurements in investigations). Also a high standard of written work, spanning different genres must be evident in foundation subjects.</p>
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School Improvement Priority:		
Overall aim: 2. Ensure that high expectations of learners' behaviour and conduct are applied consistently using evidence-based research as a foundation.		
Rationale	What's already happening?	What is going to happen?
<ul style="list-style-type: none"> • The dining hall, which has recently had a new ceiling and repainted in February 2018 is very loud during the lunch period. • Feedback from pupil voice indicated that children wish for there to be a quieter environment for eating. • Occasionally there are 1 or 2 children in a class who cause low level disruption • Currently RRS silver, achieved in July 2019. 	<ul style="list-style-type: none"> • Sport Captains/buddies are established on the playground • Display of rules in classrooms and dining room • Behaviour policy reduced to make it clear and concise (One Page Behaviour Policy) and shared with all staff • LO training regarding lunchtime behaviour <p>Supporting materials:</p> <p><i>Education Support Partnership (2016) 'Managing pupil behaviour'</i></p> <p><i>Ofsted (2014) 'Below the radar: low-level disruption in the country's classrooms'</i></p> <p><i>https://hub4leaders.co.uk/learning-hub/resources/combating-low-level-disruption/combating-low-level-disruption</i></p> <p><i>Rogers, T., (2018) 'Low-level disruption: 6 ways to stop the rot' <https://www.tes.com/news/low-level-disruption-6-ways-stop-rot</i></p> <p><i>"Improving the dining experience in schools" Public Health.</i></p>	<p>Action 1: Dining Hall Development so pupils have a calmer and more enjoyable experience.</p> <p>Action 2: Develop understanding of pupil needs to help eradicate low level disruption.</p> <p>Action 3: Continue with our Rights Respecting Agenda and achieve Gold.</p>

<p style="text-align: center;">School Improvement Priority 3: Overall aim: Equip teachers through coaching, training and support to improve their quality of questioning</p>		
Rationale	What's already happening?	What is going to happen?
<p>Ofsted - Staff spending too much time and effort with marking; Children not finding heavy marking useful; Inconsistencies in marking across the school. Inconsistencies in teacher quality of questioning; For some, questioning lacks quality and effect. Over emphasis on hands-up approach which leads to a number of dis-engaged pupils.</p>	<p>Revised marking and feedback policy - agreed across the staff - in line with staff wellbeing and workload questionnaire Reference to Bloom's 'mastery learning'; The Key; Education Endowment Foundation research materials regarding feedback. Dominic Hudson Training November 2019 Phase leaders address learning environments and expectations through phase meetings.</p>	<p>Action 1: To create consistency across all learning environments and throughout all aspects of teaching and learning. Action 2: To consolidate feedback through the marking and feedback code. Action 3: Raise the profile and embed our key faith values (B, B, B, together with British Values Action 4: To improve teachers quality of questioning</p>

School Improvement Priority 4: Overall aim: Continue to improve our work with all parents and carers to celebrate and share the good work carried out across St Wilfrid's.		
Rationale	What's already happening?	What is going to happen?
<p>The following themes were identified as a request from some parents and carers:</p> <ul style="list-style-type: none"> • More opportunities for parents to be involved in their child's learning. • Streamlining of communication from school. • Clarification of key systems in school e.g. purchase of disco tickets • Learning in school and Home learning inconsistent across year groups. • Thoughtful of working parents and timings of key events. 	<ul style="list-style-type: none"> • Parent Consultations twice a year • Annual reports • Class assemblies • Celebration of Work Displays • Open Mornings for Parents • Winter performances • Year 6 end of year performance • Child-led Church services • Parent Workshops • Newsletters • Twitter • Dojo • Trips which parents attend • Termly parent coffee mornings • Community events e.g. Easter Bonnet Parade 	<p>Action 1: Review how we currently work with parents and tailor school communications to encourage positive dialogue about learning.</p> <p>Action 2: To support parents and carers with their child's learning at home, and to ensure parents fully understand the progress their child is making (maths, reading, writing: curriculum) with improved parent workshops and opportunities to visit school.</p> <p>Action 3: Review and Update the Communications policy, in the light of well-being and workload agenda for staff.</p> <p>Action 4: Parents in EYFS and KS 1 fully understand reading progress at St Wilfrid's</p>

School Improvement Priority 5:

Overall aim: To continue to ensure high standards in teaching and learning across the school (linked to data gaps / groups), with a particular focus on reading.

EYFS Evidence	Phonics and KS 1 Evidence	KS 2 Evidence	Attendance Evidence
<ul style="list-style-type: none"> The B/G gap in GLD in EYFS is just above 10% at 12%, but has closed since 2018 from 24% to 12% For Specific Learning Goals the B/G gap has closed and is now below 10% at 7.7%, decreased from 24.6% For Prime Learning Goals, the B/G gap has closed from 11% to 2.3%. The percentage of boys achieving GLD increased by 2% from 2018. The percentage of boys achieving Prime and Specific also increased from 2018 (During the year the number of boys in the cohort increased from 15 to 21). 	<p>Phonics:</p> <ul style="list-style-type: none"> The B/G gap at Yr1 phonics in 2019 are broadly in line with NAV and slightly down from 2018. Two new children arrived at St Wilfrid's, with very little English, 1 just before the screening test and another in May 2019. The B/G gap has reduced from 24% to 20%. <p>KS 1</p> <ul style="list-style-type: none"> At KS1, whilst all subjects at ARE is broadly in line (BIL) or above NAV, Reading and Maths have dropped slightly below the 2019 NAV. However the percentage of children achieving the Higher Standard has markedly increased with all subjects above the NAV with percentage increases ranging from 10.3% in Reading, 8.3% in Writing and 12.3% in Maths. The Boy/Girl gap at KS1 at ARE in Maths, Reading and Writing have increased. School are aware of this and have adopted strategies to remedy this. The B/G gap in KS1 at AHS in 	<ul style="list-style-type: none"> Attainment at KS2 in all subjects and combined RWM at ARE has improved from 2018 and are either at or above NAV. Attainments at KS2 in all subjects at and combined RWM at AHS has improved from 2018 and are either at or above NAV. The B/G gap in KS2 at ARE in Reading reduced from 23% to 11%. The B/G gap in KS2 at ARE in Writing reduced from 17.5% to 15.6%. The B/G gap in KS2 at ARE in Maths increased from 24.7% to 26.9%. The B/G gap in KS2 at ARE in RWM has increased from 16.2% to 21.8%. The B/G gap in KS2 at AHS in Writing is below 10% and in favour of the boys by +3.4%. Attainment in KS2 for combined RWM at AHS has dramatically improved and is now well above the NAV (from -4.4% to +10.4%) Boys outperformed girls at AHS in all individual subjects and combined RWM. <p>(In 2018, no boys achieved the HS in writing).</p>	<ul style="list-style-type: none"> An improvement in overall absence from 3.53% in 2018 to 3.41% in 2019. This is lower than national at 3.7%. Unauthorised absence across the school is 1.02%, which is broadly in line with national at 1.00% and better than Manchester's at 1.37% Persistent Absence is at 3.41%, well below national at 9.2% and Manchester's at 8.73% Robust policies and procedures are embedded and persistent absentees are monitored by our Attendance Lead. Our groups of disadvantaged still needs to be improved. Disadvantaged was 6.36% compared to 2.72% for non-disadvantaged pupils.

	<p>Reading has reduced from 16.4% to 9.8% whilst writing has increased from 13.3% to 17.5%.</p> <ul style="list-style-type: none"> • Attainment at KS 1 at the higher standard for all subjects has markedly improved and is above the NAV. • The B/G gap at KS1 in AHS for Reading has decreased from 16.4% to 9.8%. • The B/G gap at KS1 in AHS for Maths has decreased from 7.1% to 0.8%. • The B/G gap at KS1 in AHS for Writing has increased from 13.3% to 17.5%. <p>We are more than aware of the areas for development and have already begun to address them since September of this year.</p>		
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What is going to happen?

Whole School: Close the gap between key groups and other pupils (disadvantaged and gender).

EYFS: Monitor and facilitate provision for children capable of reaching expected and exceeding in writing to increase percentages of children achieving.

Phonics: Continue high provision of the teaching of phonics, ensuring consistent and coherent teaching, with routine assessments

KS 1: Ensure conversion of children's progress scores from end of EYFS to KS 1 matches or exceeds expectations and monitor and facilitate provision for children capable of reaching expected in Reading and Maths.

KS 2: Ensure conversion of children's progress scores from end of KS 1 matches or exceeds expectations.

Attendance: Continue to regularly monitor persistent absence and continue to promote attendance across the school.

School Improvement Priority: Early Years Foundation Stage

Overall aim: Children will experience and broad and balanced curriculum with the majority of the cohort entering the national curriculum with age appropriate skills and knowledge.

Rationale	What's already happening?	What is going to happen?
<p>A new staff team was created starting September 19 with a new leader. EYFS experienced an unsettled academic year last year which has affected the GLD and competency of the children within their independent work in year 1, particularly with reading.</p>	<ul style="list-style-type: none"> • Communication with staff • Close monitoring for consistency • New learning environments • Free flow continuous provision and outdoor access • Daily phonic and literacy inputs 	<ul style="list-style-type: none"> • Action 1: To be in line with the aspiration to surpass national average GLD (71.8%) • Action 2: To develop the early years lead and create an effective early year's staff team • Action 3: Participating in the Reception Baseline Assessment National Pilot and provide feedback to the stakeholders – governors, leaders and parents • Action 4: To implement and monitor the use of target tracker to ensure high quality assessment is informing progress of children.

School Improvement Priority: Continue high provision of the teaching of phonics, ensuring consistent and coherent teaching, with routine assessments

Overall aim: higher percentage of children being able to read using phonological knowledge

Rationale	What's already happening?	What is going to happen?
<p>EYFS experienced an unsettled academic year last year which has affected the competency of the children's reading, accelerated progress is required to ensure the gaps in learning are covered to prepare the children for their phonics screening test.</p>	<ul style="list-style-type: none"> • Daily phonics input • Early reading skills are instilled through all teaching inputs 	<ul style="list-style-type: none"> • Action 1: To stream phonics across KS1/EYFS to ensure targeted teaching, providing intervention for those in PM sessions to ensure children are still being exposed to age appropriate • Action 2: To research and invest in phonetically plausible reading books • Action 3: To monitor closely the teaching and learning of early reading across both key stages collaboratively working with the reading lead, ensuring we are higher than the national average (82%) passing the phonics screening test in year 1.

School Improvement Priority: Reading			
Overall aim: To improve the outcomes for pupils across school and to promote a love of reading			
Rationale	What's already happening?		What is going to happen?
<ul style="list-style-type: none"> Reading needs to be at the heart of our curriculum at St Wilfrid's in order to ensure that children are able to know more and remember more and access the full curriculum offer. A particular focus needs to be on developing children's vocabulary and love of reading Engagement in reading is low in some classes/groups and the attainment and progress of some children is below NC expectations 	<ul style="list-style-type: none"> Whole class reading introduced from September from Y2 – Y6 using high quality, age appropriate texts EYFS and Y1 focus on phonics and decoding to read Phonetically decodable books have been purchased so that children's home reading book matches sounds learnt (we need more of these) Phonics taught daily in EYFS and KS1 organised by 'phases not ages' All classrooms have reading areas All classes access the library each week Book events eg. World Book Day, Book Bus Text based approach to writing using high quality texts Individual reading for some children in some classes Class readers are read daily in some classes Reading interventions take place e.g BRP 		<ul style="list-style-type: none"> Create consistency across school with the approach to reading. Improve attainment in reading to increase the percentage of pupils meeting age-related expectations and to accelerate progress in all year groups. Books in EYFS & KS1 will be banded according to their phonics phase Develop reading culture across school.
Actions	Achieved by:	Measurable outcome:	Evaluation:
<p>Action 1: To ensure the teaching of reading for all pupils is consistent and high expectations are clear</p>	<ul style="list-style-type: none"> A clear curriculum overview/progression of reading skills (R.Taylor to share with staff through professional learning on 28.1.20) Whole class reading to be taught from Y2 to Y6 with a focus on developing reading skills through 	<ul style="list-style-type: none"> All observed reading sessions are in line with NC expectations and promote a love of reading and increases opportunities to know more and remember more. VIPERS approach evident in pupils books across school is 	

	<p>VIPERS (shared with staff through professional learning on 4.9.19)</p> <ul style="list-style-type: none"> • Reading Expectations document to be sent out to all staff • Lesson visits and book scrutinies • Work closely with EYFS lead to ensure consistent approach to teaching of early reading through phonics. 	consistent	
<p>Action 2: Improve attainment in reading to increase the percentage of pupils meeting age-related expectations and to accelerate progress in all year groups. (Particular focus on current Yr3 and closing B/G gap)</p>	<ul style="list-style-type: none"> • High-quality texts are available to all pupils • Pupils read every day • All classrooms and reading systems are set up to promote and enthuse reading • Pupil Progress meetings • Support NQTs in Yr3 and Yr3/4 with reading planning, teaching & resources • Staff training to be carried out by R Taylor (4.9.19 & 28.1.20) • Monitoring of reading interventions to check these are being carried out and that they are effective. 	<ul style="list-style-type: none"> • Reading outcomes are improved in all year groups, with progress at least in line with, and often exceeding, national averages 	
<p>Action 3: For all home/school reading books in KS1 and EYFS to be banded according to phonics phase</p>	<ul style="list-style-type: none"> • Books need sorting according to the sounds rather than the colour bands 	<ul style="list-style-type: none"> • Children are reading a book which is linked to the sounds they have been taught and know. 	

<p>Action 4: Develop reading for pleasure and love of reading</p>	<ul style="list-style-type: none"> • Audit books in school (class book areas) – purchase new high quality age-appropriate texts if required • Workshop for parents to highlight importance of reading at home and strategies to support their children • Recommended reading lists to be sent home • Parents invited into school to read with children throughout the school year • Phase leaders to choose appropriate activities to develop love of reading in their phase (see separate grid) • World book day and whole school events 	<ul style="list-style-type: none"> • Pupil voice demonstrates that pupils are enthusiastic and enjoy reading, and access a wide range of genres • Increase in children reading at home (monitored through reading records) • 	
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Writing Action Plan

School Improvement Priority: To continue to ensure high standards in teaching and learning across the school (linked to data gaps / groups), with a particular focus on reading.

Overall aim: Improve teaching and learning outcomes for all data groups across school in writing

Rationale	What's already happening?	What is going to happen?
<p>There has been continuous change in English leadership, which has meant that initiatives brought in have been temporary. Writing is taught in different ways across the school, which does not always ensure children have consistency throughout different phases or that they can make links with previous learning. Spelling and handwriting across the school is an issue. To continue to ensure high standards in teaching and learning for all groups, further direction/ curriculum development is needed to ensure children progress and links to previous learning can be made.</p>	<ul style="list-style-type: none"> • Daily writing lessons. • SPaG lessons taught separately – children in KS2 have two separate books (SPaG and writing). • Writing is often linked to topic. • Handwriting is not taught regularly or consistently: there is not a scheme for teachers. • Spelling lists are taken from Spelling Shed, though the rules are not always taught. 	<ul style="list-style-type: none"> - Improve staff knowledge and understanding of teaching of spelling. - Introduce spelling scheme and model its use. - Introduce handwriting scheme to children and staff. - A SPaG curriculum to be written showing objectives and progression through different year groups/terms. - Genre guidelines for vocabulary to be used across school – e.g. which features do teachers need to teach when teaching persuasive writing? Descriptive writing? Etc. - Monitor writing and SPaG, providing teachers with feedback on key areas.

<p style="text-align: center;">Maths School Improvement</p> <p style="text-align: center;">Overall aim: To improve the outcome for pupils across school and to promote enjoyment and love of maths.</p>		
Rationale	What's already happening?	What is going to happen?
<ul style="list-style-type: none"> • Introduction of times tables test in Yr 4 to begin this year. Teachers and children need to be prepared. • Some parents aren't confident with which methods to use when supporting their children at home. Children want to be able to access school websites at home- school have paid for these so we must ensure we use them effectively. • Gap between boys and girls achieving ARE in Maths has widened. • Percentage of pupils reaching the higher standard in Maths to increase • White Rose Hub materials and scheme should be used and followed by teachers. This supports with mathematical vocabulary and reasoning/problem solving practice. 	<ul style="list-style-type: none"> • Times tables being explicitly taught- this is on the WRH planning and yearly overview. • Some classes have the correct documents on display, in line with the calculation policy. • Homework books are being used to ensure weekly maths homework is consistent across KS1 and KS2. • Children have access to Purple Mash and TT Rocks; however, the latter needs to be relaunched. • Some times tables tests are evident in KS2. • Maths interventions/ consolidations are taking place with a focus on fluency, reasoning and problem solving. • 3-pronged marking approach is being used in most classes. • Booster club with targeted children has been set up by JB and JG. • Arithmetic tests are being used weekly in UKS2. 	<ul style="list-style-type: none"> • Action 1: To have a clear expectation of times tables progression and teaching and learning to enhance fluency. • Action 2: To support parents and carers with their child's mathematical learning at home. • Action 3: To ensure the teaching and learning of reasoning and problem solving is regular and expectations are clear, focusing on the current Year 3 cohort due to maths expectation being below the national standard at KS 1. • Action 4: To focus on the White Rose materials to support mathematical teaching and learning to close the gap between boys and girls.

<p style="text-align: center;">RE School Improvement</p> <p style="text-align: center;">Overall aim: To enable children to experience high quality teaching and learning which will influence them to flourish as individuals.</p>		
Rationale	What's already happening?	What is going to happen?
<ul style="list-style-type: none"> • RE should be taught to a high standard with the opportunity for reflection and to promote spirituality. • A variety of resources should be available to teachers to use during worship time, class worship, RE lessons and at any point when appropriate. • Children should have the opportunity to learn about different faiths. • Children should have the opportunity to visit different places of worship. • Children should have the opportunity to meet and ask questions to people of different faiths. 	<ul style="list-style-type: none"> • Weekly lessons take place across the whole school. • Some resources are being used to support teaching. • Reflections take place every lesson to ensure children are thinking deeply and are able to relate their learning to their own lives. • Assessment is being carried out every term. This is then monitored by Annabel Clark/ Helena Miller. • Pupil Voice has been carried out throughout the 2018/19 academic year. • Prayer spaces have been created in classrooms and are engaging. • Ethos group has been expanded to develop the spirituality of children and to raise the profile of RE and worship. • Opportunities for children to engage and ask questions during RE lessons and to Reverend Andrew Bradley. 	<ul style="list-style-type: none"> • Action 1: Actively engage and develop pupils' understanding of global issues such as injustice and inequality so that pupils recognise and actively challenge their own thinking and relate to our Christian values e.g. trust, forgiveness etc. • Action 2: Through subject monitoring ensure high quality of teaching and learning is taking place across the school (EYFS- Year 6). • Action 3: To audit the resources available in school to enable children to gain experience of different artefacts. • Action 4: To ensure each phase has the opportunity to take part in enrichment/ trips which link with units of work.

