



[We are starting the process to become a Rights Respecting School](#)



St Wilfrid's CE Primary School

'Belonging, Believing, Becoming'

School Improvement Priorities 2017-18

<p>Section 1 Attainment and Achievement</p> 	<p>To raise the attainment and achievement of all pupils</p>	<p>Priority 1</p> <p>To ensure all children achieve their full potential by:</p> <p>Raising standards and increasing the number of pupils achieving the national expectation in writing including spelling, punctuation and grammar by closing the gap for all children, in particular White British children, boys and children in the low achieving group.</p> <p>To achieve the Inclusion Quality Mark which will recognise our commitment to inclusive learning.</p>	<p>Priority 2</p> <p>95% of all children make good progress by accelerating the progress for disadvantaged children and boys in language, communication, reading, writing and maths. At least 20% to achieve more than expected progress</p>	<p>Priority 3</p> <p>Further develop the enrichment of our whole school creative curriculum to have a sense of purpose, relevance and excitement in learning, with a particular focus on scientific, computing and artistic skills to ensure pupils' high achievement.</p>
<p>Section 2 Quality of teaching</p> 	<p>To continue to improve the quality of teaching in light of accurate self-evaluation and current research</p>	<p>Priority 1</p> <p>To further develop staff's ability to track the progress of individual pupils to ensure they intervene where necessary, including the effective deployment to ensure children's learning is personalised and specifically meets their needs, reflecting our commitment to equality of opportunity.</p>	<p>Priority 2</p> <p>Raise standards in maths for all groups but in particular boys (based on Ks 1 results) and the low achieving group. To achieve this by developing pre-assessments in learning so that all teachers use the information about where pupils are at in their learning and ensuring that tasks are appropriate and move children on to their next stage in learning quickly; To ensure that all activities and approaches used in lessons inspire pupils, challenge them all equally and develop their independence and initiative.</p>	
<p>Section 3: Leadership and management</p> 	<p>To continue to develop leadership at all levels across the school so that each child's potential is reached by working in collaboration with the trust schools.</p>	<p>Priority 1</p> <p>Strengthen the contribution of middle leaders to secure outstanding teaching and learning across a range of subjects in school, including becoming a Rights Respecting School, through collaboration with the Trust Schools and other networks.</p>	<p>Priority 2</p> <p>To develop the leadership capacity of the AHT and Phase leaders to strengthen their contribution to whole school improvements and phase improvements.</p>	<p>Priority 3</p> <p>Further develop the systematic challenge provided by Governors through more effective monitoring closely linked to key areas of responsibility.</p>

<p>Section 4 Behaviour and Safety</p> 	<p>To promote good behaviour and safety and develop a growth mindset way of working.</p>	<p>Priority 1 To develop effective positive behaviours for learning through a Growth Mindset way of working for children and adults.</p>	<p>Priority 2 To continue to develop an effective behaviour tracking system across the school to identify patterns and ensure interventions match need.</p>
<p>Section 5 Effectiveness of Early Years</p> 	<p>To increase the effectiveness of the early years</p>	<p>Priority 1 To raise standards and increase the number of EAL pupils and boys achieving GLD and to accelerate progress and close attainment gaps to ensure more children make exceeding progress based on their starting points on entry into nursery through the effective use of all adults at all times, indoors and outdoors. This includes active support for independent learners and the effective delegation of responsibilities, to improve provision, across the whole of the EYFS team.</p>	<p>Priority 2 Maximise the potential for the outdoor area but in particular maths and writing by providing larger scale resources and a range of resources which can be used in the context of different learning zones; Extend the use of Enhancement planning to the outdoor and nursery learning environments; independent challenges set for reception children to complete outdoors.</p>