






[We are a Rights Respecting School](#)





# St Wilfrid's CE Primary School

'Belonging, Believing, Becoming'

School Improvement Priorities 2018 - 2019

<p><b>Section 1</b> Attainment and Achievement</p> 	<p><b>To raise the attainment and achievement of all pupils</b></p>	<p><b>Priority 1</b></p> <p>To raise attainment in reading across every key stage.</p> <ul style="list-style-type: none"> <li>• By the end of KS 2, 87.5% to achieve the expected standard, with 42.5% to achieve the Higher Standard</li> <li>• By the end of KS 1, 82.9% to achieve the expected standard, with 36.5% to achieve Greater Depth</li> <li>• By the end of Reception, at least 76% of children to achieve ELG, with at least 27% exceeding</li> </ul>	<p><b>Priority 2</b></p> <p>To raise attainment and accelerate progress for the following groups:</p> <ul style="list-style-type: none"> <li>• Year 2, 4 and 6 boys in reading and writing</li> <li>• Pupil Premium across the school</li> </ul>	<p><b>Priority 3</b></p> <p>Improve the quality of teaching, learning and assessment in the foundation subjects. (please refer to action plan targets detailed in subject leader action plans)</p>
<p><b>Section 2</b> Quality of teaching</p> 	<p><b>To continue to improve the quality of teaching in light of accurate self-evaluation and current research</b></p>	<p><b>Priority 1</b></p> <p>Ensure the interventions accelerate children's progress and raise attainment.</p> <p>Ensure monitoring is effective to inform how successful the impact of interventions have been.</p>	<p><b>Priority 2</b></p> <p>To improve the outdoor learning experience of all the children and in particular, improve boys attainment and narrow the gap between boys and girls.</p>	<p><b>Priority</b></p> <p>Improving outcomes for pupils in the following subjects through excellent teacher subject knowledge:</p> <p>Science (PSQM) Art Design and Technology Computing Geography MFL: Spanish (Erasmus + Funding)</p>
<p><b>Section 3:</b> Leadership and management</p> 	<p><b>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.</b></p>	<p><b>Priority 1</b></p> <p>Strengthen the leadership capacity of the new English leader so that standards rise in reading</p>	<p><b>Priority 2</b></p> <p>Strengthen the contribution of subject leaders to secure improvements in teaching, learning and assessment across all subjects but in particular for this academic year in: Science, Art, Design and Technology, Computing, Geography, MFL: Spanish (Erasmus + Funding)</p>	<p><b>Priority 3</b></p> <p>To develop the capacity of phase leaders to give an accurate picture of attainment and progress in the core subjects to the governing body.</p>

<p><b>Section 4</b> Behaviour and Safety</p> 	<p><b>To promote good behaviour and safety and develop a growth mindset way of working.</b></p>	<p><b>Priority 1</b> To achieve the silver award as part of the Rights Respecting Schools Award</p>	<p><b>Priority 2</b> To embed the growth mindset in KS 2, so that pupils show resilience, pupils effectively challenge themselves to achieve well and become self-confident, so they do not give up when faced with difficulty.</p>
<p><b>Section 5</b> Effectiveness of Early Years</p> 	<p><b>To continue to increase the effectiveness of the early years</b></p>	<p><b>Priority 1</b> To maintain increased percentages of children achieving the exceeding level in literacy and maths. To continue to increase the number of children achieving GLD.</p>	<p><b>Priority 2</b> To raise standards in reading and writing to close the gap between the percentages of children achieving expected and exceeding in these subjects, compared with the other learning goals.</p>