

Dean Field Community Primary School

School Improvement Plan

2016/17

Overall aim – to improve outcomes for all children

Priority One – Raise the quality of teaching throughout the school, so that it is consistently good or better

Key Outcomes –

Percentage of children at ARE at KS1 will be at the very least 55% (LA 50%, Nat. 60%).

Percentage of children at ARE at KS2 will be at the very least 60% (LA 46%, Nat. 53%).

Actions required to address the priority	Lead person(s) responsible for each action	Monitoring Activity	Resources/financial implications	Key Outcomes
<p>CPD for staff – 4th/5th September 2016</p> <ul style="list-style-type: none"> - What quality teaching looks like - The use of questioning to promote learning - How to adapt teaching to the strengths and needs of all pupils by making active and productive use of assessment - What is quality feedback? What should 'Next Steps' look like? <p>Revisit the Top Teaching Toolkit</p> <ul style="list-style-type: none"> - Audit of skills – 30th November 2016 - Improvement in subject knowledge <p>Each staff member to be issued with a 'professional development book – what will make a difference to teaching at Dean Field' to record CPD, feedback and reflections in order to impact practise.</p> <p style="color: #0070C0;">○ - teaching assistants are highly skilled, especially in the teaching of phonics</p>	<p>HT DHT SIC</p> <p style="color: #0070C0;">L Butterfield</p>	<p>Lesson Observations & feedback Work scrutiny Triangulation</p> <p>Twilight to review the impact of CPD to date – 30th November 2016.</p>	<p>SIC - 1 day £450 TAs attendance – 22 x 2 days 39 professional development books</p> <p>TA attendance at twilight - 22 x 2 hours</p>	<p>Improvements in the quality of teaching show notable impact on outcomes for children. Staff skills and knowledge have increased.</p> <p>CPD is provided to address any needs identified in the audit. This is seen to have a positive impact on the quality of teaching.</p>

<p>Ongoing CPD for staff – identified through self-evaluation and T&L reviews/ performance management.</p> <p>Areas of focus – Systematic and effective checking of pupil understanding within lessons leading to intervention with notable impact</p> <p><i>O - pupils' understanding of what they are reading is checked effectively to strengthen their vocabulary and comprehension);</i></p> <p>Challenge</p> <p><i>O- staff have high expectations of what pupils, including the most able, can achieve;</i></p> <p>Adapting to pupil responses and needs in lessons; Monitoring pupil progress over time, using information to adapt planning; Frequent and accurate assessments informing planning and setting challenging work building on prior knowledge, understanding and skills</p> <p><i>O - assessment is accurate and used skilfully to set challenging work that matches pupils' needs and abilities, including the most able;</i></p> <p>Marking and feedback; Pupil understand of how to improve their work.</p>	<p>HT, DHT SLT SIC</p>	<p>Lesson Observations & feedback Work scrutiny Triangulation Performance Management Pupil Interviews</p> <p>Dates in M&E plan.</p>	<p>TA attendance at twilights – 22 x 10 hours</p>	<p>Improvements in the quality of teaching show notable impact on outcomes for children. Staff skills and knowledge have increased.</p>
<p>Devise with all teaching staff non-negotiables for good teaching and learning to include review of T&L policy, Positive Behaviour Policy, Safeguarding, involvement of governors.</p> <p><i>O - behaviour is managed consistently well in all lessons.</i></p>	<p>HT</p> <p><i>Jo Heyworth – behaviour, safeguarding</i></p>	<p>Head teacher drop ins etc, to support the implementation of policies such as behaviour, T&L. Behaviour team review incident log daily; shared with SLT at weekly meeing.</p>	<p>TA attendance at training day (see above).</p>	<p>All staff throughout school are adhering to the non-negotiables and policies.</p>

<p>Create a robust Monitoring & Evaluation Plan to include:</p> <ul style="list-style-type: none"> - Formal observations of T&L - Developmental observations of TAs - Book scrutinies - Drop ins - Pupil Interviews - Learning environment - Learning behaviour - Governance 	<p>HT, DHT J Priestley</p>	<p>Review for effectiveness half termly. All timetable activities undertaken.</p>		<p>Assessments and work in books match. Progress is evident in all books Pupils can speak confidently about their learning and what they need to do to improve. Pupils are applying skills at a greater depth, not only covering.</p>
<p>Two intensive Teaching and Learning Reviews carried out by the Leadership Team and School Improvement Consultant. 19th/20th September 2016 & 6th/7th March 2017.</p> <p>Additional monitoring visits from an LLE/ Ofsted inspector 12th September 16 and more TBA.</p>	<p>HT, DHT, SIC J Langley</p>	<p>Lesson Observations & feedback Identification of individual and whole school development points Work scrutiny Triangulation Pupil interviews</p>	<p>SIC 2 days - £900 £450 per day</p>	<p>The quality of teaching has improved significantly; proven through observation and work in books. Percentage of good and better teaching has improved from the first to the second Review.</p>
<p>Support plans used for teachers whose teaching is less than good.</p>	<p>HT – KS2 DHT – EY, KS1</p>	<p>As outlined on individual plans</p>	<p>Possible CPD highlighted Possible release time to see good or better practise in other schools £1000</p>	<p>All supported teachers have moved from Requires Improvement.</p>
<p>Train Senior Leadership Team to accurately assess the quality of teaching and learning across school using effective triangulation. <i>O - Leaders should make sure that: - adults are highly skilled to ensure disadvantaged pupils and those who have special educational needs and/or disabilities make good progress - the work of teaching assistants is checked</i></p>	<p>HT DHT SIC L Butterfield</p>	<p>Joint observations & scrutiny of work SLT meetings Cross checking using triangulation</p>	<p>Release time for observations.</p>	<p>Monitoring strategies throughout the school are more robust. Judgements of all Leaders are quality assured and found to be compatible.</p>

<p><i>thoroughly and managed well</i></p> <ul style="list-style-type: none"> - <i>pupil premium funding is used well to raise standards for disadvantaged pupils</i> - <i>pupils' experiences of other cultures are strengthened</i> - <i>middle leaders access high-quality professional development so that their skills in checking the curriculum, the quality of teaching and pupils' work improve quickly</i> - <i>information provided by the school on its website meets requirements</i> - <i>staff knowledge of safeguarding procedures is checked more effectively.</i> 				
<p>Increase the percentage of pupils attaining ARE and above in Reading, Writing and Maths by:</p> <ul style="list-style-type: none"> - consistently quality first class teaching <i>O - planned work captures pupils' interests to strengthen their attitudes to learning and help them develop greater confidence and independence in learning;</i> - promoting sufficient challenge - providing more opportunities for independent learning and investigation, particularly for the more-able pupils <i>O - increased opportunities are available for pupils to apply their mathematical skills and write at length across a wide range of subjects</i> - appropriate differentiation - use of effective interventions to accelerate progress - effective use of other adults to impact learning <i>O - teaching assistants are highly skilled, especially in the teaching of phonics</i> 	<p>HT T&L committee</p> <p>A Collins –R, W, M</p>	<p>Lesson observations Pupil interviews Work scrutiny Triangulation</p> <p>All identified on M&E calendar.</p>		<p>Notable increase in percentage of pupils attaining ARE and above in Reading, Writing and Maths. Pupils actively know what to do to improve.</p>
<p>Improve the provision in the early years by making sure that:</p>	<p>DHT SIC</p>			

<ul style="list-style-type: none"> – progress information is used well by adults to plan the next steps in learning – learning journals record children’s achievement fully to inform future learning so children make good progress and are challenged more effectively – indoor and outdoor resources are further developed to strengthen children’s progress in reading, writing and mathematics. 	E Carter			
<p>Provide CPD for staff on the effective delivery of Guided Reading sessions 19th Sept 16.</p> <p><i>O - teaching assistants are highly skilled, especially in the teaching of phonics</i></p>	SIC English Leader L Butterfield	Lesson observations for 1 st & 8 th Nov.	SIC 2 days - £900	Improved delivery of Guided Reading and notable impact on outcomes for pupils.
<p>Increase the robustness of Pupil Progress Meetings by specifically focussing on vulnerable groups and those children who are ‘stuck’.</p> <p><i>O - assessment is accurate and used skilfully to set challenging work that matches pupils’ needs and abilities, including the most able;</i></p> <p><i>– pupil premium funding is used well to raise standards for disadvantaged pupils</i></p>	HT	Lesson observations Pupil interviews Work scrutiny Triangulation		Increase in staff accountability for pupils’ attainment, progress and outcomes, particularly in English and Maths. Improved outcomes are evident for all children.
Increase the involvement of the Teaching and Learning Committee.	CoG Chair of T&L committee			Members visit the school on a regular basis. Knowledge of standards, areas of strength and those for development is used to support and challenge the SLT.
Increase the involvement of parents in their children’s learning by increasing social/ school events and introducing class newsletters fortnightly. Ofsted update newsletters and school Facebook page.	DHT Kelly Galtry			Increased involvement of parents. Creation of action plan.

School Improvement Plan

2017/18

Overall aim – to improve outcomes for all children

Priority One – Raise the quality of teaching throughout the school, so that it is consistently good or better

Key Outcome - 100% of teaching will be good or better

Evidence Base - Why we need to address this and how we know: [data?](#)

Actions required to address the priority	Person responsible for each action	Monitoring Activity	Resources/financial implications	Key Outcomes
Review the effectiveness of the CPD for staff in relation to increasing the percentage of good and better teaching. Identify further training needs				Increase in the percentage of good and better teaching. Relevant CPD is provided.
Teaching Assistants to undertake an Audit of Skills and Knowledge				The needs of the TAs regarding support to improve skills and subject knowledge are identified.
CPD for Teaching Assistants to be identified and				CPD is provided to address

This School Improvement Plan has been written and reviewed in accordance with the school's Equalities policy and is therefore in full accordance with all statutory responsibilities outlined in the Equalities act 2010.

organised				any needs identified in the audit. Additional adults are seen to have a positive impact on learning.
In depth review of formative and summative assessment				Teachers monitor pupils' responses in lessons and adapt their approach accordingly.
Train Middle Leaders to accurately assess the quality of teaching and learning across school using effective triangulation.				All Leaders are fully aware of what constitutes a good or better lesson and will support all they are involved with to attain what is required.
Review of planning				Monitor pupil progress over time and use the information to adapt their planning. More effective and focussed planning is seen to deepen pupils' knowledge and understanding.
Implement daily and weekly teaching and learning evaluations				Teachers are more reflective and flexible in their teaching. The needs of all pupils are more closely met.
Revisit Behaviour Policy with all members of staff with an emphasis on reducing low level disruption				Low level disruption has been significantly reduced.
Improve the quality and appropriateness of homework.				It is viewed by all as a learning experience.

School Improvement - 2018/19 - Predicted Priorities

- Embed the robust Performance Management System
- Outcomes from internal data tracking and external assessments will be evaluated and actions planned to improve pupil achievement, particularly in relation to the quality of teaching
- Induction of any new staff
- Assessment information, including test results, is used by leaders and governors to improve teaching and the curriculum
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