



Learning Improvement Plan

2017-18

Learning Power is built on the pillars of the seven C's: confidence, curiosity, collaboration, communication, creativity, commitment and craftsmanship.

Priority 1 Continued implementation of Guided Reading, ensuring effective questioning develops reading skills and comprehension To ensure Reading is taught consistently across the whole school, skills are embedded throughout and pupils foster a love of books.					Links AfA AP 2017-18 SEN AP 2017-18 Eng AP 2017-18	
Success Criteria As a result of the collaboration with an Outstanding School (Paulton Juniors) and working with an LLE, best practice is developed in the teaching and learning of reading Reading attainment and progress improve to at least target levels and meet National data figures, including for disadvantaged pupils						
What we're aiming for	What we're going to do	Who	When	Cost	Impact	Evidence
To improve all children's outcomes in reading, with progress to be at or above the national expectations at all Key Stages, narrowing the gaps between disadvantaged pupils and others.	Learning walks and joint observations to be carried out by HT and co-ordinators of both schools.	JP, PJS LLE SLT	Autumn Term	£1400	<ul style="list-style-type: none">Raise overall achievement in reading in 2018 SATs to 80% meeting the expected standard.The gap is narrowed between Pupil Premium pupils and non-Pupil Premium.Establish collaborative work between staff of Westfield Primary and Paulton Juniors to improve the quality of teaching and learning in reading, So that 100% of observed lessons will be at least good.	Autumn in year data and assessment PPG records Intervention teacher folders Work scrutinies Learning Walks PM
To further develop effective monitoring and evaluating skills, together with an understanding of outstanding learning through collaboration with an outstanding school (PJS) and supported by an LLE (MG).	Establish and agree a shared understanding of what is meant by outstanding teaching and outstanding learning Continually challenge and innovate teaching and learning practice. Cross school peer observations will allow teachers to see and experience a variety of reading practices and strategies	JP, PJS LLE SLT	Autumn + SpringTerm	£1000	<ul style="list-style-type: none">All leaders will then be well placed to support and challenge colleagues to become outstanding teachers.Analyse, study and share effective practice being used in each year group, particularly with a focus on whole class teaching of reading.Challenges in the teaching and learning of reading are identified and supported through shared experiences and understanding.Challenge has been embraced the quality of teaching and learning has been impacted upon by Paulton Juniors.Co-ordinator meetings and heads meetings have impacted on new ideas to be used within the classroom and relevant training as neededJoint observations impacting on teaching and learning as areas for development identified. Specific learning walks help to develop understanding of requirements within the class setting and the accessibility of learning.	JP has had 2 days with Paulton Juniors this term, one with their English coordinator visiting Westfield and the other time JP conducted a learning walk at Paulton. This has enabled Jenny to analyse, study and plan to share effective practice being used in each year group, particularly with a focus on whole class teaching of reading.
To establish and agree a shared understanding of what is meant by outstanding teaching and outstanding learning. (LLE)	High expectations for pupils explicit and present on planning, including cross-curricular opportunities. PJS to review plans and to share effective practice	JP, PJS LLE	Autumn + Spring Term	£700	<ul style="list-style-type: none">Annotate planning and lesson observations demonstrate that teachers have increased the pace at which they work and have heightened expectations of children in classAspirational targets, based on higher than National Averages, met annually.Needs of all pupils are met in all lessonsEvery opportunity for learning is realised and no time is wastedPupils are challenged accordingly at all timesSenior/Middle Leaders have specific criteria from which assessment can be made when evaluating lessonsAll teachers have high expectations of children's learning and progress in lessonsStaff observe good and outstanding teaching in reading to develop teaching standards and impact upon their own delivery	Parents and children accessing books in library and well-adapted to new colour-coding system. Home reading trophy: highly competitive

To increase pace, consistency and progress that pupils make in reading.	<ul style="list-style-type: none">English subject leader to audit reading system across school from Reception to Year 6 and ensure it is fit for purposeEnglish Subject Leader will ensure all teachers TAs, parents and reading helpers all trained to support delivery of early reading skills by teachersEnglish Subject Leader will assess impact of current guided reading system and ensure opportunities are present for the explicit extension of vocabulary for young readers.	JP	Autumn + Spring Term	£800 + LLE To cover teacher release time from Westfield. £600 release DH and English Leader from PJS +LLE	<ul style="list-style-type: none">Improved self-evaluation skills and a systematic approach to school improvementPupils reading skills are developed at a faster paceSchool's approach to reading across the whole school is clear to all and has a marked impact on raising standardsPossible introduction of Accelerated ReaderAll adults involved in supporting children reading have similar expectations and knowledge creating a consistent approach to how reading is supported.Trained professionals only will teach phonics to younger readers	<p>spirit in staff room has been generated.</p> <p>Text system and letter from HT in place and starting to be used.</p> <p>Stay And Read (Sept 2017): Bumblebee: 13 Owl: 15 Rabbit: 8 Squirrel: 13 Monkey:14 Dolphin:11 Turtle: 16 Dragonfly: 13 Butterfly: 10 Panther: 5 Falcon: 3 Eagle: 8</p> <p>Poetry slam and Beditme Story both very popular events and well attended. Hall was packed with parents. Standard of performers even higher than last year.</p>
Learning walks and observations have identified elements of outstanding classroom practice which can be used in both schools	80% of children on track to make ARE throughout KS1 in reading 80% of children on track to make ARE throughout KS2 in reading		Progress score for 2018 in reading will be in line with or above the National figure			

Priority 2 Ensure schools actions secure substantial improvement in progress and attainment of disadvantaged pupils. Sub groups are identified through tracking and progress monitored by class teachers.						Links Eng and Maths AP 2017-18 AfA AP 2017-18 SEN AP 2017-18
Success Criteria Funding is spent effectively to narrow the attainment gap						
What we're aiming for	What we're going to do	Who	When	Cost	Impact	Evidence
Ensure all staff can identify and understand provision for PP pupils. Provide detailed tracking and pupil profiles Pupil premium champion on staff	Monitor interventions / additional provision for PP pupils Pupil profiles are updated termly and show progress history, any interventions that have taken place/impact. Outside agency involvement, change in family circumstances PP Champion to monitor school provision and ensure PPG plan is showing effective use of resources	Staff HT	Aut 1		All staff able to evidence progress by Vulnerable/disadvantaged pupils. Disadvantaged pupils (non SEN) show an increased % of expected or better progress on previous year and further reducing the gap between school and national.	Autumn in year data and assessment PPG records Intervention teacher folders Work scrutinies Learning Walks PM Pupil Conferencing Informal monitoring in staffroom etc
Achievement for All supports pupils who are in disadvantaged or vulnerable groups by raising educational aspirations, access and achievement.	Effective whole school implementation through AfA is maintained Evaluation of data provided to AfA champion for evaluation	CY CC	Autumn + Spring Term	£2 200	Parental engagement/ higher AfA pupils' progress towards targets is good The school has worked successfully to engage most of the hard to reach parents. High parent participation at meetings and frequent discussions about children's achievement. AfA Champion working with focus parents who have not engaged fully in project.	The Reactive Intervention has been well received by KS2 teachers and evidence in books appears to be showing

Ensure vulnerable children are accessing the AREs and making progress at the same rate as their peers	Set realistic but challenging targets to close gaps A minimum 10% improvement on previous year's cohort data	HT SLT	Ongoing		Progress data of non SEN PPG pupils shows a 10% improvement on the previous year in all year groups reducing the gap between school and national.	immediate impact as intended. CC has carried out formal lesson observations of group teaching, including following pupils from class, to intervention and back to class to monitor impact on pupils and further teaching. JW/SC are both accessing fully and implementing teacher plans, using the full prior knowledge of what pupils should be achieving, and what their learning journey is for the week. There are great environments in both rooms and good relationships established with pupils. Pupils are keen to learn and understand why they were are. Systems appear genuinely embedded.
Targeted support to provide additional support to help close the gap in the performance of PP pupils and other groups	Monitor individual pupil progress on a daily basis to implement reactive interventions to maintain good or better progress.	SLT	Ongoing	£36 000	Pupils working well below the expected standard for their year group to fill gaps and misconceptions, in order to secure basic skills required to succeed post primary school; pupils working towards the expected standard for their year group, who require further provision in order to 'close the gap' and achieve the expected standard by the end of the 2017-2018 academic year.	
Interventions are in place for those children who are not on track to reach age related objectives	PP pupils on track to achieve at least expected progress by July 2018 are matching others ensuring school gap is not widening			The school gap is narrowed between Pupil Premium pupils and non-Pupil Premium Outcomes for disadvantaged pupils at the end of KS2 is in line or above national		
Priority 3 AfA achieve Quality Lead accreditation						Links AfA AP 2017-18 SEN AP 2017-18
Success Criteria Increase impact on most vulnerable learners, due to AfA strategies AfA culture at Westfield is deepened and embedded. Delegated leadership ensures sustainability and develops skills of middle leadership. The current recognised good practice at Westfield is shared and celebrated.						
What we're aiming for	What we're going to do	Who	When	Cost	Impact	Evidence

Success Criteria

A personalised school curriculum that takes into account the context and community of the school. A curriculum with integrity that is inspirational and broadens children's experiences. A curriculum that allows all children to reach their full potential in every subject.

What we're aiming for	What we're going to do	Who	When	Cost	Impact	Evidence
Develop examples of drivers (activities) - what opportunities would look like in the curriculum. Each year group to create 6 themes over the year to engage and enthuse all learners	The learning is personalised, taking into consideration children's interests and views. The curriculum utilises a range of learning contexts to maximise engagement, enjoyment and progress; it makes the best use of the local environment and facilities; actively contributes to children's spiritual, moral, social and cultural development enabling children to have a clear understanding of British values and to prepare them for life in modern Britain.	Staff	Aut 1		Themes impact planning. The 'learning journeys' that children participate in and contribute to, seek to deepen learning from the shallow to the profound to engage, enrich, enable and inspire.	Learning Walks Topic books Class displays Curriculum map Home Learning Informal conversations with children
Plan trips outside of school to provide a context to learning and knowledge of areas of local interest	Year groups to plan appropriate local trips/visits to provide learning opportunities outside of the classroom. PTA to help subsidise costs.	Class Teacher	Ongoing	£6000	The curriculum experience has a significant impact on pupils' outcomes and the personal, development, behaviour and welfare of learners. Pupils are able to provide examples of local significance and relate to a particular area of learning	Trips carried out so far by year groups Pupil conferencing Informal conversations with children
Promote 7 core skills both in and out of the classroom	Help our children explore belief and develop positive values, in order to help them become responsible global citizens	HT Staff	Autumn +Spring Term		Children can talk about the core skills – CURIOSITY, CREATIVITY, COLLABORATION, COMMITMENT, CRAFTMANSHIP, COMMUNICATION and CONFIDENCE Skills evident in displays around the school. Skills are referred to in activities, assemblies and lessons.	Corridor display Assembly themes
Fantastic Futures is used to raise aspirations of pupils and parents alike	By introducing children to successful professionals working in different roles and industries, teachers and school leaders can help children to broaden their horizons and increase both their awareness of the opportunities open to them and their confidence and self-awareness. This can be particularly important in less advantaged areas with high unemployment or places where most parents work in similar	HT	Summer 2018		Business and education engagement at an earlier age will help raise aspirations and engage pupils living in disadvantaged areas.	

	roles.					
Assemblies and school displays promote 7 core skills and career aspirations	Children are beginning to relate core skills to examples of their learning			School successfully engages with education and business during an activity week in July		

