

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	 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
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	 reading, So that 100% of observed lessons will be at least good. 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 needed Joint 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 	PM 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
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	 Annotate planning and lesson observations demonstrate that teachers have increased the pace at which they work and have heightened expectations of children in class Aspirational targets, based on higher than National Averages, met annually. Needs of all pupils are met in all lessons Every opportunity for learning is realised and no time is wasted Pupils are challenged accordingly at all times Senior/Middle Leaders have specific criteria from which assessment can be made when evaluating lessons All teachers have high expectations of children's learning and progress in lessons Staff observe good and outstanding teaching in reading to develop teaching standards and impact upon their own delivery 	being used in each year group, particularly with a focus on whole class teaching of reading. 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. Learning walks and observations have	English subject leader reading system acros from Reception to Ye ensure it is fit for pur English Subject Leader ensure all teachers The parents and reading by trained to support dealy reading skills by English Subject Leader assess impact of curron reading system and expoportunities are presented explicit extension vocabulary for young the explicit extension which we have the explicit extension the explicit extension vocabulary for young the explicit extension young the explicit extension which we have the explicit extension young the explicit extension which we have the explicit extension young the explicit extension which we have the explicit extension young the e	s school ear 6 and pose er will As, nelpers all divery of reachers er will ent guided insure esent for of readers.	Autumn + Spring Term	f800 + LLE To cover teacher release time from Westfield. f600 release DH and English Leader from PJS +LLE	impro Pupils School has a Possit All ad expect readir Traine	proved self-evaluation skills and a systematic approach to school provement is reading skills are developed at a faster pace of a sproach to reading across the whole school is clear to all and marked impact on raising standards ole introduction of Accelerated Reader ults involved in supporting children reading have similar stations and knowledge creating a consistent approach to how and is supported. The professionals only will teach phonics to younger readers. Progress score for 2018 in reading will be in line with or above	spirit in staff room has been generated. Text system and letter from HT in place and starting to be used. 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 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.
outstanding classroom practice which schools	n can be used in both	80% of children on	track to make ARE th	nroughout KS2 i	n reading	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
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 theirpeers	Set realistic but challenging close gaps A minimum 10% improvem year's cohort data	J	HT SLT	Ongoing		Progress data of non SEN PPG the previous year in all year groschool and national.	oupils shows a 10% improvement on oups reducing the gap between	immediate impact as intentioned. 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	
Targeted support to provide additional support to help close the gap in the performance of PP pupils and other groups	Monitor individual pupil pro to implement reactive intended good or better progress.	0 ,	SLT	Ongoing	£36 000	group to fill gaps and misconce required to succeed post prima			
Interventions are in place for th track to reach age related object		PP pupils on track to 2018 are matching o				and non-Pupil Premiun	wed between Pupil Premium pupils n taged pupils at the end of KS2 is in	genuinely embedded.	
Priority 3 AfA achieve Quality Lea	nd accreditation	W				11///	Links AfA AP 2017-18 SEN AP 2017-18		
Success Criteria Increase impact on mo AfA culture at Westfield The current recognised	d is deepened and em	bedded. Delegat	ed leade		es sustair	ability and develops ski	lls of middle leadership.		
What we're aiming for	What we're going to	do	Who	When	Cost	Impact		Evidence	

Increase focus of AfA with bottom 20% of performing pupils	Negotiate input and suppo highlighted at planning me conversation targets share Maintain focus on embedd new skills and knowledge	eting and parent d	CC CY	Autumn Term				evidence for the new accountability progress of the lowest 20 per cent	CY will be taking on the role of 'Co- Champion' and will be overseeing all of the Parental Engagement strand of AfA. LP will be leading the Wider Outcomes/pupil voice strand later in the year.
Share good practice with other schools	Ols Champion/DHT Review session with coach, comparing practice with other schools. Coach to facilitate sharing practice with other schools on AfA journey. Attend AfA conference. adership of AfA Incorporate Quality Lead targets into UPR		CC CY	Spring/Summer 2018 Aut 1		Quality practice is shared across schools, leading to improved outcomes for all stakeholders Development of Middle Leadership within Westfield The involvement of all leaders and teachers across the school shows a very positive approach to develop and share the best practice across all schools for all staff. Strategic implementation of interventions is based on evidenced impact within the school All staff able to evidence progress by Vulnerable/disadvantaged pupils.		lers	Meetings so far: 19/10 – CC had meeting with AfA coach to plan the goals for the year. Reviewed position of the school and outline of becoming a Quality Lead School. 17/1 – CC finalised calendar and
Devolve leadership of AfA within school			All staff		£2200			looked at starting points for pupils. Whole school learning walk was undertaken with focus on TAs and learning behaviours. AfA coach providing access to resources for CC to use with TAs.	
Track via impact on reading data	Using both formative and s assessments, ensure reacti targeted correctly		СС	CC Ongoing					24/1 - Coach met with CY to support plans for Parental Engagement. Invitations to conversations will go out to parents before half term. All staff to carry out conversations in Term
· · · · · · · · · · · · · · · · · · ·				least expected progre hool gap is not wider		pupils a Outcom	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		A. Next steps: Conversation training to be given to new staff February 2018. TA training morning booked March 20018 Staff twilight session on learning environments and working memory – April 2018
Priority 4								Links	memory April 2020
maths.							Eng and Maths AP 2017-18 AfA AP 2017-18 Better Maths Project		

Success Criteria

Pupils across the school are to make expected or better progress due to the in depth nature of core concepts of the Mastery Curriculum

What we're aiming for	What we're g	going to do	Who	When	Cost	Impact		Evidence
To improve outcomes so that the percentage of pupils making expected and above expected progress is above the national average, especially in maths.	include appropriat able pupils Planning shows dif for HA pupils invol	er than 'more of the s fed back from	JC SLT Class Teacher	Autumn Term		Resources available in the classroom understanding at a 'greater depth'. Marking is responded to, to move the Staff are able to adapt teaching to developed especially for more able SPTO data shows HA pupils are demonstrated by the staff of	the children's learning. ensure maths mastery is pupils. nonstrating at least expected	Autumn in year data and assessment Intervention teacher folder Work scrutinies Learning Walks PM Pupil Conferencing Informal monitoring in staffroom etc
To ensure more able pupils make above expected progress	Provide opportunities for more able children to further develop their abilities within specialist activities. Question resources to provide pupils with a rich diet of problems with links between fluency, problem solving and reasoning, that challenge pupils To provide high quality 'able learner' interventions in KS2 for reading and		JC Class Teacher	Class			ren become confident and independent mathematicians ren develop critical thinking skills, make mathematical ections.	
To ensure that higher ability pupils are given sufficient challenge at greater depth through the Mastery Curriculum.			JC Class Teacher	Autumn Term		Work across all abilities should be of principles of the Mastery Curriculur working at greater depth should be understanding rather than extending	m and learning tasks for children e designed to deepen	
To ensure that varying task design promotes mastery and enrichment	procedural knowle Tasks based aroun	understanding and adge for deep learning d problem solving, theme throughout the	JC Class Class Teacher Culture created where there is quality talk and explanations between pupils and with the teacher, where pupils are able to share ideas, think tentatively and take risks. Teachers and pupils make connections between pupils' responses to further deepen the learning Pupils able to tackle problems with greater degree of independence through the year, demonstrating increased resilience					
Learning walks and observations have ev of opportunities for learning at GD in ma	•	PPM project at least a 2 in maths	10% increase	of pupils worl	king towards	s GD Number of children workin	g at GD in maths at the end of vith or above the National figure	
Priority 5							Links	1

Revisit our curriculum philosophy and revise current curriculum model to ensure a relevant, thematic and engaging approach that embeds core values.

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	V	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 selfawareness. This can be particularly important in less advantaged areas with high unemployment or places where most parents work in similar	НТ	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	

