

Outcomes – From SEF September 2018**Statutory Assessments**

EYFS GLD: 71.6 %

Y1 Phonics: 75%

Y2 Phonics: XX%

KS1:

Reading - 73%

Writing - 69%

Maths – 75%

KS2:

Reading, Writing, Maths combined: 74% (Last year 61%)

Reading - 83% (65.6% achieved a Level 2b and above), average scaled score: 106.5

Writing - 81% (51.7% achieved L2b and above)

SPAG – 78% average scaled score: 105.2

Maths – 90% (68.9% achieved L2b and above) average scaled score: 106.5

Progress

Reading: 3.8 (0.6)

Writing: 1.8 (1.5)

Maths 4.3 (1.5)

Areas for development

KS1 – GDS

Outcomes are judged to be ‘Good’**Areas for development – from OFSTED month 2015**

It is not yet an outstanding school because:

- Achievement in writing is lagging behind reading and mathematics.
- Pupils do not always show sufficient care and pride in the way they present their work.

- Teachers do not always ensure that pupils provide work of sufficiently high quality.

Ensure that more pupils make rapid progress in writing by:

- prioritising aspects of writing within the school's plans for improvement so that all teachers and governors know what is expected
- helping pupils to develop a neat, fluent handwriting style so that they have the skills they need to write more rapidly and at length
- helping pupils to develop their writing skills in interesting ways across all the subjects they learn
- making sure that teachers always have the same high expectations about the quality of writing, whether pupils are writing in English lessons or in other subjects
- making sure that the comments teachers write when they mark pupils' work are more helpful in explaining to pupils how they can improve.

Outcomes for learners								
Progress in lessons								
Section 1 – Books, lesson obs and tracking provide evidence of expected or better progress (ARE)					Success Criteria All groups of learners make good progress over time			
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
All lessons provide evidence that progress over time is at least good for all students	SLT collate PM and informal obs and relate to SPTO/Book scrutinitities Provision map interventions and planning checked to ensure targeted children (LA) are receiving appropriate support	Ongoing	SLT, Middle leaders	By end of Dec 2018 SPTO is indicating good progress by all pupils	All groups of learners make good progress over time	SLT		
In Nursery continue to develop the use of observations and next steps to ensure practitioners are supporting the needs of all children.	Nursery staff meeting time moderating judgements	On going	Nursery staff	End of T2 data collected and moderated	All staff confident about children's attainment and their next steps.	Nursery Lead		

Vulnerable groups								
Section 2 – identify for each underperforming PP pupil's barrier to learning					Success 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 Criteria			
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Identification of groups at risk of underperformance. Effective strategies and interventions planned to accelerate progress in these cases. Effective use of TA support for target teaching e.g. letter and number formation, handwriting skills and basic key word spelling.	Monitor interventions / additional provision for PP pupils Pupil profiles are updated termly and show progress history, any interventions that have taken place/impact.	T1, T3 and T5	SLT Class teachers	PPM held in T1, PPM held in T1, T3 and T5	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.	Phase leaders and DH		

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	<p>Outside agency involvement, change in family circumstances Specific targeted engagement with parents to help them support children with specific targets</p> <p>In nursery inform and support parents about fine motor, through open sessions and newsletters.</p>							
Track progress of pupils eligible for 'Pupil Premium Grant' (PPG). Effective strategies, Interventions and provision planned to accelerate progress.	<p>Monitor interventions / additional provision for PP pupils Pupil profiles are updated termly and show progress history, any interventions that have taken place/impact.</p>	Ongoing	<p>DH PPG intervention teachers Class teachers</p>	PPM held in T1, PPM held in T1, T3 and T5	<p>All staff able to evidence progress by Vulnerable/disadvantaged pupils.</p> <p>Disadvantaged pupils (non SEN) show an increased % of expected or better progress on previous year and further reducing the gap between school and national.</p>	SLT		
To ensure that more disadvantaged pupils are at age related expectation or exceed expected levels of attainment so that the gap is closed between Disadvantaged and others.	<p>Set realistic but challenging targets to close gaps</p> <p>A minimum 5% improvement on previous year's cohort data</p>	T2, T4 and T6	<p>DH PPG intervention teachers Class teachers</p>	PPM held in T1, PPM held in T1, T3 and T5	<p>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 2018-19</p>	SLT		
Identify children from key pupil groups who are not meeting the expected attainment and offer effective intervention based on their barrier to learn.	Monitor individual pupil progress on a daily basis to implement reactive interventions to	Reactive (daily Mon – Fri)	PPM held in T1, T3 and T5		All children from key pupil groups are making at least value neutral progress	SLT		

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	maintain good or better progress In Nursery develop the use of data & the SENCo role to keep staff informed during staff meetings.							
Ensure good attendance for disadvantaged learners	Monitor attendance as part of AfA programme	Ongoing	Family liaison DH	Attendance monitored , patterns noticed , strong follow-up, link with structured conversations	Disadvantaged pupils have as good or better attendance than whole school	SLT		
Ensure SEND pupils make expected or better progress measured against appropriate data	Precision teaching delivered through provision mas	Timetabled (daily Mon – Fri)	SEN reviews held in T1, T3 and T5		SEND pupils are making at least value neutral progress	SLT		
Improve parental engagement/involvement in children’s learning. Overcome barriers to learning that are experienced at home	Achievement For All	Ongoing	DH CY	100% structured conversations	80% of targeted pupils make better than expected progress Quality Lead	SLT		
Improve wider outcome experiences for vulnerable pupils to help raise aspiration	Schools Without Walls, egg Theatre	Term 1	DH LP	Target group pupils identified and tracked Achievements shared and celebrated with parents	Target pupils demonstrate accelerated progress/ improved readiness to learn / higher scores on exit data regarding engagement	SLT		
Use Bath as a cultural centre to inspire literary skills for disadvantaged pupils	Bath Children’s Lit Fest Forest Of Imagination	Term 1	DH LP	Engage pupils to explore creative writing opportunities and storytelling via authors, artists, playwrights, theatre producers etc	Pupils demonstrate higher levels of engagement Evidence in Big Write books Other writing opportunities	SLT		

Progress against national figures

Section 3 – All Teachers will be able to articulate: - progress being made against target, in a specific subject area for all groups of students - what action is being taken to celebrate achievement and address under-performance and what impact this is having	Success Criteria 100% pupils throughout the school make at least expected progress between Yr 2 and Yr 6; 85%+ pupils meet Age Related Expectations throughout the school (ARE);
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Identification of individuals likely to ‘Exceed Expectations’ at Key Stage 2 in order to ensure that provision is sufficiently challenging.	Teachers confirm baseline assessment on SPTO in Sept and review KS1 data	T1	Phase 3 leader Y4, 5 and 6 teachers	T1 PPM children discussed and identified T3 SPTO shows pupils are on target	85% of pupils meet or exceed expected progress.	DH and HT		

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To provide sufficient challenge for Y2 pupils to exceed National Expectations in English and Mathematics.			Phase 2 leader/DH Year 2 teachers	T1 PPM children discussed and identified T3 SPTO shows pupils are on target	% of pupils achieving 'Exceeding Expectations' by the end of Year 2 in 2019 increases.			
To ensure all Y4 pupils make at least expected progress from Y2-Y4. To ensure all Y6 pupils make at least expected progress from Y2-Y6 To ensure all pupils who achieved EXC at KS1 are on track to 'Exceed National Expectations'.	Teachers confirm baseline assessment on SPTO in Sept and review KS1 data		Phase 3 leader Y4, 5 and 6 teachers	T1 PPM children discussed and identified T3 SPTO shows pupils are on target	85% of pupils meet or exceed expected progress.			
To ensure Y5 pupils are Y6 ready, having met all key objectives for English and Maths up to Year 5.			Phase 3 leader Y5 teachers		Year 5 pupils more confident entering Year 6.			
Progress at end of KS2 provides added value of at least +0.5 in R, W and M			Phase 3 leader	T3 SPTO shows pupils are on target		DH and HT		
EYFS To ensure children who are 40-60 mid/high on entry are challenged to achieve above expected ELG's??	On entry data analysed and target groups established with challenges clear on planning	All year	Phase 1 leader	Mid year data shows children on target	Children achieve above expected levels in ELG's			

Progress in English and Maths								
Section 4 – All groups of learners make at least good progress, at least 3 tps				Success Criteria Standards in spelling & grammar improve throughout the school. This requires accurate assessment & recording of performance in spellings and effective teaching of strategies.				
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
EYFS – children can show understanding of age appropriate stories and pictures through open questioning and discussions in Happy Hands sessions (GR in Terms 5,6)	Happy Hands sessions planned to encourage speaking, listening, questioning, predictions and inferences.	All year	All EYFS staff	Mid year data shows children on track to achieve ELG	% of children reaching expected level in reading increases	Phase 1 leader		
To ensure all pupils who achieved EXC at end of EYFS are on track to 'Exceed National Expectations' at end of KS1								
To improve attainment and progress in maths especially with underachieving pupils,	Continue Third Space Learning interventions, targeting under-achieving children.			Mid year data shows children on track to achieve ELG	Maths interventions are impacting progress of under achieving or vulnerable children. Girls			

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vulnerable groups and the most able.	Focused catch-up support through KS2 Tuesday – Friday mornings with SC and JW				make increased progress across KS2			
Greater depth writing:	Greater depth writers given opportunities to develop their reading – new star challenge book band colour in Atrium library, use of Reading Records to provide evidence of independent reading and encouraging magpie use of vocabulary.			Mid year data shows HA pupils on track to achieve GD				
Boys Writing is lagging behind girls	Literacy Shed Plus to promote boy's engagement, understanding & progress.	SM JP		Mid year data shows targeted boys are making above expected progress				
Girls maths is lagging behind boys in years 5 and 6	Provide intervention to support under-achievement in KS2 girls using approaches for Better maths project, such as some single sex teaching and adapting problem contexts.	SM JC		Mid year data shows targeted girls are making above expected progress	Outcomes are embedded in the school's improvement plan and the school is very aspirational for all its pupils			

Reading								
Section 5 – Socioeconomic gap linked to language gap.				Success Criteria Chn have a better understanding of vocabulary across the school. Reading comprehension improves. Writing improves. Improved progress of disadvantaged pupils.				
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Socioeconomic gap linked to language gap.	Explicit teaching of vocab essential. Target: teach 300-500 words per year. Pre-teaching vocab before presenting				Chn have a better understanding of vocabulary across the school.	Staff meeting discussions, book look , planning scrutiny + SLT (coordinator to observe lessons) Performance management lessons in Spring to focus on teaching WCGR.		

Careers								
Section 6 – Fantastic Futures is used to raise aspirations of pupils and parents alike				Success Criteria Improved skills, including team-work and independence; Increased understanding of different sources of help/advice about making choices; Increased self-confidence, especially around transition to secondary school. Improved attendance and attainment, with a perception in some schools that this had improved SATs results; Reduction in pupils' concerns about transition and improved transition to secondary school.				
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Increase pupils' awareness of career/work opportunities; Increase their understanding of the link between education, qualifications and work opportunities; Reduce gender-specific career/role stereotypes; and, Engage parents/carers in the process and so change their attitudes, perceptions and aspirations relating to their children's education and career choices.	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 roles.	T6	HT	T3 – identify and invite businesses for engagement T4 – Review and chase non-replies T5 - Timetable	Business and education engagement at an earlier age will help raise aspirations and engage pupils living in disadvantaged areas. Collate children's work, photos, comments etc and display	SLT	£3000	
EYFS Raise attainment in the ELG 'People and Communities'	Increase opportunities to raise awareness of other people's cultures, jobs and celebrations through theme weeks, visitors and stories.	All year	EYFS staff	Mid-year data shows more children on track to achieve ELG	% of children achieving ELG increases from previous years	Phase 1 leader		
In Nursery focus on people and communities	Respond to the children's interests and plan in opportunities to invite parents and people from the wider community to	All year	Nursery Staff	Tracking children's progress as data collection points (end of T2, T4 and T6 data)	All children learning within their appropriate age band	Nursery Manager		

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	come into nursery she share information about their jobs and hobbies							
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Westfield Primary School and Nursery	2018 - 19 School Improvement Plan issue 1	Updated:
Teaching & Learning – From SEF September 2018		
<ul style="list-style-type: none"> • Ensure that an increasing % of teaching is outstanding • Improve the profile of reading • Ensure that all teachers teach for depth of learning and understanding • Ensure that planning for vulnerable groups of children (SEN, PPG) has significant impact on learning 		
Areas for development – from OFSTED April 2015		

Teaching and Learning								
Planning								
Section 7 - Maths 2 part lesson revisited All Teachers will be able to articulate: - progress being made against target, in a specific subject area for all groups of students - what action is being taken to celebrate achievement and address under-performance and what impact this is having				Success Criteria 100% pupils throughout the school are on track to make at least expected progress; Lessons demonstrate that pupils are well motivated and engaged as a result of the imaginative strategies adopted by staff, e.g. use of appropriate practical resources, outdoor learning; Teachers secure high quality learning by setting challenging tasks that are matched to pupils' specific needs (based on high quality teacher assessment); Lessons demonstrate precise learning goals for all pupils, who fully understand what they are learning and are confident to 'have a go'; The pace and depth of learning are maximised as a result of teacher's response to pupils during lessons.				
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Ensure all teachers make good use of data about pupils progress, particularly when planning lessons	All staff can interrogate SPTO to find 'gaps' in learning and under performing groups	Ongoing	Staff	PPM T1, T3 and T5	Teachers use their class data on a daily basis to inform their planning for all pupils with a focus on disadvantaged to meet ARE and the most able pupils so they can attain the GDS.	SLT planning scrutinies		
Introduce 2-part lesson for the learning and teaching of maths Review the Westfield Way	Revisit planning proforma introduced across the school from KS1upwards TA present in each class Classes to have essential resource kit Maths 'Champions' in both key stages to demonstrate lesson format and provide advice for colleague TAs to receive support			2 part lesson to be revisited Sept 18 Independent work is planned throughout the week Oct 18	At least good progress for all groups of pupils within the class Adult support is maximised during maths lessons	Lesson observations evidence 2 part lesson Scrutiny of work Planning clearly shows 2 part lessons Tracking demonstrates good progress		
EYFS - Children understand and have opportunity to act on their 'wish' in English and Maths	Weekly opportunities to revisit concepts with TA (maths) and to have opportunities to extend and challenge maths learning (with T)	On going	All EYFS staff	Books show evidence of revisiting and challenging work T2 T4 T5 Data shows children on track to achieve ELG	Increased % of children achieving Reading Writing Number and Shape space and measure ELG's	Phase 1 Leader		

	Target groups to work with TA's in English to develop skills and confidence with phonics							
In Nursery use next steps to inform planning	CPD for staff	On going	All nursery staff			Nursery manager		

Mastery/ Differentiation

Section 8 – To ensure that higher ability pupils are given sufficient challenge at greater depth through the Mastery Curriculum.	Success Criteria Number of children working at GD in maths at the end of KS2 in 2019 will be in line with or above the National figure
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
To ensure that varying task design promotes mastery and enrichment	Embed conceptual understanding and procedural knowledge for deep learning Tasks based around problem solving, with fluency a key theme throughout the learning	T2	Middle leaders	by end of Dec 2018 805% of pupils are on track to make expected progress or better than expected progress in R, W and M 85% of PP pupils are on track to achieve at least expected progress by July 2019 by end of July 2017 Raise overall attainment in maths for 2019 SATs to 85% meeting the expected standard. The gap is narrowed between Pupil Premium pupils and others	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	Pupil conferencing Moderation Learning Walks Challenging and engaging opportunities in place to consolidate and extend reading skills, resulting in all pupils making or exceeding expected attainment and progress in reading. Discussion with staff will provide evidence of objectives met and identify future training.		
To ensure that higher ability pupils are given sufficient challenge at greater depth through the Mastery Curriculum.	To provide high quality 'able learner' interventions in KS2 for reading and Maths	By end of T2	Middle leaders	Pupils reaching GDS in R, W and M is line or above national	Work across all abilities should be differentiated within the principles of the Mastery Curriculum and learning tasks for children working at greater depth should be designed to deepen understanding rather than extending on to new content.			

Subject Knowledge & Questioning								
Section 9 –				Success Criteria				
Undertake Peer observations to disseminate good practice Targeted CPD to increase subject knowledge Raise profile of Looking for Learning questioning				Leaders demonstrate the capacity to show a sustained improvement in their areas of responsibility Leaders have a thorough understanding of strengths and development areas for their allocated responsibility Leaders have focussed action plans to develop their areas of responsibility and ensure progression Teachers use a range of open ended questions to elicit pupils understanding and inform next steps to achieve a successful lesson outcome Lesson observations show increasing independence from children Through questioning of children’s prior knowledge or evaluations, teachers plan appropriately for progression				
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Enhanced provision and opportunities for problem solving through the development of verbal and non-verbal reasoning skills in KS2.	Resources made available to staff Planning to show problem solving opportunities	T1 – T6	Maths Lead Eng Lead	T3 – Planning and book scrutinies show evidence of skills T3, T5 – Pupil conferencing	Children become more articulate in their approach to problem solving and resilience has increased	SLT		
Further improve the consistency of subject knowledge of all support staff in maths and GPS	Provide CPD for identified TAs Use Support staff champions to deliver aspects of training and coaching	Ongoing	DH and SENCo	TA appraisal T1 – identify training requirements T3 – TA obs	Quality of support observed has improved. Feedback verbally and written is of high standard from TAs	SLT		
Questioning is used in lessons to promote challenge and aid progress	Using LLT as a model for planning questioning during teaching A leading question area to be put into weekly plans Questions to be prominent in class teaching area Thinking dice and cubes are used to increase children’s participation in their own Afl	T1 and T2	HT/DHT SLT Staff Staff Staff	Thinking dice/cubes are used in lessons – T1 LLT style of questioning is reviewed to evaluate impact in lessons – T1 Displayed LLT questions encourage children to evaluate their own learning further – T1 Children’s responses to learning evaluations are more articulate – T1 LLT style of questioning is continued to be used across school – T1	Teachers are using questions to aid progress of learning during lesson Pupils are able to talk about their learning and how it relates to the lesson objective/target Children are enthusiastic and engaged in their own learning Children become more articulate in their evaluations	Phase Leaders		
Looking for Learning approach coaches teachers to evaluate practice within the school through sharp, focussed questions	Sharper focussed learning observations and walks from Leadership Team Peer observations to use LLT format to model evaluations of learning within colleagues classes SLT to accompany staff during learning	Ongoing	HT Phase Leaders	Staff to use LLT for peer observations alongside – T1 To carry out a “see, hear, feel” audit to establish strengths and areas for improvement regarding learning – T3	Peer observations produce sharp focussed judgements as to what learning has taken place within the lesson, and how it could be improved for subsequent lessons Staff become more proficient in making secure judgements regarding the quality of teaching and learning in lessons	HT and DH		

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	observations/walks where appropriate Learning observations/walks to be clear, stemming from school's focus on pupil learning				Pupil progress within lessons is good HA pupils make accelerated progress			
Looking for Learning approach coaches TAs to evaluate their practice within the school through sharp, focussed questions	Peer observations built into new TA appraisal structure. 3 x year.	Ongoing	DH and SENCO	TA training and CPD	TAs are better able to reflect and refine the impact they and their colleagues have on learning. TAs are better able to self-assess their own next steps in good practice and CPD	DH		
Share good AfA practice with other schools	Learning walks to be carried out by Coach / AfA Champion Review session with coach, comparing practice with other schools. Coach to facilitate sharing practice with other schools on AfA journey. Attend AfA conference.	Ongoing	DH and CY	by end of Dec 2018 80% of AfA pupils are on track to make better than expected progress	Quality practice is shared across schools, leading to improved outcomes for all stakeholders Development of Middle Leadership within Westfield The gap between the performance of 80% AfA pupils and that of their peers has closed	HT		

Marking and feedback

Section 10 – Ensure that a consistent approach to marking and feedback is applied across the school	Success Criteria All pupils understand their targets (or 'Next steps') and know how to improve;
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Ensure that the comments teachers write are helpful in explaining to pupils how they can improve	Pupils respond to teachers' marking during planned time during the following lesson	Ongoing	Staff	by end of December 2018 SLT and core subject leaders to monitor the use of next steps and reflective learning – observations and pupil interviews by end of March 2019 Opportunities are made available in all lessons for 'Reflection of Learning'	Children able to set their own appropriate wishes and act upon them Again the writing review supported the LIP with evidence of the marking policy giving teachers clear structure	HT, SLT		
Introduce SMART marking to improve teachers' efficiency managing workload during the week	Teachers use in-depth marking for targeted groups over the course of a week	T1	Eng and Maths Leaders	by end of July 2019 High quality feedback has ensured all pupils make good and sometimes rapid gains. 85% of pupils meeting national expectations in July 19	Teachers report that marking is having less of an impact on their health and well being	HT, SLT		
Detailed marking applied to other curriculum areas through appropriately planned activities	A mixture of self and peer marking is used by pupils	Ongoing	Eng and Maths Leaders		Moderation work undertaken- at Key Phase, school and inter-school level over the year.	HT, SLT		

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New staff are aware of marking policy and feedback	Book looks and moderation every short term during phase meetings	Phase meeting	Phase leaders		Books have a consistent look across the school	HT, SLT		
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Behaviour for learning

Section 13 – Mindfulness - improve emotional health and well-being of children	Success Criteria: An increased ability to concentrate during learning times and greater resilience in social situations.
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Children learn to focus their minds through whole class guided breathing, guided relaxation and circle time discussions.	Training and consultation in Mindfulness techniques for all teaching and support staff				Reduced stress / anxiety for targeted children Raised self-esteem and confidence Improved focus and engagement in learning			

Westfield Primary School and Nursery	2018 - 19 School Improvement Plan issue 1	Updated:
Personal Development, Welfare and Behaviour – From SEF September 2018		
<ul style="list-style-type: none"> Further develop pupil voice and engagement in aspects of behaviour and safety Further develop the school council so that it takes an active role in raising the profile of the school To further develop high pupil aspirations, ownership of learning and success. 		
Areas for development – from OFSTED April 2015		

Personal Development, Welfare and Behaviour

Confidence and pride

Section 17 – Promote 7 core skills both in and out of the classroom	Success Criteria Children are beginning to relate core skills to examples of their learning
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Help our children explore belief and develop positive values, in order to help them become responsible global citizens	Promote 7 core skills both in and out of the classroom	Ongoing	Staff	Dec 18 - Assemblies and school displays promote 7 core skills and career aspirations	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.	HT SLT		
Characteristics of effective learning	Observe children as they act and interact in their play, everyday activities and planned Activities Consider ways to support the child to strengthen and deepen their current learning and development							

Attitudes to learning

Section 18 – To develop resilient and reflective thinkers in our children.	Success Criteria <ul style="list-style-type: none"> All staff have an understanding of Growth Mindset and how to implement this in the classroom. Children are increasingly displaying a 'Growth Mindset' instead of a 'Fixed Mindset'. Parents understand what is meant by Growth Mindset and how to support this at home
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Encourage pupils to engage with vocabulary associated with growth mindset	Staff training given to understand and explore		All staff	Staff room display raising basic awareness of	Children use Growth Mindset concepts to develop as resilient and reflective thinkers.	SLT		

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	Growth Mindset concepts			Growth Mindset e.g. change of vocabulary to think about in Aut Term September	Parents understand Growth Mindset concepts and support this with their children at home. Children are beginning to engage with deeper philosophical thinking			
				Whole staff training provided to explore Growth Mindset in depth in Spr term				

Respect and understanding

Section 19 - Create new E - Team				Success Criteria Increased awareness of tolerance and needs of others				
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Increase pupil voice so that pupils are able to express how they feel with their peers.	Creation of a new E-Team to replace out going Regular meetings for House Captains	Starts Term 2 Ongoing	DH	HC elections Interview and selection process for E-Team	Improved sophistication of peer to peer conversations surrounding how pupils feel about school That representatives within the school can speak to, and act as good role models to, other pupils	HCs and E-Team meet regularly with DH		
Collective understanding about having tolerance of others, and looking after others	Home booklet created by E-Team	Term 2-3	DH	Booklet to be created by E-Team and sent home to all families explaining support structures in school	Full understanding of pupils' rights and point of contact for support To be presented by pupils	SLT		

Preparedness for learning

Section 20 – School achieves AfA Quality Lead accreditation				Success Criteria The school is closing the gap for underachieving pupils % of pupils making accelerated progress increases compared to historical data (including a range of assessment forms- eg Boxall profile)				
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Improve the challenge and support and positive engagement for our most vulnerable families	CY to coordinate new round of AfA conversations	2018 -19	CY All staff	First round of structured conversations have taken place by end of Nov 2018 Structured conversations achieved with every AfA parent; targets set and individual plans agreed	AfA to support school in developing a range of training programmes for staff: structured conversations, performance management practices (including raising T+L from good to outstanding), use	DH AfA coach	Time for coordinating strategies to develop quality first teaching – peer observation, collaborative planning	

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Leadership at all levels is strongly focussed on achievement, particularly for lower attaining pupils, there is a relentless drive at all levels to ensure pupils make accelerated progress.	Incorporate Quality Lead targets into UPR teacher performance targets	2018 -19		Target of 100% engagement from parents. CY to follow up on the hardest to engage. Survey of parents shows positive feedback At least 80% make above expected progress across the school	and deployment of TAs and SEN changes	DH Afa coach		
Greater promotion of the AfA 'brand' to ensure an excellent level of engagement and a deeper understanding of goals	Introduce idea of 'Parent Ambassadors'	2019 – after 1 st round of SCs	CC	Identify parent ambassadors that can support the hardest to reach parents and give quality feedback to school	Shared experiences to lead to shared solutions Sustainability of AfA approach	DH Afa coach		
Asses wider impact of AfA	Sibling tracker system	Ongoing	CC/CY	Creation of sibling tracker to assess any impact on pupils who have siblings as AfA pupils	School to collect and evidence increased positive impact of strategies	DH Afa coach		
AfA Champion has clear understanding of needs of AfA/cpupils in challenging circumstances and can identify successful strategies	Learning walks for AfA champion to be focussed on 'spikey' pupils	T3	CY	Learning walks with CY/Afa coach Trends/success identified and linked to success of SCs/data	Strategies introduced at AfA training can be monitored and assessed for impact	DH Afa coach		
Pioneer AfA strategies in Early Years	Early identification of AfA pupils Use of AfA learning strategies shared between Reception and Nursery staff	T3	DH	Liaison with DH and staff Parental engagement	Earlier intervention improves outcomes for vulnerable pupils Share practice/ case studies with AfA and other settings	DH Afa coach		

Attendance

Section 21 – Family Intervention Worker to targeting families and individuals with poor attendance	Success Criteria Targeted pupils show reduction in overall absence
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Link attendance figures to underperformance and arrange meetings with parents of identified pupils. Celebrate good attendance in assembly.	To ensure attendance and punctuality remains at or above national average	Jan/March 19	FIW	Dec 18 Attendance is at 97%+	96.8+% attendance for all pupils. Class attendance award presented in weekly assembly.	HT SLT Staff		

Bullying

<p>Section 23 – Anti-bullying week Nov 2018 The theme for this year's Anti-Bullying Week is to choose respect over bullying.</p>	<p>Success Criteria Delivering programme work at a national and local level to help stop bullying and bring lasting change to children's lives</p>
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Focus on how children might make decisions about how to be respectful. It includes a series of statements that need to be considered with the aim of generating discussion between children to come to a reasoned conclusion.	School themed week dedicated to #antibullying, Choose Respect	Monday 12th – Friday 16th November		Assembly Lesson plan Cross curriculum links	The definition of respect That bullying is a behaviour choice That we can respectfully disagree with each other i.e. we don't have to be best friends or always agree with each other but we do have to respect each other			
Increase pupil voice so that pupils are able to express how they feel with their peers.	Creation of a new E-Team to replace out going Regular meetings for House Captains	Starts Term 2 Ongoing	DH	HC elections Interview and selection process for E-Team	Improved sophistication of peer to peer conversations surrounding how pupils feel about school That representatives within the school can speak to, and act as good role models to, other pupils	HCs and E-Team meet regularly with DH		

Safeguarding

<p>Section 24 – PSHE curriculum to enable pupils to explain accurately how to keep themselves safe.</p>	<p>Success Criteria Children report that they feel safe A marked decrease in external online incidents</p>
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Ensure all our pupils are staying safe online both at home and school	Renewed focus on e-safety education with students and parents via curriculum and enrichment.	Ongoing	Staff	Dec 18 – all staff have evidenced Wiltshire PSHE SOW in books	Pupils can explain accurately and confidently how to keep themselves safe.	SLT		

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SMSC

Section 25 – SMSC values are taught through assemblies	Success Criteria PSHE, Circle Time and assemblies are linked
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Link SMSC themes through assemblies	Record assembly themes and refer back to SMSC/PSHE SOW	April '19	HT	Dec '18 – Assembly records in place	Children can talk about SMSC during pupil conferencing	SLT		

Westfield Primary School and Nursery 2018 - 19 School Improvement Plan issue 1 Updated:

Leadership and Management – From SEF September 2018

- To promote all teachers as 'leaders of learning' ensuring effective quality assurance and quality first outcomes for pupils
- To develop a research hub of best practice across local schools

Areas for development – from OFSTED April 2015

Leadership and Management								
Expectations and ethos								
Section 26 – Phase meetings to help moderate and promote consistency					Success Criteria 100% lessons are judged as Good or Outstanding;			
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Phase meetings x 6 to moderate and benchmark pupils' standards in R, W and Ma, sufficient high standards and challenge is consistent in parallel classes. Action taken to address any weaknesses in pupils' outcomes. Whole school monitoring of English and Mathematics – work scrutiny.	Phase leaders to organise and lead meetings with feedback to all staff at end of session	1 each half term Termly on-going	Phase leaders then SLT English & Maths Leaders	PPM T1, T3 and T5	Phase meetings continue to be an invaluable opportunity to monitor standards to take action. High standards and moderated work in Writing, Reading and Numeracy.	HT		

Accountability and sharing good practice								
Section 29 – All staff undertake peer observations MAT DH learning Walks					Success Criteria Shared CPD has the potential to enhance consistent practice Teachers demonstrate the capacity to show a sustained improvement in their areas of responsibility			
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Performance Management for all teachers based on rigorous target setting. Pupil Progress Meetings termly.	SLT to agree targets and differentiate appropriately for staff	T1	HT SLT	PPM T1, T3 and T5 Performance management Sept, Nov and April	Have an accurate overview of the strengths and weaknesses in the teachers' performance.	HT Gov meetings Informal drop-ins		
To further develop the skills and approaches of all leaders and enable them to work on real priorities in their own classroom and school	To discuss and share good practice To explore a systematic approach to school improvement	Ongoing	HT DH	PM review Nov 18 and April 19	Class teachers will have developed skills in being able to use data from a range of sources to inform self-evaluation and cross-school evaluation of practice Class teachers able to reflect upon self-evaluation, develop personal action plans for pedagogy development which	Headteacher Governor Monitoring Data		

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	To develop self-evaluation skills				will impact upon quality of teaching and pupil attainment			
MAT DH group lead learning walks in an arranged triad	Through JPD DHs will learn from one another through professional challenge and support				DH will lead JPD in each school (Hargreaves) – support and challenge is provided by them within each school and across schools			

CPD, Standards of teaching

Section 30-
Inc. % of good teaching to at least 30% outstanding

Success Criteria:

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Continue to adopt list of non-negotiables to promote successful learning principles.	Teachers to maximise the pace and depth of learning as a result of their response to pupils during lessons	T1	All staff	Performance management Sept, Nov and April	All lessons and evidence in books are at least good and often outstanding. Teaching and Learning principles observed in action	Lesson observation forms clearly show progress of how all groups of pupils achieve		
Lesson observations for all staff, and re-visiting of lessons to ensure that actions for improvement are addressed	Joint observations will moderate and verify the accuracy of leaders' judgements and focus on progress of groups	Ongoing	SLT	PM review Nov 18 and April 19	Progress of all children is accelerated and work undertaken in lessons is appropriate and challenging	Written feedback to teachers from LT shows clear links to pupil achievement. Appraisal observations every long term		
Ensure all our teaching and support staff are given precise and effective points for development following monitoring	SLT and middle leaders to talk to support staff after any monitoring where appropriate	Ongoing	DH, SENCo	Performance management Sept, Nov and April	TAs are confident when teaching aspects of the National Curriculum and maintain high pupil outcomes	HT Govs		
To review the performance management systems used for support staff	DH to introduce new appraisal system for TAs	T1	DH, SENCo	Dec 18 - All TAs have been appraised April 19 – TAs have all received follow up meetings	All members of teaching and support staff have initial Performance Management objectives linked to pupil performance.	HT Govs		
Making sure the monitoring of teaching is rigorous and fully focused on how well pupils achieve	Rigorous monitoring schedule for teaching through lesson observation, work scrutiny and pupil conferencing with regular formative feedback, as well as judgements.	Ongoing	HT SLT Middle leaders	PPM T1, T3 and T5 Performance management Sept, Nov and April	SLT lesson observations are accurate and judgements made are used to inform standards of T&L across school	HT Govs		

Governance

Section 31 – To ensure the Local Governing Board (LGB) members are carrying out their statutory duties and responsibilities for the development and improvement of the school.	Success Criteria
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
To ensure governors minutes accurately record challenge/actions and reviews								
Ensure all LGB members roles and responsibilities are clearly understood.					LGB is addressing key priorities. LGB to have right people with the right skills.			
To ensure governors are proactive within the school	All LGB Members to undertake: One Learning Walk Termly meetings with M/SLs to challenge and monitor Pupil Interviews at least every other term Monitor against the School Improvement Plan				Record of focused visits and discussions in minutes Governors to be fully conversant with the areas covered in the SIP reports			

Curriculum

Section 32 – Raise the profile of subject leader responsibilities and accountability	Success Criteria Subject leaders take an active role in their subject responsibilities without prompting from SLT
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
To ensure Science/topic books are evidence rich and that key skills are being taught and appropriately pitched. % Pupils	Staff meeting to present pedagogy and benefits of	2018-19	AM	Dec 18 - subject leader has reviewed pupil books/pupil conferenced	All children participate in at least one practical experiment per term.	SLT Observation Informal drop ins Book scrutiny	Release time - HLTAs	

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achieving expected in Science at end of key stages rise as a result	practical science experiments Encourage staff to share successes and best practice				A curriculum is produced that meets the needs of our children and impacts positively on their science outcomes	Planning scrutiny Pupil voice		
To conduct a subject review of science and foundation subjects	Subject leaders to monitor their areas	Ongoing	Subject leaders DH	Dec 18 - all subject leaders have reviewed subject files	Subject leader fully aware of the curriculum expectations across the key stages	SLT	Release time - HLTAs	
Subject leaders to maintain standards and monitor curriculum provision across the school. Subject leaders to inform staff of updates in their subject areas	Subject leaders to lead updates in their subject areas			Dec 18 – All subject leaders have reported back to staff via PDMs latest updates/expectations	Subject leader fully aware of the progression of their subject across the primary classes and sufficient evidence is available.	SLT	PDMs	

SMSC & British Values								
Section 33 – Revise SMSC policy Research into using appropriate BV SOW e.g. the Linking Network					Success Criteria PSHE, Circle Time and assemblies are linked			
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Check MAT policy on teaching of SMSC and where appropriate revise our policy	Rewrite and implement policy CPD	Complete by April '19	RE leader HT	Dec 18 - RE leader has reviewed subject file	Clear objectives to be delivered across year groups	SLT		
Research into whether more specific BV SOW is required	CPD Check links with PSHE SOW	Complete April '19	Phase leaders PSHE leader	Dec 18 - PSHE leaders has reviewed subject file		HT, SLT		