



SCHOOL IMPROVEMENT PLAN 2019 - 20



School	2019 - 20 School Improvement Plan issue
Updated:	
Outcomes- Headlines	
Statutory Assessments EYFS GLD: 72.5 % Y1 Phonics: 87% Y2 Phonics: 80% (92% overall)	
KS1: Reading - 71% Writing - 68% Maths - 73%	
KS2: Reading, Writing, Maths combined: 83% (Last year 74%) Reading - 90% (85.4% achieved a Level 2b and above), average scaled score: 107 Writing - 92% (73.0% achieved L2b and above) SPAG - 81% average scaled score: 107.9 Maths - 88% (85.5% achieved L2b and above) average scaled score: 107.4	
Progress Reading: 3.9 Writing: 2.5 Maths 2.8	
Areas for development – from OFSTED month 2015	
It is not yet an outstanding school because: <ul style="list-style-type: none">- 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: <ul style="list-style-type: none">- 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.	



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Quality of Education

Behaviour and Attitudes and Personal Development

Leadership and Management

Early Years

Quality of education

Curriculum intent : aims of the curriculum, the end points it builds towards, how it is sequenced, how the curriculum reflects the local context, the adaptations for SEND and disadvantaged pupils. **Curriculum Implementation:** teachers' subject knowledge, the quality of teaching, the design of lessons and sequences of lessons, use of assessment, match of tasks. quality of teaching of reading, phonics teaching. **Curriculum impact:** Outcomes, especially progress for SEND and disadvantaged pupils, quality of work across the curriculum, pupils' fluency and comprehension in reading and mathematical knowledge, the school's assessment of its curriculum milestones

Section 1 Further improve the teaching of Early reading and implement the school's planned intent for reading, so that all pupils make enough progress to meet or exceed the standards expected for their age.

Success Criteria

Reading is central to the school's curriculum planning and the reading curriculum helps address social disadvantage and build cultural capital.
 The vast majority of pupils learn to decode quickly in the early years and Y1, and despite low starting points, achieve early learning goals, the phonics screening check and the expected standard in Y2 (at least 85%)
 Pupils with SEND make strong demonstrable progress in reading
 Teachers demonstrate a love of reading and deepen pupils' understanding of books and their vocabulary in daily reading sessions
 Parents receive strong support in reading at home.
 High expectations and clear intent for pupils' progress through the school's phonics programme ensures strong progress for all pupils
 Those who need additional support are identified quickly, and are given high quality support and keep up with their peers as a result
 Effective staff CPD ensures consistency of good practice in reading.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Reading has the highest profile and the planned reading curriculum, including daily story time and guided reading, helps build pupils' cultural capital	Establish collaborative work between staff of Westfield Primary and MAT schools to improve the quality of teaching and learning in reading,		JP HT	Ensure overall attainment in reading in 2020 SATs is at or above national: 76% @ KS2 78% @ KS1	Reading is promoted through author events, assemblies, publication of booklists on the website Teachers read to pupils on a daily basis, pupils can express their preferences and understanding of a range of themes and literary devices. Guided reading sessions and story times are carefully planned to	Learning walks and joint observations to be carried out by HT and SLT		



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					generate discussion and build cultural capital, as well as			
Pupils learn systematic synthetic phonics first and fast. Intent and high expectations are clear	English Subject Leader will ensure all teachers TAs, parents and reading helpers all trained to support delivery of early reading skills by teachers		JP Phase 1 Leader Nursery Manager	Ensure overall attainment in Y1 Phonics in 2020 is at or above national.	Staff are clear about the teaching sequence and the progress children should make At least 85% of pupils achieve the phonics screening check in Y1 Guided reading sessions in Y1 support application of decoding knowledge and support pupils' fluency Parents understand the phonics programme and can support their children with it at home Individual reading books are clearly sequenced and help pupils to practice taught sounds with confidence.	Book scrutinies Pupil conferencing Moderation Learning Walks Application of English skills used across the curriculum. 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. Formal observations of whole class reading sessions to take place in the Spring term by Eng Coordinator and SLT		
Ensure weaker readers are given the strongest teaching and support to catch up and keep up	English 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 Phase Leaders	Ensure progress is expected or better and KS2 progress measure is above 0.0	School's approach to reading across the whole school is clear to all and has a marked impact on raising standards All 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	Informal observations will be carried out by teachers (within and cross phase) with the aim to explore a variety of high-impact, effective practices and resources. SLT		

<p>Section 2 – Ensure leaders and subject leaders clarify the intent for each curriculum area, so that learning is carefully sequenced and pupils gain, remember and apply deep and useful body of knowledge. The planned curriculum meets the needs pupils in the context by <i>supporting the extension of their cultural capital and the promotion of fundamental British values.</i></p>	<p>Success Criteria Each subject is carefully planned and sequenced so that pupils gain new knowledge through key concepts which tie together the subject topics into meaningful schema. (Focus on history, geography, science, reading and mathematics in the first instance) Rationale and aims of the curriculum design are shared across the school and fully understood by all staff, key knowledge and concepts are agreed and planned carefully. Pupils deepen their understanding by applying their knowledge to more complex tasks once they have committed key knowledge to long term memory Key concepts are assessed using “ milestone “ assessment criteria which provide the “ progression model “ for the curriculum and agreed end points for learning</p>



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				Pupils' workbooks and pupil conferences show that they know and remember the key knowledge in the agreed curriculum. Almost all pupils demonstrate application of the key knowledge by the end of Y2, 4 and Y6 in each subject area Pupils demonstrate deeper understanding in more complex tasks as a result of knowing and remembering more of the curriculum. British values are reinforced throughout the schemes of learning				
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Subject leaders clarify intent in long term plans, agree end points and schema for each subject. In medium term plans, pupils' reading is prioritised as well as promotion of British values.	Provide ongoing CPD to staff to strengthen their knowledge of expectations across each phase of learning Planning reflects the high expectations of all pupils and how learning will be adapted and personalised to meet individual need.	Aut term	HT and SLT	By Dec 2019 all subject leaders have had release time, collated a subject folder and attended MAT training events By April 2020 all SL have carried out book scrutinies and observed subject teaching By July 2020 SL have carried out evaluation of their subject and impact of teaching across the school	Teachers are confident in their knowledge of what is expected of pupils. They use this knowledge to set high expectations and challenge learners to achieve success in all areas of the curriculum	Subject standards and achievement analysis reports, evaluations and actions Subject portfolios Monitoring and evaluation records Impact of leadership e.g. provision mapping, team teaching, planning support, observation records, pupil voice		
Ensure teachers' planning reflects the schema, builds subject specific vocabulary well and teachers embed component knowledge well	Develop moderation and standardisation portfolio with greater emphasis on exemplification at mastery	Aut term	HT and SLT Subject Leaders		The curriculum is broad, balanced and relevant to the experiences and needs of the children. It is structured to allow progression in the acquisition of skills, knowledge and understanding. All children have opportunities to experience all areas of the curriculum.	Subject standards and achievement analysis reports, evaluations and actions Subject portfolios Monitoring and evaluation records Impact of leadership e.g. provision mapping, team teaching, planning support, observation records, pupil voice		
Subject leaders ensure long term plans develop towards deeper learning and as a "progression model" and build towards suitably demanding outcomes	Further develop moderation and standardisation portfolio with greater emphasis on exemplification at greater depth / mastery Phase led planning of curriculum overviews and weekly monitoring	Spr term	HT and SLT		All teaching staff have secure knowledge of the end of year expectations at each stage of children's learning. They ensure that standards are achieved through ongoing formative assessment and adapting teaching and learning to meet individual needs through challenge and support.	Subject standards and achievement analysis reports, evaluations and actions Subject portfolios Monitoring and evaluation records Impact of leadership e.g. provision mapping, team teaching, planning support, observation records, pupil voice		



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	ensure the breadth of curriculum and effective differentiation to meet the needs of all learners				<p>Impact will expect 85% pupils to reach ARE in all subjects</p> <p>Assessment will be informed through POP tasks, work scrutiny and pupil conferencing</p> <p>Discussion and moderation of pupils' work at key points leads to improvements to planning and teaching POP tasks build to a range of pieces which enable teachers to make an annual summative assessment against milestones. These arrangements are not burdensome for staff.</p>		
Use assessment tasks in history, geography, RE and science to check pupils' knowledge and application and the depth of their understanding.	<p>Introduce termly assessment tracking, analysis and provision models across all areas of the curriculum</p> <p>Targeted CPD to develop phase and middle manager's data analysis and action planning skills</p> <p>Ongoing monitoring and evaluation of curriculum coverage and challenge</p>	Spr/Summer Term	<p>HT and SLT</p> <p>Subject Leaders</p>	<p>Dec 2019 – check all assessment tasks have been undertaken</p> <p>April 2020 – moderation of data</p> <p>July 2020 – evaluation of assessment data and how it informs future planning/teaching of subject</p>	<p>Leaders at every level have a secure understanding of standards and achievement across the curriculum. They use this to inform action planning and drive school improvement priorities. Monitoring and evaluation of all leaders is accurate, precise and ensures improvement</p> <p>Impact will expect 85% pupils to reach ARE in all subjects</p> <p>Assessment will be informed through POP tasks, work scrutiny and pupil conferencing</p> <p>Discussion and moderation of pupils' work at key points leads to improvements to</p>	<p>Subject standards and achievement analysis reports, evaluations and actions</p> <p>Subject portfolios</p> <p>Monitoring and evaluation records</p> <p>Impact of leadership e.g. provision mapping, team teaching, planning support, observation records, pupil voice</p>	



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Section 3 – Teachers’ use of recall strategies and low stakes assessment helps them to build on what pupils know and can do and to address misconceptions in lessons. Assessment of “ POP” tasks across the curriculum is used to develop pupils’ understanding and inform teaching

<p>Section 3 – Teachers’ use of recall strategies and low stakes assessment helps them to build on what pupils know and can do and to address misconceptions in lessons. Assessment of “ POP” tasks across the curriculum is used to develop pupils’ understanding and inform teaching</p>	<p>Success Criteria Key learning and vocabulary “ sticks” and is retained by pupils, as demonstrated in lesson observations and pupil conferencing Quadrant quizzes, keepie uppies, and fundamentals practice ensure that the vast majority of pupils achieve the standards expected for their age in mathematical fluency each year Low stakes assessments, follow me activities, quizzes are planned and support pupils’ retention of the key knowledge and vocabulary in each subject Lesson observations show that pupils recall prior knowledge increasingly well and can explain the agreed key knowledge and vocabulary Discussion and moderation of POP tasks helps teachers to identify how well pupils’ have secured knowledge in long term memory and can apply it. Progress over time towards agreed end points is strong and pupils know the curriculum well.</p>
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Further embed use of quadrant quizzes in mathematics, last year, last month, last week, this week in mathematics	Staff meeting allocated to review quiz materials	Aut Term	HT and SLT Maths Lead	Dec 19 Data capture April 20 Data capture June 20 Data capture	Pupils arithmetic scores are high across the school, the vast majority achieve ARE More pupils reach the higher standard, at least 20% in each year group	HT/DH		
Use “ Making it Stick” training materials to embed good assessment practice linked to recall in history, geography, RE and science	Staff meetings allocated to use training materials alongside MAT CPD events	Aut term	HT and SLT Subject Leaders	Dec 19 – staff meetings completed	Low stakes testing used well across the curriculum, as evidenced in lesson observations Typically , lessons begin with quizzes which help pupils recall key knowledge and build on it Information is recalled repeatedly over spaced intervals	HT/DH		



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					Plenaries and mini plenaries strengthen pupils' recall and help teachers address gaps and misconceptions			
Leaders support teachers to use outcomes of POP tasks to inform further teaching and make sure pupils have secured key knowledge.	Introduce termly assessment tracking, analysis and provision models across all areas of the curriculum Targeted CPD to develop phase and middle manager's data analysis and action planning skills Ongoing monitoring and evaluation of curriculum coverage and challenge	Spr Term	HT and SLT Subject Leaders	Dec 2019 – check all assessment tasks have been undertaken April 2020 – moderation of data July 2020 – evaluation of assessment data and how it informs future planning/teaching of subject	Discussion and moderation of pupils' work at key points leads to improvements to improvements to planning and teaching POP tasks build to a range of pieces which enable teachers to make an annual summative assessment against milestones. These arrangements are not burdensome for staff.	HT/DH		

Subject Knowledge & Questioning

<p>Section 4 – Raise profile of Looking for Learning questioning Ensure recall is extracted through careful questioning to inform assessment</p>	<p>Success Criteria 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</p>
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
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	T1 and T2	HT/DHT SLT 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	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	Subject Leaders SLT		



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	children's participation in their own AfL		Staff	Children's responses to learning evaluations are more articulate – T1 LLT style of questioning is continued to be used across school – T1	Children become more articulate in their evaluations Impact will be assessed through lesson observations, drop-ins, pupil conferencing and learning walks			
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 observations/walks where appropriate Learning observations/walks to be clear, stemming from school's focus on pupil 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 Pupil progress within lessons is good HA pupils make accelerated progress	Subject Leaders SLT		
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		

<p>Section 5 Improve pupils' application of knowledge in mathematics and science so that they deepen their understanding and receive suitable challenge</p>	<p>Success Criteria Pupils routinely apply their knowledge to solving problems and reasoning in mathematics when their component knowledge is secured More pupils achieve the higher standards in mathematics in each year group Pupils apply their knowledge of science to working scientifically, including in investigations, observations and use of data "SNAP" science investigations are developed to help pupils plan their own investigations</p>



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					White Rose hub mathematics sequencing shows progression in pupils' books towards mastery of mathematics			
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Embed the sequences of teaching in White Rose Hub effectively so that pupils progress towards mastery of mathematics	Embed conceptual understanding and procedural knowledge for deep learning Tasks based around problem solving, with fluency a key theme throughout the learning	Aut Term	HT Phase leaders Maths Lead	<p>The % ARE at the end of Year 2 is in line/exceeds national comparisons</p> <p>The % ARE at the end of Year 6 is in line/exceeds national comparisons</p> <p>Progress made by pupils in mathematics is at least expected</p> <p>Less able children in maths make improved progress so that catch up in upper KS2 is unnecessary;</p> <p>Less able pupils make good progress in maths from their starting points;</p>	Books show progression in clearly sequenced teaching building towards mastery Books show that pupils routinely vary their fluency, solve problems and reason More pupils achieve the higher standard in mathematics	Focus for term shared with parents Application of maths skills used across the curriculum. Pupil conferencing Moderation Learning Walks Review maths progress via book scrutiny to ensure that all children have enough evidence and are able to apply their learning. Challenging and engaging opportunities in place to consolidate and extend maths skills, resulting in all pupils making or exceeding expected attainment and progress in subject. Formal observations of whole class maths teaching to take place in the Spring term by Maths Coordinator and SLT		
Adapt Snap science investigation resources to make sure that pupils apply their knowledge to working scientifically	Teachers take ideas from Snap Science and adapt/incorporate into their planning where appropriate	Ongoing throughout year	HT Phase leaders Science Lead		<p>Pupils deepen their understanding well through investigations</p> <p>Most make good progress towards milestone end points</p>	SLT		



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Section 6 Pupils with SEND and those who are disadvantaged by low starting points in reading acquire strong knowledge across the curriculum				Success Criteria Interventions focused on pupils reading enable them to make strong demonstrable progress in phonics, reading fluency and reading comprehension Interventions in mathematics and writing focus on the prior learning needed to achieve curricular milestones Pupils with SEND				
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Make sure that Focussed interventions in reading enable pupils to catch up phonics knowledge and read fluently.	Monitor individual pupil progress on a daily basis to implement reactive interventions to maintain good or better progress Staff training to ensure that all processes are explicit and consistency across whole school. Continue to review quality first teaching and interventions across to ensure to all pupils are making good or better progress. Moderate pupil outcomes within and across school. Class teacher's to liaise with parents about concerns and to meet at twice a year to update PSPs , discuss targets and next steps. SENCo and to support with referrals, annual reviews and meetings with parents when necessary.	Aut/Spr/Sum reviews	HTD HT SENCo	Interventions are in place for those children who are not on track to reach age related objectives PP/SEND pupils on track to achieve at least expected progress by July 2020 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/SEND at the end of KS2 is in line or above national By end of December 2019 Interventions are swiftly in place for those children who are not on track to reach age related objectives. SENCO with SLT is monitoring and reviewing impact of interventions on a regular basis	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 2019-2020 The gap between the performance of SEN pupils and that of their peers Closes by at least 10%. Vulnerable group data finalised and distributed to CTs, HT and SLT Weakness highlighted – additional support needed, attendance an issue etc. Data used to support and inform Pupil Progress Meetings Provision maps are reviewed with clear entry and exit data to show impact of support	Teachers plan timely intervention for SEN pupils; Ensure that SEN pupils have supported access to enrichment activities; Data analysis, progress and attainment data; Pupils' Book Scrutiny; Intervention analysis complete; Copies of results provided to HT, SLT and GB		
Plan interventions for mathematics and writing which focus on the components needed to achieve milestones in more manageable steps	Monitor interventions / additional provision for SEND/PP pupils Pupil profiles are updated termly and show progress history, any interventions that have taken place/impact. Outside agency involvement,	Aut/Spr/Sum reviews	HT DHT Maths and English Lead SENCo	By end of March 2020 80% of SEN pupils are on track to make better than expected progress By end of July 2020 The gap between the performance of 80% SEN pupils and that of their peers has closed	KS1 and 2 SEND children are making progress Progress to be the same or exceed non SEND average across all year groups relative to school averages			



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	change in family circumstances PP Champion and SENCo to monitor school provision and ensure PPG plan is showing effective use of resources							
Leaders and teachers make adaptations to the curriculum help pupils with SEND learn in smaller steps with frequent repetition of key knowledge	Use the "Pebbles towards milestones" document for curricular targets. Adapt knowledge organisers to present key knowledge accessibly.	Aut/Spr/Sum reviews	HT DHT SENCo					

Vulnerable groups

Section 7 – 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
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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. Outside agency involvement, change in family circumstances Specific targeted engagement with parents to help	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>them support children with specific targets</p> <p>In nursery inform and support parents about fine motor, though 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</p> <p>Pupil profiles are updated termly and show progress history, any interventions that have taken place/impact.</p>	Ongoing	<p>DH</p> <p>PPG intervention teachers</p> <p>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 10% of expected or better progress on previous year and further reducing the gap between school and national.</p>	SLT		
<p>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>	<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</p> <p>PPG intervention teachers</p> <p>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 2019-20</p>	SLT		
Identify children from key pupil groups who are not meeting the expected attainment and offer	Monitor individual pupil progress on a daily basis 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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effective intervention based on their barrier to learn.	implement reactive interventions to 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 the whole school – current target of 97%	SLT		
Ensure SEND pupils make expected or better progress measured against appropriate data	Precision teaching delivered through provision maps	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	SLT		

Reading								
Section 8 –					Success Criteria			
Socioeconomic gap linked to language gap.					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		Eng Lead Subject leads SLT	POP tasks and data capture Dec 19, April 20 and June 20	Chn have a better understanding of vocabulary across the school.	Staff meeting discussions, book look , planning scrutiny + SLT		



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						(coordinator to observe lessons) Performance management lessons in Spring to focus on teaching WCGR.		
<p>Performance Management for all teachers based on rigorous target setting.</p> <p>To further develop the skills and approaches of all leaders and enable them to work on real priorities in their own classroom and school</p> <p>Lesson observations for all staff, and re-visiting of lessons to ensure that actions for improvement are addressed</p> <p>Ensure all our teaching and support staff are given precise and effective points for development following monitoring</p> <p>Making sure the monitoring of teaching is rigorous and fully focused on how well pupils achieve</p>	<p>Exempla of descriptors linked to national professional standards is reviewed and updated.</p> <p>The focus of the performance management process will be on improving quality of practice,</p> <p>Training, coaching, mentoring is tailored to the requirements of each member of the class team.</p> <p>SLT performance targets link to improving quality of teaching.</p> <p>UPS and TLR teachers work with SLT to inform judgements of teaching practice.</p> <p>Learning walks, lesson visits and structured observations inform constructive, feedback – which is followed up to review / evaluate impact</p>		<p>HT</p> <p>DH</p>	<p>PPM T1, T3 and T5</p> <p>Performance management Sept, Nov and April</p>	<p>Ambitious targets have clear success measures and enable development of outstanding practice</p> <p>Training, coaching and mentoring is effective and impacts on practice</p> <p>Senior leaders are effective in making informed judgements</p> <p>The extended leadership team are rigorous in driving up standards ensuring that at least 30% of practice is outstanding</p> <p>Effective monitoring embeds outstanding practice</p>	<p>Staff meeting discussions, book look, planning scrutiny + SLT (coordinator to observe lessons)</p> <p>Performance management lessons in Spring to focus on teaching.</p>		



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Subject Knowledge & Questioning

Section 9 –
 Undertake Peer observations to disseminate good practice
 Targeted CPD to increase subject knowledge
 Raise profile of Looking for Learning questioning

Success Criteria
 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		
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 observations/walks where appropriate	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 Pupil progress within lessons is good	HT and DH		



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Behaviour and attitudes								
behaviour, ethos and attitudes to learning, use of exclusions, attendance, bullying and discrimination,								
Section 10 - Staff and leaders to ensure that attitudes to lessons universally positive. Routines and expectations of conduct are reinforced by all staff. Take decisive action to promote good attendance and to prevent bullying and discrimination.					Success Criteria Attitudes to learning are universally positive Routines and expectations of basic conduct are reinforced by all staff Discrimination and bullying are never tolerated, pupils work actively with the school to prevent them Rates of attendance for disadvantaged pupils improved in line with other pupils			
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Looking for Learning approach coaches TAs to evaluate their practice within the school through sharp, focussed questions	Learning observations/walks to be clear, stemming from school's focus on pupil learning	Ongoing	DH and SENCO	TA training and CPD	HA pupils make accelerated progress	DH		
Share good AfA practice with other schools	Peer observations built into new TA appraisal structure. 3 x year. 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 Mar 2020 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		



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Encourage pupils to engage with vocabulary associated with growth mindset	Staff training given to understand and explore Growth Mindset concepts Introduce language of Growth Mindset to children in school through lesson content materials Implement Growth Mindset/reflection sessions into the school week.	Aut Term	All staff	Staff room display raising basic awareness of Growth Mindset e.g. change of vocabulary to think about in Aut Term Whole staff training provided to explore Growth Mindset in depth in Spr term	Children use Growth Mindset concepts to develop as resilient and reflective thinkers. Parents understand Growth Mindset concepts and support this with their children at home. Children are beginning to engage with deeper philosophical thinking Assessment of children's progress in these skills will be informed through lesson observations, work scrutiny and pupil conferencing Staff use positive language when encouraging children in their learning and children beginning to use positive mindset language too Children build self-esteem and confidence in own ability Children have the opportunity to reflect during lessons, evidenced through green pen, AfL, paired discussions etc	HT/DH		
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Section 11 – Family Intervention Worker to targeting families and individuals with poor attendance								
Section 11 – Family Intervention Worker to targeting families and individuals with poor attendance					Success Criteria			
Family Intervention Worker to targeting families and individuals with poor attendance					Targeted pupils show reduction in overall absence			
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 20	FIW	Dec 19 Attendance is at 97%+ Monitor Spr Illness especially in EYFS	96.5+% attendance for all pupils. Class attendance award presented in weekly assembly.	HT/DH/EWO		



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Section 12 – Further the school’s 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)				
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	2019 -20	CY All staff	First round of structured conversations have taken place by end of Nov 2019 Structured conversations achieved with every AfA parent; targets set and individual plans agreed 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	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 and deployment of TAs and SEN changes	DH		
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	2019 -20				DH/HT		
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		
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	AfA coach		
AfA Champion has clear understanding of needs of AfA/pupils 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		
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	AfA coach		



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Personal Development: British values, equalities, inclusion, character development, confidence and resilience, keeping safe, keeping healthy, healthy relationships, transition to next stage, careers education

Section 13 – SMSC values are taught through assemblies				Success Criteria PSHE, Circle Time and assemblies are linked				
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Ensure pupils gain a good understanding of equalities through planned assemblies and the PHSE curriculum Develop confidence and resilience through the application of the “Achievosaur” awards and link these to self and peer assessment in lessons	Record assembly themes and refer back to SMSC/PSHE SOW Sample of children asked for understanding of SMSC values in Autumn term to produce indicative baseline score Repeated in Summer Term to demonstrate impact of PSHE curriculum	April '20	HT	Dec '19 – Assembly records in place	PASS survey conducted in Autumn Term and in the Summer Term will demonstrate impact of SMSC in vulnerable learners through increased positive outcomes e.g. attitude to school A significant percentage increase of children (10% or more) are able to articulate their understanding of SMSC during pupil conferencing	SLT		
Develop pupils' understanding of healthy relationships and how to keep themselves safe, including e safety	Renewed focus on e-safety education with students and parents via curriculum and enrichment.	Ongoing	Staff	Dec 19 – all staff have evidenced Wiltshire PSHE SOW in books	Pupils can explain accurately and confidently how to keep themselves safe.	SLT		

Section 14 Develop a systematically planned programme of curricular activity to develop pupils' character, their spiritual moral social and cultural development and understanding of British values				Success Criteria Children can articulate their understanding of core skills pertinent to the Westfield Curriculum and British Values				
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	To develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.	Ongoing	Staff	Dec 19 - Assemblies and school displays promote core skills required for successful learning July 20 – Children are beginning to articulate their understanding of core skills	Children can talk about the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity. Skills evident in displays around the school.	HT/DH/PSHE Lead to hold pupil conferencing		



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					Skills are referred to in activities, assemblies and lessons.			
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					HT/DH/PSHE Lead to hold pupil conferencing EYFS observations		
Encourage pupils to engage with vocabulary associated with growth mindset	Staff training given to understand and explore Growth Mindset concepts		All staff	Staff room display raising basic awareness of Growth Mindset e.g. change of vocabulary to think about in Aut Term September Whole staff training provided to explore Growth Mindset in depth in Spr term	Children use Growth Mindset concepts to develop as resilient and reflective thinkers. Parents understand Growth Mindset concepts and support this with their children at home. Children are beginning to engage with deeper philosophical thinking	Encourage pupils to engage with vocabulary associated with growth mindset		

Leadership and Management

culture of safeguarding, monitoring responsibilities, staff CPD, consistency of practice, parents and community, staff wellbeing, use of pupil premium, governance, staff workload, staff wellbeing

Section 15 –

The accuracy of evaluations improves as a result of increased capacity of school leaders to make robust judgements.

Success Criteria

School leaders gain a shared, objective view of quality of practice and outcomes
Class teams are enabled to reflect on, and improve practice
Extensive CPD impacts practice and outcomes
Improvements are embedded. A culture of reflection and development is established.

Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
To further develop the skills and approaches of all leaders and enable them to work on real priorities in their own classroom and school	Paired learning walks, lesson visits structured observation Constructive, rigorous feedback – guidance for improvement provided for the class team. Training opportunities / coaching provided tailored to identified priorities for individuals / small groups On-going cycle of monitoring, evaluation, feedback and development	Ongoing	HT DH	PM review Nov 19 and April 20	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 will impact upon quality of teaching and pupil attainment	Headteacher Governor Monitoring Data		



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Section 16 -					Success Criteria			
Phase meetings to help moderate and promote consistency					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 Staff are expected to make informed end of year expectations by extrapolating from class initial baseline data along with any official data (Reception, KS1 and KS2)	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. ARE of all year groups will be in line with national or above. Benchmark percentages taken from end of Reception, KS1 and KS2	HT Gov meetings Informal drop-ins Governor Monitoring School data		

Section 17 –					Success Criteria			
Subject Leader Development					Subject leaders understand their curriculum intent Understand subject progression both across year groups and whole school SL files in place Carry out monitoring roles confidently and report to SLT			
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-T2	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.	SLT Observation Informal drop ins Book scrutiny Planning scrutiny Pupil voice		
To conduct a subject review of science and foundation subjects	Subject leaders to monitor their areas Audit staff confidence in teaching and subject knowledge of new MAT plans. Implementation learning walk across the school focusing on how well	Ongoing	Subject leaders DH	Dec 19 - all subject leaders have reviewed subject files End of T1: Conduct a pupil conference to assess their understanding of key knowledge and vocabulary. Term 3 and 4	Subject leader fully aware of the curriculum expectations across the key stages	SLT		



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	<p>teachers check pupils understanding</p> <p>Conduct a pupil conference to assess their understanding of key knowledge and vocabulary.</p> <p>Implement use of recall quizzes, to check pupils' recall of most useful knowledge (threshold concepts) in each year group. Moderate POP tasks with MAT colleagues</p> <p>Meet with Governor and complete implementation questions in audit document for your subject.</p> <p>Every year group should have had a 20 minute subject leader conference to complete the above.</p>			<p>Scrutinise pupils books to moderate their pop tasks and depth of learning. Term 5 and 6</p> <p>Evaluate the impact of the curriculum through analysis of results (annual data drop), pop tasks and pupil conferencing. Produce a detailed report for Governors.</p>				
<p>Subject leaders to maintain standards and monitor curriculum provision across the school.</p> <p>Subject leaders to inform staff of updates in their subject areas</p>	<p>Subject leaders to lead updates in their subject areas</p>	Aut Term	Subject leaders	<p>Mar 20 – All subject leaders have reported back to staff via PDMs latest updates/expectations</p>	<p>Subject leader fully aware of the progression of their subject across the primary classes and sufficient evidence is available.</p>	SLT		
<p>To further develop middle managers' monitoring, evaluation and action planning</p>	<p>Provision of high quality CPD, coaching and mentoring for those new to subject Coordinator role</p> <p>Provision of termly high quality CPD for all middle leaders with a focus on; Secure data analysis to identify areas for development and key lines of enquiry Selection of appropriate evaluative tools to tighten</p>	Ongoing	HT	<p>Aut Term – MAT training</p> <p>Spr Term – School led PDMs</p>	<p>All monitoring is informed, purposeful and considerate of whole school priorities. Evaluations are clearly communicated and drive areas for improvement. Subject Managers consistently focus on the impact of their leadership</p>	<p>Monitoring and evaluation records / Subject portfolios Planning and book scrutinies / Lesson observations / drop-ins Curriculum mapping developments MMT fortnightly meetings / Data analysis and standards and achievement reports</p>		



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	monitoring, evaluation and school development Evidencing the impact of leadership and management							
Deep Dives	Teachers will need to be able to explain what it is that pupils have learned work scrutiny from pupils in observed lessons discussions with teachers about content and sequencing Discussions with pupils from the observed lessons	Spr Term	Subject Leaders	Mar 20 – All SL have evidenced monitoring of their subject through an initial Deep Dive	An evaluation of senior leaders' curriculum intent for each area and their understanding of its implementation and impact An evaluation of curriculum or middle leaders' long and medium-term planning, including their decisions on content and curriculum sequencing	HT	Teachers will need to be able to explain what it is that pupils have learned work scrutiny from pupils in observed lessons discussions with teachers about content and sequencing Discussions with pupils from the observed lessons	

Section 18 –

<p>Section 18 –</p> <p>Inc. % of good teaching to at least 30% outstanding</p>	<p>Success Criteria</p> <p>All lessons and evidence in books are at least good and often outstanding. Progress of all children is accelerated</p>
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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 Written feedback to teachers from LT shows clear links to pupil achievement. Appraisal observations every long term		
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 19 and April 20	Learning for all children is accelerated enabling 85% children to make at least expected or better progress and work undertaken in lessons is appropriate and challenging	HT Govs		
Ensure all our teaching and support staff are given precise and effective points for	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		



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development following monitoring								
To review the performance management systems used for support staff	DH to introduce new appraisal system for TAs	T1	DH, SENCo	Dec 19 - All TAs have been appraised April 20 - 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		

Early Years: curriculum design, content, sequencing and progression , support for children with SEND, teaching of phonics, communication and language, love of reading, characteristics of effective learning, staff interactions, using and understanding numbers, communication with parents, healthy development,

Section 19 – Ensuring early reading is consistently well planned and progressive	Success Criteria %age of HA children achieving ‘exceeding’ in reading in line with nationals Year 1 phonics attainment is at or above national
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Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
Establish a consistent collaborative approach within the Early Years settings that enables children to make good progress in all areas of their development.	Focus on more HA children achieving ‘exceeding’ in more Early Learning Goals	Ongoing	Phase 1 Lead and Nursery Manager	Meetings held in T2, T4 and T6 Nursery to attend Phase 1 meeting where appropriate	Achieve a percentage of children achieving a ‘Good Level of Development’ broadly in line with National Average	HT/DH		
To establish a consistent and robust approach to early reading through the development of children’s language skills focussing on improving speaking, increasing vocabulary, the progressive teaching of phonics and developing children’s	Leads keep abreast of new and current initiatives /practices through sourcing avenues of CPD both theoretical and physical Establish peer coaching with all EYFS staff to plan for and review teaching of reading and phonics in particular through phase meeting model	Aut Term	Phase 1 Lead/Eng Lead	Mid year data shows children on track to achieve ELG Books show evidence of revisiting and challenging work T2 T4 T5	%age of HA children achieving ‘exceeding’ in reading in line with nationals Year 1 phonics attainment is at or above national	HT/DH		



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comprehension skills.	To analyse data to identify gaps and curriculum requirements							
Develop the outside area to allow the continuous provision of a range of stimulating and challenging activities that allow the children to fulfil their potential.	Consolidation of practices to provide stimulating learning environment of outdoor learning opportunities and indoor provision	Aut and Spr Terms	Phase 1 Lead and Nursery Manager	Mid year data shows children on track to achieve ELG	Achieve a percentage of children achieving a 'Good Level of Development' broadly in line with National Average 70% Children are leaving Nursery emerging 40-60 months	HT/DH		