SHANKLEA PRIMARY SCHOOL

School Improvement Plan

2017 - 2018

Policy Control Details			
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Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
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School Improvement Aims

At **Shanklea Primary School** we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative and confident and committed to ensuring that all of the children in our care are happy, enthusiastic and purposeful learners.

We are working together to:

- Raise achievement through a commitment to high standards and expectations across **EYFS** and **the primary curriculum**
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Provide active, co-operative and independent learning through dynamic and high quality **outstanding teaching**
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self- image, self- discipline and respect for others
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment opportunities
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future
- Provide a welcoming, secure and safe, stimulating and enhanced learning environment
- Provide an innovative, creative and integrated EYFS and primary curriculum which inspires and motivates children to learn and which takes account of different learning styles
- Maintain a culture of vigilance and community cohesion, helping children to understand risk, becoming more resilient and knowing where to go for help and support at any time
- Celebrate our rich diversity, British Values and work in partnership with parents, children and the wider community

Aims of the School Improvement Plan 2017-2018

To set challenging targets in the curriculum and whole school environment to raise achievement and attainment for **all** pupils.

To raise expectations and the overall standard to **outstanding** learning and teaching.

To provide appropriate resources throughout the school to ensure high quality and effective provision at all stages of children's development.

To provide staff with appropriate resources and training so enabling them to enhance their practice and carry out teaching more effectively.

To provide inclusive and fully integrated curricular provision thus raising achievement and attainment over time and enabling all children to fulfil their full potential.

To provide a safe and secure learning environment which ensures children to treat others with understanding, consideration and mutual respect. Children are encouraged to consider the welfare and feelings of others enabling all children to thrive and grow morally, culturally, socially, academically and spiritually.

Leadership and School Organisation

To ensure leaders and governors successfully discharge their core statutory functions and are committed to building capacity for continuous improvement and sustainability.

To develop the strategic effectiveness of leaders and governors within the school and the wider community

To continue to provide strong, cohesive and effective leadership with a clear direction on improving standards, provision and achievement across the school so pupils and staff excel.

To maintain a culture of high expectations, aspirations and scholastic excellence is recognised as vitally important

To clearly define roles for school management team and build capacity within

To enable staff with leadership responsibilities to be accountable for high standards and achievement and measure the impact of their work.

To ensure that **new** leaders are supported and challenged to secure and sustain improvements to teaching, learning and assessment. The climate for learning should motivate all staff to innovate and improve pupil outcomes thus ensuring the progress of pupils and that none fall behind and underachieve.

To ensure that safeguarding is effective and exemplary so leaders and governors work together to protect pupils from the dangers of abuse, such as bullying, sexual exploitation, radicalism and extremism.

To ensure all learners are able to recognise the positive lifestyle choices they make and recognise when choices put them at risk. Staff must know what to do if they suspect that pupils are vulnerable.

To ensure a collaborative multi-agency approach thus promoting high attendance over time and achieving the best possible learning outcomes with strong progress from pupils' original starting points

To encourage the active engagement of parents and carers in children's learning from the 30 hours EYFS provision through to Year 6.

Staff Development

To develop the role of subject leaders and teachers in monitoring, evaluating and leading children's learning taking into account their personal development, behaviour and welfare

To maximise the impact of teaching assistants in our primary school setting through:

- Outstanding Teacher Assistants course
- A consultative/research framework which enables support staff to be deployed and supported, to help them thrive in their role and improve outcomes for pupils: CPD enquiry network regarding independent learners.
- To ensure performance management and review is effective in supporting, encouraging and challenging professional development for all staff
- To ensure that all staff continue to have opportunities for the professional review of their work through the **Educational Endowment Foundation** framework and Professional standards for teachers and teaching assistants.

Raising Standards, Outcomes and Curriculum Development

To reach our ambitious outcomes for children's learning, all areas of work will be focused on four core priorities:

1. **Sustained and substantial rise of pupil achievement and standards in all subjects:**
    - In each year group and across the curriculum, including English and Maths, current pupils make substantial and sustained progress
    - the progress of disadvantaged pupils and pupils who have special educational needs or disabilities currently on roll should match or is improving towards that of other pupils with the same starting points.
    - From different starting points, the progress in English and maths is high compared with national figures. The progress of disadvantaged pupils from different starting points should match or is improving towards that of others nationally.

- To ensure staff are confident and able to use assessment data to plan for differentiation and progression
- All pupils are able to recognise the progress they are making and how they need to improve

2. **Increase the proportion of outstanding teaching in all year groups:**
   - Teachers demonstrate high expectations and deep knowledge of the subjects we teacher, questioning effectively to deepen understanding
   - Teachers provide incisive feedback so pupils improve their knowledge, understanding and skills.
   - Children are given challenging homework and are eager learners.
3. **Maintaining high standards of learning behaviour, confidence and independence for all pupils**
   - Pupils are confident learners. Their excellent attitude to learning has a strong impact on progress
   - Pupils discuss issues in a considered way, showing respect for others ideas and views.
4. **Sustain outstanding standard of leadership and management across the school**
   - The effective induction of new leaders and staff into the Shanklea culture enables pupils and staff to excel
   - Governors challenge senior leaders regarding the effective deployment of resources, including pupil premium, SEND, Primary P.E and sport premium, Literacy and Numeracy intervention funding.

These core priorities will be achieved through detailed action plans in the following areas:

Early Years Foundation Stage (EYFS); English; Mathematics; Science; Computing based learning; Creative inspiring Curriculum; Humanities, Inclusion; Finance, Premises and Governors and Safeguarding.

Key Priorities	Key Objectives	Key Outcomes for Pupils
Raise of pupil achievement and standards in all subjects	To continue to raise standards and attainment in Maths, English, especially **Reading,** writing and spelling, across the school To continue to narrow the gap for groups of pupils across the school To ensure more able pupils are well challenged in all lessons	Effective Peer and Self-Assessment

Increase the proportion of outstanding teaching in all year groups	To increase the proportion of outstanding teaching and the sustained progress pupils make To ensure all interventions are well matched to pupil needs and accelerate progress for identified pupils Further develop the application of pupils' maths, problem-solving and **Reading**, Writing and Communication skills across the primary curriculum	Challenge and Scaffolding Purposeful Curriculum Links High Level Questioning Pupil Led Independent Learning Highly effective phonics teaching. Parent Partnership working
Maintaining high standards of learning behaviour for all pupils	To further develop children's ability to effectively manage their own behaviour To further improve attendance for persistent absentees To provide an outstanding learning environment	Strong Pupil Voice Low level disruption extremely rare. No groups disadvantaged by low attendance. The attendance of pupils who previously had high rates of absence is rising quickly to the national average. Broad/balanced curriculum that inspires learning. SMSC/ Brit values strong
Sustain outstanding standard of leadership and management across the school	To further develop accountability of subject leaders and teaching assistants for raising achievement To continue to use reflective and robust feedback from regular monitoring of all staff to raise achievement To implement effective induction for all new staff and NQTs	Quality Professional Staff Development at all levels of Personnel Rising progress across the curriculum, including in English and maths. Exemplary relationships between staff and pupils. Coaching Cycles and triads to improve teaching practice and outcomes for all. Affiliation to Newcastle

		University as well as the Teaching Development Trust.

Evaluation of Progress made in previous year

Priority Area 1 : To continue to raise standards, attainment and progress in English, especially Reading, writing, phonics and spelling

The progress towards achieving our targets and success criteria:

Attainment in writing shows improvement and is now good or better in most classes and will continue to be a focus to ensure attainment is maintained and more outstanding teaching is evident in 2017. This has been due to modelled Writing and Extended Writing CPD and teachers are now using the progression in writing document across the school to ensure commonality and accelerated progress from year to year in children's use of language and communication.

There has been an increase in % pupils on track and expected in reading and writing in most year groups. Attainment of pupils in phonic screening, SPAG is above national in EYFS, KS1 and KS2 cohorts following the implementation of ***Read, Write Inc programme. (School Year 1 Phonics Screening Test 88% as compared to N 71.0%; Year 2 re-check 100%)***

Wider reading is increasingly a strength across the school, successfully resulting in good and outstanding progress. This has been due to Guided Reading support from teachers, teaching assistants, pupil mentoring and a focus on Boys reading and heightening the profile of the library and book corners. The impact of CPD and the introduction of higher order reading strategies within Key Stage 2 has led to Year 6 outcomes well above the national average.

In English, lower attaining pupils are exceeding National Average for better than expected progress.

Good or better achievement and progress overall is broadly reflected in all year groups. Clear and specific marking, feedback and self - assessment by pupils, results in pupils being clear about what they need to do next in their learning.

Children evaluate their progress in lessons and make corrections and improvements following specific feedback.

Further action still required in this area:

- Maintain the increase in the % of pupils attaining the expected good level of development in **CLLD** at **EYFS**
- Sustain the % of pupils attaining the expected threshold for the phonic screening test.
- Increase the % of pupils attaining expected or exceeding standards especially in **Reading** at **the end of KS2** through the Reciprocal Reading programme
- Increase the % of pupils making expected progress for pupils in English.
- Increase the % of pupils converting from expected standard to mastery and greater depth **in all subjects**
- Sustain the attainment in reading and writing more rapidly to be above national, especially for **Year 6 disadvantaged pupils**.
- Further narrow the gap between **boys and girls** in **Reading** and **writing**
- Improve outcomes and maintain the higher levels of outcomes for the more able students through an uncompromising pursuit of excellence

Priority Area 2 : To continue to raise standards and progress in maths

The progress towards achieving our targets and success criteria:

Teachers' planning and delivery now show a good or better understanding on how to teach mental maths, calculation and reasoning due to the impact of coaching cycles and triads of staff to evaluate mathematical progress and achievement.

Children's work shows a clear difference between formal written and mental maths strategies. This work needs further development in response to the heightened expectations at the end of Key Stage 2.

Mental arithmetic and maths reasoning is a key focus of the daily maths lesson.

Children's work shows good opportunities where children apply skills learnt and increasingly demonstrate curiosity, imagination and concentration. There is evidence that the gaps between the attainment of groups of children and all children nationally, including disadvantage children are closing rapidly. Any gaps between areas of learning are closing.

Think boards are well used in KS1 and KS2 to support children with problem solving.

There has been an increase in the % of pupils attaining or meeting expected and mastery of maths at the end of KS2. However, we continue to strive to secure a greater proportion of children achieving a standardised score of 110plus.

93.1% of pupils at the end of KS2 made expected progress since the end of KS1.

There is substantial evidence of children assessing their own learning and taking steps to further their progress and achievement.

Further action still required in this area:

- Continue to improve children's written and mental maths skills with clear differentiation between the different strategies
- Provide more opportunities to solve puzzles and take part in interactive problem solving and reasoning maths tasks and/or activities.
- Ensure medium term plans meet the Maths Curriculum standards
- Embed and refine the Maths Curriculum
- Measure the impact of new Mathematical Interventions
- Review Motivational Mental Maths Mountain and its impact
- Measure the impact of mathematical programs and e-learning self-study tasks.
- Sustain the attainment in maths more rapidly to be above national, especially for **Year 6 disadvantaged pupils**.
- Increase the % of pupils converting from expected standard to mastery and greater depth **in maths**
- Improve outcomes and maintain the higher levels of outcomes for the more able students through an uncompromising pursuit of excellence
- Continue to strive to secure a greater proportion of children achieving a standardised score of 110plus in the National Maths tests

Priority Area 3 : To maintain high standards in Science across the school

The progress towards achieving our targets and success criteria:

There has been a marked improvement in the quality of learning as evidenced by quality of children's work, informed marking, addressing misconceptions, AFL and marking ladders as is evident from book scrutiny sessions.

Data is now being used to inform planning – teachers asked to say what they will do in order to make sure the children make expected or exceeding 'Steps' progress.

Working walls and marking ladders in classrooms include key vocabulary and model progress in child speak and planning boards for the children to refer to.

There is evidence of children using ICT to aid their learning of Science, particularly digital microscopes, IPADS and graphing software.

Further action still required in this area:

- Continued focus on children developing their Sc1 skills using 'ways of finding out about the world'; curiosity; enquiry; resilience and independence.
- Further develop children's recording skills.
- Continue book monitoring sessions looking at marking, AFL and SC1 evidence through marking ladders and target tracking.

Priotity Area 4: To ensure there is outstanding provision and learning experiences for children in the EYFS

The progress towards achieving our targets and success criteria:

There has been a clear focus on the planning and delivery of outstanding outdoor learning experiences. This has been achieved firstly by planning specifically for a wider range of activities based on the children's interests and the new EYFS curriculum.

Weekly planning has been developed to include key questions, differentiation to support children working at all stages of "Development Matters" and activities that consolidate the focus activities. Learning walks and observation feedback reflects this outstanding environment.

The outdoor area is well resourced with high quality experiences that promote outstanding learning experiences.

CPD delivered on guided talk and writing focusing on clear learning outcomes.

Consistency between Pre-school, Nursery and Reception on delivery of guided talk and writing.

Data shows children have made good or better progress in communication, talk and Writing after coming into Reception well below expected levels.

A weekly nurture group has been running with specific targeted children identified from data analysis.

Children have improved their vocabulary development. This is reflected in the end of year 2017 EYFS data trawl and analysis which has shown significant improvement against national norms. ***(School GLD 83% as compared against National 2016 69.3%)***

Further action still required in this area:

- Continued focus on C&L and Calculation in Nursery.
- Sustain the attainment in EYFS and the proportion of children achieving a good level of development. Shanklea Primary School continues to improve more rapidly and is above the national average, especially for **the Reception disadvantaged pupils**, (2016 60%, 2017 80%)
- Improve outcomes and maintain the higher levels of outcomes for the more able students through an uncompromising pursuit of excellence
- Developing high quality experiences, quality resources and delivery which will cater for those children that come in well below the national average.
- Raise the standards of teaching from good to outstanding.
- Ensure there is outstanding provision for **Reading** across the EYFS to ensure all children make outstanding progress.

- This year's cohort needs targeted interventions regarding mathematical vocabulary, concepts and application.
- Strive to offer a broad range of experiences that challenge children and promote their understanding of people in communities beyond their own experience.
- Further expansion of EYFS provision to include statutory obligations for 30 hours child care provision (0-2 year olds Little Monkeys, Community Playgroup and fulfil OFSTED statutory safeguarding, welfare and learning expectations)

Priority Area 5: To provide high quality and well differentiated provision for vulnerable pupils

The progress towards achieving our targets and success criteria:

Intervention programmes are well planned based on pupil progress information and the tracking of specific groups.

Monitoring, training and support with delivering interventions has been effective at improving quality of intervention support.

Most Vulnerable children have a clear understanding of their targets and have several opportunities to work on them.

Inclusion meetings and support from inclusion team have been effective at identifying and implementing targeted support and reviewing regularly through a multi-agency approach

Improved differentiation for children with additional needs is well planned in most classes.

Effective in class support taken place to ensure attainment of vulnerable groups is raised.

Training for LSAs has resulted in them being more skilled to deal with conflict and problem resolution at play times.

Accountability has also developed resulting in LSAs taking a more proactive role at lunchtimes. Our appointed extra-curricular co-ordinator and sports leaders are clear of their roles and responsibilities through weekly meetings and improved communication.

Effective early identification of children with SEND in EYFS through effective links with outside agencies.

Improved attendance and effective meetings to target parents of children with low attendance or persistent absenteeism.

Three SENCOs (Phase specific) have gained national accreditation.

Further action still required in this area:

- Training and development of teaching assistants to support disadvantaged or vulnerable children so they thrive.
- Further develop strategies to ensure children and their parents are involved in their IEP targets and are more aware of how they are progressing.
- To further develop staff skills with wave 1 teaching to support children with autism, cerebral palsy, diabetes, hearing, visual impairment and communication disorders.
- All staff to receive (as appropriate), SEND specific training (e.g. Makaton), refresher Child Protection and Prevent training; Emergency First Aid and Defibrillator training; EYFS staff Paediatric First Aid, Manual handling and fire warden training.

Priority Area 6: To implement a future - proofed ICT infrastructure to enhance the primary curriculum and community communications.

The progress towards achieving our targets and success criteria:

All classes use the **VLE School 360** to support learning, set homework and provide strong links with parents and carers through the **School Gateway**.

Subject leaders support learning within their subject area through the use of new successful curriculum **VLE** pages and digital technology to enthuse children within that subject area. (Reading Eggs; Acceleread; My Maths; Mathletics, SumDog)

ICT is now used as a tool for learning in all subject areas with successful curriculum links, such as the use of programmes to support children's progress. These programmes include ***Auresma, Clicker 5, Sock Puppets*** and communicate in multi-media and print.

These programmes are planned to meet the needs of individuals, groups and classes.

The revised computing scheme of work is used in planning to facilitate and develop ICT skills across the curriculum

All members of staff and governors have signed and follow the school's **acceptable usage policy and key personnel are CEOP accredited** to ensure the safety of all children.

The appointment and induction of an ICT technician whose technical support has improved the engagement of disadvantaged students and impacted positively on overall learning outcomes over time.

Further action still required in this area:

- Continued commitment in the development and use of ICT to promote Shanklea's ethos, values, pursuit of excellence and community cohesion through the publication of event schedules and current DfE legislation.

- Wider use of IPads across the school
- Blogging across the school.
- Mathematical intervention programmes to promote mental number facts and calculation and reasoning skills
- Further cross curricular links so ICT skills are embedded into daily practice in all areas of learning.
- Embed and extend the use of the Primary school tracker and Tapestry to measure progress and achievement
- Sustain and further embed school APPs for self- study and internet access for disadvantaged pupils.

Priority Area 7: To provide an outstanding learning environment

Foyer, hall, classrooms has been decorated and carpeted and are used for one-off lettings and community events.
Procurement and contracts have been evaluated successfully resulting in savings and improved facilities for staff and pupils.
School environment has been maintained as a stimulating and well cared for place for children to learn.
Ongoing maintenance, repairs and building works has improved and modernised the school environment.
We have made a significant investment in ICT infrastructure (IWBs, projectors, laptops and IPAD portal.
Considerable savings have been achieved through clever procurement and competitive service level agreements enabling investment, retention of personnel and value for money.

Further action still required in this area:

- Develop use of premises for extended learning and community use.
- Development of playground facilities, in particular quiet area and outside large play equipment – i.e. seating; murals; Yurt through community bid supported by Aviva.
- Improved communication with parents and carers including online payments systems, meal ordering- Live Kitchen, CPOMS

Priority Area 8: To respond to the revised Safeguarding agenda and provide a high quality 'values' curricula

Overall priorities to achieve outcomes:

- To embed a 'culture of vigilance' into everything the school does so all personnel understand the safeguarding risks and how to report any concerns.
- To promote a rich and varied curriculum so children understand risk, become more resilient (including SEND, disadvantaged, gender, ethnicity and more able) and know where to go for help and support.

- To promote ***British values (Democracy, the rule of the law, individual liberty, mutual respect and tolerance***) as well as the diversity of society though the primary curriculum.
- Maintaining high standards of learning behaviour for all pupils
- Raise pupil achievement and standards in all subjects
- Increase the proportion of outstanding teaching in all year groups
- Sustain outstanding standard of leadership and management across the school

Key Priorities	Focus / outcome
Enjoy and Achieve: For children to attend, enjoy school and achieve highly Raise standards and achievement in Literacy Raise attainment in using and applying mathematical skills, with a particular focus on problem solving Raise attainment in Science, in particular scientific investigation Raise attainment of under achieving and vulnerable pupils Exceed national average for attendance and punctuality To continue to provide high quality learning opportunities in the Foundation Stage To develop the use of computing to support learning, assessment and communication across EYFS and the primary school curriculum. (e.g. Ipod purchase to capture photographs for Tapestry)	Increased % pupils on track in Literacy and maths Increased % pupils achieving expected or working in depth. Improved standards of creative writing & **reading comprehension** and SPAG skills Pupils able to use and apply calculation methods effectively Improved use of mathematical and scientific vocabulary related to real life contexts Children learn through the provision of a fully integrated curriculum Retention of specialist **MFL teacher** to enrich and extend language teaching and aspirations KS1/KS2. Improved attendance and reduction of persistent absentees High standards of provision inside and outdoors in EYFS Underachieving pupils make accelerated and good or better progress
Stay Safe: For children to be provided with a physically and emotionally safe environment Develop the school premises and facilities	Improved quality and provision in the playground, particularly at lunchtimes Retention of extra-curricular clubs co-ordinator to monitor and expand

to support high quality extended school and community provision Develop pupils' well-being through the PSHCE curriculum	community provision. Reduced incidents of negative behaviour during break times Buildings and extended school provision meet needs of school and wider community
Be Healthy: For healthy lifestyles to be promoted To provide increased opportunities for children to develop awareness and understanding of a Healthy Lifestyle and Environmental and Economic sustainability	Outside learning is well planned and provides high quality experiences Increased Physical Development opportunities and after school clubs – disadvantaged pupils encouraged to attend and supported regarding accessibility/ payment for musical tuition and residential visits. Pupils are able to demonstrate awareness of their role in environmental and global sustainability
Make a Positive Contribution: For children to develop into socially responsible and emotionally independent learners To provide increased opportunities for children to develop awareness and understanding of a Healthy Lifestyle and Environmental and economic sustainability Develop pupils' well- being through the PSHCE curriculum – specialist subject teachers and purchase of age appropriate scheme of work To further develop the use of computing to support learning and impact on outcomes	Pupils are able to demonstrate global awareness through international links Buddy / friendship system are in place at playtimes – School Council; Sports Leadership modules/accreditation (Bronze to Gold) Improved transition between key stages – EYFSP/KS1/KS2/KS3
Achieve Economic Well-being: support children and families by promoting economic well- being To provide increased opportunities for	Increased parental involvement and understanding of pupil achievement ICT is well used to support learning across the curriculum

children to develop awareness and understanding of a Healthy Lifestyle and Environmental and economic sustainability	Increased family learning opportunities Promotion of enterprise activities and business innovation

Every Child Matters: Key Priorities for Improvement 2017- 18

Overall priorities to achieve outcomes:

- Promote and embed British Values in everything the school does.
- Rise of pupil achievement and standards in all subjects
- Continue to incorporate **'Be The Best You can Be'** and **'Give it Everything You've Got'** to all aspects of school life.
- Increase the proportion of outstanding teaching in all year groups
- Maintaining high standards of learning behaviour; resilience and independence for all pupils
- Sustain outstanding standard of leadership, governance and management across the school
- Ensure that the School appraisal system continues to both challenge staff and support them in providing the best possible teaching and learning outcomes for all children.