



St Paul with St Luke's School Improvement Plan 2014-2017

St Paul with St Luke's Vision

The school aims to provide excellent learning and teaching opportunities in all areas of the curriculum so that our pupils achieve their maximum potential. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the significance of faith, and promotes Christian values through the experience it offers to all its pupils.

St Paul with St Luke's Values

Spiritual and reflective

As a school we want to develop the whole child which means their spiritual, moral, social and cultural development. We do this by:

- ▶ providing teaching opportunities to learn about themselves, others and the world around them, including the intangible
- ▶ appreciating and taking into account other people's preferences
- ▶ enabling children to use their creativity and imagination in their learning
- ▶ supporting children to reflect on their experiences



Working together

SPSL is part of the local community. Together we can do more than we can individually. We can support each other, share ideas and solve problems by:

- ▶ working as a team
- ▶ sharing good practice with each other and the local networks/partnerships
- ▶ finding ways to involve parents/carers and the wider community
- ▶ making positive changes and being innovative

Caring and respectful

Some of our values are about how we treat each other. You can show you care for others and give people respect by:

- ▶ listening actively to what they say
- ▶ showing respect for differences and opinions
- ▶ being honest
- ▶ respecting confidentiality
- ▶ taking an active stance against bullying and discrimination

Life- long learning

As a school we want to encourage everyone to keep developing and learning. We can show our commitment to this by:

- ▶ offering high quality learning experiences in all areas of the curriculum for all pupils
- ▶ offering additional support to enable pupils with special needs to reach their potential
- ▶ giving consistent messages of high expectations to all in the school community
- ▶ enabling and supporting staff in their continued professional development
- ▶ sharing facilities with the local community especially parents and carers

Taking responsibility

We acknowledge our responsibilities and acknowledge the responsibilities of others by:

- ▶ being honest
- ▶ respecting confidentiality
- ▶ including everyone at the earliest stage possible in the decision making process
- ▶ subscribing to the school's vision and the part we play in realising that vision
- ▶ being excellent role models

Celebrating Individuality

Inspiring, engaging and motivating our pupils is something we value highly at SPSL. We do this by:

- ▶ giving praise and encouragement when deserved
- ▶ using activities that inspire, challenge and extend pupils
- ▶ offering an engaging curriculum which enables individuals to develop their unique potential
- ▶ developing a willingness to participate in artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.

OFSTED MARCH 2014

WHAT DOES THE SCHOOL NEED TO DO TO IMPROVE FURTHER?

- Ensure all teaching is good or better to ensure pupils make better progress by:
 - making sure all teachers regularly check pupils' learning and adapt activities so that pupils are continually challenged to improve
 - providing pupils with more help in writing extended pieces of work in English and in other subjects
 - making sure that the work given to pupils to extend their learning provides them with further challenge.

- Improve the presentation of pupils' work throughout the school by ensuring handwriting is taught effectively and there are clear expectations of the use of joined-up writing and presentation in all subjects.

These are our main priorities for 2014-2017. [The six school values underpin all of our SIP priorities.](#)

Year	Ofsted Judgement	SIP Focus
2014-15	Leadership Management	<p>Strong Leadership Team – we build on the strengths from the previous year when judged 'Good' by Ofsted March 2013.</p> <p>Governors-provide effective challenge and support that drives the school forward.</p> <p>New School Curriculum Framework –whole school review of curriculum, implementation of new national curriculum and enhancement of classroom learning environments improves pupils' engagement and learning.</p> <p>Partnerships-with Tower Hamlets Deanery schools and a local outstanding school to improve teaching and learning.</p>
	Teaching, Learning Assessment	<p>All teaching to be good or better – what does good teaching look like? CPD activities and teachers appraisal targets focus on this.</p> <p>AfL, marking and feedback – are reviewed and developed through school based CPD so that teaching and learning improves.</p> <p>BIG Maths and Reciprocal Reading (KS2)- introduce new teaching systems to improve teaching and learning so that pupils make more rapid progress in lessons.</p>

		<p>Writing- pupils develop skills and confidence to write across a range of genres and have opportunities to use their writing skills across the curriculum.</p>
	Personal Development, Behaviour & Welfare	<p>Build on the strengths from the previous year when judged 'Good' by Ofsted-good teaching, exciting lessons, educational visits, stimulating learning environments, inclusive practices, the right support for vulnerable pupils, motivate all pupils to learn and enhance SMSC development.</p> <p>Support and counselling- establish Place2Be and case list to enable vulnerable pupils to deal with social/emotional difficulties and engage more positively in learning.</p> <p>Parental Engagement- positive relationships and support for parents of vulnerable pupils and challenging pupils (EBD) leads to these pupils engaging with their learning and making better progress.</p> <p>Equality-policies reviewed, implemented, actively modelled by staff and pupils</p>
	Outcomes for Children	<p>Targets – aspirational targets to drive achievement across the school. Teachers' appraisal targets focus on this.</p> <p>Pupil Progress meetings (PPM)–are rigorous and data shows good progress and evidence that the school is actively 'closing the gap'.</p> <p>The majority of pupils -are at national expectations and all groups of pupils make consistently good progress from their starting points.</p>
2015-16	Leadership Management	<p>Moving towards outstanding-coaching model Year1 senior leadership team accelerate the pace at which teachers and teaching assistants move to good or outstanding so that there are better outcomes for pupils (see appendix 1).</p> <p>Appraisal – targets focus on good or better outcomes for pupils, consistently good or better teaching.</p> <p>Governors – provide effective challenge and support that drives the school forward.</p> <p>Partnerships- headteacher from local good school to be Leadership Partner and Accountability Group formed to strengthen leadership capacity and ensure that the school secures good outcomes for all pupils.</p> <p>New School Curriculum Framework– reviewed and revised to ensure more regular writing opportunities across the curriculum and more meaningful links across subjects.</p> <p>Safeguarding- ensure safeguarding procedures which are highlighted in</p>

		<p>staff Inclusion Book are in place and reviewed by regularly by Governing Body. AHT Inclusion to enhance social care network and provision for CP children through multi-agency planning and tracking system.</p>
	Teaching, Learning and Assessment	<p>Growing outstanding teaching & learning – good subject knowledge and pedagogy ensure children are taught skills that they are able to apply across the curriculum. Coaching model is effective in securing this. Teaching staff to improve opportunities to learn at home through Parental Engagement.</p> <p>A broad and balanced curriculum- PE and Art are better taught, pupils enjoy lessons and develop skills and confidence. French and Coding (KS2) are introduced, pupils develop skills and confidence.</p> <p>BIG Maths – has impact on accelerated learning and ‘deep learning’ in maths. Teachers are confident to support pupils’ conceptual development.</p> <p>AfL – further embed active use of Teaching and Learning and Marking policies, use of mini plenaries, questioning and verbal feedback.</p> <p>Pupils Response- understand the next steps to improve their work though verbal feedback and diagnostic marking.</p> <p>New arrangements for assessment- implement Tower Hamlets system and Reception on entry baseline. Assessment is rigorous and consistent. Pupils make excellent progress from bench marked starting points.</p>
	Personal Development, Behaviour and Welfare	<p>School Values- underpin teaching and learning, are understood, owned and modelled by pupils and staff. British values are taught, and celebrated. Positive school ethos and SMSC development further enhanced.</p> <p>Inclusion –AHT Inclusion to focus on vulnerable pupils across the school and develop teachers’ and teaching assistants’ skills to plan effectively for these pupils to ensure they make good progress from starting points. Achieve Inclusion Mark.</p> <p>Interventions-all children have access to highly effective interventions delivered by trained staff.</p> <p>Pupil Voice- school council are active in leading an aspect of school work.</p>
	Outcomes for Children	<p>Aspirational Targets to accelerate achievement across the school (see appendix 2). All staff, at every level, take responsibility and contribute to raising attainment.</p> <p>Pupil Progress meetings- a greater emphasis on tracking pupil progress and a greater focus on inclusion accelerates progress for all.</p>

		<p>SEND-interventions, support and strategies show impact on progress from starting points.</p> <p>Pupil Premium-interventions and strategies show impact on in school 'close the gap'.</p> <p>Higher Attaining Pupils- highly effective teaching enable pupils to develop mastery in reading, writing and maths.</p>
2016-17	Leadership Management	<p>Leadership at all levels -subject leaders established who champion their subjects and raise achievement.</p> <p>Coaching Model Year 2 – impact on teaching, learning and pupil outcomes continues to be highly effective.</p> <p>School Direct-SPSL join St Peters' programme and takes students.</p> <p>Partnerships-</p>
	Teaching, learning & Assessment	<p>Life after levels- new assessment arrangements continue to have excellent impact on pupils progress.</p> <p>Music- offer instrumental teaching,</p> <p>Art – build on strengths of previous year, teaching and learning continues to improve</p> <p>PE/Sport- school takes part in inter- school competitions on a regular basis, impact on physical fitness and welfare.</p>
	Personal Development, Behaviour & Welfare	<p>Global Citizens- pupils have a sense of their place in the world and understand what it means to be a responsible citizen.</p> <p>Equality- achieve Equality Mark</p> <p>Parental Engagement- a variety of projects impact on learning and achievement</p>
	Outcomes for Children	<p>Aspirational Targets-at least national expectations, increasing % pupils exceed, gaps in attainment are narrowed further, all pupils achieve similar levels of progress.</p>

Leadership and Management

Aim	Actions	Who	When	Cost	Success Criteria
<p>Moving towards outstanding: coaching model Year 1</p> <p>senior leadership team accelerate the pace at which teachers and teaching assistants move to good, or outstanding, so that there are better outcomes for pupils.</p> <p>See Improving Teaching through Coaching Three Year Action Plan (appendix 1)</p>	<p>Personalised CPD for all teaching staff using the GROW framework (see Teaching and Learning Policy). SLT are coaches and meet weekly with teachers and teaching assistants to agree and review targets. SLT are not class based but are in classes and planning meetings to support teachers in their role as coaches.</p> <p>There is a rigorous induction programme for new teachers including an NQT.</p> <p>Teachers and teaching assistants develop a wider repertoire of teaching and learning strategies and enhanced subject knowledge.</p>	EW LS UT NH	Regularly during the week	£36,000	<p>Monitoring cycle shows 100% teaching is consistently good or better by March 2016 and 33% outstanding by July 2016.</p> <p>Evidence from teaching and learning reviews and from book scrutinies show pupils making at least good progress each term.</p> <p>Staff are confident, reflective and self-motivated.</p>
<p>Governors, Leadership Partner and Accountability Group provide effective challenge and support-</p> <p>governors and leadership partner have good strategic understanding of school improvement priorities and how to drive them forward rapidly.</p>	<p>Chair of Governors, HT, Leadership Partner, LDDBS Adviser, TH Adviser, and 2 HTs of good/outstanding schools in TH, are part of a new 'Accountability Group' set up to strengthen leadership and ensure that the school reaches its aims of securing better outcomes for children in Y6 and across the school this year.</p> <p>COG and LP will take part in termly teaching and learning reviews and half termly pupil progress meetings, support SLT to identify and address weaknesses quickly in teaching and pupil data, in order to accelerate attainment rapidly for all pupils.</p>	ATJ NH AG BW TB LD CS	Half termly meetings	LDDBS SLA	<p>Minutes of meetings show evidence of strategic thinking, challenge and support.</p> <p>Pupil progress is strong across the school for all groups.</p> <p>100% teaching is good or better.</p>
<p>Safeguarding- all safeguarding policies are in place and reviewed by Governing Body annually.</p>	<p>COG and Headteacher meet regularly to review H&S and safeguarding policies, procedures and single central record.</p> <p>Headteacher's report to governors provides important, up to date information.</p> <p>Attendance continues to be at or above national</p>	NH ATJ NH KK EM	Half termly Termly Sept	NA Attendance	<p>GB minutes show evidence of rigour and challenge with regards to H&S and safeguarding</p> <p>External reviews show</p>

	average. Action plan reviewed and updated, activities fully implemented .		Ongoing	budget	all procedures in place. Attendance is 96%.
New School Curriculum Framework – reviewed and revised to ensure writing opportunities across the curriculum and more meaningful links made between subjects.	<p>Feedback from pupils and staff used to improve School Curriculum Framework. Revised version implemented with increased opportunities for writing across the subjects.</p> <p>Phase leaders work closely with teachers and subject champions to ensure coverage of History, Geography, Art, DT, Music, French .</p> <p>Science is taught as a discrete lesson, subject leader works with teachers to ensure coverage of science.</p> <p>Coding programme introduced.</p> <p>French programme for KS2 introduced.</p> <p>PE/Sports coaches improve and enrich teaching of PE/sport so that children’s enjoyment and confidence increases.</p> <p>Art projects x 2 to inspire creativity, enhance pupils’ SMSC development and enrich learning. CPD for teachers to gain new skills is part of the projects. Children develop new ways to express themselves and deepen their learning about the school values.</p> <p>Staff are clear about expectations for pupils’ presentation of their work in all subjects.</p>	<p>All staff</p> <p>EW LS MB FB SY JP</p> <p>EW LS</p> <p>LS</p> <p>TC</p> <p>NH</p> <p>All staff</p>	<p>September</p> <p>Ongoing</p> <p>Coding Inset day 2nd October</p> <p>Autumn & spring terms</p>	<p>£700</p> <p>Funding acquired through grants</p>	<p>Revised curriculum builds on strengths of previous year. Topic ‘Floor’ books show progression of skills and concepts in History and Geography and evidence of pupil engagement.</p> <p>Teachers understand and use the art techniques. School environment is enhanced, school values promoted effectively in art displays. Pupils’ presentation of their work is good in all subjects.</p>
Appraisal – all staff understand the school improvement priorities and take responsibility for accelerating the pace of school improvement in order to drive the school forward.	Staff performance management targets link specifically to class achievement targets and quality of teaching. Evidence is collated through lesson observations, book scrutiny and data analysis. SLT coaches are the appraisers.	NH EW LS UT	Autumn, Spring, Summer	Cover costs	<p>Pupils’ attainment and progress are at least good and there is consistency across the classes.</p> <p>NQT makes significant progress to be judged ‘good’ by July 2016.</p>
Review and evaluation <i>Red -not achieved</i> <i>Amber – partly achieved</i> <i>Green – achieved</i>					

Outcomes for Children and Learners

Aim	Actions	Who	When	Cost	Success Criteria
<p>EYFS To ensure the GLD continues to increase so that more pupils will achieve a GLD and more pupils will continue to be above NA levels.</p> <p>KS1 To continue to ensure that, in all groups, pupils make rapid and sustained progress across all subjects and across year groups.</p> <p>To ensure that pupils with the potential to be high attainers are constantly challenged.</p> <p>To close the gap of attainment for pupil groups (especially PP, SEND & boys)</p>	<p>Target setting Ensure the percentage of pupils targeted for each expectation (emerging, expected and exceeding) are accurate. EYFS Key focus: outside provision</p> <p>KS1 Key focus: writing Tracking progress Identify which pupils need targeted intervention to achieve accelerated learning and next stage expectations- create and implement a weekly intervention timetable and monitor the implementation fortnightly.</p> <p>Personalised Intervention Include on the intervention timetable: agreed/ established non-negotiable opportunities per week within each subject. Allocate additional support for intervention timetable including: parent volunteers / extra TA time / volunteers. Establish the expectations within each subject and ensure pupils are enabled to learn at the appropriate expectation as a result of appropriate inclusive teaching, resources and class/non-class based</p>	<p>NH EW LS UT</p> <p>NH EW LS UT</p> <p>UT</p>	<p>Each half term</p>	<p>Cover costs</p>	<p>In EYFS, the proportion of pupils achieving a GLD will be nearer to, or at national expectations of Our target: 70%</p> <p>End KS1 Y2: based on levels achieved summer 2015, GLD score 2014 and assessment end autumn term 2015:</p> <p>Reading 86% secure % exceeding Writing 86% secure % exceeding Maths 86% secure % exceeding Combined RWM 77%</p> <p>Pupils achieve nearer to or at national expectation in phonics screening test. Our target: 76%</p> <p>Pupil progress meetings</p>

	<p>interventions.</p> <p>Monitor and evaluate Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectations.</p> <p>Pupil progress meetings, identifying precise actions required for pupils not on track to achieve agreed targets each half term. Intervention programme to be set up and monitored each half term through ongoing monitoring schedule of:</p> <ul style="list-style-type: none"> • Observation • Work scrutiny • Environment scrutiny • Moderation • Planning scrutiny • Pupil discussion 	<p>NH LS EW UT</p> <p>NH LS EW UT</p>	<p>Each half term</p> <p>Each half term</p>	<p>Cover costs</p>	<p>are rigorous and data shows good or better progress for all pupil groups. Tracker shows accelerated progress for significant % of pupils.</p> <p>Group analysis shows that the school is actively 'closing the gap'. The number of high attaining pupils' will be above national expectations demonstrated through highly effective and consistent challenge for HA (and some MA) pupils</p> <p>All pupils achieve similar levels of progress in all subjects.</p>
<p>KS2 To ensure all pupils achieve a minimum of expected progress in all subjects. To continue to ensure that, in all groups, pupils make rapid and sustained progress across all subjects and across every year group To continue to increase the attainment in all subjects so that pupils achieve national expectations or close to national expectations.</p>	<p>Target Setting Ensure targets set are ambitious and based on the levels achieved by pupils summer 2015. Reasses using the new criteria for assessment at Assessment Point 1.</p> <p>Key focus: Maths and Writing</p> <p>Track progress 1. Identify pupils after the Aut. term assessments who have not made sufficient progress. 2. Create a 6 week pupil 'catch up' intervention plan for Aut. 2, Spring 1. Identify which pupils need targeted intervention to achieve expected progress, create and implement a weekly intervention timetable and monitor the implementation fortnightly. 3. Reassess 'catch up' pupils at the end of Aut. 2,</p>	<p>NH UT EW LS</p> <p>NH UT EW LS CS</p>	<p>Autumn 1 Complete actions and ensure intervention is implemented and assess in Oct for impact</p> <p>Autumn 2 Monitor intervention and assess pupils in Dec for impact</p> <p>Spring 1</p>	<p>Intervention Support staff</p> <p>Specific resources</p>	<p>End KS2 Attainment and progress in RWM will be at, or close to, the new national expectations.</p> <p>Reading 90% secure % exceeding Writing 77% secure % exceeding Maths 90% secure % exceeding Combined 80%</p> <p>90% make expected progress 30% make more than</p>

<p>(See Standards 2015 -16 appendix 2)</p>	<p>Spr.1. 4. Repeat the 6 week 'catch up' plan and reassessments for pupils not achieving expected progress after Summer assessments. 5. Include in the intervention timetable on a weekly basis: extra learning opportunities, specific subject support, use of specific ICT subject support; parent communication time; additional guided sessions / tasks; specific homework, extra reward systems.</p> <p>Personalised Intervention 1. Create a 6 week pupil 'catch up' intervention plan for Aut. 2, Spring 1. 2. Reassess 'catch up' pupils at the end of Aut. 2, Spr.1. 3. Allocate additional support for intervention timetable including: extra TA time / peer mentoring / volunteers / students and teacher input. Establish the expectations within each subject and ensure pupils are enabled to learn at the appropriate expectation as a result of appropriate inclusive teaching, resources and class/non-class based interventions.</p> <p>Monitor and evaluate impact 1. Repeat the 6 week 'catch up' plan and reassessments for pupils not achieving at least expected progress after May assessments (reassess July). 2. Monitor pupils' achievement each half term, ensuring targeted pupils are on track to achieve at least expected progress.</p>	<p>UT</p> <p>NH EW UT LS CS</p>	<p>Review actions and add more robust actions to focus on pupils who have made no progress, reassess Feb half term.</p> <p>Spring 2 Monitor interventions and actions assess in March Summer 1 Test technique / Revision week/ fortnight prior to SATS, SATS week, pupils to check and review their SATS papers for misconceptions Devise 6 week catch up programme for pupils not making sufficient progress – reassess July</p>	<p>expected progress</p>
<p>Review and Evaluation Red -not achieved Amber – partly achieved Green – achieved</p>				

Personal Development, Behaviour and Welfare

Aim	Actions	Who	When	Cost	Success Criteria
<p>School Values – developed further by links with church and arts projects.</p> <p>British values taught and celebrated:</p> <ul style="list-style-type: none"> • Democracy • The rule of law • Individual liberty and mutual respect • Tolerance of those with different faiths and beliefs <p>Values are strongly embedded in teaching and learning and impact positively on children’s personal development, behaviour and welfare.</p>	<p>School values are underpinned by scripture and developed in assemblies/collective worship. Staff are trained to use/refer to the values in teaching and feedback in all subjects across curriculum . Children are encouraged to talk about the values and the impact of them on their lives.</p> <p>British values are taught and celebrated in assemblies and thread through the curriculum. Staff are confident to recognise and refer to them in lessons and pastoral work.</p> <p>Children with additional social/emotional needs continue to receive support to close the gap between their skills and those of their peers.</p> <p>School values and behaviour management strategies ensure consistently good behaviour in lessons and beyond the classroom. Coaching alongside teachers develops their expertise to improve behaviour for learning.</p>	<p>NH</p> <p>All staff</p> <p>UT</p>	<p>September January</p> <p>Ongoing</p>	<p>Arts project funding x2</p> <p>Inclusion budget</p>	<p>Achieve good SIAMS judgement.</p> <p>Pupils can talk about the school values and British values and the positive impact of them on their lives.</p> <p>MEP targets relating to behaviour are met. Y6 develop positive attitudes to behaviour choices and learning motivation. Lesson observations, T & L reviews show good levels of behaviour and minimum low level disruption.</p>
SMSC	Carry out SMSC audit. Implement SMSC action plan. Train staff to ensure that SMSC is an integral part of teaching and learning. New Curriculum Framework has many opportunities to develop SMSC which inspire and motivate children to learn and to behave well.	NH	Autumn	NA	SMSC continues to be a strength of the school as evidenced in lesson observations, children’s good behaviour around the school and their positive attitudes towards adults and each other.
Inclusion – inclusive practise is embedded and all stakeholders input into the	Local offer on the website and shared with parents. Inclusion working party set up to meet weekly and collate evidence for quality mark.	UT	Sept	NA	Achieve Inclusion Quality Mark

equality policies and procedures in the school.	Equalities policies and procedures reviewed and updated. Implement fully the Equalities action plan. All children have access to highly effective interventions delivered by trained staff. Interventions are monitored and reviewed for effectiveness. Place2Be to increase person centred planning through parent/child counselling. Counsellors work with specified children to support their social and emotional needs and support the parents of these children.	UT UT UT Counsellors	Sept Sept Ongoing	Inclusion budget	Pupils are making good progress. Pupils engage more fully in their learning and are making better progress.
Parental Engagement- positive relationships and support for parents of vulnerable pupils and challenging pupils (EBD) leads to these pupils engaging with their learning and making better progress.	Parental Engagement action plan reviewed, updated and fully implemented. Improve Parental Engagement through Structured Conversations (see Inclusion Book appendix 3). Curriculum workshops well advertised and well led by school subject leaders and advisers from Tower Hamlets Parental Engagement Team.	KK	Sept Half -termly	SLA Parental engagement budget	Positive feedback from parents. Impact on achievement for individual pupils.
Pupil Voice: School Council -re-establish, active involvement in leading an aspect of school work. Increase opportunities for pupil leadership. Head girl/boy- a further level of pupil involvement and leadership is created to support SLT and the governors.	School Council voted for in autumn term. Meet regularly and report back to school through class meetings, minutes and assemblies. Action plan for year written to include timetable for fund raising for charities e.g Macmillan, and for the school. Improve pupil leadership around behaviour through Student Leadership and School Council. Leaders monitor and give out Value Stickers. Tackle bullying through year 6 children that underwent Anti-Bullying training with AHT Inclusion. Open to Y6, shortlist and interview. Appoint HG/HB to represent the school in a variety of activities and with a range of audiences to be role models/champions for the school and British values. They lead projects to explore issues of bullying, including cyber-bullying.	UT UT NH UT LJ	Fortnightly	£150	School council can talk about what they have done and the difference it has made. Rare incidences of bullying reduce further. HG/HB are excellent role models and communicators of the school values and British values. They have a significant impact on the projects they lead.

Teaching, Learning and Assessment

Aim	Actions	Who	When	Cost	Success Criteria
<p>Assessment-new assessment arrangements are rigorous and consistent across school. Pupils make excellent progress from benchmarked starting points.</p>	<p>Assessment information is used to support those children falling behind and those who are exceeding expectations. Staff are trained to use assessment information more accurately in planning for all groups of pupils so that pupils make good progress.</p> <p>Teachers will run Structured Conversations with parents (see Inclusion Book) to plan home and school learning for children causing concern.</p> <p>PIVATS tracker for children with SEMH or on P-Levels to monitor and improve outcomes.</p> <p>SpLD assessments, monitoring and provisions to continue and continued catch-up on statutory assessments.</p>	<p>EW</p> <p>All staff</p> <p>UT</p> <p>UT</p> <p>UT</p>	<p>September 2nd Inset day Ongoing</p> <p>Assessment Point 1 Oct/Nov</p>		<p>PPMs show pupil progress is strong across the school. Assessment information is understood and acted upon by staff.</p> <p>Parents are engaged and are confident to support their children. Children make better progress as a result.</p>
<p>BIG Maths – accelerates development of quality first teaching and deep learning in maths.</p>	<p>Revisit BIG Maths programme to ensure that new teachers joining the school in September and existing staff, feel confident in understanding the pedagogy involved in teaching Big Maths. In order that children reach their maths targets, staff will be trained in teaching children specific basic skills. Coaching model provides regular support in lessons and in planning meetings using GROW framework.</p>	<p>EW LS</p>	<p>BIG Maths Inset 14th Sept led by Consultant Who monitors teaching and learning on a termly visit Phase Leaders</p>	<p>£2,350</p>	
<p>Reading – accelerate development quality first teaching and effective learning, increase enjoyment of reading and writing.</p>	<p>Phonics- regular coaching of teachers and teaching assistants in RWI lessons to improve teaching and learning, so that children make more progress in lessons and are confident to transfer reading and writing skills across all their learning. One to one tutoring implemented for children making slow</p>	<p>HT RWI Consultant</p>	<p>RWI Development Day 16th Sept and ongoing</p>	<p>£600</p>	<p>76% pupils achieve threshold in phonics screening test. Majority of pupils leave the RWI programme by end autumn term Y2.</p>

<p>Pupil enjoyment of reading</p>	<p>progress. Weekly meetings with teaching assistants to set targets and develop their confidence to use RWI teaching strategies effectively, use GROW framework.</p> <p>Shared/Guided Reading KS1 and Reciprocal Reading KS2- To ensure that new staff understand the pedagogy involved in reading and to ensure children reach their reading targets, teachers will be trained in teaching specific reading comprehension skills.</p> <p>Coaching model provides regular support for teachers in lessons and in planning meetings using GROW framework.</p> <p>Weekly timetabled school library sessions, reading , writing and reciting competitions, debating club, weekly library clubs to include parents, author visits, Book Week, book stalls. Book corners in classrooms are attractive and well stocked. Termly class visits to local Ideas Store. Reading Partners scheme is well organised and effective.</p>	<p>EW LS</p> <p>NH EW LS UT</p> <p>SD LS</p>	<p>Inset Day 1st Sept and ongoing</p> <p>Ongoing</p>	<p>Cost of class sets of books KS2</p> <p>Library SLA</p>	<p>Children's books show evidence of skills in writing being applied consistently and confidently across the curriculum.</p> <p>Pupils at end ofKS1 and KS2 achieve at, or near to national expectations. HA and some MA exceed NE. Progress is at least at national expectations.</p> <p>Staff are confident to teach reading and understand the pedagogy involved.</p> <p>Children's enjoyment of reading is evident in pupil surveys, interviews, responses.</p>
<p>Writing- accelerate development of quality first teaching and effective learning. Children can write with confidence across a range of genres. Attainment and progress in writing more consistent across year groups.</p>	<p>Teachers are shown how to timetable opportunities for meaningful writing across all subjects and learning. High expectations about care with presentation of work and pride in work are shared. Published writing expectations shared.</p> <p>School's Text based literacy lesson model Y2-Y6 revisited for new teachers and existing teachers. Pedagogy in writing explained and understood. Coaching model provides regular support in class and in planning meetings using GROW framework.</p>	<p>EW LS</p>	<p>Inset day 2nd Sept</p>	<p>NA</p>	<p>Pupils at end ofKS1 and KS2 achieve at, or near to national expectations. HA and some MA exceed NE. Progress is at least at national expectations. Attainment and progress in writing is more consistent across year groups as evident in books and data.</p> <p>Children enjoy writing.</p>

					Teachers are confident to teach writing and give appropriate verbal feedback/written next steps.
AfL – mini-plenaries, verbal feedback and diagnostic marking improve learning across the curriculum	<p>Mini plenaries-continue to develop staff's ability to maximise pupil progress by identifying misconceptions and key learning opportunities as they occur during a lesson. Staff are trained to ask questions which challenge children, as well as to assess their understanding and knowledge.</p> <p>Verbal feedback - given throughout the lesson, children taught to record feedback and follow teacher's advice to improve their work and learning.</p> <p>Diagnostic marking- continue to develop techniques to ensure children are clear about next steps for learning and are able to practise identified skills. Marking policy- review and refine our policy to maximise pupil progress.</p> <p>The coaches model above practices for teachers and TAs teaching improves rapidly so that children's progress in lessons is accelerated.</p>	EW LS UT NH	Inset Days Ongoing	NA	Pupil progress is maximised as staff rapidly tackle key misconceptions and learning points during lessons. Staff are more confident to challenge pupils through use of questioning techniques. Verbal feedback and diagnostic marking are effective in accelerating pupil progress. Monitoring shows evidence of inclusive teaching with consistently good/outstanding pitch and match.
<p>Review and evaluation <i>Red -not achieved</i> <i>Amber – partly achieved</i> <i>Green – achieved</i></p>					

Review and Evaluation

Review SIP in conjunction with School Schedule for Self Evaluation at the end of each month with the SLT and Accountability Group and termly with Governors.

Evaluate against success criteria

Agree priority actions, outcomes and meetings for next half term

- 1. Have the actions been completed?*
- 2. Have the actions been effective – have the success criteria been achieved?*
- 3. What needs to be done now to achieve the success criteria?*
- 4. How can the issue be prevented from happening again?*
- 5. Have the new procedures been embedded in practice*

Abbreviations:

NH	Nicola Horton	Headteacher RE/RWI Coordinator
EW	Emily Wright	Deputy/KS1/EYFS phase leader
LS	Lauren Sharpe	Assistant Head Literacy/KS2 phase leader
UT	Unta Taiwo	Assistant Head Inclusion - autumn term only acting SENCO (Shelley Corsinie) from Jan 2016
FB	Fahima Begum	Handwriting / KS2 Topic Champion
MB	Megan Brady	KS1 Topic Champion
TC	Tom Cottom	PE Coordinator
JP	Jackie Proctor	EYFS Parental Engagement Coordinator / Champion for Music across the school PSHCE Co whole school
SY	Sekina Yacoub	French Champion
KK	Khalidah Khanom	Parental Engagement /Attendance Coordinator

Accountability Group:

NH	Nicola Horton	Headteacher
EW	Emily Wright	Deputy Headteacher
CS	Clare Sealy	Leadership Partner (Headteacher St Matthias Primary School)
BG	Bob Gilbert	Chair of Governors
TB	Terry Bennet	Headteacher St Paul's Primary School
BW	Brian Welsh	LDBS Adviser
AG	Alison Gawthorpe	LA adviser