**Due to the Coronavirus pandemic the majority of our actions in 2019-2020 were not be met, as a result, the SIP will roll over to 2020-2021 to allow these to be met.**

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| **PARKLANDS PRIMARY SCHOOL**  **2020 - 2021 School Improvement Plan**  **Ofsted Judgement 1 Quality of Education**  **Priority 1 (i) TO IMPROVE THE STANDARDS AND ACHIEVEMENT OF ALL LEARNERS IN MATHS**  **with regard to Topic and Science** |

**PERSON WITH LEAD RESPONSIBILITY: SLT BN**

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| **Action** | **Monitoring arrangements (Who, what, where)** | **Impact** |
| **OUTCOMES FOR PUPILS**   1. In Y2 - Ensure that in excess of 70% (\*to review with the National data when available from RAISE) of pupils in maths will attain expected National Standard. 20% of children achieving greater depth standard in maths 2. In Y6 - ensure that in excess of 70% of pupils in maths attain the expected National Standard in SATs (May 2021.) 20% of children achieving greater depth. 3. In Y4 90% pass the Times Tables Task 4. The work in Topic and Science lessons will match the high standard in their Maths books. 5. To continue to raise standards in all year groups and ensure vulnerable groups are identified on a termly basis through Pupil Progress Meetings - where specific intervention is identified. 6. Termly triangulation exercise with SLT which will lead into coaching (CPD) to improve performance before returning to triangulation to measure impact of CPD. 7. To ensure that children identified as being greater depth (in all YGs) are provided with further challenge in addition to the White Rose reasoning and problem solving | **HT/AHT/SLT/SENCo/Class Teachers/TAs**  **-Analysis RAISE Leeds performance data, O-track, work scrutiny**  **-Children Interviews**  **- Work scrutiny**  **-Planning scrutiny.**  **- Monitoring of AWL (termly), O-track analysis (termly), Key stage/year group target setting meetings (termly), pupil progress meetings (termly)**  **Early Bird daily**  **MM assessments (White Rose Hub assessments, NCETM)** | 1. 70% of Y2 will gain the National Standard in maths in 2020/21  2. 70% of Y6 will gain the National Standard in Maths in 2020/21  3. 90% of Y4 will pass the X Tables Checking exercise  4.A child who is ARE in their Maths book will also be ARE in their Topic book.  5.All children to hit the maths targets. The identified children each term will make good progress.  6. Triangulation of books; data and children interviews is accurate.  7.More children will be assessed as greater depth. |
| **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**   1. To continue to strengthen teachers’ subject knowledge to underpin the development of pupils’ mathematical understanding, fluency, reasoning, and problem-solving skills by coaching through PDM’s and taking part in lesson studies. 2. To ensure that 80% of teaching in maths, and the use of maths across the school, is at least good. 3. To use PDMs to support teachers with planning opportunities for children identified as greater depth. 4. Use Drop ins carried out in Autumn term to identify training needs. Coach through PDMs / work with individual teachers. 5. BN to hold ‘open classrooms’. Inviting teachers throughout school to observe good practice in maths. 6. Moderation/standardisation to take place in school - each year group will work with SLT. Teachers to collect evidence in support of assessments. 7. To continue to ensure that school tracking and assessment procedures are used to inform interventions. Staff to identify under-achievers to target for personalised learning/intervention groups. 8. BN to work with TAs and carry out intervention training to ensure interventions are of a high quality and then monitor the quality through observations. | **HT/AHT/SLT/SENCo/KK/ Class Teachers/TAs**  -Learning Walks  -Drop in’s  -Observations  -Face to face meetings with staff  -Pupil interviews  -Planning scrutiny to show differentiation, use of support staff throughout the whole lesson.  -Book scrutiny  -Monitoring of AWL (termly), O-track analysis (termly), Key stage/year group target setting meetings (termly), pupil progress meetings (termly)  (White Rose Hub assessments, NCETM to be used to help strengthen knowledge and develop fluency, reasoning and problem-solving skills) | 1/2. TOT shows all teachers seen are good or better.  3. Books will show greater depth children are provided with additional opportunities to deepen their understanding.  4. Teachers will know the areas they need to develop and the quality of teaching will improve as a result of coaching.  5. The quality of teaching will improve after studying lessons and implementing new ideas into their own practice.  6. All children are accessing the curriculum and being successful with developing their reasoning skills and have a greater depth and an understanding of maths. Teachers will have a clear understanding  7. Underperforming groups will make good progress as a result of personalised interventions.  8. Interventions will be attached to children not making the required progress. The quality of interventions will improve as BN will provide TAs with feedback and training where necessary. |
| **QUALITY OF THE CURRICULUM**   1. Teachers to continue to provide children with opportunities to apply mathematical skills in all areas of the curriculum. 2. Teachers will use white rose materials (released in July 2019) to ensure that they are providing children with varied fluency and opportunities to reason and problem solve in every lesson. 3. To continue to increase the use of maths in provision and to increase subject knowledge | **HT/AHT/SLT/SENCo/Class Teachers/TAs**  -whole school training  -Book scrutiny,  -Pupil interviews,  -Planning scrutiny,  -Drop ins.  -Staff training on using practical ideas and how to build maths into everyday rather than just within the lesson.  -Lesson studies Summer Term.  -Staff to share resources and ideas of how to teach maths in the wider curriculum  - JT to work with Sarah Coltman for EYFS | 1. Lessons are being taken outside and made active. Children are making links with real life maths. Real life contexts are used within other areas of the curriculum, giving the children additional opportunities to apply their maths skills.  2. Teachers are providing children with carefully crafted questions and provide opportunities for reasoning and problem solving in every lesson.  3.The provision in EYFS enables maths to be accessible in all areas of learning to encourage talk for maths  65% of children in EY achieve the national expectation for number |
| **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**   1. To continue to use tracking effectively including EYFS data to identify groups of pupils with low attainment in maths and develop personalised interventions to close the gap. 2. BN to create whole school intervention timetable for maths. Ensure interventions are being carried out consistently and regularly through monitoring. 3. To ensure that TAs delivering interventions are clear about expected pupil outcomes and are provided with intervention work that is carefully planned by the class teacher to meet pupil needs. BN to monitor quality of work in books. 4. To continue to identify the key issues affecting the quality of teaching, learning and assessment and the curriculum. 5. BN to ensure that the impact of interventions are regularly assessed and reviewed and that interventions and groups are adjusted accordingly to meet pupils changing and developing needs. 6. To monitor the progress of all pupils towards meeting targets. 7. Drop in to maths lessons on a regular basis to give constructive feedback on strengths and agreed areas to develop via learning conversations. Coaching before a formal observation. 8. To work with the cross curricular leader and subject leaders to monitor maths across the curriculum. 9. Feedback to staff and governors the maths picture in school termly, highlighting actions needed. As a result of x2 termly visits to classes and PPM, identify INSET required for the following term. Governors to rigorously check how well teaching develops and its impact on learning. | **HT/AHT/SLT/SENCo/Class Teachers/TAs**  -Analysis RAISE Leeds performance data, O-track, work scrutiny – Autumn Term  - Book scrutiny  - pupil interviews  - planning  - drop ins  - peer observations | 1. The provision in EYFS enables maths to be accessible in all areas of learning to encourage talk for maths  65% of children in EY achieve the national expectation for number  2. Maths interventions will be monitored to ensure they are effective in supporting underperforming groups.  3 .BN training will see higher impact from the TAs All children will hit their targets – barriers to learning addressed and interventions put in place to support. Observations of TAs show that interventions are delivered well. Monitoring shows the impact is narrowing the gap for these children.  4 . Issues will be addressed, as they arise, and the quality of teaching, learning, assessment and curriculum will continue to improve  5. All staff use tracking to identify vulnerable children and identify these through pupil progress meetings where intervention is put in place. This is monitored and having a positive impact on closing the gap.  6.Pupils will meet or exceed their targets  7.Feedback is built on by all staff and shows improved teaching and learning in subsequent monitoring  8 .Cross curricular leader will ensure standards in topic and science are at ARE expectations  The amount of good and outstanding lessons will increase. |
| **EVALUATION STRATEGIES**   * **SLT to walkabout x1 hour per week – observing, talking to children, looking at their books** * **Maths leader to drop in to interventions and monitor intervention books** * **Formal observations – Autumn 2020 and Summer 2021** * **SLT/Maths leader/Cross curricular leader to monitor books, scrutinise planning, interview children x 3 per year** * **Termly reports to HT and Governors** * **Analyse data** * **Pupil progress meetings and PDMs** | | |

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| **PARKLANDS PRIMARY SCHOOL**  **2020 - 2021 School Improvement Plan**  **Ofsted Judgement 1 Quality of Education**  **Priority 1 (ii) TO IMPROVE THE STANDARDS AND ACHIEVEMENT OF ALL LEARNERS IN ENGLISH**  **with regard to Topic and Science** |

**PERSON WITH LEAD RESPONSIBILITY: CD GH SR SLT**

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| **Action** | **Monitoring arrangements**  **(Who, what, where)** | **Impact** |
| **OUTCOMES FOR PUPILS**   1. In Y2 - Ensure that \*60% (\*to review with the National data when available from RAISE) of pupils in reading and writing will attain expected National Standard. 10% of children achieving mastery standard in reading and 5% in writing. 2. In Y6 - ensure that in excess 70%\* of pupils in Reading and Writing attain the expected National Standard in SATs – thus demonstrating above floor level targets. 10% of children achieving Mastery standards in English. 3. 70% of children will achieve their Phonics pass mark in Y1 and 90% by end of Y2 4. The work in Topic and Science lessons will match the high standard in their English books. Introduce ‘Inspire Days’ at the start of each new Topic. 5. Ensure that pupils are grouped effectively to maximise learning in lessons and that groupings are flexible and fluid depending on task focus, pupil ability and type of differentiation. Challenging work set for all children especially HA. 6. Continue to accelerate progress in all year groups and ensure vulnerable groups are identified on a termly basis through Pupil Progress Meetings - where specific intervention is identified. The children will be seen on a rolling weekly programme and their results moderated after each termly target setting meeting. Children who have not made required progress to be given intervention in September where appropriate. 7. To narrow the gap in English for identified groups and ensure interventions are well targeted to meet pupil’s needs. Develop TA training to ensure intervention is effective. 8. Termly triangulation exercise with SIA and SLT which will lead into coaching (CPD) to improve performance before returning to triangulation to measure impact of CPD 9. Raise the ARE of boys by having using Pie Corbett Talk for Writing in EYs to Y4. | **HT/DHT/SLT/SENCo/Class Teachers/TAs**  -Analysis RAISE Leeds performance data, O-track  -Children Interviews  - Work scrutiny  -Planning scrutiny.  - Monitoring of AWL (termly), O-track analysis (half termly), Key stage/year group target setting meetings (half termly), pupil progress meetings (termly)  - Teaching and Learning Walks  GPS  assessments (Rising Starts)  Writing moderation by HT and SIA  Triangulation and Coaching by SIA on a termly basis | 1. 65% of Y2 will gain the National Standard in English.  2. 70% of Y6 will gain the National Standard in English.  3. 70% of Y1 and 90% by the end of Y2 pass phonics  4. A child who is ARE in writing in their English book will also be ARE in their Topic book. Inspire Days will be evident in books  5. Target setting meetings allow groups to be realigned with barrier to learning questions asked for those who have not achieved.  6.All children to hit their English targets. The identified children each term will make at least good progress.  7. Each class teacher to develop a clear plan for their class, to ensure children learn, rehearse and practice specific GPS skills on a daily basis.  8. Data Analysis to identify underperforming groups of pupils. Ensure that interventions are closely linked to whole class teaching as well as narrowing the gap in regards to basic skills.  9. Boys narrow the gap to the Girls as do SEND children  10. ARE expectation in Writing moves significantly in Y5  11.TAs enhance the learning in the lessons  12.Triangulation of books, data and children interviews is accurate |
| **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**  \* To ensure that 80% of teaching in English, and the use of English across the school, is at least good  \* Spelling is consistently sent home and specific patterns taught  \* Topic books are of the same quality as English Books  \* Staff apply Marking and Feedback Policy to move learning on  \* Reading is celebrated through Novel Studies termly and a World Book Week annually and the new reading challenge and vending machine.  \*Children to enjoy reading for pleasure.  \*All classes to have a class novel/book- teachers to be reading aloud to children on a regular basis.  \*Teachers to plan reading interventions for underperforming groups led by TAs.  \*Each class to complete a Rising Stars reading assessment once per term. Use these assessments to inform reading interventions and target setting.  \* A Phonic Leader will be named and appointed after the Audit from Oakwood English Hub | Eng Leader  SLT  HT  SIA will monitor English weekly completing the TOT sheets.  Teaching and Learning Walks  Pupil interviews and learning walks.  Learning walks Pupil interviews | \* Teaching and Learning Walks and Teaching Over Time will see teachers classed as good  \*All lessons are planned with a range of communication opportunities  \* Technical vocabulary is used in all lessons  \* Spelling is seen as a high priority and is celebrated weekly is assembly – mirroring the x tables  \* English codes are in all exercise books and work is annotated with them – children know what the codes mean – in line with the M&F policy  \* Staff are aware of the skills being taught at ARE and build rapidly on these so that students make rapid progress and some hit the mastery statements in Topic and English lessons  \* Triangulation / Teaching and Learning Walks termly will lead to coaching and a growing % of ARE in each YG  \*Children show a positive attitude towards reading and they enjoy this.   \*GH to lead TA training and provide resources for TAs to use.  \*Underperforming groups will start to improve their written comprehension skills.  \*Teachers will be aware of underperforming groups and create interventions to close the gap. |
| **Quality Of The Curriculum**  \* A TLR position will work across the school ensuring that the quality of writing in Topic Lessons allow students to develop communication skills: written, verbal and reading to the same standard as in English  \*Ensure Novel Studies in KS2 enhances children’s learning. Children will complete x1 a term.  \*Ensure that children are exposed to a range of high quality texts including classics.  \*To ensure that each class studies poetry in English lessons (X2 poems per year).  \*Children will write in GR books using the short date and no LO. There will be an expectation that children will carry out independent tasks in their books and these will be marked.  \* To ensure that the four stage model is being used in guided reading.  \*Children to complete x1 comprehension in guided reading per week.  \*To raise the profile of spelling across school.  \* Continue to celebrate Shakespeare in KS2, including a drama performance and workshops to give children first hand experiences.  \* Ensure there is good/outstanding phonics teaching in EYFS and KS1 which will result in being closer to national at the end of Year 1 phonics test. Phonics leader to oversee  \* Continue weekly Big Write where chn are provided opportunities to write for extended periods of time writing an extended piece of quality writing which is marked in line with marking and feedback policy, giving chn clear next steps to move learning on (The Yellow Box).  \* Ensure dictation is carried out once a week in KS2.  \* Children to take part in Free Writing Friday from 1-1:30 every Friday. They will have the opportunity to write freely using Pobble 365 images as a stimulus.  \*To use Picture News to discuss current affairs linked to PSHE.  \* The Reading Challenge and vending machine will encourage a wider range of reading for pleasure. An £8000 investment of books for the Reading Challenge and for a new Phonics reading scheme (incl Home readers) for EY – Y3 | English Leader  X Curricular Leader  SLT  HT  SIA will monitor English weekly completing the TOT sheets.  Spelling Shed scheme and online accounts- school leader board. | \* ARE children will be easily identified by looking at their Topic books alone.  \* Reading will be taught consistently throughout school with accurate recording in books and monitoring taking place.  \*There is consistency in the delivery of Reading sessions between teachers and TAs in classes and across school.  \*Children will become fluent and accurate readers.  \*Children will develop their comprehension skills and be able to complete comprehensions independently.  \*The standard of spelling across school will improve and children will become more engaged with their spellings.  \* Spelling will be celebrated weekly in assembly (Speller of the Week competition), with an improvement of spellings seen during dictation tasks.  \*Children demonstrate they can write extended pieces of quality writing independently before applying their ‘next steps’ to move learning on.  \*Children will retain spellings from previous spelling assessments and transfer this knowledge into their writing.  \* Children write independently with pride and enjoyment.  \*Children will have the opportunity to write about what they would like during this time so they will enjoy writing.  \*Children will have a better understanding of current affairs and will be able to answer comprehension questions related to this. They will be able to justify their views clearly.  Children will read 9 different genres to achieve the reading challenge. A Classic, Shakespeare, Modern Fiction, Auto Biography / Biography, Story from another Culture, Poetry, Detective and a Non Fiction |
| **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**  \* An established English Co-ordinator is working across the school.  \* A cross curricular leader is working across the school.  \* A phonics leader is working across EYFS and KS1  \*To use tracking effectively including EYFS data to identify groups of pupils with low attainment in reading, writing and grammar and develop personalised interventions (individual/group) to close the gap  \* To ensure that TAs delivering interventions are clear about expected pupil outcomes and are provided with intervention work that is carefully planned by the class teacher to meet pupil needs (including a feedback form for each session). Interventions to start at the beginning of the Autumn term using previous summer data to identify children in need.  \* Ensure that the impact of interventions are regularly assessed and reviewed and that interventions and groups are adjusted accordingly to meet pupils changing and developing needs  \* To monitor the progress of all pupils towards meeting targets  \* To monitor books, checking they demonstrate clear differentiation, including challenge for more able pupils, effective use of TA, clear objectives that are linked to outcomes and that there is an accurate match between work set, children’s abilities and appropriate pupil groupings to maximise learning  \* Drop ins to phonic, grammar and English lessons on a regular basis to give constructive feedback on strengths and agreed areas to develop via learning conversations. Coaching before a formal observation.  \*To complete reading ‘Deep Dive’ in line with Ofsted updates.  \*To assess the effectiveness and quality of early reading provision in school. | HT  DHT  SLT  English Leader  EYFS leader to ensure tracking data in EYFS is analysed termly to identify children at risk of not achieving  HT analyse data termly to identify children at risk of not achieving  Drop ins, book scrutiny, lesson observations through Teaching and Learning Walks  All staff to work with SENco to identify children in need of intervention and the monitoring and analysis of impact from these interventions  Pupil interviews, teacher interviews, audit of resources.  Learning walk, phonics observations, audit of books and resources  English Leader | \*English Leader will ensure Novel Studies enhance the children’s love of reading  \* X curricular Leader will ensure standards in Topic and Science are at ARE expectations  \* English Leader will liaise with Head KS2 in monitoring Reading, PPA GPS and Spellings. They will liaise with AHT with regard to English books and the X Curricular leader with Topic work  \*All staff use tracking to identify vulnerable children and identify these through Pupil Progress meetings where intervention is put in place. This is monitored and having a positive impact on closing the gap.  \*Observations of TAs show that interventions are delivered well. Monitoring shows the impact is narrowing the gap for these children  \*Pupils are meeting or exceeding their targets  \*Planning takes into account the needs of individual children, TAs are appropriately planned for, there is appropriate differentiation. Challenge is most definitely planned for.  \*Feedback is built on by all staff and shows improved teaching and learning in subsequent monitoring  \*SIA and SLT in Aut and Summer term will agree that over 80% of lessons are good.  \*Children will be able to identify favourite authors and books.  \*Children will be able to talk about reading confidently.  \*Teachers will use a range of high quality texts in reading and writing lessons. |
| **EVALUATION STRATEGIES**   * **Leader to walkabout x1 hour per week, observing, talking to children, looking at their books.** * **Formal observations – Autumn 2020 and Summer 2021** * **SLT/Eng Leader/ X Curricular leader to monitor books, scrutinise planning, interview children x 3 per year (on a weekly monitoring basis)** * **Termly reports to HT and Governors** * **Analyse data** * **PM** * **PDMs** | | |

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| **PARKLANDS PRIMARY SCHOOL**  **2020 - 2021 School Improvement Plan**  **Ofsted Judgement 1 Quality of Education**  **Priority 1 (iii) To raise standards with SEND and Intervention children and to Close the Gap** |

**Lead: BB SLT**

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| **Action** | **Monitoring arrangements**  **(Who, what, where)** | **Impact** |
| **QUALITY OF TEACHING; LEARNING AND ASSESSMENT**   1. Coaching to improve quality of teaching – within school – timed return observations for improvements 2. Children using responding to verbal and written feedback in English, maths and other curriculum areas as evidenced in books 3. Gaps identified (from work and low accountability testing) and targeted planning in place (plan/do/review) and Same Day Interventions 4. All staff aware of end of year and end of Key Stage expectations 5. Use of questioning and scaffolding to differentiate 6. Parents/Carers involved in review meetings and know targets for their child(ren) | 1. Key Stage Leaders/SLT/Governors – staff/SLT/GB Meetings 2. Teachers monitor and feedback in Pupil Progress Meetings / Book Looks/Pupil Interviews/Observations – SLT/SENCo/subject leaders 3. Subject/Phase Leaders/SENCo and SLT – Pupil Progress Meetings/SEN Review Meetings/IEPs/Appraisal 4. Phase Leaders/SLT – staff meetings/CPD 5. Phase leaders/SLT observations 6. SENCo – review meetings, discussions with parents, SLT parent voice questionnaires, Open Evening discussions | Quality of Teaching is improved, including questioning to differentiate.  All children experience higher level expectations, input and differentiation through challenge.  Feedback is immediate and meaningful to each child and improvements happen quickly.  Planning starts from where the children are and challenges stretch appropriately.  Parents/Carers know about and support their child at home towards meeting targets |
| **QUALITY OF THE CURRICULUM**   1. High expectations of all and knowledge of end of year/Key Stage expectations 2. Inspire Days at start and end of topics – planning time 3. Plan do review from where children are (targeted planning) 4. Key Stage 1 Phonics – regular intervention and low accountability testing to check progress | 1. Phase Leaders/SLT – observations 2. SLT – planning scrutiny half termly 3. Subject/Phase Leaders and SLT – Pupil Progress Meetings/Appraisal 4. Key Stage 1 Leader/English Leader/SENCo – observations, tracking data, SLT – Pupil Progress Meetings | Children rise to the challenge of high expectations.  Inspire Days make the learning meaningful to the children and they can discuss how it relates to their learning.  Higher % pupils pass Phonics Screening Check in Y1 and resits in Y2 – Cancelled due to Coronavirus |
| **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**   1. Hold staff accountable – Pupil Progress Meetings, Appraisal 2. Governors involved in spending decisions with SLT and evaluating effectiveness of interventions 3. Governors challenge data and lack of progress (if appropriate) 4. Termly meetings with teachers about PP and SEND children (progress and barriers) | 1. SLT/Governors – Pupil Progress Meetings, tracking, GB Meetings termly 2. HT/GB Meetings – Finance Committees 3. Governors – Pupils and Standards Committee termly 4. SENCo/SLT – Pupil Progress Meetings/SEND Review Meetings | Spending decisions link with better progress for SEND and disadvantaged pupils  Governors awareness and challenge of data, progress and attainment improves  Teachers held accountable for pupil progress and know what has worked and next steps |
| **SUPPORT FOR Y5**   1. Same day interventions – Maths 2. Pre-teaching – maths, vocabulary, grammar – TAs/Teacher 3. Reading Comprehension - whole class using images and video to increase comprehension skills (removing reading as a barrier to understanding) at least 1 x week 4. Speaking and listening activities embedded into lessons daily 5. Interventions – phonics/spelling/reading/writing – timed and evaluated – IEPs target key areas in small steps 6. Writing for a purpose and audience – blogging/Pobble 7. Slow Writing Intervention – 1 x week, TA or teacher and use of structure strips to support writing 8. Pastoral Support to ensure barriers to learning are minimised or removed – 1:1/ small group and class interventions linked to social and emotional development | 1. Subject Leaders/SENCo half termly – Book Looks, SLT – Pupil progress Meetings 2. As above 3. English Leader/SLT – planning scrutiny, pupil interviews/observations, test results 4. SENCo/English Leader – learning looks, pupil interviews, SLT - Pupil Progress meetings 5. SENCo – termly review meetings 6. English Leader – book looks, pupil interviews, blog 7. English Lead/SENCo – Book Looks 8. SENCo/SLT meetings with teacher and Learning Mentor | Higher % achieve ARE in Reading in Y5  Higher % disadvantaged achieve ARE  Higher % SEND children make at least expected progress  Higher % SEND children achieve ARE  Pupils can articulate their learning clearly  Interventions improve attainment and progress – those that don’t are changed quickly  Higher % writing at ARE and reader response acted upon  Barriers to learning reduced /minimised /removed and children have strategies to cope or remove from situation and discuss later |
| **RESOURCED PROVISION**   1. Further develop the Outdoor Provision to increase the range of learning activities during the day, to enable the children to access a range of learning situations 2. Embed B Squared Assessment to enable specific next steps to be set and good progress made 3. Ensure routines and curriculum are in place and embedded for all the children (21 this year) 4. Training for Staff on Dyslexia and SLT 5. To slowly increase the mainstream access for some RP children, where appropriate | 1. SLT and SENCO, Governors – visits and when looking at learning environments 2. SENCO and SLT, Govs – termly monitoring reports and data, pupil progress meetings, target setting meetings 3. SENCO and SLT – observations, monitoring 4. SENCo and SLT 5. SENCO and SLT | Enable staff to provide high quality, targeted provision so children make at least good progress  RP children make good progress or better, given their starting points  All children are accessing the curriculum at their own levels and high expectations mean at least good progress is made  Increase in % time spent with mainstream peers |
| **EVALUATION STRATEGIES**   * Target Setting Meetings - Use of data and other information about PP and SEND children to track and identify progress and the process – why did it not work * Test scores and gaps * Interventions discussed, reviewed and evaluated half termly – make changes quickly if not effective * Phase Meeting discussions – expectations, data, tracking, planning * Book Scrutinies and Pupil Interviews * Observations * Coaching/return observations/reflections | | |

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| **PARKLANDS PRIMARY SCHOOL**  **2020 - 2021 School Improvement Plan**  **Ofsted Judgement 1 Quality of Education**  **Priority 1 (iv) Ensure The Curriculum Enhances Learning and Gives a Depth of Knowledge**  **Lead: SR SLT** |

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| **Action** | | **Monitoring arrangements (Who, what, where)** | **Impact** | |
| **OUTCOMES FOR PUPILS**   * To continue to monitor and raise the standards across curricular subjects; * To make sure progression is evident throughout the different year groups; * To ensure any written work in Curriculum lessons matches the high standard set in both Maths and English books; * Record in Curriculum Leadership File; * Set specific targets for improvement across the year for each YG to raise standards; * Subject leaders to review the delivery of the wider curriculum at the end of each term with a particular focus on outcomes for children in terms of improved knowledge and understanding. Where topics have been highly successful, identify the main factors leading to success and ensure that these elements inform planning for the next term. Where issues are identified, subject leaders to identify solutions; * The new Knowledge Organisers will ensure the children are gaining an in-depth knowledge and a deeper understanding of what they are learning. | | **Staff to be released x1 morning per curriculum area per half term to monitor and have an impact.**  **Curriculum Leader to be released X1 every week to monitor**  **Children interviews and work scrutiny to be undertaken**  **Subject Leader files will be scrutinised yearly.**  **End of year report to Governors.** | **To explain what you did and how you know the standards have improved.**  **Accurate assessments are recorded identifying areas and YG that need support.**  **A child who is ARE in their writing and Maths book will also be ARE in their Curriculum book.**  **Standards will rise and outcomes measured.**  **All subject leaders will be confident in monitoring the progression of skills within their subject area.**  **Governors will see exactly the standards and what the leaders have done to raise performance.** | |
| **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**   * Ensure teaching, learning and assessment lead to effective impact and improved attainments for all learners; * To ensure that subject leaders use coaching effectively to raise standards of teaching across the curriculum; * CPD for teachers and support staff is directed in order that staff develop areas of expertise in which they support other colleagues; * Ensure the Quality of Teaching is at least consistently good; * Use books and pupil interviews to identify strengths and areas for improvement; * Scrutinise books to ensure there is progression across the school, and that the work shows progress for each child; * Marking – ensure the marking policy is followed with emphasis on ‘green penning’; * Next steps – ensure next steps question and move the children on in both their learning and deepening of their knowledge of the given subject, therefore reflecting the subject; * Learning Objectives – ensure the learning objective is subject specific not literacy based; * Encourage the sharing and celebration of good practice; * Ensure cross curricular links are being utilised to enable the children to develop a depth of knowledge, e.g. novel studies; * Ensure each leader on a learning walk visits each class. | | **Curriculum Leader Time**  **Subject Leader Time**  **Book Trawls**  **Child Interviews**  **Learning Walks**  **PDMs** | **Teaching will be consistent and at least good in all Curriculum subjects.**  **Subject leaders will feedback effectively to SR and SLT – identifying good/excellent practice and teachers who require more support will be given it.**  **Gaps in teaching, in displays, in books can be identified** | |
| **QUALITY OF THE CURRICULUM**   * To continue to ensure the new curriculum is being covered; * To ensure there is progression but also a depth to the new curriculum; * Ensure Plan A’s and Plan B’s are being adhered to and they cross reference to the new Knowledge Organisers; * Ensure gaps that are identified have actions to address them; * At the start of the topic children take a quiz to find out what they already know about that topic which will be taken at the end of the topic to show knowledge gained; * Trips and visitors into school are planned regularly to provide the pupils with first-hand experience of the subject; * Children will continue to learn through hands on learning opportunities using our creative curriculum e.g. DT. * Knowledge organisers will celebrate the new curriculum | | **Subject Leader Time**  **Curriculum Leader Time**  **Book Trawls**  **Child Interviews**  **Learning Walks**  **Termly Team Meetings** | **Lessons are being taken outside and made active.**  **Real life contexts are used to enrich the curriculum.**  **Areas identified as missing or lacking will have actions attached to them and the staff will be aware of the gaps in the curriculum.**  **PDM’s will see CPD opportunities for all subject leaders**  **The Alliance will provide Deep Dive training for all subject Leaders** | |
| **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**   * To continue to oversee the re-design of the Curriculum to reflect the New Ofsted Framework (September 2019) to reflect a deeper learning, knowledge base and skills set; * Ensure the Website celebrates the New Curriculum; * Curriculum File up to date; * Support new leaders in their role; * Subject leaders continue to be able to go on courses – time given to feedback in staff meetings; * Ensure detailed Action Plans prepared indicating outcomes; * Further embed fundamental British Values in the school curriculum; * Evaluate the impact of strategies introduced in order to raise standards; * Report to SLT termly, evaluating the actions you have done and what the next steps are to continue to raise standards; * Report to governors an evaluation of the impact of initiatives on attainment. | | **Monitoring of curriculum time.**  **Monitoring action plans updates termly.**  **Termly SLT updates.** | **All subject leadership files will contain the same information.**  **All subject leaders will be able to identify a way in which each YG can raise standards.**  **Curriculum File will contain overall information.**  **Governors will be well informed**  **Standards can be read from any subject area.**  **PDM’s will see CPD opportunities for all subject leaders**  **The Alliance will provide Deep Dive training for all subject Leaders** | |
| **EVALUATION STRATEGIES**   * **Subject leaders will be released once a term to enable impact of plan to be measured and evaluated. See Subject Release Timetable and Tasks** * **Curriculum Leader will be released weekly to monitor the impact of the new curriculum.** * **Subject leaders will have defined roles and responsibilities with regard to assessment, tracking and monitoring; resulting in increased impact on raising standards across the school through focussed action plans with built in time scales.** | | | | |
| **PARKLANDS PRIMARY SCHOOL**  **2020 - 2021 School Improvement Plan**  **Ofsted Judgement 1 Quality of Education**  **Priority 1(v). TO IMPROVE THE QUALITY OF TEACHING, LEARNING and ASSESSMENT SO THE CHILDREN ARE FULLY ENGAGED IN THEIR LEARNING.** | | |

**PERSON WITH LEAD RESPONSIBILITY: CD and SLT**

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| **Action** | **Monitoring arrangements**  **(Who, what, where)** | **Impact** |
| **QUALITY OF TEACHING, LEARNING and ASSESSMENT**  \* Books show progression and a building of skills and knowledge.  \* Effective use of TA being used.  \* Marking and Feedback policy used consistently  \* 121 coaching to move to Outstanding in RWM (TA’s trained as well)  \* Use good / outstanding teachers as mentors for the new staff and teachers with aspects of RI  \*SLT will act as mentors to staff working on coaching  \* Use outstanding links with Beechwood to further enhance our teaching in Cross Curricular ways and to share ideas with other schools  \* Work with the Phonics Team at the Outwood English Hub  \* Undertake a Learning walk with the Alliance and Deep Dive training (x5 HT’s)  **To continue to improve lesson planning and delivery** so that all students are supported in achieving better than expected progress.  \* Lesson planning will see lessons have greater depth rather than superficial coverage  \* Success Criteria defines a successful learning experience  \* Verbal and written feedback will enable the child to enhance their work and to progress at a quicker rate  \* Student interviews to establish if /how they are supported or stretched  \* Ensure students know what Progress is  \* Monitor progress data and moderation/ standardisation processes  **To ensure Marking and Feedback policy is fully embedded.** \*Training for all staff in Effective Feedback revisited  \* Next steps are written concisely and in a way that students can respond to demonstrate progress  \* Next steps in Topic move the children on in that subject (not English focus)  \* Learning walks and Teaching and Learning monitoring show Effective feedback by the teacher and Students responding as per policy  \* Whole school monitoring identifies excellent practice and shared  \* Work is well presented and follows the presentation strategy  \* Students are interviewed about the effectiveness of Feedback to improve their learning.  **To ensure that good quality Independent Learning is set, marked and fed back to students regularly**  \* Ensure independent learning gives more freedom to set appropriate type of learning  \* Set out clear strategy for independent learning  \* Monitor the setting of independent learning through book trawls  \* Hold staff to account if they are not setting IL or the quality is poor  \* Monitor the completion of independent learning and actions by faculties  \* **Learning Objective and Success Criteria**  Teachers will ensure that the **Learning Objective** is known for each lesson. Success will see the LO highlighted.  **\* ICT**  Use of a wider range of technology to support teaching esp Programming and training provided by Purple Mash  **\* Challenging the more able** in all classes through coaching and mentoring. | HT  SLT  Ext Adv  Lit Leaders  SIA  Will undertake weekly monitoring (see timetable) and complete each teachers TOT / T ad L Studies sheet.  SIA triangulation in Maths and Literacy will feed into the following terms coaching  SLT  SIA  Governors  SLT  SIA  Governors  HT  SLT  Governors  SLT  ICT Leader | \*The quality of teaching in each class will be assessed as at least good if not outstanding through formal observations  \* Areas identified by SLT, SIA and Gov’s through monitoring by senior staff and external advisors will confirm that areas identified are being implemented successfully  \* Staff know what outstanding looks like and can apply the model with increasing success  \*Lessons have more depth and reasoning especially in Maths and Reading  \* AWL ticked off in the Ass Files will be evidenced during children interviews where they will independently apply  \* Staff are planning engaging, deep-learning lessons  \* Personalisation is varied and is embedded in all lessons for support and stretching students  \* 95% satisfaction from students that they feel supported and stretched in their lessons  \* Staff are fully aware of and using Effective Feedback consistently as per the updated 2018 M and F policy  \* Next steps help students make better progress  \* SLT will support colleagues and strengthen practice  \* 100% of books contain effective feedback and show students responding  \* 95% minimum of students believe feedback is helping them improve  \* Books are neat and well-presented modelling the extensive handwriting training  \* Students can confidently articulate how effective Feedback is helping them improve their work.  \* High quality independent Learning will be visible in pupils books  \* SLT will monitor books and drop ins and intervene as appropriate  \* Children will be aware of where they are heading; be able to identify when they have achieved a skill and be able to apply that knowledge in real life situations  \* The topic work will make links across subjects to reinforce good literacy skills and maths skills with a Co ordinator responding to SLT  \* All staff will be embedding changes and developing cross curricular links    \* Majority children make accelerated progress  \* All make expected progress  \* SLT / external advisors triangulation will indicate whether or not children are able to apply the skills ticked off in the AWL sheets accurately.  \* A wider range of technology is used eg I Pads  \* Curriculum is enhanced to promote control  \* Programming is embedded in all YG’s  \* A greater % of pupils achieve targets that are set beyond the age related expectation - Increase % eXceeding in Y6 and Y2 |

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| **PARKLANDS PRIMARY SCHOOL**  **2020 - 2021 School Improvement Plan**  **Ofsted Judgement 2 and 3.**  **Priority 2. Continue to Develop the BEHAVIOUR and ATTITUDES AND PERSONAL DEVELOPMENT of pupils.** |

**PERSON WITH LEAD RESPONSIBILITY: JT BO CD SLT**

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| **Action** | **Monitoring arrangements (Who, what, where)** | **Impact** |
| **OUTCOMES FOR PUPILS**   * All children should feel and be safe and secure at school – refer to the WELLBEING POLICY Sept 2017 * Happy children with ‘wellbeing’ being at the core – see new Policy. * Children should foster a positive attitude towards learning * Behaviour for learning should be outstanding * Further reduction in behaviour incidents through break times and lunch times * When moving around School, to create a calmer, quieter atmosphere with high expectations of pupils * Positive feedback from children’s questionnaires (twice a year) * Positive feedback from parental questionnaires (twice a year) * Create and promote positive role models from within school | HT/ SLT/ SENCo/ BO  Class teachers/ children/ parents  New staff will need training | * All children and staff are consistent in their approach when following the behaviour policy * The Wellbeing Policy celebrates our happy, confident children who reach their potential * A reduction in behaviour incidents in class * A reduction in behaviour incidents at break and lunch * Skilled and trained lunch staff to resolve issues before they escalate * No exclusions * Children follow rules, respect staff and others * Wellbeing Policy reducing stress in children |
| **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**  **Staff continue to embed expectations, creating positive behaviour for learning:**   * Ensure staff, including HLTA’s and TA’s follow the behaviour policy to embed clear and consistent rules and boundaries for all children across School. * Ensure behaviour incidents are reported on CPOMS following the behaviour system – orange and red incidents reported.  Lessons should be planned with clear differentiation tasks which challenge and stretch children.  * Ensure children with IBP’s access inclusive learning - SEND pupils should be planned for following IEP’s – there should be evidence of differentiated tasks in books and using the M&F policy the level of support indicated in books. * Ensure all nurture programmes are well planned, resourced and purposeful, following the emotional literacy framework. These are over-seen and reviewed by BO regularly to meet children’s changing needs. * Staff are expected to have high expectations of behaviour from children – using behaviour system effectively to encourage positive behaviours towards learning. * Skilled TA on-hand to support high tariff children access learning, acting as a preventative measure to de-escalate behaviour. * Ensure staff are encouraging and rewarding children’s positive choices, attitudes and behaviour eg star of the week, WOW, SPOW * Promote positive learning in all lessons. * Adults to model and reinforce appropriate language, including lunch time staff. * Create a stimulating and enabling environment which promotes respect for others and the rules. * Ensure teaching of PSHE is well planned and taught regularly by TA’s in SDI. LO’s should be taken from the appropriate year group embedding the Mind Mate lesson plans * Create class rules at the beginning of the year, in addition to School Rules * Ensure School rules and British Values are displayed across school and in every classroom. * Ensure high expectations of all children moving around school – Focus on lining up outside, quiet in assemblies, moving outside for break time and during dinner time. * Continue to develop the role of lunch time assistants – creating games at lunch time to engage children which will reduce behaviour incidents | HT/ SLT/ SENCo/ BO/ Nurture team  SEF/ SIP SMT monitoring  Observations/ drop ins  Evaluation of TOT Planning scrutiny  PSHE Monitoring – KS  ICT Monitoring - SH  O Track analysis every term  Governor reports | * Consistency from children and staff when following the behaviour policy * Children are challenged and stretched in lessons which are differentiated and planned to meet their needs. * PHSE lessons occur twice weekly during SDI * Classrooms are stimulating, safe and enabling with clear organisation and structure * Children follow the rules with a reduction in incidents * Staff report incidents in a timely fashion on CPOMS to keep on-going and informative records of children’s behaviour * Key children will be supported in lessons and through nurture to reduce the number of possible behaviour incidents and disruption to learning. * High tariff children are well planned for to ensure high level challenging behaviour is de-escalated * Highly skilled TA will support high tariff children in class as a preventative approach – modelling to staff and children behaviours and attitudes. * For high tariff children, FFI funding is accessed to support children in School * Children are able to express their feelings and respond appropriately to different situations and challenges |
| **QUALITY OF THE CURRICULUM**   * Provide an enhanced, exciting and creative curriculum designed to engage and capture the interests of children, particularly those who may be hard to engage. * MIND MATE lessons covered in PSHE lessons * Promote positive role models and inspirational people through guests and visitors to School * Provide real life experiences and opportunities for children to visit new places through class trips and outings. * For those with challenging behaviour, signpost to nurture groups or 121 sessions as part of early intervention. * Ensure Anti Bullying Week/ NSPCC / Mental Health awareness week take place to raise profile throughout School. * PSHE lead to organise D-Side and other safeguarding events. * Promote and teach children about E-Safety, cyber bullying and staying safe online through well-planned ICT and PSHE lessons. This will also be addressed in Assemblies. * Continue to teach children about the boundaries and safety within school throughout PSHE sessions and assemblies using the Mind Mate website. * Ensure there are opportunities for British values to be taught in lessons * Embed the emotional resilience programme throughout all nurture sessions * Provide support and guidance through 1:1 Learning mentor sessions for key children * Provide children with emotional well- being support through referrals to SMART and our own Learning Mentors * Continue to Develop the DV programme with focus groups | HT/ SLT/ SENCo/ BO/ Nurture team  SEF/ SIP SMT monitoring  Observations/ drop ins  Evaluation of TOT Planning scrutiny  PSHE Monitoring – KS  ICT Monitoring - SH  O Track analysis every term  Governor reports | * Children are challenged and stretched in lessons which are planned and differentiated to meet their needs. * Raised standards and increase progress made in children are engaged and motivated to learn. * Children will be able to talk about their future with more aspirations * Children are well-behaved and respectful on trips out * Successful Anti bullying week / E safety week /NSPCC and Mental health events * D-Side and CSE etc themes taught, organised by PSHE lead * Children learn to access and stay safe when using the internet * Children progress with their emotional resilience and be able to problem solve issues more effectively. This should lead in a reduction in reported behaviours on CPOMS. * Early intervention will act as a preventative measure. * The children know who and where to turn when feeling anxious |
| **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**   * The Safeguarding and Wellbeing Lead to enhance wellbeing across School * HT to lead on behaviour across School * Monitor and evaluate behaviour termly, reporting to SLT, HT and Governors where necessary. * To reflect upon findings in termly behaviour reports and act upon this as necessary i.e. implementing training for staff/ PDM/ re-cap of school rules in assembly etc. * Identify children and key cohorts/ classes who we have concerns to monitor and provide support through learning mentors, skilled behaviour TA, nurture and emotional resilience programs * Target key times when behaviour is known to escalate such as lunchtimes and walking around school as key areas for improvement. Ensure staff are aware of these key times and support where necessary. * Provide training where required for lunchtime staff in how to deal with behaviour effectively * Continue to develop the sanctions and reward system to be more effective throughout lunchtime and break times. * Ensure ‘Red’ incidents are followed up consistently by a member of SLT * Ensure high tariff children have IBP’s in place, which are shared with staff involved with that child. * Ensure IBP’s are implemented effectively and that strategies identified are consistently used. * Continue to develop links with PCSO’s and high school in order to support behaviour and transitions * Governors have responsibility for Health and Safety of pupils in their role safeguarding children – ensure this is reported in in Governor meetings. * Ensure PSHE and Mind Mate lessons are taught weekly. * Ensure changes to safeguarding aspects are implemented as and when updated. * Return ARM monitoring form to LA each May in reflection of School safeguarding procedures. * Apply for behaviour funding for children who meet the F Band Criteria. | HT/ SLT/ SENDCo/  SEF/ SIP SMT monitoring  Observations/ drop ins  Evaluation of TOT Planning scrutiny  PSHE Monitoring – KS  ICT Monitoring - SH  O Track analysis every term  Governor reports | * Safeguarding and wellbeing lead will ensure issues are covered concerning mental health across School, working closely with PSHE lead. * Staff to have clear understanding of the behaviour tracking in place (CPOMS) and the actions taken place as consequence of incidents. * Staff have a refresher of behaviour policy and CPOMS in PDM. * Children walking around school respectfully and quietly * Less incidents of behaviour when in less structured times * Children have a consistent approach to behaviour and rewards for making good choices, showing good behaviour is maintained * Children who receive F band FFI funding to be monitored by SENDCo |
| **EVALUATION STRATEGIES**   * Observations of children’s behaviour around school – lunch times and break times * CPOMS reports * Lesson observations in lessons by SLT/ HT/ SIA * Monitoring by SLT ensures differentiation and challenge * Learning walks – Governors/ SIP/ HT/ SLT * Drop ins - SLT * SEF/ SIP * Analysis of data every term * Termly reporting to Governors * Evaluations of pupil interview questionnaires * Evaluations of parent interview questionnaires * SENCo analysis of provision mapping, IBPs and reviews * Nurture team analysis of pupil wellbeing evaluations | | |

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| **PARKLANDS PRIMARY SCHOOL**  **2020 - 2021 School Improvement Plan**  **Ofsted Judgement 4**  **Priority 3. To continue to improve the effectiveness of leadership and management** |

**PERSON WITH LEAD RESPONSIBILITY: CD; SLT**

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| **Action** | **Monitoring** | **Impact (Success Criteria/Outcomes)** |
| **OUTCOMES FOR PUPILS**  **SLT and Governors to monitor the effectiveness of school rigorously**  \* Implement the schedule of monitoring to include:  -lesson drop ins to ensure challenge; independence; reasoning and the applying of skills and to ensure depth of learning in relation to the New Curriculum / Ofsted Framework Sept 2019  -learning walks  -work scrutiny  \* Teaching and Learning subcommittee will undergo termly monitoring tasks linked to the SIP  \*School Improvement Plan is evaluated termly by SLT with the Governors undertaking a termly monitoring task to quantify SEF judgements.  \* Phonics audit with Outwood English Hub conducted. £8000 invested in new books and a specific Phonics Leader named.  **Senior Leadership Team.**  \* SLT Structure Sept 2020 HT, x1 DHT, x2 AHT (KS1 Leader and EY). In addition x5 TLR points will attend SLT, English Leader, Maths Leader, X curricular Leader and SENCo and Phonics Lead.  \* Clear termly tasks to be completed and to be reported to Governors.  \* Clear weekly monitoring task (see timetable) to improve  \* Termly Teaching and Learning morning to inform Training needs and to celebrate Good practice  \* x1 day release provided in order for monitoring (Maths / Eng/X Curricular- half day)  \* Relevant SLT training to upskill undertaken throughout the year  **FINANCE:** \* **Pupil Premium**:  \* Manage the financial aspect of FSM to raise standards  \* School will be accountable for the spend and this will include extra staffing and contributions towards first hand life experiences  **\* Pay Policy and changes to Pay and Conditions**:  \* Performance management process and procedure will be rigorous.  \* Performance management, and areas for development, will be linked to the teachers TOT (quality of teaching, the quality of work in evidence through work scrutiny and Child interviews and ensuring the progress targets set are met)  \*Pay progression will be related to performance in accordance with the pay policy  \* Midterm reviews will allow extra training needs to be met.  **\* Subject Leader role:**  \* To release the Subject Leaders in order to raise standards in their subjects and ensure breadth of knowledge  \* To ensure marking reflects the subject not English  \* New updated AWL produced before Nov 2020 | HT  Governors  SLT  SIA  Weekly monitoring schedule followed  SLT  HT  Business Manager  Resources Sub committee  SIA  Middle Leaders  SLT | \*Schedule for the SLT and Subject leaders is in place with evaluation forms completed identifying new actions  \*Schedule is manageable and comprehensive highlighting ‘good practice’ and teaching that may need support.  \*Teaching over Time documents will show 100% of classes have a ‘good’ standard of learning.  \*The roles and responsibilities of SLT are agreed and implemented with a clear Monitoring focus which will be shared with SLT and Governors on a termly basis.  \*Governors have greater understanding and insight into the school through quality of feedback provided by HT and by SLT on a rota basis showing the results of their monitoring.  \* Governors will select an area of the SIP to monitor on a termly basis and results will match the judgments on the SEF.  \* Monitoring will show at least 100% of classes being ‘good’ or better – clear actions will be in place for the teachers who require support.  \* Governors strategic role improves.  \* Governors have a clear understanding of their training needs.  \* The English and X Curricular and Maths Co ordinators will ensure more depth in knowledge and more applying of the skills. Both work with ‘Hubs’  \* More rigorous completing of the Monitoring sheets will be completed recording the impact of their findings.  \* Two small classes per YG will ensure differentiated lessons raise standards significantly. KS2 75% at ARE. KS1 65% ARE  \* 60% of EY are a GLD  \* The majority of FSM children make accelerated progress  \* Children will benefit from a wide range of cultural experiences and visits  to enhance and extend their experiences in life, enabling them to bring a  greater confidence towards their school work.  \* Provide and fund lunchtime and after school clubs  \* Financial plan in place to extend opportunities for physical activity  across the school  \* Effective TA’s will be used in all classes  \* The Pay Policy is reviewed by governors by October 2020  \* All teachers will have positive performance management experiences  with objectives set in line with the School Improvement Plan and targets met.  \* Ensure Subject Leaders are knowledgeable and have a passion for their subject.  \* Subject Leaders will review their AWL and adapt to meet the needs of the topics covered  \* All resource and training needs met  \* Marking reflects the subject not English |

To support the 4 key priorities:

Supplementary SIP / Action Plans are below.....

* Early Years

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| **PARKLANDS PRIMARY SCHOOL**  **School Improvement Plan 2020-2021**  ***To continue to Develop the Effectiveness of Early Years*** |

**PERSON WITH LEAD RESPONSIBILITY: JF, CD**

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| **Action** | **Monitoring arrangements (Who, what, where)** | **Impact** |
| **OUTCOMES FOR PUPILS**   1. To set an aspirational target of 72 % of children who will make GLD; this will put us in line with National figures.   GLD 2018/19 = 49%  GLD 2017/18 = 65%  GLD 2016/17 = 53%   1. To continue to ensure children make at least ‘Good’ progress (4 steps), if not better (5+ steps) from Baseline to Summer 2. 2. To ensure there isn’t a gap between Boy and Girl pupils, leaving Boys behind.   BvG gap 2019/20 = 5%  BvG gap 2017/18 = 14%  BvG gap 2016/17 = 25%   1. Ensure challenging targets and next steps are regularly being set upon reflection of teaching, learning and data analysis and are shared with all staff to ensure continuous progress is made. | JF/ HT/ SLT/ SENCo/ Class Teachers/ TAs  -Analysis of RAISE online data  - Analysis of Leeds performance data  - Analysis of internal data on O-track  - SMT termly monitoring (Observations, Drop-in’s, Work scrutiny’s, Child interviews)  - Pupil progress and target setting meetings  - Triangulation and Coaching with SIA | * 72 % of children will achieve GLD in 2020-21 * Analysis of progress data termly will show children making ‘good’ or better progress, thus increasing chances of the number of children achieving ELG’s and GLD * The gap between boy and girl pupils will close, the main focus being on boys but not at the expense of the girls - thus we will see more boys making better progress, in line with the girls * Termly pupil progress and target setting meetings will show children making better than average progress (5 steps or more). We challenge and set high targets for children, especially those who are vulnerable to slow progress |
| **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**   1. Teaching will be consistently judged as ‘good’ or better as assessed by SIA, SLT monitoring, HT. 2. Performance Management for EY Teachers will link closely to the SIP development of EY’s, including CPD opportunities. 3. All staff in EY’s will receive training around engaging in quality interactions, modelling and questioning effectively which moves children on in their learning, and the ELG’s. This will be delivered through weekly staff meetings. 4. The classroom environment will have quality, stimulating provision that evolves throughout the year as children acquire and perfect new skills. The provision will reflect the needs of the cohort and will be differentiated where possible. 5. Staff will further develop effective questioning skills to ensure children are receiving the best quality provision and support when learning. To ensure this, staff will be informed of children’s current level of learning and any additional needs. 6. Activities and challenges planned for in areas of provision will be sufficiently challenging - based on children’s needs and supportive for inclusive learning, which responds to children’s next steps to move learning on. 7. Outdoor provision will reflect and extend quality of indoor provision. This too will evolve over the year as indoor provision does, to ensure it remains exciting, engaging and challenging for pupils. 8. Consistent use and implementation of the Behaviour Policy by all staff to promote a positive attitude towards learning. Additional individual plans will be put into place, usually for SEND pupils. 9. Following termly data analysis, Teachers will regularly review and evaluate the impact and effectiveness of intervention groups – groups set up should be fluid and adjusted accordingly to meet pupils changing and developing needs. TA’s should regularly feedback to class teacher regarding progress as well as identifying next steps for children. 10. Children will be assessed within the first 3 weeks of starting school, securing an accurate baseline for staff to work from. Support and intervention can be put into place accordingly. This includes additional support for SEND pupils who may need to access external support eg STARS/ S&L/ Ed Psych assessments where necessary. This also enables FFI funding applications to be made ASAP. 11. Speaking and/or Listening groups will run in the Autumn Term for children with low assessments in Communication and Language. 12. For pupils identified with greater speech and language needs, TA’s will provide S&L intervention groups, working from IEP’s and NHS S&L plans. | JF/ HT/ SLT/ SENCo/ Class Teachers/ TAs/ English leader/ Maths leader  - Whole school staff training  - Reception training  - Analysis of internal data on O-track  - SMT termly monitoring (Observations, Drop-in’s, Work scrutiny’s, Child interviews)  - Pupil progress and target setting meetings  - Working with SIA’s | * SIA observations, SMT monitoring and TOT confirms that 100% of teaching in EY’s is good or better. * Close monitoring of CPD will ensure staff practice is continually developed * Teachers and TAs are continually moving children’s learning on to ensure children make good or better progress * Differentiated, challenging provision ensures children are engaged and sufficiently challenged to move their learning on * Teachers are held to account for the progress of children, with the support of TA’s. TA’s are to inform planning for provision and children in staff meetings. * Following rigorous monitoring, interventions will be put into place to target and boost children who have gaps in learning or need moving on to close the gap faster. Speaking and/or Listening groups will be used for similar purpose minimum in Autumn term. |
| **QUALITY OF THE CURRICULUM**   1. To embed the teaching of Maths using fluency, depth and reasoning through using White Rose maths Hub materials. 2. To develop a deepened conceptual understanding of numbers and the number system to enable children to develop fluency in their application within provision. 3. To continue to embed Talk for Writing techniques through teaching. 4. To start teaching Guided Reading from Autumn 2. 5. To continue to improve the quality of the outside learning environment, zoning areas and re-stocking provision regularly so that it reflects the indoor classroom. 6. To regularly review and evaluate the impact and effectiveness of intervention groups to reflect the changing and developing needs of pupils. Intervention should also be used for both pre and post teaching of topics. | **JF/ HT/ SLT/ SENCo/ Class Teachers/ TAs**  - Whole school staff training  - Reception training  - SMT termly monitoring (Observations, Drop-in’s, Work scrutiny’s, Child interviews)  - Working with SIA’s | * Clear progression will be seen in books, tapestry and learning journals. * Maths teaching and learning will continue to rapidly develop, establishing fluency in learning. * Analysis of progress data will show children making ‘good’ or better progress, thus increasing GLD * Working with SLT will improve teaching and learning * Continual improvement of the outdoor area will increase engagement and involvement in learning, especially the boys * T4W will increase children’s engagement with books, stories and their ability to retell stories orally, the early development of literacy skills. |
| **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT**   1. Continue rigorous monitoring of EY’s through SMT monitoring and report to SLT and Governors (where required) Termly. 2. To implement 2019 EYFS Ofsted inspection framework criteria. To keep abreast of other current statutory training and legislation. 3. To ensure termly analysis of data takes place which informs teaching, learning and intervention groups. Analysis of not only children but areas of learning will give insight into potential planning, observation or intervention needs. 4. To meet any CPD needs of EY staff through either whole school CPD, internal or external training. Including training to meet the needs of SEND pupils. 5. Maintain and continue to improve upon effective parental partnerships and communication. To increase parental involvement in children’s learning through initial parent meetings, phonic/ reading and maths workshops, open mornings, parental contributions to children’s learning, weekly ‘stay and play’ sessions, access to Library books, notice boards, assemblies, newsletters. 6. To continue to develop a rigorous process of internal moderation of practice. Using the exemplification materials, assessments and judgements of strands will be quality assured between all staff during staff meeting time. 7. To continue to strengthen links with Parklands Children’s Centre, offering training, joint staff meetings, joint moderation and transition to build upon and extend the existing partnership. | JF/ HT/ SLT/ Class teachers/ TA’s  - Whole school staff training  - Reception training  - Analysis of internal data on O-track  - SMT termly monitoring (Observations, Drop-in’s, Work scrutiny’s, Child interviews)  - Pupil progress and target setting meetings  - Working with SIA’s | * Observations and TOT confirms that 100% of teaching in EY’s is good or better. * Implementation of 2019 Ofsted curriculum framework may see difference in practice. * Further CPD and training for staff will ensure staff practice is continually developed * Teachers and TAs are continually moving children’s learning on to ensure children make good or better progress * Parental links will strengthen therefore children will be supported by both home and school to improve their skills for learning. Parents who are more informed are able to offer better opportunities for learning at home. |
| **EVALUATION STRATEGIES**   * **SMT Termly monitoring and reports – lesson drop-in’s, observing, pupil interviews, monitoring progress in books and learning journeys** * **Formal lesson observations** * **Analysis of data and pupil progress and target setting meetings** * **Staff meetings** * **Feedback from parents, children, staff and Governors** * **Governor and SIA walk-rounds** * **Provision mapping and analysis** * **Internal and external moderation** | | |