



Whitnash Primary School

'Learning, growing and succeeding together'

School Improvement Plan 2018-19



The principal focus of the School Improvement Plan

- The purpose of this School Improvement Plan is to improve the quality of teaching and learning in the school, so that greater numbers of children achieve at least Age Related Expectations in the all subjects, but in particular the core academic subjects of English and Mathematics.
- This School Improvement Plan provides a framework for analysing problems, identifying underlying causes, setting targets and a whole-school focus to address barriers to and issues with children's progress and the success of the school.

The Context of the School Improvement Plan

- New head teacher has been in post since January 2016.
- Rapid improvement has been made in the areas of Health and Safety, school systems and structures and behaviour since January 2016.
- The school has under-gone a complete restructure with a reduction in FTE teachers. The school has lost a Home/School Link Worker, 4 Teaching Assistants and 4 teachers. However as pupil numbers are growing, the school has recently made new appointments: 1 teacher, 1.5 Teaching Assistants.
- This restructure has resulted in a balance in in-year spend for the school.
- The school remains in significant financial deficit as a result of the deficit carry forward from previous years. However, significant strides have been made to address this deficit and the school operates within its means, having contributed a significant sum towards the deficit.
- The school was initially supported in school improvement by a Local Authority Task Group, however the school has now been graded as a Category B school due to the rapid improvement.
- The school has introduced a new system for tracking and monitoring safeguarding and behaviour concerns in February 2016 to ensure all incidents are dealt with swiftly, consistently and all concerns around incidents and safeguarding are effectively and efficiently communicated.
- The school has introduced a new assessment system (Target Tracker) in February 2016 so that the school can robustly monitor and analyse pupil progress (Ofsted recommendation from 2013 inspection).
- The school introduced a new curriculum for September 2016-17 and new planning guidance for Maths and English to help target issues in Pupil Progress , achievement and engagement, particularly in English and Maths.
- Pupil numbers have significantly increased for the September 2016-17 in-take and the reputation of the school has significantly improved.

School Data – Summary of the 2016-17 Data

EYFS

Overall on **average 77%** of children achieved a Good Level of Development in **2017-18**.

This compares to the national average of 67.3% (2015-16), 70.3% (2017-18).

This compares to an overall in-school **average 67.2%** in 2016-17 and in-school average of **63%** in 2015-16.

The school has shown an upward trend of improvement in EYFS, with an overall improvement of 13% since 2015-16.

This is a result of the more focus and robust approach to assessment and teaching/learning in EYFS.

EYFS (30)	Boys	Girls	SEND	EAL	FSM	Other contextual information
	16 53%	14 47%	10 (10 boys) 30%	4 (1 boy, 3 girls) 13%	11 (6 boys, 5 girls) 19%	5 high level SEND needs with complex language and learning delay. 1 child out of year group from Nursery 2016-17 cohort due to complex learning needs. 2 children with complex social and communication difficulties undergoing CAMHS assessments.

Learning Area	Overall % at least Expected Standard		Boys % at least Expected Standard		Girls % at least Expected Standard	
	School	National	School	National	School	National
Reading	2017-18 83%		2017-18 81%		2017-18 86%	
	2016-17 68.9% 2015-16 63	2016-17 77% 2015-16 76	2016-17 63.6 2015-16 85	2016-17 71.7% 2015-16 71	2016-17 76% 2015-16 43	2016-17 82.7% 2015-16 82
Writing	2017-18 83%		2017-18 81%		2017-18 86%	
	68.9% 67	72.6% 71	63.6 85	65.9% 64	76% 50	79.7% 78
Number	2017-18 80%		2017-18 75%		2017-18 86%	
	70.6% 63	78.8% 77	63.6 85	75.1% 74	80% 43	82.7% 81
Shape and Space	2017-18 83%		2017-18 81%		2017-18 86%	
	68.9% 63	81.7% 81	63.6 85	78.1% 77	76% 43	85.6% 85

Data for 2016-17 showed significant improvement in the performance of the girls in all key areas – this was a key priority area from 2015-16 data.

Continuing to raise the performance of all pupils in maths, reading and writing to nearer the national standard are key areas for development in Early Years for 2017-18, following the 2016-17 data where Whitnash pupils continued to lag behind the national figures in all these prime areas, despite the improvement in overall GLD.

2017-18 unvalidated figures show that the school has addressed under-performance in these areas and continued to improve the % of children achieving GLD.

Early analysis of EYFS data shows a relative weakness in the % of children achieving the higher standard in Feeling Behaviour and Relationships. Building greater collaboration learning and promoting 'Thrive' through the EYFS curriculum will be key areas for development in 2018-19, alongside the continued focus on the development of Reading, Writing, Number and Shape and Space through a focus on 'Bold Beginnings' guidance.

Key Stage 1 – Phonics

Year 1 (59)	Boys	Girls	SEND	EAL	FSM	Other contextual information
	36 61%	23 39%	11 (1 girl, 10 boys) 20%	21 36%	6 21%	7 newly arrived pupils in the cohort. 3 children undergoing assessment for EHCPs for complex SEND needs. 9 children with Speech and Language Intervention.

Phonics	Overall %		Boys %		Girls %	
	School	National	School	National	School	National
% achieving expected standard	78% 2017-18		69% 2017-18		83% 2017-18	
	69% 2016-17 73% 2015-16	81% 2016-17 77% 2015-16	67% 2016-17 71% 2015-16	78% 2016-17 73% 2015-16	67% 2016-17 67% 2015-16	85% 2016-17 81% 2015-16

There was a 23% increase between 2014-15 and 2015-16 of 50% in the school phonic screening result.

Girls in this cohort performed below the national at the end of Reception in 2015-16 with only 43% achieving the expected standard in reading in EYFS compared to 82% national. The girls have made progress in 2016-17 screen in reading with 67% achieving the expected phonic standard this year, however they continued to perform below the national in phonic screening standard.

Boys were also under-performing against national and there was a slight dip in their 2016-17 performance.

The school has made significant progress in comparison to 2014-15 results, but has focused on closing the gap between the school and national and the performance between girls and boys.

The school has achieved this in 2017-18, with the % achieving the standard being broadly in line with national figures. The school has maintained progress of both girls and boys in Phonics. However, the performance of the boys continues to be an area of

weakness, due to the high % of SEND and EAL boys. Addressing support for SEND / PP and EAL pupils will be a key priority in 2017-18.

Raising the attainment of the girls in all areas, particularly reading is a key priority for this cohort in Year 2.

There was a 4% decrease on the previous year. However, remains a 19% increased on 2015-16 data. (50% 2015-16).

Key Stage 1 30

Year 2	Boys	Girls	SEND	EAL	FSM	Other contextual information
	15	15	9	4 (3 newly arrived)	5	4 complex SEND needs
	50%	40%	30%	13%	18%	2 EHCPs being undertaken
			3 boys 6 girls			4 newly arrived pupils with no English: 1 in Rec 1 in Year 1 1 during Year 2

Year 2 Phonics

In 2016-17 10 children did not pass the Phonic Screen in Year 1. One of these children was newly arrived during 2017-18. In 2017-18 7 children passed the retake. Therefore 27 children (90%) of Year 2 in 2017-18 have passed their Phonic Screen. Of the remaining 10%, all 3 children have complex SEND needs and 2 of these children are undertaking Statutory Assessment for an EHCP. SEND / PP is therefore a key area for development in 2017-18.

All 10 children who did not pass their phonics in Year 1 (2015-16) passed the retest in 2016-17. Therefore 100% of Year 2 pupils have passed their phonic screening in 2016-17.

Subject	% of children achieving expected standard		% of children exceeding the expected standard (greater depth)	
	School	National	School	National
Reading	73% 2017-18 79% 2016-17 62% 2015-16	76% 2016-17 74% 2015-16	20% 2017-18 18% 2016-17 23% 2015-16	25% 2016-17 24% 2015-16
Writing	57% 2017-18 57% 2016-17 46% 2015-16	68% 2016-17 65% 2015-16	10% 2017-18 11% 2016-17 0 2015-16	16% 2016-17 13% 2015-16
Maths	63% 2017-18 71% 2016-17 62% 2015-16	75% 2016-17 73% 2015-16	20% 2017-18 21% 2016-17 0 % 2015-16	21% 2016-17 18% 2015-16

Closing the gap with national figures remains the key area for focus in Key Stage 1. Writing remains an area of relative weakness, continuing to lag behind national. The school has maintained the improvement in the children achieving the higher standard, however Writing lags behind the national with too few children achieving Greater Depth. Continuing to raise standards in all areas, with a particular focus on Writing is the key priority for Key Stage 1 in 2018-19. SEND / PP is therefore a key area for development in 2017-18.

% combined of children achieving expected standard in Reading, Writing and Maths	
% combined of children expected to have achieved the expected standard in Reading, Writing and Maths	
School	National
53% 2017-18 57% 2016-17	64% 2016-17

Key Stage 2

Year 6	Boys	Girls	SEND	EAL	FSM	Other contextual information
	9	10	4	1		4 high tariff behaviour
	47%	53%	21%	5%	6 pp 32%	

Actual TEST Outcomes

Subject	% of children achieving expected standard		% of children exceeding the expected standard (greater depth)	
	School	National	School (110 scaled score and above)	National
Reading	74% 2017-18 58% 2016-17 65% 2015-16	75% 2017-18 71% 2016-17 71% 2015-16	32% 2017-18 21% 2016-17 12% 2015-16	28% 2017-18 25% 2016-17 19% 2015-16
Writing	89% 2017-18 75% 2016-17 78% 2015-16	78% 2017-18 76% 2016-17 74% 2015-16	21% 2017-18 4% 2016-17 0% 2015-16	20% 2017-18 18% 2016-17 15% 2015-16
Maths	84% 2017-18 67% 2016-17 39% 2015-16	76% 2017-18 75% 2016-17 70% 2015-16	32% 2017-18 4% 2016-17 4% 2015-16	24% 2017-18 23% 2016-17 17% 2015-16
SPAG	79% 2017-18 63% 2016-17 65% 2015-16	78% 2017-18 77% 2016-17 72% 2015-16	37% 2017-18 13% 2016-17 9% 2015-16	34% 2017-18 31% 2016-17 22% 2015-16

% combined of children achieving expected standard in Reading, Writing and Maths	
School	National
74% 2017-18 50% 2016-17 30% 2015-16	64% 2017-18 61% 2016-17 53% 2015-16
% combined of children achieving higher standard in Reading, Writing and Maths	
School	National
4% 2017-18 0% 2016-17	9% 2016-17

TEACHER ASSESSMENT

TEACHER ASSESSMENT EXPECTED - COMBINED:

Subject	% of children predicted to have achieved the expected standard		% combined of children achieving expected standard in Reading, Writing and Maths	
	School	National	School	National
Reading	75% (79%) 77% (83%)	75% 71%	2017-18 58% 2016-17	61% 2016-17
Writing	85% (89%) 69% (75%)	76% 74%		
Maths	62% (67%)	75% 70%		

School Performance Summary 2017-18:

Subject	Progress Score (confidence interval in brackets)	Average Scaled Score per Pupil	National average Scaled Score per pupil
Reading	2017-18 1.6 (-1.2 - 4.4) 2016-17 Average -0.7 (-3.2 to 1.8)	104 2017-18 102 2016-17	105 2017-18 104 2016-17
Writing	2017-18 3.5 (0.8 – 6.2) 2016-17 Average +0.1 (-2.4 to 2.6)		
Maths	2017-18 3.2 (0.6 – 5.8) 2016-17 Average -1.6 (-3.9 to 0.7)	106 2017-18 100 2016-17	104 2017-18 104 2016-17
SPAG		107 2017-18 102 2016-17	106 2017-18 106 2016-17

Maths was a key area for focus in Key Stage 2 from 2015-16, results improved considerably after a SIP focus on Reasoning and Problem solving in the Maths curriculum in 2016-17, and have continued to improve considerably this year. This the result of the work on problem solving and Maths fluency becoming fully embedded.

The school have focused on the % of pupils achieving the higher standard from the 2016-17 data. This has continued to improve with the % of children attaining the higher levels in reading and maths exceeding the national figures, and the % for Writing and SPaG being in-line.

Continuing to embed SPAG and Reading improvement is key focus for 2018-19 to ensure the outcomes for pupils achieving and exceeding the national standard increases.

School Improvement Plan 3 Year Over-view 2016-

Development Area	Overall Objectives	Key Success Criteria	Key Actions
Leadership and Management	To ensure the quality and expertise at all levels of leadership offers can model of best practice and is 'outward facing'.	<ul style="list-style-type: none"> • The governors are a highly effective body for expertly challenging the head teacher and SLT and supporting the school to make progress. • All Subject Leaders are fully and expertly aware of the standards and expectations for their subjects. • Subject Leaders are confident and expertly lead their subject across the school. • Standards and attainment in all subjects are high and exceed national figures for progress and Age Related Expectations. • Leadership at all levels is 'outward facing' with all leaders making effective links with other schools and organisations to improve standards at Whitnash Primary. 	<p>Continue to embed CPD for all Subject Leaders.</p> <p>Establish quality the links between Whitnash and other schools in the consortium, and local organisations to support the development of the curriculum and Subject Leadership.</p> <p>Ensure well-targeted financial investment in the development of core and all foundation subjects in school.</p>
Quality of Teaching and Learning	To ensure the quality of teaching and learning is consistently 'outstanding' in all subjects across the school.	<ul style="list-style-type: none"> • Lesson observations and monitoring show that teaching over time in all Year Groups is never less than consistently good and 100% demonstrate 'outstanding' practice across the curriculum. • All children make good progress in Maths and English. • % of children reaching Age Related Expectation in Reading, Writing, Maths, 	<p>All teachers are engaged with their own CPD and development, having benefited from specialist Coaching, Peer to Peer Support and an open culture of learning.</p>

		<p>Phonics and SPAG exceeds national expectation.</p> <ul style="list-style-type: none"> • The quality of children’s work in books is consistently high and well-presented for all children. • Children are confident and competent at articulating their own learning and show independence, high engagement and effective learning behaviours across the curriculum. 	<p>Growth Mind-set attitudes and approaches are embedded across the curriculum and culture of the school.</p>
<p>Personal Development, Behaviour and Welfare</p>	<p>Ensure that pupils’ behaviour inside and outside of lessons is impeccable and the focus and expectations of ‘learning behaviour’ and level of pupil engagement in all subjects is high.</p> <p>To ensure that pupils take responsibility for, and have ownership of, their own learning through the focused development of pupil ‘independence’.</p>	<ul style="list-style-type: none"> • Pupils’ behaviour inside and outside of lessons is impeccable • All pupils are fully engaged in learning and display resilience in challenging learning situations through the focus work of the school on ‘growth minded’ attitudes. • All children have a strong awareness of ‘Growth Mind-sets and are able to work with teachers to set themselves challenges. • ‘Thrive’ as an approach is fully embedded across the school and supports children effectively in overcoming barriers to learning – children are able to articulate their own brain science and understand how to operate self-control in challenging situations. • Whitnash continues to be a expert example for other schools in the development and practice of children’s social, emotional and mental health needs. • The school has a strong understanding of ‘pedagogy’ and utilises a variety of strategies and approaches from educational research to continually 	<p>The school demonstrates a model of best practice in ‘Thrive’</p> <p>Continue to work with other schools in Warwickshire in the development of Thrive.</p> <p>Fully embed a whole-school approach to ‘Growth Mind-sets’, implementing Kagan approaches to co-operative learning and independence.</p>

		<p>improve pupil engagement e.g. Kagan Approaches to Co-operative Learning and Carol Deweck's Growth Mindedness.</p> <ul style="list-style-type: none"> All children continue to be presented with a rich range of wider learning opportunities to support the development of their confidence and self-esteem. 	
Outcome for Pupils	To ensure progress rates and % of children achieving Age Related Expectations consistently exceed the national figures for all groups of pupils.	<ul style="list-style-type: none"> All children make expected progress, and the majority make better than expected progress in Maths and English. % of children reaching Age Related Expectation in Reading, Writing, Maths, Phonics and SPAG is firmly in-line and exceeds national figures. Assessment is expertly embedded tool to inform teaching and learning and is being used robustly to raise attainment in all subjects. All vulnerable learners make 'good' progress through expertly delivered, well-targeted support. The school is highly successful in narrowing the gap between all vulnerable groups. 	<p>Fully embed robust approaches to quality first teaching and intervention across the school for all learners.</p> <p>Fully embed assessment for learning across all aspects of the curriculum.</p>

School Improvement Plan 1 Year Over-view 2018-19

Development Area	Overall Objectives
Leadership and Management	To further build leadership skill at all levels so that monitoring, evaluation and strategic planning ensure high quality provision in all areas of the curriculum.
Quality of Teaching and Learning	To ensure all aspects of teaching and learning are focused on developing children's reading, spelling and language skills and deepening their engagement with learning, so that teaching over time in all Year groups is never less than consistently 'good' and at least 50% is 'outstanding' .
Personal Development, Behaviour and Welfare	To foster excellent attitudes to learning and improved pupil progress through a continued focus on 'resilience' and 'growth mind-sets.
Outcome for Pupils	<p>To ensure that the proportion of pupils making and exceeding expected progress and Age Related standards are high compared with national figures, with a particular focus on the outcomes of SEND and Pupil Premium children.</p> <p>TARGET: KS1 Reading 80%, KS2 Reading 84% KS1 Writing 65% KS2 Writing 90% KS1 Maths 75% KS2 Maths 87% KS1 Phonics 81% KS2 SPaG 84%</p>

School Improvement Plan Year 2 Over-view 2019-20	

Development Area	Overall Objectives
Leadership and Management	Deepen leadership expertise at all levels, to ensure high quality provision in all subjects across the school is enabling pupils to excel
Quality of Teaching and Learning	To ensure the quality of teaching across the school is 'outstanding' in all core subjects, as a result of a strong commitment to professional coaching and peer to peer support.
Personal Development, Behaviour and Welfare	To ensure all children are highly motivated through a strong understanding throughout the school of 'Growth Mind-sets'.
Outcome for Pupils	To ensure progress rates and % of children achieving Age Related Expectations exceed the national figures.

School Improvement Target		Summary of Current Position
Leadership and Management	<p>Target 1:</p> <p>To further build leadership skill at all levels so that monitoring, evaluation and strategic planning ensure high quality provision in all areas of the curriculum.</p>	<ul style="list-style-type: none"> • The Performance Management system under the previous head did not provide clear targets for staff. • Prior to January 16 Pupil Progress meeting were not routinely held, and the school lacked a robust assessment system that could be understood by all. • Historically (prior to Jan 16) pay structures and pay decisions were not linked robustly to the performance of staff and pupil data. • Prior to January 16 Subject Leadership was previously not monitored or supported. Clear expectations and a robust framework has been established for Subject Leadership and distributed leadership in all subjects, including Foundation Subjects. • Historically systems for accountability for non-teaching staff have not been in place. <p>Summary of Actions taken between January 16 to present:</p> <ul style="list-style-type: none"> • The school now has an established cycle of Pupil Progress Meetings that are directly linked to the School Assessment System and informed robustly by data analysis. • Pay decisions are now linked directly and appropriately to Performance Management outcomes. • The school now has an established approach and cycle of performance management for Teaching Assistants. • Clear job descriptions and training have been provided from Site Services Officer, Officer Manager • Systems and processes have been introduced at all levels of management and leadership to strengthen accountability and responsibility • The School Improvement Partner has worked with SLT members to develop their leadership skills and support the distribution of leadership • The school has established a strong approach to Subject Leadership. All school leaders create and review their key actions. <p>Impact</p> <p>The school has made swift progress with the quality of leadership and management. Systems and structures have been established and a clear vision and ambition for the school has been created. The school is 'good' in this area.</p> <p>Subject Leadership and the distributed responsibility for the School Improvement Plan has been embedded in the school practice and Subject Leaders and members of SLT/TLR holders have a clear understanding of the direction of the school, the key priorities and their roles and key responsibilities. The School Improvement Plan robustly reflects the key areas for development identified by all leaders in school.</p> <p>The school has made rapid progress since January 2016. The outcomes for pupils reflect the impact of tighter structures, leadership and focused, strategic School Improvement Planning.</p> <p>The Governing Body, through monitoring and review, clearly and robustly support the schools' systematic and strategic leadership and have also quickly enabled the school to move to 'good' in this area.</p>

		<p>Rationale for Target 1</p> <ul style="list-style-type: none"> The management of the schools tight budget and finance continues to pose a constraint. Whilst systems and processes have led to significant improvement with tighter administrative processes ensuring accuracy. However, given the continued constraint of a deficit carry forward, the school would benefit from increasing the strategic oversight of the school budget to benefit from the expertise of a School Business Manager. It is hoped that this will lead to even clearer communication about the school's financial position, bid writing opportunities and ensuring the school is maximising 'value for money' on all contracts and lettings. The school has established a structure and process for monitoring performance and enabling Subject Leaders to plan for key improvement. Training and development in 2017-18 has led to the effective distribution of leadership. However, to further improve, senior leaders and Subject Leaders ne to further develop their skills to enable them to accurately and precisely identify the most essential areas for improvement through a more robust understanding of data, standards and key skills for learning. Through a more rigorous approach to coaching and leadership support leaders will be even more skilled in driving improvements. 		
Termly Specific/Targeted Actions		Key Success Criteria	Time / Personal / Budget and Resources	Monitoring
<p>Autumn Develop leaders skill and confidence in the reflectiveness and evaluation, to enable them to accurately and precisely identify and understand the key areas for subject area improvement</p> <p>1.1 INSET on Subject Leader Action Plans on 3rd September 2018, will ensure all Subject Leaders involved in the analysis of progress against their action plans and attainment and standards in their subjects. Staff will use their evaluations to begin to plan for the new academic year in order to challenge under-performance, subject specific weaknesses and offer effective support and advice to colleagues.</p> <p>1.2 ECM Training / Update scheduled for Wednesday 3rd October will ensure that the Head and Core Subject Leaders (Eng and Maths) have a clear understanding of the national picture in education and the key areas of improvement highlighted in the national data. The ECM Meeting will also provide advice, and guidance for these key leaders in school.</p> <p>1.3 Development of the Governor Monitoring schedule will support the head and other school leaders in monitoring improvements relating to specific subjects. Key link governors will be meet with individual leaders to review the evaluations from 2017-18 and discuss the Action Plans for 2018-19.</p> <p>1.4 The Head and Assistant Head will embark on joint coaching alongside</p>		<ul style="list-style-type: none"> All staff have a clear understanding of their roles and responsibilities as <u>leaders</u> in school. Subject Leadership continues to be robustly managed and integral to Performance Management for all subject leaders. Staff are confident and skilled in their practice Staff are able to <u>accurately and precisely</u> account for improvements in their area of responsibility and demonstrate progress made Staff are able to <u>accurately and precisely</u> report and 	<ul style="list-style-type: none"> CPD Planner Staff Meeting time weekly Staff training budget Subject budget for Maths and English and Foundation Subjects Consortium support to develop staff Apprentice Levy 	<p>Autumn</p> <p>Review of Subject Leader Action Plans (SLT)</p> <p>Link governor review of Subject Leader Action plans (governors)</p> <p>CPD Training Log evaluates impact of CPD provided (SLT)</p> <p>Governor Audit of SEND Provision (Governors)</p> <p>SIP Report to Governors and Head on the effective</p> <p>Finance Review with Head, LA and SBM (SBM)</p>

<p>the School Improvement Partner to develop their own leadership coaching skills and ensure that the School Improvement Plan, vision and direction of the school is clearly understood and accurately identifies the key priorities for the school. Sessions planned for Thursday 11th October and 8th November 2018).</p> <p>1.5 English and Maths leaders to attend leadership CPD with the Consortia on Tuesday 16th October 2018.</p> <p>1.6 Senior Leaders for English will work with the School Improvement Partner to develop their coaching skills following their completion of the Outstanding Teaching Programme in the Summer Term 2018. They will work alongside the SIP and KS1-Year 3 teachers to coach and develop teachers practice in Reading and Writing. Dates planned: 11th Oct, 8th Nov, 29th Nov 2018).</p> <p>1.7 A Management Time Table will be created based off Subject Leader Action Plans and the School Improvement Plan to ensure time is used effectively and efficiently to support the achievement of the key actions and objectives identified.</p> <p>1.8 The new link Governor for SEND will work alongside the school SENCo to review the provision for SEND and oversee the implementation of the new approach to Provision Mapping / Pupil Files</p>	<p>evaluate progress and impact of their leadership</p> <ul style="list-style-type: none"> The School Business Manager is effective in supporting the Head and Governors with the strategic planning of the school budget, and the school contracts and lettings ensure that the school are not operating with any financial risk The management of all matters relating to the school site are effective in ensuring safety and cost efficiency All aspects of school improvement planning is robust and accurately and 		<p>Spring SIP and Governor review of Distributed Leadership (SIP/ Governors)</p> <p>Review of CPD planner related to SIP (Governors)</p> <p>CPD Training Log evaluates impact of CPD provided (SLT)</p> <p>Interim Reviews with Head and Assistant Head of all Subject Leader Action Plans (SLT)</p> <p>Health and Safety Review with SBM and Governors (Governors) SBM</p>
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<p>(see Target 4).</p> <p>1.9 The strategic oversight of the school budget will be supported by the appointment of a school Business Manager with effect from October 2018, working jointly with St Anthony's Primary School. This joint procurement will ensure maximum value for money from this appointment.</p> <p>1.10 Growth Mind-set Training planned for 3rd and 19th September and 14th November will specifically address the growth mindedness of staff, as well as focusing on that of children. Through this training staff will become increasingly aware of their own mind-set and how to ensure that their leadership is 'growth minded'.</p> <p>1.11 Assessment in all foundation subjects to be implemented following Target Tracker Training planned for 5th Dec 2018.</p> <p>1.12 Develop Science portfolios/exemplification across the school to capture the quality of Science provision from September 2018-19. This will enable visitors and the Science Subject Leader to see assess the quality of the school's enriched Science Curriculum at a glance.</p> <p>1.13 SLT to create a training log to systematically capture the impact of CPD and training on teacher practice (roll over objective from 2017-18 SIP). It is important for the staff to be able to evaluate the impact of their training. These systematic evaluations will enable the SLT and Governors to assess value for money and impact of CPD provided.</p> <p>Spring Develop confidence of leaders ability to understand and interpret data and standards to account for improvements in their subject and plan for improvement</p> <p>1.14 ECM Training / Update scheduled for 30th January 2019 will ensure that the Head and Core Subject Leaders (Eng and Maths) have a clear understanding of the national picture in education and the key areas of improvement highlighted in the national data. The ECM Meeting will also provide advice, and guidance for these key leaders in school.</p> <p>1.15 As well as Interim Performance Management, interim Subject Leader Reviews will be held will all staff with a key responsibility, to ensure improvement plans remain on track and the CPD Planner continues to reflect the responsibilities and key areas of improvement of all leaders</p>	<p>effectively target areas of relative weakness</p> <ul style="list-style-type: none"> The proportion of pupils making and exceeding expected progress and Age Related standards are high compared with national figures due to the effective leadership of the school 		<p>Summer</p> <p>CPD Training Log evaluates impact of CPD provided (SLT)</p> <p>Reviews with Head and Assistant Head of all Subject Leader Action Plans (SLT)</p>
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<p>and subjects where appropriate.</p> <p>1.16 Whole-staff and governor training on Analysing School Performance Data</p> <p>1.17 Follow up-session from the refresher whole-staff training on Target Tracker from 13th November, on using Target Tracker as a Foundation Subject Leader to interpret standards and performance.</p> <p>1.18 To develop the role of the School Business Manager to take over the systems and processes of accountability of the Site Services Officer, including regular meetings, site walks, Performance Management.</p> <p>Summer Develop leaders skills / ability to accurately and precisely report on improvements in their subject/role and evaluate impact and support the creation of the School Improvement Plan for 2019-20</p> <p>1.19 Subject Leaders to provide a written evaluation of their Action Plan and impact for Head and Governors</p> <p>1.20 Develop the role of Assistant Head teacher in taking a strategic responsibility for the Performance Management of 4 teachers, as well as continuing with the Teaching Assistants.</p>			
<p>Target 1 – Evaluation Autumn</p> <p>1.1 INSET on Subject Leader Action Plans on 3rd September 2018 provided staff with the time to review their plans and complete new actions for 2018-19. Each Subject Leader has a strong understanding of the direction of their subject and the whole-school improvement plans. Where possible this is linked to data outcomes and actions are planned to address key areas of weakness e.g. girls performance, reading and writing.</p> <p>1.2 ECM Training / Update on Wednesday 3rd October provided the Head and Core Subject Leaders (Eng and Maths) with a clear understanding of the national picture in education and the key areas of improvement highlighted in the national data.</p>		<p>Target 1 – Next Steps Autumn</p>	

<p>The ECM Meeting confirmed that Whitnash have already identified the appropriate areas for focus this academic year, and the planned actions for our school link to the national guidance being given to schools. This meeting supported and informed the INSET/PDM delivered to staff in Reading and Writing this half-term.</p> <p>1.4 The Head and Assistant Head have begun joint coaching alongside the School Improvement Partner to develop their own leadership coaching skills linked to improving the provision for Pupil Premium children. This focus links to the school improvement plan and will support leaders in raise the aspiration, focus and robust monitoring of Pupil Premium spend/progress and attainment. Already Pupil Premium Blinks have lead to key improvements for individual children and this is evident in pupil books.</p> <p>1.8 The new link Governor for SEND has begun to work alongside the school SENCo to gain an understanding of the implementation of the new approach to Provision Mapping / Pupil Files (see Target 4). This work will be developed through a review later in the term.</p> <p>1.9 The strategic oversight of the school budget will be supported by the appointment of a school Business Manager with effect from October 2018. This appointment will no longer be working jointly with St Anthony’s Primary School.</p>	
<p>Target 1 – Evaluation Spring</p>	<p>Target 1 – Next Steps Spring</p>
<p>Target 1 – Evaluation Summer</p>	<p>Target 1 – Next Steps Summer</p>

School Improvement Target		Summary of Current Position
Quality of Teaching and Learning	<p>Target 2:</p> <p>To ensure all aspects of teaching and learning are focused on developing children's reading, spelling and language skills and deepening their engagement with learning.</p>	<p>Sept 2015 to July 16:</p> <p>4 Cover Teachers:</p> <ul style="list-style-type: none"> • PPA cover teaching was consistently 'good' with some elements of 'Outstanding'. <p>10 Teachers:</p> <ul style="list-style-type: none"> • 20% was inadequate. • 40% was Requires Improvement with many elements of 'good'. • 20% was consistently 'good' • 10% was outstanding. • Book trawls showed in January 16 there was no consistent approach to presentation in books or handwriting. Year 2 -6 required improvement with regard to the quality of presentation. 2 classes presentation and standard of work in books was inadequate. <p>Summary of Actions taken between January 16 to present:</p> <ul style="list-style-type: none"> • Through the staffing restructure inadequate teaching was addressed. • Action was taken to transition Year 5 2016-17 early to Year 6 (Whitsun) to quickly address the legacy of inadequate teaching. • A new curriculum was introduced from Sept 2016, which the school has continued to develop throughout 2017-18, making strong cross-curricular links with English. • A new assessment system was introduced and established to support staff in using assessment as an integral part of teaching and learning – Target Tracker. • A new behaviour system with clear systems and expectations in 2016-17. • A new marking policy with clear expectations was introduced 2016-17. • A new handwriting and presentation policy with clear expectations was introduced 2016-17. • New planning approaches to English and Maths established throughout 2016-17 and 2017-18. • 2017-18 focused on the consistent embedding of all school policies to ensure the consistent improvement of standards and presentation. • Working Walls and Maths 'Prove it' tables were implemented in 2017-18 to support the implementation of the English and Maths curriculum and skills focused approaches. • A programme of CPD has been established for moving teacher from 'good' to 'outstanding', two members of senior staff have completed this programme in the Summer Term of 2017-18. • Key improvements through more robust Foundation Subject Leadership in all subjects was established in 2017-18, most notably in Science, Music, PSHE and PE. • Read Write Inc was introduced in the latter stages of 2016-17 and has continued to support the school in raising attainment in Phonics at KS1. • The school has worked with Warwickshire EYFS advisors to improve the outcomes from Reception. <p>Impact:</p> <p>The school made significant and rapid progress in the area of teaching in a very short space of time from January 2016-17. The new systems, policies, learning approaches have had a significant impact on the quality of pupils' work and attitudes to learning and this is evident in books and parent/pupil voice. The quality of teaching for September 2018 baseline: 100% of teaching is consistently 'good' (10 teachers) 50% (5 teachers) have shown elements of 'outstanding'.</p> <p>Book trawls in the Summer Term 2017-18 showed that 100% (8 classes) were consistently embedding the school presentation policy and the quality of pupils work has significantly improved in all year groups. Relative weakness has been effectively identified and supported through CPD and Subject Leadership, and other relevant services.</p> <p>The Local Authority and the School Improvement Lead have clearly identified the rapid gains the school has made in just over 12 months, from January 2-16-17 and moved the school out of category C and into category B for Teaching and Learning.</p> <p>Significant impact has also been evident in pupil progress throughout the school with a strong % of pupils achieving and exceeding expected rates of progress.</p> <p>The outcomes in EYFS have improved as a result of a robust focus on children's next steps for development.</p>

		<p>The results have moved from % at GLD to % GLD at the end of 2017-18. The school's Phonic Screening Results have significantly improved since 2015-16, moving from 50% to 78%. The school's end of Key Stage 2 results have also improved and the school have addressed the significant dip in Maths from 2015-16 and the dip in Reading and SPaG in 2016-17. This rapid progress indicates the schools capacity for rapid improvement and the school is confident it will continue to embed the 'good' practice and outcomes. The school is 'good' in this area, but is keen to ensure consistency in outcomes across the Key Stages.</p>		
<p>Rationale</p> <ul style="list-style-type: none"> Whilst there have been significant improvements, in-year and end of Key Stage data demonstrates that the school continues to fall behind national expectations in reading, maths and SPAG at Key Stage 1, and has a relative weakness in the area of Reading and Spelling at Key Stage 2. Whilst progress has been seen in the performance in EYFS. The school remains behind national, most notably in the areas of English and Maths. Relative weaknesses in teaching are linked to the need for increased rigour in identifying children's specific gaps in learning and ensuring teaching is robustly matched to assessment, particularly in the areas of Reading, Writing, Phonics and SPaG. The % of pupils attaining the higher standard have increased at KS2 in Reading, Maths and Writing. At Key Stage 1 there has been an increase in the higher standard in _____ and _____. However, attainment in Writing is a key area for development. 				
<p>Specific Actions</p>	<p>Key Success Criteria</p>	<p>Time / Personal / Budget and Resources</p>	<p>Monitoring</p>	
<p>Autumn Develop the skills of teachers and English Subject Leaders through specific coaching, mentoring and CPD – particularly focused on improving the English curriculum</p> <p>2.1. Establish a 'coaching' as a model for developing teacher practice. teachers will be involved in quality coaching conversations delivered by the School Improvement Partner on 11th October, 8th Nov and 29th Nov 2018. The focus of this coaching will be to pin point specific areas of focus for the improvement in the teaching and delivery of engaging and well-pitched lessons for all learners. 3 teachers will be participating in this coaching in the Autumn Term 2018.</p> <p>2.2. Support the development of teaching from 'good' to 'outstanding' through teacher engagement in the 'Outstanding Teacher Programme' with the Coventry Phoenix Academy. 2 teachers will attend this training in the Autumn Term 2018. This will mean that 4 teachers in total will have completed this course by Spring 2019.</p> <p>2.3. Throughout the year, children will be encouraged to participate in a range of Reading and Spelling Challenges. The first will be a whole-school Summer Extreme Reading Challenge to support the engagement of children with Reading. Children who participated will be rewarded and a whole-school assembly will celebrate the range of</p>	<ul style="list-style-type: none"> Lesson observations and monitoring show that teaching over time in all Year Groups is never less than consistently good with at least 50% being outstanding. All children make good progress, with a particular focus on Reading, Phonics and Spelling % of children reaching Age Related Expectation is at least in-line with national figures in both Key Stages, with a particular focus on Reading, Writing, SPaG and Phonics. The quality of children's work in books is 	<p>Policies –presentation, Teaching and Learning and marking</p> <p>Talk for Writing resources (already in school)</p> <p>Staff meeting time</p> <p>Target Tracker subscription</p> <p>Coaching Time for teachers and leaders</p> <p>SIP Time for coaching</p> <p>Good to Outstanding Teacher Programme</p> <p>INSET Day time focused on Maths and Curriculum Development</p>	<p>Autumn</p> <p>Formal Lesson Observations focused on Writing (SLT)</p> <p>Initial governor visit for new governors (school walk) (governors)</p> <p>SIP visit focused on coaching teachers (SIP)</p> <p>Learning Walk – SPaG. Phonics and CLIC (SLT)</p> <p>Termly data analysis / Pupil Progress Meetings (SLT)</p>	

<p>books the children engaged with. A sponsored read will also be held in Autumn Term 2nd Half.</p> <p>2.4. Develop whole-staff skill and understanding of Reading Challenge through structured PDMs on questioning, assessment and depth of text – PDM meetings scheduled for Wednesday 3rd October and Wednesday 28th November 2018 with follow-up in the Spring and through face-to-face coaching with teachers.</p> <p>2.5. Develop whole-staff skill and understanding of Writing Challenge through structured PDMs on the consistent delivery of SPaG, Talk for Writing and Share Writing. PDM planned for 26th September 2018 and 21st Nov with a follow-up in the Spring and through face-to-face coaching with teachers.</p> <p>2.6. Summer work on the corridors planned – work will ensure that the corridor spaces provide an open library space to support the whole-school focus on promoting reading.</p> <p>2.7. PTA/Friend's of Whitnash funds to be directed at the improvement of the corridor reading spaces, with new furniture, books and book cases being purchased to create a welcoming and engaging space for reading with high quality books to promote reading across the curriculum.</p> <p>2.8. Read, Write Inc Training to be provided for new staff to the school to ensure the continued consistency in the delivery of Phonics in EYFS and Key Stage 1.</p> <p>2.9. Governors, teachers and SLT to assess the weaknesses in the Teaching and Learning policy e.g. areas which the school have not yet developed to their full potential, and include this in the SIP for 2018-19.</p> <p>Other areas of focus, carried forward from 2017-18 SIP: The school will fully embed Target Tracker for Science this half term and roll out to ICT and the other subjects shortly after in the Spring Term 2019.</p> <p>Review and up-date the school's curriculum to develop even stronger cross-curricular links with topic, Maths, Reading and Writing, with a particular emphasis on strengthening the quality of higher order texts and problem solving</p> <p>Ongoing Moderation within school and with the consortia in Writing, Reading and Maths will further support the development of targeted teaching and learning – see Target 4.</p> <p>Spring Further develop assessment across the curriculum and further promote effective and robust assessment and planning, particularly for all aspects of</p>	<p>consistently high and well-presented for all children.</p> <ul style="list-style-type: none"> Lesson observations and book trawls demonstrate that learning is appropriately pitched (age appropriate and progressive). Pupil voice shows that children are actively involved and appropriately challenged and supported in their learning. Book trawls evidence that marking and teaching impacts on pupil's progress, with a tight focus on Reading, Writing, Phonics and Spelling. Planning and book trawls and lesson observations demonstrate the clear use of Lesson Objectives and Success Criteria linked to Target Tracker Gap Analysis, ensuring are well-pitched for all learners. Creative Curriculum is delivered consistently across the school with strong and highly effective cross-curricular links, particularly with English. 	<p>Subject Leader budgets</p> <p>PTA/Friends of Whitnash Funds to support the development of Reading Areas.</p> <p>Wall Art – investment from Capital Funding in Summer Holiday to develop Reading Corridor.</p> <p>Training budget – Read, Write Inc Training</p>	<p>Book Trawls – SLT</p> <p>Moderation – whole staff, consortia and SLT</p> <p>Pupil Questionnaires</p> <p>Spring</p> <p>Formal Lesson Observations focused on Reading (SLT)</p> <p>Learning Walk – English (Governors)</p> <p>SIP visit focus on coaching reviews (SIP)</p> <p>Termly data analysis / Pupil Progress Meetings (SLT)</p> <p>Book Trawls – SLT</p> <p>Moderation – whole staff, consortia and SLT</p> <p>Summer</p> <p>Formal Lesson observations focused on Maths (SLT)</p> <p>Termly data analysis / Pupil Progress Meetings (SLT)</p> <p>Learning Walk – creative curriculum and</p>
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<p>Reading, Spelling and Writing.</p> <p>2.10. Face-to-Face coaching meetings to be arranged in early Spring with Reading and Writing leads to support teachers the consistent implementation of well-pitched learning in Reading and Writing. This will build on the work from the Autumn Term 2018.</p> <p>2.12 The school is yet to Introduce the use of Target Tracker Assessment in Foundation Subjects. This was planned for 2017-18, however, due to the limitation of the Target Tracker statements at the end of each phase the school felt that to implement this meaningfully work would be required. The school therefore intends to work with Target Tracker to implement a more useable bank of statements for all Creative Subjects, supported by an ECM resource already purchased. Target Training booked for 5th December 2018 for the whole-staff.</p> <p>2.12 The school will establish a system to ensure pupils were more aware of their own next steps through the use of targets in Reading and Writing.</p> <p>2.13 Share the exceptional practice in some year groups of Working Walls to support the development of all teachers practice. This will be linked to the ongoing work on 'Growth Mindedness' and 'Learning Resilience' through the consistent practice of key skills, understanding of the 'Learning Pit' and 'I will / I can' attitudes. PDM Meeting planned for 14th Nov 2018.</p> <p>2.14 Ensure that clear standards files, the use of Target Tracker and subject specific exemplification of NC objectives for Maths and English, Science and ICT are fully embedded to support teachers with the accuracy of assessment in these subjects.</p> <p>2.15 Develop whole-staff skill and understanding of Reading Challenge through structured PDMs on assessment with a follow-up in the Summer Term and through face-to-face coaching with teachers.</p> <p>2.16 Develop whole-staff skill and understanding of Writing Challenge through structured PDMs on the assessment of SPaG and Writing with a follow-up in the Summer Term and through face-to-face coaching with teachers.</p> <p>2.11. Throughout the year, children will be encouraged to participate in a range of Reading Challenges. The second will be a Year 5 Reading Comprehension Competition led by Whitnash for Consortia Schools.</p> <p>Other Actions: Ongoing Moderation within school and with the consortia in Writing, Reading and Maths will further support the development of targeted</p>			<p>cross-curricular links (SLT)</p> <p>Parental Questionnaires</p>
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<p>teaching and learning – see Target 4.</p> <p>Complete a Reading bid to support the development of the school library.</p> <p>Summer Review the strength of parental engagement in supporting children with the development of skills, with a particular focus on Reading and Spelling.</p> <p>2.14 Introduce Parent workshops to support the development of Phonics and Reading.</p> <p>2.12. A Spelling Bee Competition for all Year Groups will be held in school, with parents being encouraged to support children with acquisition of spelling recall. Winners from each year group will win book tokens for Waterstones and the Spelling Bee will formulate a parental event.</p> <p>2.13. Throughout the year, children will be encouraged to participate in a range of Reading Challenges. The third will be a sponsored Read, linked to children’s classics. This will also be linked to an Art’s/Reading Week in school, where children will produce work linked Primary Classics such as, Alice in Wonderland, The Lion the Witch and the Wardrobe, The Secret Garden, Charlotte’s Web, Tom’s Midnight Garden etc.</p> <p>2.14. Continue to raise the profile of Reading through the further development of Reading Spaces – use Wall Art to raise the quality of the corridor library area (work to be completed during the Summer Break).</p> <p>2.15. Embed the full use of Target Tracker Assessment for all Foundation Subjects e.g. Music, Humanities and RE to support the accuracy of assessment in all subjects.</p> <p>Other Actions: Ongoing Moderation within school and with the consortia in Writing, Reading and Maths will further support the development of targeted teaching and learning.</p>			
<p>Target 2 – Evaluation Autumn</p> <p>2.1. A ‘coaching’ as a model for developing teacher practice. 3 teachers have already been involved in quality coaching conversations delivered by the School Improvement Partner on 11th October. The focus of this coaching is on developing teachers’ practice linked to priority 1 of the School Improvement Plan. This coaching is also directly linked to the teacher’s performance Management Target linked to the</p>		<p>Target 2 – Next Steps Autumn</p>	

quality of teaching, their skills audit and the assessment moderation undertaken for pupils on the cusp of Age Related Expectation and Greater Depth. The TLR holders for English will have oversight of the agreed actions to support these teachers before the next coaching conversation with the SIP planned for November. The TLR Holders will draw from their Outstanding Teaching Programme, completed in the Summer Term 2018, to support these members of staff and continue to develop their coaching skills.

2.3. The first will be a whole-school Summer Extreme Reading Challenge was used to support the engagement of children with Reading. Children who participated were rewarded and a whole-school assembly will celebrate the range of books the children engaged with. The up-take of this challenge was low. Therefore plans have already been made with the Consortia to develop a Reading Comprehension challenge to target reluctant readers in Year 5, with a particular focus on girls.

2.4. A structured PDM on questioning, assessment and depth of text delivered by JN this half term has supported staff in understanding how to use questioning to support pupil engagement with text. Teachers were provided with a high quality PDM which supported the planning and development of reading. The impact of this PDM will be monitored this term with a follow-up planned before Christmas.

2.5. A structured PDM on the consistent delivery of SPaG, Talk for Writing and Share Writing delivered by RF this half term has supported staff in understanding how to use SPaG and Writing sessions to support consistency in whole-school delivery and embed and revisit skills. Teachers were provided with a high quality PDM which supported the planning and development of Writing and SpG. The impact of this PDM will be monitored this term with a follow-up planned before Christmas.

2.6. Summer work on the corridors has provided a space for an open library to support the whole-school focus on promoting reading.

2.7. PTA/Friend's of Whitnash funds to be directed at the improvement of the corridor reading spaces, with new furniture already ordered.

2.8. Read, Write Inc Training has been provided for new staff to the school to ensure the continued consistency in the delivery of Phonics in EYFS and Key Stage

1. Lesson observations since have demonstrated the staff's engagement with this

training.		
Ongoing Moderation within school and with the consortia in Writing has been undertaken and outcomes highlight the accuracy of teacher assessment.		
Target 2 – Evaluation Spring		Target 2 – Next Steps Spring
Target 2 – Evaluation Summer		Target 2 – Next Steps Summer
School Improvement Target		Summary of Current Position
Personal Development, Behaviour and Welfare	<p>Target 3:</p> <p>To foster excellent attitudes to learning and improved pupil progress through a continued focus on 'resilience' and 'growth mindedness'.</p>	<p>Behaviour and Attitudes prior to January 2016:</p> <ul style="list-style-type: none"> • In 30% of classes children were fully focused and engaged with learning. • In 43% of classes (3 Year groups), the behaviour and focus of children was inadequate at the beginning of the year. • 70% of staff questionnaires in January 2016 sited behaviour as a key issues within the school. • In January 2016, there were 10 individuals with high tariff disruptive behaviour. These children were regular runners throughout a school day. There were concerns with significant lower level disruptive behaviour across upper Key Stage 2. <p>Summary of Actions taken between January 16 to present:</p> <ul style="list-style-type: none"> • Through the staffing restructure inadequate teaching was addressed. • Action was taken to transition Year 5 2016-17 early to Year 6 (Whitsun) to quickly address the legacy of inadequate teaching. • A new behaviour system with clear systems and expectations in 2016-17: Behaviour Action Plan, Success Charts and CPOMS were introduced from January 16 to also address behaviour. • Targeted counselling for high tariff children. • Introduction of Thrive – whole-class action planning. • Unconditional Positive Regard embedded in the culture of the school. <p>Impact:</p> <p>The school made swift and very rapid progress with the quality of Personal Developments Behaviour and Welfare. The schools' reputation as an inclusive, supportive and nurturing environment is quickly coming to fruition. Pupil's attitudes to all aspects of their learning are increasingly positive and have become consistently demonstrated in the improvements in the quality of pupils' work and presentation</p> <p>The school made significant headway with addressing the long and ingrained historical legacy of poor behaviour, resulting in 2017-18 Year 6 pupils achieving above and in-line with National figures in all areas of the curriculum due to the improved attitude to learning. Whilst the school continues to support key families and individuals with issues, this is only representative of a few individuals in school, overall behaviour is 'good' across the school.</p> <p>100% of parental questionnaires are positive.</p> <p>There have been no exclusions since January 2016.</p> <p>Visitor reports to the school are positive about behaviour.</p> <p>Governor and School Improvement Learning Walks verify the school's judgement as 'good' in this area.</p> <p>Rationale</p> <p>Whilst there has been significant improvement in pupil attitudes and behaviour, the school needs to continue to embed the consistency of approach to learning behaviour to ensure the continued support for pupils with SEMH needs and build the emotional resilience of all learners. Some children face challenging home situations which impact on their readiness to learn, whilst others struggle with 'mindset' when facing the real challenge of learning.</p> <p>Whitnash is passionate about ensuring that pupil's emotional well-being is always a key priority, enabling all children to</p>

		access learning and have a deeper understanding of 'resilience' and 'growth mindedness'.	
Specific Actions	Key Success Criteria	Time / Personal / Budget and Resources	Monitoring
<p>Autumn Term Introduce the concepts of 'resilience' and 'Growth Mindedness'.</p> <p>3.1 Revamp the school's values and Mission Statement following the whole-school and Governor INSET in Summer Term 2017-18.</p> <p>3.2 The school intends to build on Growth Mind-sets work in 2018-19 through embedding a better understanding with teachers and children of Growth Mind-sets. This will be done this term through:</p> <ul style="list-style-type: none"> The INSET Day on 3rd September 2018 Staff meetings on 17th September will have Growth Mind-set focus. Joint INSET with the 8B Consortia on 26th October on Independent Thinking (Nina Jackson) and The Art of Brilliance (Will Hussey) <p>3.3 The school is keen to continue to deepen the Thrive culture this term through:</p> <ul style="list-style-type: none"> The further development of the Thrive Room and it's organisation, and the introduction of Thrive in and around 	<ul style="list-style-type: none"> Behaviour policy is fully embedded across the school. Pupils are fully aware of the expectations for their conduct in school. Behaviour tracking on CPOMS shows the % of behaviour related incidents continues to be reduced. Lesson observations demonstrate an increased focus on Growth Mindedness and Thrive Pupil voice questionnaires demonstrate a positive attitude to learning and a 	<ul style="list-style-type: none"> Thrive Subscription CPOMS subscription Sports Premium Snowford Counselling Pupil Premium funding Allocated staff meeting time Training budget – Thrive training, Moves Training 	<p>Autumn Safeguarding (SCR) review with governors (governors)</p> <p>Weekly attendance meetings (SLT and office)</p> <p>Termly safeguarding and SEND review (governors)</p> <p>Provision Mapping reviews (SLT and SENCo)</p> <p>Thrive Action Planning (SLT)</p> <p>Pupil Questionnaire (Mind-sets) (SLT)</p>

<p>the school environment to raise the profile</p> <ul style="list-style-type: none"> • Further training for whole-school staff in Thrive on Wednesday 12th September and 14th Nov 2018. • A series of whole-school assemblies to develop pupil's awareness of Thrive and their Brain Science over the Autumn Term – see Assembly Planner • Working with schools included in the successful Building Capacity Bid – see Thrive Action Plan / Capacity Bid • Providing further behaviour management training to Dining Room Assistants to embed a culture of Thrive at lunchtimes – see CPD Planner • More robust screening of whole-classes on a tighter programme of review (12th Sept, 7th Nov 2018) • Embedding the use of Thrive for individual support to address and cater for children with SEMH needs – Thrive Practitioner Intervention Timetable (Linked to Pupil Premium Action Plan 2018-19) • Increase the whole-school focus on anti-bullying through the School Council and Anti-bullying week on 12th Nov 2018. • Develop a better whole-school environment focus on Anti-bullying (staff meeting focus 14th Nov) linked to Growth Mind-set awareness. <p>Other Actions: The school is keen to ensure that even better and more targeted use is made of PE data. Therefore Sports Premium funds will continue to be spent on PE Intervention in September. Children across the school will be provided with the key action and movement plans associated with the programme and parents and children will have the access to the Fit4School page relating to their own progress in September. EYFS staff will attend Movement Training to support the development of motor skills in Early Years.</p> <p>Ongoing work with PSHE Leads and School Nursing Service and School Well-being Champions to address healthy lifestyles and</p>	<p>good understanding of Resilience and Growth Mindedness</p> <ul style="list-style-type: none"> • Pupil voice and CPOMs analysis provide evidence of the eradication of bullying and evidence that children feel safe and protected in school. 		<p>Spring Termly safeguarding and SEND review (governors)</p> <p>Provision Mapping reviews (SLT)</p> <p>Review of Pupil Premium Spend and impact (governors)</p> <p>Review of Thrive (SLT)</p> <p>E Safety Review (governors)</p> <p>Weekly attendance meetings (SLT)</p> <p>Pupil Questionnaire (Anti-bullying awareness)</p> <p>Summer Review of the implementation of Thrive (governors)</p> <p>Termly safeguarding and SEND review (governors)</p> <p>Provision Mapping BAPs and IEP reviews (SLT)</p> <p>Review of Pupil Premium Spend and impact (governors)</p> <p>Attendance Review (SLT)</p>
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cooking and nutrition in the curriculum.

Spring Term

Embed a consistent understanding 'Resilience' and 'Growth Mindedness' among teachers and pupils across the school.

3.6 The school intends to build on Growth Mind-sets work in 2018-19 through embedding a better understanding with teachers and children of Growth Mind-sets. This will be done this term through:

- staff meetings will continue to have Growth Mind-set focus.
- The development of Growth Mind-set displays within classrooms.
- The completion of Growth Mind-set lessons within the PSHE curriculum.

3.7 Increase the whole-school focus on anti-bullying through the School Council, Anti-bullying week and a review of the PSHE curriculum in school.

The school is keen to continue to deepen the Thrive culture this term through:

- The further development of the Thrive Room by creating a bank of Thrive books and resources
- Working with schools included in the successful Building Capacity Bid
- Training a further Thrive practitioner in this academic year
- More robust screening of individual children on a tighter programme of review

Other Actions:

Ongoing work with PSHE Leads and School Nursing Service and School Well-being Champions to address healthy lifestyles and cooking and nutrition in the curriculum.

Summer Term

Embed a consistent assessment approach to SEMH needs across the school which incorporates a focus on children's wider health

<p>3.8 The school intends to build on Growth Mind-sets and Thrive work in 2018-19 through embedding a better understanding with teachers and children of Growth Mind-sets. This will be done this term through:</p> <ul style="list-style-type: none"> • A mental health and well-being day • Clear communication with parents the work completed in school on Thrive and Growth Mind-sets • The further development of the Thrive Room and the Thrive environment through capital funding and the new budget 2019-20. • Continuing to work with schools included in the successful Building Capacity Bid <p>3.9 Successful complete the Healthy Food Award and International PSHE for the school based on all the work from previous term</p> <p>Other Actions: Ongoing work with PSHE Leads and School Nursing Service and School Well-being Champions to address healthy lifestyles and cooking and nutrition in the curriculum.</p>			
<p>Target 3 – Evaluation Autumn</p> <p>3.1 The school’s values and Mission Statement has been revamped following the whole-school and Governor INSET in Summer Term 2017-18. The values are now a more accurate representation of the school ethos and focus.</p> <p>3.2 The school has begun to build on Growth Mind-set work through embedding a better understanding with teachers and children of Growth Mind-sets. This began with a INSET Day on 3rd September 2018 where Growth Mindsets were introduced to teachers as a concept. A subsequent Staff meetings on 17th September developed this to have it can link with the classroom practice. Full lesson plans have been shared with teachers to build this focus with each class. These plans will be delivered over the course of this term.</p> <p>3.3 The school has begun to to deepen the Thrive culture this term through, the introduction of an external door to the nurture room and new windows. This is the beginning of a series of work to improve thisThrive Room environment. The SENCo and GC have begun to plan the development of this space further linked to the Thrive Action Plan. This development will be supported by the successful LA Bid for Thrive that has been awarded to Whtinash this term.</p> <p>Dinner Staff have attended training in positive lunchtimes at Sydenham Primary recently. This will be further developed as the term goes on with the introduction of zoning and Thrive Training. This will be supported by Friends of Whitnash fund raising for playground equipment.</p> <p>Embedding the use of Thrive for individuals continues to address and cater for children with SEMH needs – Thrive Practitioner Intervention Timetable (Linked to Pupil Premium Action Plan 2018-19) has been developed. This work will be built on trough the Thrive network and successful bid. Whitnash will be leading on this work in Autumn 2.</p>		<p>Target 3 – Next Steps Autumn</p>	

<p>The school has focussed efforts so far this term on addressing issues for parents and children relating to diet, sleep and toileting. A strong link has been established with the Parent Learning Team, to plan and implement a series of parent courses to address issues are children and families face. The courses already planned are: Food Explorers Refresher course – touching base with parents who have already completed this in the last academic year. Triple P Bedtime Routines course – 22nd November 2018 Triple P Toilet Training course – 14th November 2018 Food Explorers Programme – Wednesday 28th November – Wednesday 11th December Time: 9-10.30 am English – promoting reading and writing family learning programmer - Wednesday 3rd October – Wednesday 17th October Time: 9-10.30 am</p>		
Target 3 – Evaluation Spring		Target 3 – Next Steps Spring
Target 3 – Evaluation Summer		Target 3 – Next Steps Summer
School Improvement Target		Summary of Current Position
Outcome for Pupils	<p>Target 4:</p> <p>To ensure that the proportion of pupils making and exceeding expected progress and Age Related standards are high compared with national figures, with a particular focus on the outcomes of SEND and Pupil Premium children.</p>	<p>Sept to January 2016:</p> <p>EYFS:</p> <ul style="list-style-type: none"> EYFS performance over 3 years and broadly in-line with national in 2014-15 and 2016-17. However, performance in the key area of maths and English were below national. <p>KS1:</p> <ul style="list-style-type: none"> The school was significantly below national in Phonics with a steep downward trend over 3 years (national upward trend). School performing significantly below national in all areas at KS1, with % of children achieving highly level significantly below national. <p>KS2:</p> <ul style="list-style-type: none"> The school was performing below national in all areas. There had been a decline in school performance, particularly in reading, maths and SPAG the previous year. Significant decline in the % of children attaining the higher levels. Better than expected progress below national. <p>Other contextual information:</p> <ul style="list-style-type: none"> Previously Pupil Progress meeting were not routinely held, and the school lacked a robust assessment system that could be understood by all. Lack of systems and structures in the school to support Subject Leaders or hold teachers to account. No clear direction had been established for the development of the curriculum. There was inconsistency in planning and assessment.

	<p>To robustly address pupil attainment, achievement and progress in Reading and Writing across the school.</p>	<p>Summary of Actions taken between January to present:</p> <ul style="list-style-type: none"> • Through the staffing restructure inadequate teaching has been addressed. • A new curriculum was introduced for Sept 2016. • A new assessment system was introduced to support staff in using assessment as an integral part of teaching and learning – Target Tracker • New marking policy has been embedded with clear expectations. • New handwriting and presentation policy has been embedded with clear expectations. • New approach and focus established for the teaching of phonics, English and Maths and has been embedded. • 2015-16 issues with data were addressed with significant improvement in Maths (39% to 67%), attainment in Writing and increasing the % of children attending the higher standards in both Key Stages. • 2016-17 data showed a dip in Reading at Key Stage 2, this significantly improved in 2017-18. <p>Impact: The school has made some rapid inroads in establishing a new curriculum and embedding new systems and approaches in school to support teaching and learning. The school has raised attainment and the quality of teaching and learning across the school. This is evident in books and in the environment.</p> <p>The end of Key Stage results demonstrate the impact of the school's targeted work in the areas of Maths, Reading, SPaG, Phonics and Writing:</p> <ul style="list-style-type: none"> • Phonic results significantly improved in 2017-18 School remains broadly in-line with national in EYFS. • Pupil attainment in Reading, writing and maths is steadily improving. • EYFS progress is good and the % of pupils achieving GLD is significantly improved. • The Maths result is KS2 has improved considerably in 2016-17 from 39%, to 67%, to 84% this year. <p>The school continues to robustly monitor progress through Pupil Progress Meetings and Performance Management and is addressing any areas of potential under-performance with intervention, CPD and whole-school drives. In-year data is used systematically to inform practice and the School Improvement Plan.</p> <p>The school are there confident that they a 'good' in the area of pupil achievement.</p> <p>Rationale</p> <ul style="list-style-type: none"> • There has been a slight dip in reading results in 2017-18 at Key Stage 2. • Results lag behind the national in Reading, Maths and SPAG. • The % of pupils achieving Reading at Key 2 is lower than in other subjects. • The % of pupils reaching the standard in Writing at Key Stage 1 is below national. 		
<p>Specific Actions</p>	<p>Key Success Criteria</p>	<p>Time / Personal / Budget and Resources</p>	<p>Monitoring</p>	

<p>Autumn Develop and even more robust approach to analysing and monitoring the process of more vulnerable learners, with a particular emphasis on Reading, Phonics and Spelling</p> <p>4.1 Establish a more rigorous focus on Pupil Premium and SEND learners through the use of targeted gap analysis for these particular groups during Pupil Progress Meetings, in order to raise the attainment of these vulnerable groups and reduce the attainment gap for these pupil against non-PP/SEND children.</p> <p>4.2 SENCo to be part of Pupil Progress Meetings to enable a targeted conversation and even faster early interventions for children following behind, leading to better outcomes for SEND pupils.</p> <p>4.3 Establish a system of 'blink' reviews for Pupil Premium children on a fortnightly basis – Head and Assistant Head to make drop in blink reviews of Pupil Premium books and provide feedback to staff through a class based Pupil Premium Blink Review folder, in order to support teachers will improving the provision and outcomes for Pupil Premium children.</p> <p>4.4 Reading leader to establish a focus review of Accelerated Reader data each term, ensuring that all teachers consistently and routinely complete the Accelerated Reader Quizzes, in order to raise attainment in reading comprehension in all year groups.</p> <p>4.5 Writing leader to routinely analyse SPaG progress and the impact of SPaG teaching through the specific focus in Target Tracker and through book trawls, in order to raise the attainment in spelling across the school.</p> <p>4.6 SENCo to introduce SEND files for individual children to better enable teachers to track and monitor progress with interventions and IEP targets.</p> <p>Other Actions: Maths Leader to establish focus reviews of times table data and number facts recall across the school.</p> <p>Increased investment in Educational Psychology hours to support SEND pupils and ensure early intervention.</p>	<ul style="list-style-type: none"> All children make expected or better than expected progress in Reading, writing (improved spelling), Phonics and Maths % of children reaching Age Related Expectation in Reading, Writing, Maths, Phonics and SPAG is increasingly in-line and exceeds with national figures <p>TARGET: KS1 Reading 80%, KS2 Reading 84% KS1 Writing 65% KS2 Writing 90% KS1 Maths 75% KS2 Maths 87%</p> <ul style="list-style-type: none"> Assessment is an embedded tool to inform teaching and learning and is being used effectively to raise attainment in Maths and English for all, with a particular focus on Pupil Premium and SEND pupils All vulnerable learners make progress through 	<ul style="list-style-type: none"> English subject leader budgets SEND budget EIS, EAL, IDS and EP Support (WES subscription) TA intervention time Target Tracker subscription 	<p>Autumn</p> <p>Monitoring of SEND progress (SLT)</p> <p>Pupil Progress Meeting (SLT)</p> <p>Pupil Progress 'Blink' Reviews (SLT)</p> <p>Intervention data reviews (SLT)</p>
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<p>Spring Further develop the systems for moderation across and between school in Maths, Reading and Writing</p> <p>4.7 Pupil Premium Review with Consortia Heads to provide the school with an external view of Pupil Premium provision and further support the school in raising the attainment and progress of PP and SEND pupils.</p> <p>4.8 Ensure all teachers are confident with and understand the key objectives for their year groups to ensure a thorough coverage of the non-negotiables</p> <p>4.9 Establish even tighter systems for moderation in English and Maths through collaborative work with the Consortia and termly moderation in-school, to ensure the accuracy of data and the appropriate targeting of next steps for all children on the cusp of Age Related Expectations and Greater Depth in all year groups. Consortia dates planned: 16th Oct (English), 22nd Jan (Maths), 26th Feb (Writing), 19th March (Reading), 7th May (Reading and Maths)</p> <p>Summer Develop the use of whole-staff data analysis to plan for further school improvement</p> <p>4.10 Use whole staff and Governor CPD on ASP and in-school data to build the whole-staff confidence in interpreting their own class and whole-school data.</p> <p>4.11 Staff and Governors to work in teams to identify key areas for school improvement through a Summer Term INSET – using data and the GROW model.</p> <p>Other Actions Embed an approach to sharing Learning Targets with all pupils, making all pupils more aware of their personal next steps in Maths and Reading (Target Tracker Target Booklets / Book Marks).</p>	<p>well-targeted support and at least 70% make expected progress.</p> <ul style="list-style-type: none"> English, Guided Reading, Phonics and SPAG observations and book/Learning Journal trawls show an increased and robust whole-school focus on Reading, SPAG and Phonics 		<p>Spring Pupil Premium Review (Consortia)</p> <p>School to School Moderation (Consortia)</p> <p>Performance Management reviews (SLT)</p> <p>Pupil Progress Reviews (SLT)</p> <hr/> <p>Summer Monitoring of data/progress (SLT) Governors and staff</p> <p>SEND and Pupil Premium review (governors)</p> <p>Pupil Progress Meeting (SLT)</p>
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<p>Target 4 – Evaluation Autumn</p> <p>4.1 A more rigorous focus on Pupil Premium and SEND learners is already being established. Teachers have been using targeted gap analysis for these particular groups during Pupil Progress Meetings, in order to raise the attainment of these vulnerable groups and reduce the attainment gap for these pupil against non-PP/SEND children. All teachers have printed and analysed their Pupil Premium Gap Analysis and are being encouraged to plan more accurately for the needs of these pupils.</p> <p>4.2 SENCo has been a part of Pupil Progress Meetings. This has enabled a targeted conversation and even faster early interventions for children following behind. The SENCo will be involved in data analysis of the Autumn 1 data to assess the early impact of this intervention and focus.</p> <p>4.3 'blink' reviews for Pupil Premium children on a fortnightly basis are being undertaken. The Head and Assistant Head has undertaken drop in blink reviews of Pupil Premium books and provided feedback to staff through a class based Pupil Premium Blink Review folder. This is having an early impact and raising the teacher's focus on these pupils. The SLT have also planned to conduct their own Pupil Premium Blink linked to their subject before half-term. This will help inform Subject Leaders and the SENCo of the key improvements and areas for development in each year group for PP children and staff.</p> <p>4.6 SENCo has introduced SEND files for individual children to better enable teachers to track and monitor progress with interventions and IEP targets. These folders are already proving successful in streamlining workload and supporting targeted conversations with parents around children' s next steps and progress.</p>		<p>Target 4 – Next Steps Autumn</p>	
<p>Target 4 – Evaluation Spring</p>		<p>Target 4 – Next Steps Spring</p>	
<p>Target 4 – Evaluation Summer</p>		<p>Target 4 – Next Steps Summer</p>	

