# West Tytherley CE Primary School

## School Improvement Plan 2015 – 2018

Chair of Governors:                    Nicola French
Headteacher:                         Mike Warren
Deputy Head:                        Andrea Hodgson

*'Branch by branch, we reach for the sky'*

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**To all our pupils, our vision,**

Everyday at West Tytherley Primary School, the staff and governors are working to make sure that by the time you leave us:

- ✓ You will **believe** in yourselves

- ✓ You will **enjoy** your learning

- ✓ You will **grow** both personally and academically 'branch by branch',

- ✓ You will have the skills to **succeed** in life.

We wrote this plan following input from staff, pupils, parents & governors. It was ratified at the full governing body meeting on Nov 10th 2016. The plan is our path to success and the achievement of our vision for West Tytherley pupils and families.

The areas we are working to improve are chosen based on evidence from our self-review. This means that our school self-evaluation ties directly into our plans for improvement.

Governors monitor the SIP over the year via the Headteacher's report & Governor monitoring visits.

# West Tytherley CE Primary School Improvement Plan 2015 – 2018

## *Priority 1 : to improve the quality of teaching, learning and assessment*

| Key Improvement | What we're aiming for ? | What we are going to do in 2016-17 ? |
|---|---|---|
| Raise standards for all children by improving the quality of teaching and learning | 1. To increase pupils' involvement in planning their learning and choice of outcomes | • To provide opportunities for children to be involved in planning their own learning in topics.<br>• To enable children to choose real audiences, purposes and outcomes for learning. |
| | 2. To ensure that Literacy and maths are cohesively planned and implemented across the curriculum | • To embed the principles of high-quality guided reading linked to rich texts across the school.<br>• To embed the *3 step learning journey* approach to planning writing linked to high quality texts.<br>• To develop and agree a calculation policy that supports the new primary maths curriculum, and links to the use of concrete, pictorial and abstract representations. |
| | **3. To ensure that pupil's learning is deepened and broadened during lessons when they show that they have grasped a skill, idea or concept quickly.** | • **To explore the criteria 'greater depth' in writing and maths, and the application of this on both learning sequences and assessment during the lesson.** |
| | 4. To develop childrens' ability to give 'kind, helpful and specific' feedback to peers in order to raise standards. | • To embed fully in classroom practice the quality and impact of peer feedback.<br>• To increase opportunities for more able peers to coach others in reading. |
| | 5. To introduce strategies for effective teaching in mathematics | • To allocate staff meeting time to explore CPD for teaching key aspects in maths.<br>• To embed the application of the bar model approach as a tool for pictorial representation for mathematical problem solving and reasoning. |
| Develop a rich and varied curriculum to enhance the learning experiences of every child | 6. To improve the range and frequency of opportunities for pupils to learn outside the classroom. | • To create an action plan to improve outdoor learning across the school.<br>• To provide purposeful INSET for all staff that will enhance learning opportunities for children across the curriculum.<br>• To support colleagues in their implementation of CPD received, planning opportunities across the curriculum.<br>• To monitor the impact of outdoor learning for pupils and report to the P&S committee. |
| Improve the quality of teaching and learning in Computer Science | 7. To ensure that provision in IT is 'fit for purpose', enabling all teachers to deliver the curriculum effectively | • To audit current hardware/software in IT and its fitness for purpose.<br>• To draw up a list of improvements required that are in line with budget allocations to enable the school to meet its curriculum requirements.<br>• To explore additional funding options for IT (e.g. *The Wolfson Foundation, DM Thomas Foundation, Ernest Cook Trust, Awards for All*).<br>• To link up with other external IT providers (e.g. Test Valley/Southampton University) to enhance provision in IT. |

| | 8. To enhance the quality of teacher's subject knowledge in computer science through appropriate CPD. | • To ensure that the planned curriculum is sufficiently challenging and builds progressively from year to year.<br>• To provide CPD for effective delivery of planned curriculum<br>• To provide CPD in using various educational apps and programming apps (e.g. Junior Scratch) |
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## *Priority 2 : to improve the effectiveness of leadership and management*

| Key Improvement | What we're aiming for ? | What we are going to do in 2016-17 ? |
|---|---|---|
| Improve the effectiveness of Subject Leaders across the school | 1. To review and develop a subject leadership structure that is both manageable and supportive for staff. | • To redistribute subject responsibilities across the staff appropriate to role & experience with SLT and Partner support.<br>• To support staff in planning improvements and carrying out regular progress reviews |
| | 2. To strengthen subject leadership capabilities and accountability | • To establish a new self-evaluation & monitoring cycle<br>• To be ambitious and drive development in their subject forward<br>• To create an action plan that enables the subject leader to drive improvement, measure impact and hold others to account |
| | 3. To value CPD as a means of increasing teacher subject knowledge | • To increase the opportunities for staff to support others both informally, providing feedback and leading CPD activities in staff meetings |
| Ensure Senior Leaders strengthen their strategic role in order to raise standards | 4. To maintain strategic focus and efficiency as well as managing the day-to-day demands of the organization | • To establish a new self-evaluation & monitoring cycle (linked to 2.2)<br>• To prioritise and plan strategic developments (staff meetings, monitoring opportunities, diary dates and deadlines)<br>• To build in greater opportunities for quality reflection and self-evaluation. |
| Develop highly successful strategies for engaging and communicating with parents and the community | 5. To broaden our awareness of our school community and consider how we can best improve our communication | • To ensure that both Governors and staff receive training on developing their awareness of the school community and how communication can be improved (Governor training; Staff CPD).<br>• To devise a strategic plan that seeks to improve communication with the school community.<br>• To maintain momentum of the Family Forum and make even greater use of it as a means of capturing and developing ideas of all parents. |
| | 6. To raise the profile of the school within the local and wider community, promoting its positives and changing perceptions. | • To develop a strategic plan that is 'outward looking', breaking down barriers and helping to engage governors, staff, parents and children with the wider community.<br>• To actively establish links with community, groups, church and businesses.<br>• To enhance the scope and frequency of visits to nurseries and pre-schools and engage prospective parents in the life of the school (school/PTA events; special taster sessions)<br>• To increase the media coverage about the school (Parish newsletter, distribution lists, radio events and Romsey/Salisbury tabloid). |

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| | 7. To improve the quality of feedback to parents about how well their child is doing at school. | • To streamline the end of year reports for parents, providing useful feedback about their child in an easily accessible format.<br>• To engage Beech parents in using Tapestry to find out how well their children is progressing throughout the year. |
| To further strengthen the effectiveness of the Governing Body to support and challenge the school and fulfill its statutory duties. | 8. **Succession planning:**<br>To establish a wider succession plan for the whole governing body.<br>To pro-actively seek new Governors for existing and future vacancies, focusing on known skill gaps. | • Advertise through local channels.<br>• Approach individuals directly.<br>• Raise awareness of the role. |
| | 9. **Communication**<br>To drive the development of a communications strategy and monitor delivery. | • Develop strategy with school leaders.<br>• Identify leaders for delivery<br>• Take part in delivery as appropriate.<br>• Monitor delivery and effectiveness. |
| | 10. **Staff wellbeing**<br>To raise Governor awareness of staff wellbeing.<br>To improve staff/governor engagement. | • Staff questionnaire.<br>• Staff/Governor workshops and social events. |
| | 11. **Outward looking**<br>To continue to develop an outward looking approach, seeking best practice from other schools and working together on training and purchasing. | • See 5 and 6 above.<br>• Continue to push for cluster purchasing.<br>• Maintain an open mind with respect to other opportunities |
| | 12. **F&S committee development**<br>To improve the resilience of the committee by recruiting new governors with appropriate skills. | • See 8. above. |
| | 13. **P&S committee development**<br>To improve effectiveness of the committee. | • See 8. above.<br>• Monitor actions more effectively to ensure timeliness. |

## Priority 3 : to strengthen the personal development and welfare of pupils, raising standards of behaviour.

| Key Improvement | What we're aiming for ? | What we are going to do in 2016-17 ? |
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| Embed positive learning behaviours through a Growth mindset and Building Learning Power. | 14. To develop and deepen teacher knowledge of 4Rs, so that they can confidently notice and name learning behaviours | • To provide further CPD for staff on Building Learning Power.<br>• To focus on explicitly noticing and naming aspects of the 4Rs in pupil feedback.<br>• To provide CPD on promoting a *growth mindset*.<br>• To prepare classroom lessons/resources that encourage a growth mindset. |
| | 15. To raising the profile of BLP & Growth mindset with children and parents | • To promote and celebrate BLP/Growth Mindset within celebration assemblies.<br>• To run a parent workshop on *Building Learning Power* and developing a *Growth Mindset.* |
| Promote the new school vision with children, staff and parents | 16. To ensure the new vision of the school is highly visible, memorable and meaningful to all | • To continue to make explicit links to our school vision to the children and parents (through worship themes, PHSE lessons, key messages and all communication).<br>• To develop a school song, prayer and display to reinforce the vision.<br>• To ensure that the school website and school environment help to reinforce the school vision. |
| Develop an understanding of British Values, 'Prevent'strategy and all safeguarding issues. | 17. To raise pupil awareness of British Values | • To develop understanding within whole school worship themes.<br>• To ensure that the school website makes reference to British Values. |
| | 18. To raise awareness of safeguarding issues (including 'radicalisation and extremism') | • To provide 'prevent' and safeguarding training for staff members or Governors (as required)<br>• To ensure that the PHSE curriculum tackles these safeguarding issues, building upon what makes us a responsible citizen. |
| Enhance opportunities for pupils to develop responsibility and demonstrate leadership skills | 19. To value childrens' ideas and enable them to make a positive contribution to the school. | • To involve the school council in making decisions, school improvement and sharing ideas.<br>• To share and celebrate their achievements in assembly, newsletter and to Governors.<br>• To establish an Eco Team, tackling issues relating to sustainability and the school environment. |
| | 20. To promote leadership skills and value their contribution | • To establish a 'Play Leaders' programme, to engage children in active play<br>• To establish a progressive 'Leadership Awards programme' throughout the school<br>• To publically promote and celebrate childrens' leadership skills and achievements |
| Enhance pupils' social interaction and quality of 'play' | 21. To enhance the range and quality of games/equipment available to pupils | • To purchase £1000 of playtime equipment/storage<br>• To introduce a variety of equipment to children over time<br>• To establish rules and systems that will promote appropriate for use of playtime equipment |
| | 22. To train pupils and encourage participation in a wider variety of playtime games through the Play Leaders programme | • To organise a 'Play Leaders' workforce and provide initial training for them<br>• To ensure that a rota is established to share out the responsibility across the team<br>• To monitor the impact of this initiative upon *quality of play* and *overall behaviour*.<br>• To ensure that the buddy system is reinforced for all pupils |
| Raise the profile of sport related activities across the school | 23. To increase pupils' enjoyment of and participation in a wider variety of games and competitive sports. | • To establish a PLT  (Emma Procter) to liaise closely with Test Valley and other cluster schools<br>• To make links with Norman Court and other cluster schools, to increase participation in events<br>• To run a Sports Week (using Sports Funding) involve all staff and pupils in sport related activities<br>• **To measure the impact of our Sport Funding upon participation and attitude towards sports.** |

| | 24. To develop confidence and competence in the teaching of PE and gym. | • To purchase PE equipment (balls, mats, etc) using Sports funding, in order to raise the quality of PE and sport.<br>• To provide staff CPD in teaching PE, Gym and Dance (using Sports funding) |
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## *Priority 4 : to improve the outcomes for pupils*

| Key Improvement | What we're aiming for ? | What we are going to do in 2016-17 ? |
|---|---|---|
| To raise standards of reading across the school | 25. To improve access to high quality texts, picture books, story tellers and guided reading resources | • To liaise more closely with the School Library Service and explore the services that they are able to offer the school (i.e. storytellers; staff training; book bus; topic book provision; advice)<br>• To work with Owen Trowman (English Consultant) to review the English curriculum and produce an English overview, linking all units with a range of quality texts and picture books. |
| | 26. To improve subject knowledge in the planning and delivery of Guided Reading across the school. | • To provide CPD on whole class guided reading to staff (following core provision input) and discuss how this could be applied across the school.  Follow up by sharing planning, discussing sessions and reviewing outcomes/impact.<br>• To provide and explore a wider range of GR activities/ideas to engage children in texts (*role on the wall; think marks; character description; annotation; drawing; etc*) |
| | 27. To improve the quality of planning, delivery and tracking of guided reading across the school | • To explore guided reading resources available for planning.<br>• To establish a suitable format/method of planning Guided Reading<br>• To ensure that Guided Reading Journals are used from Year 2 to 6, providing evidence for age related expectations<br>• To develop a simple recording system to track progress against ARE<br>• To monitor impact of new approach to Guided Reading upon learners |
| To improve progress and outcomes for all disadvantaged pupils | 28. To ensure that effective use is made of the pupil premium funding to improve the outcomes for disadvantaged pupils | • To carefully consider appropriate use of the PP funding with SLT and Governors<br>• To develop a Pupil Premium strategy to help identify and remove barriers for PP children, considering appropriate interventions where necessary.<br>• To continue to monitor provision and track progress for all pupils in receipt PP funding |

**Abbreviations**

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| SIP | School Improvement Plan | HT/MW | Headteacher – Mike Warren |
| SSE | School Self-Evaluation | DHT/AH | Deputy Headteacher - Andrea Hodgson |
| TS | All Teaching Staff | EP | Emma Procter |
| LM | Literacy Manager (Andrea Hodgson) | TP | Tracey Parker |
| MM | Maths Manager (Mike Warren) | LT | Laura Tuck |
| SM | Staff Meeting | HS | Helen Spreadbury |
| INSET | In-Service Training | KF | Kim Furness |
| PP | Pupil Premium | JN | Jessie Newitt |
| SLT | Senior Leadership Team | Admin | Admin Staff – Kim Furness / Jessie Newitt |
| SLM | Senior Leadership Meeting | SENCO | Special Educational Co-ordinator – Helen Spreadbury |
| CPD | Continuing Professional Development | GR | Guided Reading |
| TA | All Teaching Assistants | P&S | Performance & Standards committee |
| PM | Performance Management | IT | Information Technology |
| BLP | Building Learning Power | PTA | Parent/Teacher's Association |
| 4Rs | Resilience, Resourcefulness, Reciprocity & Reflectiveness | PHSE | Personal, Health and Social Education |
| WTPS | West Tytherley Primary School | | |
| Govs | Governing Body (Chair: Nicola French) | | |
| DfE | Department for Education | | |
| LEA | Local Education Authority | | |
| PLs | Play Leaders | | |
| LS | Lunchtime Supervisors | | |