

West Tytherley CE Primary School

School Improvement Plan 2017 – 2019

Chair of Governors:

Emma East

Headteacher:

Michael Warren

Senior Lead Teacher:

Angela Moore



'Branch by branch, we reach for the sky'

To all our pupils, our vision,

Everyday at West Tytherley Primary School, the staff and governors are working together, to build a culture of success; so that by the time you leave our school, you will:

- ✓ **believe** in yourselves
- ✓ **enjoy** your learning
- ✓ **grow** both personally and academically 'branch by branch',
- ✓ have the skills to **succeed** in life.

Our School Improvement Plan has been written following input from staff, pupils, parents & governors. It identifies key improvement priorities that have been based upon our self-evaluation, information from our data, feedback from all stakeholders, and external recommendations from the Local Authority, the Diocese (as a Church school) and Ofsted.

It is an important document - our 'path to success and the achievement of our vision' for West Tytherley pupils and families.

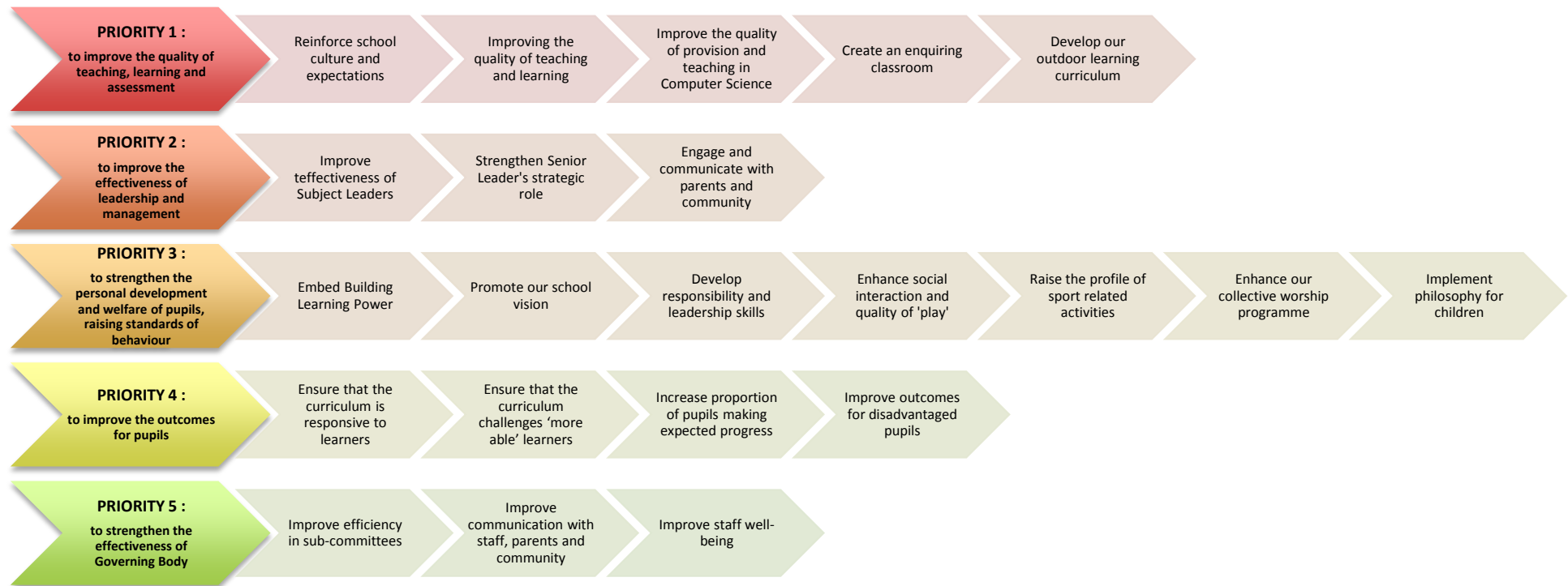
It was ratified at the full governing body meeting on 27th November 2017.

STRATEGIC INTENT: School leaders will build a culture of success and sustainability by:

- securing our capacity for improvement through high quality leadership, management and governance with rigorous monitoring and evaluating against the current school priorities
- having detailed improvement actions identified for which everyone take responsibility
- sharing expectations for which all staff are accountable
- involving all stakeholders in school self-evaluation and valuing their contributions and good ideas
- supporting teachers to be reflective practitioners and valuing professional development for staff so that it leads to improvement for learners' outcomes
- securing every child's entitlement to a wide range of curricular opportunities presented through different learning contexts
- addressing any under-performance
- communicating effectively with parents/carers and pupils, so they are confident in the school's provision both in terms of safety and learning.

West Tytherley CE Primary School Improvement Plan 2017 – 2019

KEY IMPROVEMENT PRIORITIES



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 2017-18 ?	What we are going to do in 2018-19 ?
Share and reinforce our school culture and expectations for teaching & learning	1. To ensure that our new team fully understanding the school's approach to teaching and learning, and this is visible in a consistency of practice.	<ul style="list-style-type: none"> To provide CPD opportunities for staff to discuss our teaching and learning policy To provide INSET on BLP To share and agree our school 'Non-negotiables' and monitor implementation To support this development through performance management To successfully support and induct a Newly Qualified Teacher, providing opportunities for quality reflection, guidance and CPD 	<ul style="list-style-type: none"> To monitor the consistency across the school through observation and pupil conferencing To review the 'Teaching & Learning' and 'Assessment' policies with staff. To continue to support the RQT through coaching, performance management and CPD.
Raise standards for all children by improving the quality of teaching and learning	2. To increase pupils' involvement in planning their learning and choice of outcomes	<ul style="list-style-type: none"> To increase opportunities for children to be involved in planning their own learning in topics. To enable children to choose real audiences, purposes and outcomes for learning. 	<ul style="list-style-type: none"> To monitor impact of pupil involvement in planning and pupil choice of audience and outcomes
	3. To ensure that the English curriculum is cohesively planned and implemented across the curriculum	<ul style="list-style-type: none"> To carry out a whole-school review of guided reading & writing progression and provide feedback. To develop a long-term/medium term plan that continues to embed rich texts in guided reading and writing curriculum. 	<ul style="list-style-type: none"> To monitor effectiveness of English planning for Guided reading/writing) To continues to embed rich texts in guided reading and writing curriculum. To embed and review the use of 'VIPERS' key reading skills across the school
	4. To enhance the range and quality of resources to support the English curriculum.	<ul style="list-style-type: none"> To purchase a wide range of quality texts to support guided reading/writing (£1200 PTA) To promote and embed the use of 'VIPERS' key reading skills across the school (£45 pa) 	<ul style="list-style-type: none"> To continue to build upon the increasing range of quality texts to support guided reading/writing (£1200 PTA) To monitor and evaluate the use of 'VIPERS' key reading skills across the school (£45 pa)
	5. To ensure that there is a consistent and progressive approach to the planning and delivery of maths	<ul style="list-style-type: none"> To share the new school calculation policy that makes clear links to CPA (concrete, pictorial and abstract representations). To adopt the NCETM 'White Rose' mixed age, small steps curriculum 	<ul style="list-style-type: none"> To continue to embed the school calculation policy and look for evidence of its application To measure impact of the NCETM 'White Rose' mixed age, small steps curriculum for learners.

	6. To increase the range, quality and accessibility of 'appropriate mathematical resources' to support learning.	<ul style="list-style-type: none"> To develop maths 'Toolboxes' in every class to support learners and increase independence in maths. (£1000 PTA) To reinforce the use of bar-modelling across the school as a problem solving tool. To use IT resources (Purple Mash) to support learning. 	<ul style="list-style-type: none"> To monitor how 'toolboxes' are used by pupils independently and to support learning. To embed the use of bar-modelling across the school as a problem solving tool. To embed IT resources (Purple Mash) to support learning.
Further improve the quality of provision and teaching in Computer Science.	7. To upgrade our IT provision across the school, so that it is efficient and effective.	<ul style="list-style-type: none"> To request third-party company to provide a quote for upgrading pupil/staff computer resources (laptops; trollies; Interactive whiteboards) for Governor consideration. To carry out upgrade. To upgrade library computer and consider alternative Librarian software. To explore additional funding options for IT (e.g. <i>The Wolfson Foundation, DM Thomas Foundation, Ernest Cook Trust, Awards for All</i>). 	<ul style="list-style-type: none"> To review current position and any further developments/upgrades to provision To further explore additional funding options for IT (e.g. <i>The Wolfson Foundation, DM Thomas Foundation, Ernest Cook Trust, Awards for All</i>).
	8. To further improve the curriculum for Computer Science and learning across the curriculum	<ul style="list-style-type: none"> To subscribe to Purple Mash (£1200 over 3 years) To receive CPD training from Purple Mash consultant. To run a workshop for Parents. To continue to use the Purple Mash scheme of work across the school, to ensure progression in skills and learners' entitlement in IT. To trail 'Class Dojo' and evaluate. To link up with other external IT providers (e.g. Test Valley/Intech/Southampton University) to enhance provision in IT. 	<ul style="list-style-type: none"> To continue to embed the use the Purple Mash to support Computer Science skills and cross-curricular learning. To link up with other external IT providers (e.g. Test Valley/Intech/Southampton University) to enhance provision in IT.
Create an enquiring classroom to open up children's learning through the exploration of ideas.	9. To develop confidence to ask questions, value and think about the ideas of others and learn through discussion	<ul style="list-style-type: none"> Teaching staff to receive P4C training (2 days £1200) To begin to hold structured, enquiry led discussions with children Develop our class worship sessions to address key questions (link to SIAMS) Build up school philosophy resources 	<ul style="list-style-type: none"> Continue to embed structured, philosophy sessions with children including some worship sessions (link to SIAMS) Continue to build up and share resources.

	10.To improve the quality of questioning and interaction with children	<ul style="list-style-type: none"> To provide CPD to consider how questioning can be refined, to get children to think even more deeply about their learning and ideas. To expect children to answer in full, thought through sentences (esp in maths) rather than one word answers. This will impact written explanations. 	<ul style="list-style-type: none"> To embed in practice.
To continue to develop our curriculum that make good use of outdoor learning.	11.To improve the range and frequency of opportunities for pupils to learn outside the classroom.	<ul style="list-style-type: none"> To receive INSET for teaching staff on making the most of the outdoor learning environment. (<i>Learning through Landscapes £ FREE</i>) To support colleagues in their implementation of CPD received, planning opportunities across the curriculum. To review Trailblazers scheme for the school To continue to build up resources for outdoor learning as a school. 	<ul style="list-style-type: none"> To evaluate range of opportunities in learning outside the classroom with staff and pupils.

Priority 2 : to improve the effectiveness of leadership and management

Key Improvement	What we're aiming for ?	What we are going to do in 2017-18 ?	What we are going to do in 2018-19 ?
Improve the effectiveness of Subject Leaders across the school	1. To review and develop a subject leadership structure that is both manageable and effective	<ul style="list-style-type: none"> To distribute subject responsibilities across the staff appropriate to role & experience 	<ul style="list-style-type: none"> To review subject leadership structure in light of additional RQT.
	2. To support and strengthen subject leadership capabilities	<ul style="list-style-type: none"> To support core leaders to attend regular County Core Provision briefings for subject leaders (EYFS, Eng, Ma & Sc) To use staff meeting time to provide support to staff in action planning, making improvements, delivering CPD, carrying out regular reviews and providing feedback. To support through Performance Mang. 	<ul style="list-style-type: none"> To embed system for supporting through staff meetings.

<p>Ensure Senior Leaders strengthen their strategic role in order to raise standards</p>	<p>3. To maintain strategic focus and efficiency as well as managing the day-to-day demands of the organization</p>	<ul style="list-style-type: none"> • To continue to embed the school self-evaluation & monitoring cycle • To continue to prioritise and plan strategic developments (staff meetings, monitoring opportunities, diary dates and deadlines) • To build in opportunities for quality reflection and self-evaluation. 	<ul style="list-style-type: none"> • To continue to embed the school self-evaluation & monitoring cycle • To continue to prioritise and plan strategic developments (staff meetings, monitoring opportunities, diary dates and deadlines) • To build in opportunities for quality reflection and self-evaluation.
<p>Continue to engage and communicate with parents and the community</p>	<p>4. To further raise the positive profile of the school within the local and wider community</p>	<ul style="list-style-type: none"> • To continue to make good use the community plan to keep the school, its local and wider community informed of school events in a timely, effective manner. • To establish links with community, groups, church and businesses. • To further 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) • To continue to increase the media coverage about the school (Parish newsletter, distribution lists, radio events and Romsey/Salisbury tabloid). 	<ul style="list-style-type: none"> • Ongoing focus
	<p>5. To ensure that school information is accessible to the wider community – reflecting an accurate, positive picture of the school.</p>	<ul style="list-style-type: none"> • To review and streamline our school website, to reduce content (especially policies) yet meeting statutory requirements. 	<ul style="list-style-type: none"> • Monitor website and ongoing check that it is up-to-date and accurate.
	<p>6. To value the views of parents as a means of improving the school and its provision.</p>	<ul style="list-style-type: none"> • To carry out a Parent Questionnaire in Nov 17 and analyse data. • To communicate findings and next steps to parents, staff and governors. • To carry out an SEN questionnaire to find out about parent views (SENCO) 	
	<p>7. To further improve the quality of feedback to parents about how well their child is doing at school.</p>	<ul style="list-style-type: none"> • To embed the use of Tapestry in Beech class and evaluate its use with staff and parents. • To review the use of ClassDojo in Oak Class and evaluate its use with pupils, staff and select parents 	

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 2017-18 ?	What we are going to do in 2018-19 ?
Embed positive learning behaviours in Building Learning Power.	1. To develop and deepen teacher knowledge of 4Rs, so that they can confidently notice and name learning behaviours	<ul style="list-style-type: none"> To provide CPD for all staff on Building Learning Power. To focus on explicitly noticing and naming aspects of the 4Rs in pupil feedback. 	<ul style="list-style-type: none"> To review the impact of BLP in the classroom through monitoring.
Promote the school vision with children, staff and parents	2. To ensure the vision of the school is highly visible, memorable and meaningful to all	<ul style="list-style-type: none"> To ensure that new staff understand the vision of the school To continue to make explicit links to our school vision to the children and parents (through worship themes, PHSE lessons, key messages and <u>all</u> communication). To develop a display in reception to reinforce the vision. To ensure that the school website and school environment help to reinforce the school vision. 	<ul style="list-style-type: none"> To develop a school song, prayer and display to reinforce the vision. Ongoing focus
Further enhance opportunities for pupils to develop responsibility and demonstrate leadership skills	3. To develop children's leadership skills, value their ideas and enable them to make a positive contribution to the school.	<ul style="list-style-type: none"> To continue to involve the school council in making decisions, school improvement and sharing ideas. To continue to develop a 'Play Leaders' programme, to engage children in active play To develop and establish a progressive 'Leadership Awards programme' throughout the school To publically promote and celebrate children's leadership skills and achievements 	<ul style="list-style-type: none"> To continue to involve the school council in making decisions, school improvement and sharing ideas. To embed the 'Play Leaders' programme, to engage children in active play To embed a progressive 'Leadership Awards programme' throughout the school
Enhance pupils' social interaction and quality of 'play'	4. To enhance the range and quality of games/equipment available to pupils	<ul style="list-style-type: none"> To invest in playtime equipment/storage (Sports Premium £1000) To establish rules and systems that will promote appropriate for use of playtime equipment 	<ul style="list-style-type: none">

	5. To increase participation in a wider variety of playtime games through the Play Leaders programme	<ul style="list-style-type: none"> To re-establish 'Play Leaders' workforce and provide initial training for them To monitor the impact of this initiative upon <i>quality of play and overall behaviour</i>. 	<ul style="list-style-type: none"> To monitor the impact of this initiative upon <i>quality of play and overall behaviour</i>.
Further raise the profile of sport related activities across the school	6. To build upon the pupils' enjoyment of and participation in a wider variety of games and competitive sports.	<ul style="list-style-type: none"> To establish a PLT (JW) to liaise closely with Test Valley and other cluster schools Develop a Sport Board to advertise events, encourage participation and share results with children. After last year's success, run another 'Healthy and Active Week' (using Sports Funding) involve all staff and pupils in a wide range of sport related activities To measure the impact of our Sport Funding upon participation and attitude towards sports. 	<ul style="list-style-type: none"> To measure the impact of our Sport Funding upon participation and attitude towards sports.
Further enhance our collective worship programme	7. To supplement our existing Worship programme with explicit reference to our school values, Christian values and British values.	<ul style="list-style-type: none"> To evaluate our existing programme To plan in additional opportunities to focus on 'Values for Life' resources, British Values and our school values. 	<ul style="list-style-type: none">
Introduce and implement philosophy for children across the school.	8. To give all children a voice – valuing their views and the views of others; building confidence and independence.	<ul style="list-style-type: none"> To understand the principles of P4C To be given regular opportunity to think, share, discuss, debate, negotiate, respect and agree. 	<ul style="list-style-type: none"> Continue to embed P4C principles in learning and across the curriculum.

Priority 4 : to improve the outcomes for pupils

Key Improvement	What we're aiming for ?	What we are going to do in 2017-18 ?	What we are going to do in 2018-19 ?
To ensure that the curriculum is responsive to the needs of the learners.	1. To ensure that learning is well matched to the children's needs	<ul style="list-style-type: none"> To use tracking and pupil data to establish strengths, any areas for development and also barriers to learning. To use pre-teaching as a means of assessing and supportive learners. To use marking & assessment to inform the 'next step' for individuals, groups or class. 	<ul style="list-style-type: none"> To embed the use of tracking and pupil data to establish strengths, any areas for development and also barriers to learning. To review how pre-teaching supports learners and makes learning accessible To monitor marking through book looks

	<p>2. 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.</p>	<ul style="list-style-type: none"> To use a 'teach, practice and apply' model to deepen/broaden learning Be flexible and push the learning on quickly. To use marking & assessment to inform the 'next step' for individuals, groups or class. 	<ul style="list-style-type: none"> Ongoing focus
	<p>3. To challenge children's thinking and promotes deep learning.</p>	<ul style="list-style-type: none"> To spend more time on a concept to embed understanding To spend time discussing concepts and asking children to explain their thinking To develop intelligent practice in maths To visualise a concept in different ways To use higher-order questioning to promote deeper thinking (also linked to P4C) To emphasise the 'learning pit' and the importance of 'struggling before success' 	<ul style="list-style-type: none"> To review spending more time on less and its impact upon depth of understanding .
<p>To ensure that the curriculum challenges 'more able' learners and provides opportunities to extend into greater depth</p>	<p>4. To ensure that more-able pupils make at least expected progress from their starting points.</p>	<ul style="list-style-type: none"> To use FFT, ASP and internal data, to help set targets for end of year and Key Stages. To share information with teachers and consider 'next steps' to help pupil make that transition. 	<ul style="list-style-type: none"> To review targets set with teachers To analyse actual results with targets set. What was the impact upon pupil progress?
	<p>5. To increase the proportion of pupils at KS1 and KS2 that meet the 'greater depth' expectations</p>	<ul style="list-style-type: none"> To explore the criteria 'greater depth' in writing and maths, and the application of this on both learning sequences and assessment during the lesson. To consider the opportunities provided for children to demonstrate 'greater depth' To monitor books with pupils and observe teaching. 	<ul style="list-style-type: none"> Ongoing focus
<p>To increase the proportion of pupils who make expected progress from their starting points, in-line with or above national.</p>	<p>6. To enable the 'middle attaining' children make good progress and at least meet age related expectations in Writing and Maths</p>	<ul style="list-style-type: none"> Identify 'middle attaining' children through pupil progress meetings Consider their starting points in relation to expectations now. What is the gap? Identify what can be done to close the gap in writing and maths. 	<ul style="list-style-type: none"> Ongoing focus
	<p>7. To raise girl's progress in maths.</p>	<ul style="list-style-type: none"> Focus on developing conceptual understanding, esp number and place value Develop fluency of number facts Support problem solving and reasoning. Target girls to explain their thinking 	<ul style="list-style-type: none"> Ongoing focus

	8. To raise boy's progress in writing.	<ul style="list-style-type: none"> • Use stimulus and rich texts that are accessible and interesting for boys • Increase use of modelling • Increase opportunities for imitation, innovation and independent application (Pie Corbett) • Use 'Talk for Writing' strategies to develop recall and increase expression. 	<ul style="list-style-type: none"> • Ongoing focus
To improve progress and outcomes for all disadvantaged pupils	9. To ensure that effective use is made of the pupil premium funding to improve the outcomes for disadvantaged pupils	<ul style="list-style-type: none"> • To carry out actions included within the Pupil Premium Strategy (please refer). 	<ul style="list-style-type: none"> • Ongoing focus

Priority 5 : to strengthen the effectiveness of Governing Body

Key Improvement	What we're aiming for ?	What we are going to do in 2017-18 ?	What we are going to do in 2018-19 ?
To improve the efficiency in sub-committees	To be completed by Gov Working Party		
To improve communication with staff, parents and the wider community	To be completed by Gov Working Party		
To improve staff well-being	To be completed by Gov Working Party	<ul style="list-style-type: none"> • Pastoral governor role 	

Abbreviations

SIP	School Improvement Plan	HT/MW	Headteacher – Mike Warren
SSE	School Self-Evaluation	SLT/AH	Senior Lead Teacher – Angela Moore
SM	Staff Meeting	Admin	Admin Staff – Kim Furness / Jessie Newitt
INSET	In-Service Training	SENCO	Special Educational Co-ordinator – Helen Spreadbury
PP	Pupil Premium	P&S	Performance & Standards committee
SL	Senior Leaders	IT	Information Technology/Computer Science
CPD	Continuing Professional Development	PTA	Parent/Teacher’s Association
TA	Teaching Assistants	P4C	Philosophy for Children
PM	Performance Management	ARE	Age Related Expectations
BLP	Building Learning Power		
WTPS	West Tytherley Primary School		
FGB	Full Governing Body		
DfE	Department for Education		
LEA	Local Education Authority		