

SCHOOL IMPROVEMENT ACTION PLAN AND SELF EVALUATION 2018/19



Autumn Term – Version I

Vision & Values

We instil a respect for others and a fascination in the world around us. Within our creative environment, we foster like skills. This gives us the opportunity to learn, take responsibility and to become independent citizens.

At West Borough Primary School we have 5 Core Values which underpin everything we do:

Equality **Responsibility** **Respect** **Resilience** **Challenge**

Be kind, be safe, be responsible and embrace challenge

These areas for improvement are the key priorities for the School Improvement Action Plan

	A Effectiveness of Leadership & Management	B Quality of Teaching, Learning & Assessment	C Personal Development, Behaviour & Welfare	D Outcomes for Pupils	E EYFS
Priorities	<ul style="list-style-type: none"> Develop new leadership structure Develop progression CPD opportunities for all staff (incl coaching) 	<ul style="list-style-type: none"> Making learning accessible for all learners Ensure further enrichment opportunities to enhance learning – Arts Mark, Language fair, British day 	<ul style="list-style-type: none"> Develop role of the school dog Workshops for parents 	<ul style="list-style-type: none"> Improve spelling outcomes across the school Review AWL for FS subjects Develop fluency in Reading for KS2 	<ul style="list-style-type: none"> Further develop child initiated practice with a focus on writing
Embedding	<ul style="list-style-type: none"> Leadership of foundation subjects 	<ul style="list-style-type: none"> Maths Mastery 	<ul style="list-style-type: none"> Embed Growth mindset themes Introduce FISH philosophy 	<ul style="list-style-type: none"> Reading at GDS (KSI) Close gap for SEN/PPI pupils for reading 	<ul style="list-style-type: none"> Outside provision
Maintaining	<ul style="list-style-type: none"> Monitoring at all levels, driving school improvement 	<ul style="list-style-type: none"> Quality of teaching and learning in the Foundation Subjects Pupils attaining ARE in writing 	<ul style="list-style-type: none"> Attendance levels Exemplary behaviour 	<ul style="list-style-type: none"> Outcomes for MAT pupils 	<ul style="list-style-type: none"> Outstanding Nursery provision with increased number of pupils
Pupil Voice	<ul style="list-style-type: none"> We want to get to know our Leaders of Learning better and know how they help us in school 	<ul style="list-style-type: none"> We want to know what to do when we get stuck so we don't feel worried (Feedback 5) 	<ul style="list-style-type: none"> We want different proud of you activities that really make us want to behave well We want to know what they are on the 1st day of each term 	<ul style="list-style-type: none"> We want to know why some children don't read at home and how we could make this better 	

The school was last inspected by Ofsted Section 5 Inspection on 20th and 21st June 2017 and was judged as Good

Overall Effectiveness	Effectiveness of Leadership & Management	Quality of Teaching, Learning and Assessment	Personal Development, Behaviour & Welfare	Outcomes for Pupils	Early Years Provision
2	1	2	2	2	1

Priority 1 - Improve the quality of teaching and learning by ensuring that:

- 1.1 teachers' questioning consistently provides sufficient challenge
- 1.2 teachers monitor pupils' learning more closely and increase the challenge swiftly, when pupils are ready
- 1.3 teachers move discussions and explanations on when pupils have grasped what is being taught.

School context	Key strengths
<ul style="list-style-type: none"> • 2 form entry primary school with a maintained Nursery and a bulge year, currently Y1 • 486 pupils on roll (including 39 in the Nursery) • 22% PPI, 13% SEN, 28% EAL • 38 languages spoken. After English, Polish is the next most significant language • Mixed catchment area • The school has an ASD Satellite linked to and run by Bower Grove Special School. This facility supports pupils with a EHC Plan for ASD who are gradually re-integrated into a Mainstream environment. • The school current offers an alternative curriculum to 18 pupils across Years 2 and 3 who are working significantly below programme of study. This takes place every morning. • Standards on entry are below the national average, identified by entry data. • Many families receive support from the school's FLO. She will also seek out families where staff have concerns. • Interviews with parents made by the Headteacher on entry to the school have helped to identify any specific needs. • Mobility is higher than the national average, and is greater in some year groups than others. This is due partly to the amount of social housing we draw from. • The school engages well with outside agencies to enhance progress for individual children. • The school takes the lead on and works as part of a collaboration with 9 other local schools. 	<ul style="list-style-type: none"> • West Borough Primary School is a continually improving and forward thinking school which is striving to be outstanding. • Standards have risen consistently over the past 5 years. • A strong leadership team, supported well by Governors, is ambitious for the school. • Leaders at all levels have a clear understanding of their roles and are able to hold others to account. • The staff and children care deeply about their school and rise to new challenges with enthusiasm. • There is a shared understanding about what the school is trying to achieve and the school plan is stuck to, adapting targets as appropriate throughout the school year. • A set of minimum standards ensures there is a consistent approach to teaching and learning across the school. • Behaviour and safeguarding are strong. • Pupil voice is a growing strength within the school. • Parents are overwhelming positive about the school. • Writing is becoming a strength of the school.
Significant changes since the last inspection:	Significant barriers / challenges
<ul style="list-style-type: none"> • A new leadership structure came into effect September 2018 • 2 NQTs • Bulge year, now in Year 1 • Changes to Nursery offer to include 30 hours entitlement and offer to stay for lunch • Several new Governors 	<p>The school continues to have higher than average mobility. This can very quickly skew assessment information so careful tracking takes place.</p> <p>A small minority of pupils who are persistently absent are not improving their attendance figures despite significant support and intervention.</p> <p>Children starting school in Year R are below average.</p>

A - Effectiveness of Leadership & Management

Areas for improvement – what needs to improve to move beyond outstanding?	Success Criteria – What will success look like in 2019?
<p>1. Develop new leadership structure</p> <p>2. Develop progression CPD opportunities for all staff(incl coaching)</p> <p>Pupil Voice</p> <p>3. We want to get to know our Leaders of Learning better and know how they help us in school</p>	<p>Senior Leaders will:</p> <ul style="list-style-type: none"> • Understand and carry out their roles • Hold teachers to account through monitoring and report outcomes to Governors • Be further developed through coaching, mentoring and high quality CPD <p>Subject Leaders will:</p> <ul style="list-style-type: none"> • Ensure excellent subject knowledge across the curriculum through a skills based, cross-curricular approach • Will be highly skilled in moving practice forward in their area <p>Governors will:</p> <ul style="list-style-type: none"> • Have a clear and detailed understanding of what actions leaders have taken to improve outcomes and the impact of these actions against the school's milestones <p>Learners will:</p> <ul style="list-style-type: none"> • Know who their Leaders of Learning are and how they can help them in school <p>Impact on teaching and learning:</p> <ul style="list-style-type: none"> • 100% good teaching • 60% outstanding

B - Quality of Teaching, Learning & Assessment

Areas for improvement – what needs to improve to meet the outcome?	Success Criteria – What will success look like in 2019?
<p>1. Making learning accessible for all learners</p> <p>2. Ensure further enrichment opportunities to enhance learning – Arts Mark, Language fair, British day</p> <p>Pupil Voice</p> <p>3. We want to know what to do when we get stuck so we don't feel worried</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> • Plan effectively to ensure all learning meets the needs of all learners • Use affective AFL strategies in order check pupils understanding and move learning on/reshape tasks • Engage in CPD which further develops their knowledge and understanding of different types of AEN needs • Provide enrichment opportunities and hooks as a regular part of their teaching <p>Learners will:</p> <ul style="list-style-type: none"> • Know what to do when they are stuck • Ask and answer questions which helps them know how they are progressing • Be able to show how well they are doing in a lesson and say how they know • Experience outstanding practice <p>Impact on teaching and learning:</p> <ul style="list-style-type: none"> • 100% good teaching • 60% outstanding • At least 75% of pupils meet ARE expectations for Maths

Termly Milestones Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
G+ - 90% O - 30%	G+ - 90% O - 30%	G+ - 90% O - 40%	G+ - 100% O - 40%	G+ - 100% O - 50%	G+ - 100% O - 60%

C - Personal Development, Behaviour & Welfare

Areas for improvement – what needs to improve to meet the outcome?	Success Criteria – What will success look like in 2019?
<ol style="list-style-type: none"> 1. Develop role of the school dog 2. Workshops for parents <p>Pupil Voice</p> <ol style="list-style-type: none"> 3. We want different proud of you activities that really make us want to behave well 4. We want to know what they are on the 1st day of each term 	<p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure the needs of all learners are met through quality first teaching and planned interventions • Provide parents and carers with planned opportunities to learn more about the school's priorities and what/how their child is learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Use quality first teaching and planned interventions, including Bea, to ensure good outcomes for pupils • Provide learners with opportunity to work independently and collaboratively • Engage parents to ensure they are fully informed about how they can support their children <p>Learners will:</p> <ul style="list-style-type: none"> • Be provided with appropriate interventions • Be keen to achieve well and are enthusiastic about their learning • Be motivated to achieve behaviour awards <p>Impact on teaching & learning:</p> <ul style="list-style-type: none"> • In 100% of behaviour for learning will be good or better • Achievement targets for 2018 will be met

D - Outcomes for Pupils

Areas for improvement – what needs to improve to meet the outcome?	Success Criteria – What will success look like in 2019?
<ol style="list-style-type: none">1. Improve spelling outcomes across the school2. Review AWL for FS subjects3. Develop fluency in Reading for KS2 <p>Pupil Voice</p> <ol style="list-style-type: none">4. We want to know why some children don't read at home and how we could make this better	<ul style="list-style-type: none">• Targets for Statutory Assessment will be met <p><i>Triangulated evidence shows:</i></p> <ul style="list-style-type: none">• The gap is closing between different subjects• The gap is closing between those Disadvantaged and all pupils, in all classes, in all subjects at all key stages• Assessments in the foundation subjects are accurate

E – Early Years Foundation Stage

Areas for improvement – what needs to improve to meet the outcome?	Success Criteria – What will success look like in 2019?
<p>I. Further develop child initiated practice with a focus on writing</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> • Create purposeful learning by planning it to build on learners’ prior attainment and interests. • Enable the environments inside and out so that children have access to high quality learning in the 3 prime and 4 specific areas of learning during child initiated sessions. • Ensure all learning is appropriately challenging and matched to the needs of the learners and with high quality vocabulary, questioning and resources. • Systematically follow the Minimum Standards including those for EYFS <p>Leaders will:</p> <ul style="list-style-type: none"> • Effectively monitor the standards of learning and teaching against the teaching and learning policy • Accurately articulate the quality of T&L for their subjects relating to EYFS • Hold teachers to account through monitoring and report outcomes to Governors • Ensure subject knowledge across the EYFS curriculum through quality continuous provision based on children’s interests balanced with skills based adult directed foundational learning. • Use the budget responsibly and creatively to ensure good value for money for any resources purchased. • Will be highly skilled in moving practice forward in their area <p>Governors will:</p> <ul style="list-style-type: none"> • Have a clear and detailed understanding of what actions leaders have taken to improve outcomes and the impact of these actions against the school’s milestones <p>Learners will:</p> <ul style="list-style-type: none"> • Engage in rich learning experience • Contribute towards the development of the environment through EYFS pupil forums • Assess own and other’s learning <p>Impact:</p> <ul style="list-style-type: none"> • 100% outstanding teaching • Learning environments inside and out enable access to quality learning in 3 prime areas and 4 specific areas of learning