

Milford School School Improvement Plan 2017/18



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Our Mission

At Milford School we nurture curiosity and creativity through our enriching and inclusive curriculum. Children develop a growth mindset approach to become **resilient** and **resourceful** in our safe and stimulating environment. Everyone is challenged and encouraged to thrive to become life-long **reflective** learners showing **respect** and **responsibility** as British citizens in our ever changing world.

Vision

Milford aims to be an inspiring school at the heart of our community, allowing everyone to **grow** and **learn** in their own unique way. We will strive for excellence by supporting our children to **believe** and that they can **achieve** the best possible outcomes as they begin their journey as life-long learners.

Vision Statement

Everyone to '**Grow, Learn, Believe, Achieve**'

To achieve this we will:

Provide a balanced, broad and exciting curriculum to enrich learning

Work smart to support all learners to achieve, improving progress and attainment for all

Raise consistent expectations and aspirations for our school community through our growth mindset approach

Promote and engage our school in the wider community, celebrating and sharing the successes and strengths of our children and staff

Core values for children, staff and parents:

Respectful, Responsible, Resilient, Resourceful, Reflective

Achievements academic year 2016/17

To be confirmed when national and local data for Key Stage 1 published.

Reading

2015/16 Milford = 73%

2015/16 National = 74%

2016/17 Milford = 77%

2016/17 National = 76%

Writing

2015/16 Milford = 56%

2015/16 National = 65%

2016/17 Milford = 68%

2016/17 National = 68%

Maths

2015/16 Milford = 69%

2015/16 National = 73%

2016/17 Milford = 77%

2016/17 National = 75%

Milford was above national average in reading and maths and in line for writing - this is a significant success and a solid platform to move forward and continue improving.

Significant improvements have also been noted for Early Years from previous data and the outcomes for EYFS (67% GLD 2016, 77% GLD 2017, verified through moderation by Surrey) are above national average in terms of the percentage of children achieving 'GLD' (Good Level of Development).

Priorities academic year 2017/18

- Maintain focus on improving teaching and learning to secure further improvements in progress and attainment for all pupils, particularly vulnerable groups.
- Close the attainment gap between boys and girls in all subjects (particularly boys reading and writing, girls maths)
- Increase the numbers of children achieving greater depth, particularly in maths.
- Increase the numbers of disadvantaged pupils making greater depth in reading, writing and maths
- Increase the numbers of children making the expected standard in reading, writing and maths combined.
- Increase numbers of SEN support children meeting the expected standard in reading (to be closer to national SEN support average) and writing (from 0%)
- Assess formatively to inform high quality planning, teaching, learning and assessment.
- Develop New Milford curriculum across subjects – Science, Humanities, RE, Computing, SMSC, including beginning assessment for foundation subjects.
- Monitor school performance in line with current national and local standards.
- Use revised school and national systems to assess, monitor and report on progress of all pupils.

School targets 2016/17 to 2017/18


Measure	Achieved (2015/16)	Achieved (2016/17)	Targeted (2017/18)	Achieved (2017/18)
% Expected standard Reading	73%	77% (75% pp)	79%	
% Expected standard Writing	56%	68.4% (50% pp)	70%	
% Expected standard Maths	69%	77% (75% pp)	78%	
% Expected in Reading, Writing and Maths combined	56%	58%	60%	
% End of Y2 phonics screening pass	85%	96.4% (100% pp)	90-96%	
% End of Y1 phonics screening pass	82%	80% **	86%	
% Reception Good Level of Development	67%	78.33%	73-78%	
% Reception ELG Reading	84%	88.3%	84-88%	
% Reception ELG Writing	71%	83.3%	79-84%	
% Reception ELG Maths	71%	81.7%	78-84%	

** one child was not able to sit due to SEND (elective mute). Evidence from reading comprehension assessments across year show that the child would have passed comfortably. 3 late joiners to the year group also did not pass.

Targets are based upon a range covering previous years data along with consideration of each cohort and their level of need.

Whole School Improvement Plan 2017-18



Priority 1: To accelerate progress and raise attainment for all learners (including PP and SEND)							
Success criteria: <ul style="list-style-type: none"> • End of KS1 data to show an improvement across the year group, particularly in writing, improving/maintaining the overall % who achieve the expected standard for W to be 68% - 70% • Higher attaining pupils - %s of GD to improve across school, particularly in maths • End of KS1 data for SEND pupils to show an improvement in percentage making expected standard in writing (from 0%) and reading (from 20% to be closer to National average for SEND support pupils and 'all pupils') • End of EYFS data to be 72%-78% achieved for a GLD • End of Year 1 data to show an improvement across the year group in the % achieving YEE, particularly in writing and maths. • Percentage of children achieving the expected standard for reading, writing and maths combined to improve from 58% • Gender gap to close in RWM 							
Objective	Action	Who?	Evidence	Expected outcomes	When complete?	Cost	Monitoring
1.1 Develop and embed the teaching of fluency (counting and rapid recall of facts)	See maths SL action plan See EYFS plan	A.Morgan L.Hendry H.Szcz A.Stear L.Hearsum	Improved EOY performance in Arithmetic test. Books (maths journals and MNP workbooks). Lesson walk rounds.	Overall outcomes for maths to improve/be maintained across school Mastery approach happening consistently		All costs are within SL action plans	Aut Spr Sum
1.2 Continue to develop teaching of writing	See English SL action plan See EYFS plan	E.Ward H.Szcz N.Bruce A.Stear	Books. Displays. Walk rounds. SL lesson studies. Moderation.	Overall writing outcomes continue to improve, particularly for SEND/PP pupils Attainment gap between boys and girls to close			
1.3 Develop and embed AfL approach (metacognition and self-regulation)	Link to assessment priority 3 for actions	See priority 3	Quality Assurance records. Appraisal targets and outcomes. Lesson observations. Peer Support Partner write ups. Feedback record notes/Lesson plan evaluations.	See priority 3			
1.4 All learners to be challenged in every lesson	See English SL plan, Maths plan, Science plan, Humanities plan, EYFS plan to all include ' Challenge higher attaining pupils ' as actions Differentiation for different groups of learners and prior attainment	E.Ward A.Morgan L.Hendry M.Wells H.Szcz	Planning – diff challenges across all subjects. Quality Assurance records. Books reflect challenge. Moderation. Learning walks. Classroom grouping	%age of pupils reaching GDS to be in line or above national average Higher attaining pupils to be challenged across curriculum			

	(PP, SEND, Higher attainers) Organisation of learning in classrooms to be reviewed as part of T+L review/update (groupings)		arrangements. Targeted question (higher order) Pupil progress meetings				
1.5 Further develop and embed Quality First Teaching/Access arrangements to ensure all learners make good progress	See Inclusion Co-ordinator action plan. To be incorporated into all Subject Leader action plans. Support to be given with planning – bottom up approach. SEN support pupils to be tracked closely by INCO to monitor progress and effectiveness of interventions. SLT to be updated half termly on progress of key pupils and effectiveness of work.	J.Fulterer All staff	Staff development meeting/SLT meeting notes/minutes. Groups identified on planning with info about who supported by. Lesson walk rounds. Books. CLPs. SEND pupil data reports. Intervention effectiveness tracking reports.	Outcomes for SEND pupils to improve (particularly with regard to attainment compared to national SEND support pupils) Overall outcomes for children to be maintained or improved for all subject areas			
1.6 Embed pre-teaching for specific children	See Inclusion Co-ordinator action plan. CTs to sometimes send practise work home prior to a lesson.	J.Fulterer All staff	Timetable for pre-teaching arrangements. Class teacher feedback form (effectiveness and regularity of pre-teach) Books of selected children.	Accelerated progress for targeted/identified children. EAL pupils to benefit from pre-teaching, leading to quicker language acquisition and progress.			
1.7 Increase number of children meeting expected standard for reading, writing and maths combined	Track the children meeting all 3 combined closely across Y1 and 2 (Venn diagrams, percentages to be reported on throughout year) CTs to target children missing just one area for in class support Interventions to be run for those children still missing one area by mid-spring term if CT targeting not leading to rapid enough progress.	A.Morgan, A.Stear, J.Fulterer Y1 and 2 staff	Data reports (termly). Formative assessment checks. Intervention plans and tracking. CT feedback record and planning/lesson evaluation notes. Pupil progress meetings.	Targeted intervention/support for children just missing one area leads to an improvement in % chn meeting RWM across school.			
1.8 Close RWM attainment gender gap	(Girls stronger reading and writing) (Boys stronger maths) See SL action plans LSA free on TandTh to run re-teach or pre-teach for targeted boys or girls.		Data reports. Books. Lesson walk rounds.	Attainment gap monitored closely across school and closes.			

Priority 2: To develop the school curriculum							
Success criteria: <ul style="list-style-type: none"> • Children have access to a broader curriculum throughout the school • More real-life experiences to improve the opportunities for our disadvantaged pupils and give them better context for writing/learning • Progression of skills in each subject area ensuring better progress and more opportunity for meaningful assessment 							
Objective	Action	Who?	Evidence	Expected outcomes	When?	Cost	Monitoring
2.1 Continue to develop real-life experiences for all learners	See English, Maths, Science, Humanities, Curriculum, EYFS action plans. English (include use of interesting/new texts in English)	All staff A.Stear H.Szcz	LTPs MTPs Lesson walk rounds. Displays Books	SEND, PP, Disadvantaged pupils who may not have as rich experiences will have real things to use in their learning, leading to improved outcomes for these groups.			Aut Spr Sum
2.2 All timetables to be co-ordinated and monitored to ensure adequate curriculum coverage	See curriculum co-ordinator action plan.	H.Szcz A.Stear	Quality Assurance Records, completed by Subject Leaders and SLT each term	Every class/year group gets a balanced and varied curriculum Self-esteem of some children improves as they get more opportunities to succeed (outside of RWM)			
2.3 Develop Foundation subjects progression of core skills across yr grps	See curriculum co-ordinator and humanities and science co-ordinator action plans. Link also to Priority 3 of this SIP- Develop and embed assessment procedures Develop core skills document. Develop MTPs/LTPs	H.Szcz L.Heslop L.Hendry M.Wells	Assessment procedure documents (detailing format, frequency etc) Judgements for key subject areas. Core skills document (and evident in planning). MTPs/LTPs for each year group. Learning walk rounds.	Teachers have a Milford framework to assess children by. Teachers and children are more able to identify next steps in learning. AfL easier to embed in foundation subjects as a result			
2.4 Further develop the arts	Purchase Ukuleles and prepare recorders so that every child has the opportunity to learn a musical instrument whilst here. Train staff on use of Ukuleles and running lessons using scheme of work (staff to learn with children – Vision- Grow, Learn, Believe, Achieve)	A.Stear	Art/Design Technology/Music Quality Assurance report to be produced for Spring Term. Staff Development meeting notes when Ukuleles introduced. Feedback from staff on Music. Art work. DT displays/learning recorded.	Wider opportunities for all pupils (including PP, who will have opportunity to learn an instrument)			

	Offer Surrey Arts Interactive violin tuition to all pupils. Provide Art scheme of work as part of curriculum development. Audit Design and Technology opportunities across school and plan any actions appropriately.						
2.5 Utilise our local environment for learning	(Pond, field, locality) See science & EYFS co-ordinator plan and see facilities and marketing strategic plan	K.Morris M.Wells H.Szcz N.Bruce	Planning. Photographs Learning walk rounds Science and EYFS Quality Assurance documents.	Outdoor learning is extended Quality of science and geography opportunities improved			
2.6 Develop teaching and learning in computing	See computing co-ordinator action plan See EYFS action plan	L.Heslop H.Szcz N.Bruce M.Wells	Planning. Saved documents. Lesson walk rounds.	Children's computing skills increase Staff feel more confident delivering computing curriculum Quality of learning improves			

Priority 3: Develop and embed assessment procedures							
Success criteria:							
<ul style="list-style-type: none"> Formative assessment used accurately and regularly in Pupil Asset across Y1 and 2. EY continue with 2BuildaProfile. Assessment guidance introduced for Science and Foundation subjects across the school (not necessarily a tracker at this stage). 							
Objective	Action	Who?	Evidence	Expected outcomes	When?	Cost	Monitoring
3.1 Develop and embed AfL approach (meta-cognition and self-regulation)	Through Staff development meeting, staff to self-evaluate own practice in AfL, set their own targets, observe a Peer Support Partner, then review and set new targets with their PSP over the course of the year.	SLT All staff	Milford Professional Development Target and Progress documents for each teacher. Lesson observations. Quality Assurance Records. Impact – books.	More consistent approach to AfL across school. Staff improve own practice of AfL. Children’s progress accelerates due to staff understanding and knowledge of AfL			Aut Spr Sum
3.2 Assess all children formatively for Reading, Writing and Maths (pupil asset)	Share Milford Assessment approach document with staff. SLT to monitor use of Pupil Asset for regular formative assessment. SLT to devise a bridging set of statements for children below Y1 expectations.	SLT All staff	Pupil asset formative assessment statements highlighted. SLT emails to staff around use of Pupil Asset – things to consider. Bridging statements for Y1 doc.	Staff and children more aware of next steps in learning Accuracy of assessment improved Time saved when making summative judgements			