Thirsk

Community Primary School

Compassion Perseverance Respect Enjoyment Excellence

Improvement Plan

'Success everyone-everyday'

Improvement Plan following S5. Inspection March 2018

Key action One

Improve leadership and management by

➢ Keeping more meticulous records and analysing this information to more precisely identify weaknesses in provision and outcomes

➢ more sharply identifying the specific impact of teaching on pupils' learning when making checks on the quality of teaching, learning and assessment

➢ making sure all subject leaders more accurately assess the impact of their work

➢ ensuring governors become more effective in their duties and develop a more accurate view of the quality of teaching and pupils' outcomes.

School Lead: R. Chandler   **Governor: Dave Duffey**

Objective/ issue identified	Key actions	Time scale/funding	Key Performance indicators/ Monitoring arrangements	Lead Person	Milestones/ notes of progress
Keeping more meticulous records and analysing this information to more precisely identify weaknesses in provision and outcomes	**Develop more strategic plans based around analysis of information relating to the timing and coordination of:** -training around aspects of safeguarding -identification of areas for development -CPD for teaching and learning for teachers, TAs and MSAs -monitoring -performance management -governance	Prior to the beginning of the summer term.	- strategic long-term plans developed that coordinate performance management, monitoring and development of staff that map out key improvements to move the school from RI to Good. -shared with governing body.	RC	
	Ensure that tracking systems provide leaders with the appropriate information Review how we are tracking pupils progress and the tools that we are using to do this. Investigate how other schools track pupils progress: pupil asset, classroom monitor, insight Ensure that tracking systems support all groups	April 18. Cost: £800-1200 per year. Offset by ending contract with Otrack	Identification and purchase and implementation of tracking system -training booked for staff regarding capturing pupils progress and the analysis of the information -Governors to be trained and able to access data tracking at an appropriate level.	AL/RC	

	of learners including PPG, SEND, HA, MA and LA pupils				
more sharply identifying the specific impact of teaching on pupils' learning when making checks on the quality of teaching, learning and assessment	**Ensure that leaders and governors have an accurate view on the quality of teaching and learning.** **That leaders including governors have high enough expectations.** Liaise with the local authority (North Star?) to identify appropriate leader/ consultant to carry out a paired moderation of the quality of teaching. Involve a member of the governing body to be part of this process -	1X termly £500	**Ensure that judgements made by the school around the quality of teaching are accurate and accurately reflect the quality of teaching.**	AL/RC/ DD	
Making sure all subject leaders more accurately assess the impact of their work	**Strengthening the capacity of school leaders** **Subject knowledge** Ensure that leaders within the school have access to sufficient training and knowledge to ensure that practice is up to date and reflects current best practice evidence. • Carry out an internal audit of leadership. Identify strengths/ areas for development use outcomes to inform training needs.	April 2018	Additional leadership training reinforces the expectations for leaders within the school and the depth of knowledge needed.	Discuss with AL and identify appropria te support	
	Capacity of management and leadership skills for middle and senior leaders: Additional training for leaders to support: the analysis of data, the monitoring process planning future actions As part of strategic planning identify where all	April 2018	Monitoring shows careful analysis, a depth of understanding of impact and the resulting actions. That monitoring is not an exercise in compliance but delivers sustained improvement.		

	key subject leaders are going to carry roles including a range of monitoring including: • **analysis of data** • **planning and book trawls** • **learning walks and observation of teaching** **Sharing outcomes of Leadership Work** Ensure that leaders for key priority areas Reading, Writing, Maths, EYFS, teaching and learning, and phonics complete **Executive summaries** on a termly basis. Executive summaries to identify the progress of different cohorts, groups of learners (SEN, HA, MA, LA and SEND) and identify the impact of current work and identify future action. **A more strategic approach to gathering pupils opinions of the school** Set up an ongoing programme to gather pupil voice. Pupils to have the opportunity to share views on: • Sports premium • Teaching and Learning • Keeping safe and welbeing	Summer term 18.	Executive summaries for keys areas completed identifying clearly current actions, outcomes/ impact and next steps. That analysis is sharply focussed and specific Executive summaries to be presented to the governing body on a termly basis. Governors to support leaders in school by ensuring rigor and impact of their actions.		
Ensuring governors become more effective in their duties and develop a more accurate view of the quality of teaching and pupils' outcomes.	Carry out a review of governance. Identify a reviewer to carryout review of governance: **Local authority review or** **Independent review of governance** **Strengthening the capacity of governance** Identify where there are skills gaps in the governing body/ areas of strength. Ensure alignment between these.	April 2018 RC Speak to AL regarding the process and the LA provision RC/ AL/DD	Governing body has sufficient capacity to support the movement of the school from RI to Good. Governors responsibilities are matched closely to the needs of the school Governors to have carried out sufficient monitoring to have a clear understanding of the strengths and weakness based on first hand understanding and as a result are able to provide effective and appropriate challenge. Governing body meetings minutes to show where there has been sufficient challenge for school leaders.	RC/ DD/AL to coordinate this	

		School Advisor to explore the possibility of identifying governors with insight and understanding of primary school and leadership of. -Use the outcomes of the governance review to recruit members of the governing body where there are gaps in the strength of the governing body. -Appoint governors to oversee each of the 3 strategical aspects of this plan Where there is training taking place for teachers involving a member of the governing body to be part of this training As part of strategic planning identify when/ what governors are going to be monitoring ensuring that on a termly basis governors come in to school to monitor: Quality of teaching Quality of teaching and learning in Reading & Phonics Quality -				

Key action 2:Raise the attainment of disadvantaged pupils, the most able and those who need to catch up, in all subjects and especially in reading

➢ increasing the consistency in the quality of teaching so rates of pupils' progress are less variable
➢ making more consistently effective use of assessments of pupils' prior learning when planning learning activities
➢ more consistently checking pupils' learning in lessons to make sure work is neither too easy nor too hard
➢ improving the teaching of phonics in the early years and in key stage 1, and the acquisition of pupils' knowledge to support their reading skills in key stage 2
➢ providing more opportunities for pupils to apply their developing knowledge in English and mathematics across the full range of subjects.

School Lead: Richard Chandler/ June Wilson   **Governor: Jason Tazzyman/ Karin Wilkinson**

Objective/ issue identified	Key actions	Time scale/funding	Key Performance indicators/ Monitoring arrangements	Lead Person	Milestones/ notes of progress
Set increasingly challenging performance targets and the use of performance management to drive school improvement.	**Ensure that all staff and governors have ambitious expectations for all pupils.** Make use of FFT/ Aspire (top 20%) to set performance targets for pupils in each year group. -Training for Senior Leaders in the effective use of FFT/Aspire to raise expectations **Ensure that there is complete clarity in rates of progress and the importance that all groups of pupils are making better than expected progress from starting points**	September 2018	Performance management targets set for all pupils that reflect progress that matches top 20% nationally	RC	
Ensure that outcomes for pupils currently in Year 5	**Ensure rapid progress for pupils currently working in Y5.**		Pupils in the current Y5 achieve FFT/ Aspire 20% targets in SATs 2019 tests and that levels of attainment reflect	RC/LT	

make better than expected progress and that attainment reflects this	-carry out baseline Y6 SAT test to indicate where pupils are at 3 terms to go point. From analysis of data**/ FFT Aspire predictions identify target pupils that are off-track.** Identify additional boosting/ targeting of pupils to ensure that they make accelerated progress**.**	**April 2018** **May 2018**	good progress from starting points at the beginning of KS2. That the school surpasses floor standards and all groups of pupils show strong progress.		
Ensure that the support for disadvantaged pupils and those in receipt of additional funding makes the most impact.	**Making the best possible use of the Pupil Premium Funding.** School to identify a provider for a PP review. PP review to take place and aspects identified to be targeted. North star teaching alliance focus visit to be focussed on the current use of PP funding. **Redefine how the PP is spent to ensure that pupils receive the support that they need.** Develop a strategy for the academic year starting Sept.18	April 2018	Pupils that are in receipt of the PP funding make strong progress 4.0pts per year from their starting points. That progress for PP pupils is higher than non PP pupils throughout the school. Revised strategy for PP is developed for the 2018/19 academic year.	**RC to liaise with AL to arrange this.**	

Increasing the consistency in the quality of teaching so rates of pupils' progress are less variable
 	
Making more consistently effective use of assessments of pupils' prior learning when planning learning activities
	Continue to improve the quality of teaching: CPD to be identified for the following areas
	
	Teaching and Learning:
	-Ambition; ensuring that every lesson counts and that keep-up not catch-up is embedded throughout the school.
	
	-Questioning especially the use of higher order questions
	
	-Making effective use of assessment for learning to ensure pitch and challenge for pupils
	   • installation of visualisers and training in the use of them
	   •
		April
		
		April.
			Pupils books reflect strong progress from starting points and a sense of 'ambition' is evident in pupils work.
			
			Monitoring shows
			The level of challenge for pupils is appropriate.
			
			That use of different types of higher order questioning is evident in lesson.
				RC
				
				JW	

	Literacy: **Subject knowledge** Understanding of grammar implementation of grammar throughout the curriculum Talk for Writing Differentiation SEND: Supporting the least able and SEN pupils Literacy: Maths: **Subject knowledge** Reasoning and problem solving	May	Evidence of variation, reasoning and problem solving in pupils questioning.	EC/ RC	
Improving the teaching of phonics in the early years and in key stage 1, and the acquisition of pupils' knowledge to support their reading skills in key stage 2	**Continuation of the actions of the Reading development plan.** Additional CPD identified: -independent activities during independent reading			JW	Is there any specific match funding that is available to purchase phonics scheme for pupils with?
	Ensuring that pupils have a desire to read Development of a love of reading Further development of reading books and resources in school	£5000	Identification of funding for the purchasing of additional books for the school library and that the school library is run effectively to promote the love of reading. That all pupils in Y1 –Y6 (EYFS if appropriate) use the library. That pupils change books reg	JW	
	Ensure that phonics and phonic teaching are effective in moving pupils understanding of phonics forward. Appoint a phonics leader for school to lead phonics, implement training and ensure the progress of pupils in phonics Research, purchase and train staff in a new phonics scheme. RWI Ensure that pupils have a books to take home that	£3000.00 May 2018	Phonics leader appointed AS? Phonics scheme purchased, staff trained and implemented. All pupil to make expected progress and targeted pupils to make accelerated progress in phonics. % of pupil achieving WA to be above National values for phonics.	Phonics leader	

	match closely to their phonological understanding and support development in reading				
Providing more opportunities for pupils to apply their developing knowledge in English and mathematics across the full range of subjects.	**Ensuring the wider curriculum provides opportunities for cross curricular writing and mathematics** Medium term planning for topic work to identify where skills will be applied across the curriculum – ensure that meaningful links are made within the curriculum Opportunities will be created to ensure that pupils have the chance to apply knowledge wuth sufficient depth. Purchase of Cornerstones curriculum for pupils in KS1	£3000 By September 2018	Purchase of cornerstones curriculum for KS1 Development of medium term planning where the depth of links between different subjects is effective in reinforcing pupils understanding.	**AS + LT**	

TCP: S5. Improvement plan

Key action 3:Increase the progress children make in the early years, so that at least most of them are ready for learning in Year 1, by:
➤ improving the quality of interaction between adults and children so children maintain interest, speak at greater length, and are more challenged in their play and exploration
➤ improving the quality and arrangement of resources in the Reception classes
➤ reviewing and checking the assessment of children as they enter the early years and ensuring an accurate picture of what they know and can do.

School Lead: Headteacher   **Governor:**   Jayne Cooper

Objective/ issue identified	Key actions	Time scale/funding	Key Performance indicators/ Monitoring arrangements	Lead Person	Milestones/ notes of progress
Improving the quality of interaction between adults and children so children maintain interest, speak at greater length, and are more challenged in their play and exploration	Carry out a review of EYFS provision to ensure that the quality of the provision matches pupils needed. Involve Senior Leaders in the school and EYFS governor to be involved in the process so that there is a common understanding of what good practice in EYFS is. Introduce strategies such as; answering in full sentences to ensure that pupils are speaking at greater length Ensuring that activities in the different areas of reception provide sufficient challenge.	1x £500 June 2018	Review of EYFS by LA arranged and carried out. Strengths and weaknesses of provision to be identified and action plans to be developed by EYFS lead to address areas for improvement. Senior Leaders and nominated governor to have a clear understanding of the areas for further development and identification for future improvement.	RC to identify support RM?	
Improving the quality and arrangement of resources in the Reception classes Resources limited and unchallenging –R pupils in Y1	Carry out audit of resources. Identify where resources need to be updated and further improved. Develop a list of priorities for the improvement of resources in Reception	£1000? to further update and improve resources May 2018	New resources purchased to meet gaps in provision. Resources being used by pupils to enhance learning and development	MB	
Reviewing and checking the assessment of children as they enter the	**Ensuring that on-entry baseline data for pupils is accurate** Identify and arrange for moderation of baseline by LA/ independent advisor and ensure report	1 x £500 Sept 2018	Baseline/ on entry data for the school is accurate and is able to justify the decisions made. The EYFS SEF closely matches the on-entry judgements	RM MB/RC	

| early years and ensuring an accurate picture of what they know and can do. | clearly identifies moderation.

-EYFS governor to be part of the baseline moderation process

Ensure supporting evidence is recorded so that it can be used to support judgements that have been made.

Produce a comprehensive data set for pupils baseline. Ensure that the judgments on the SEF reflect closely the findings of the baseline

Ensure that the timing of baseline is accurate to ensure that it accurately captures pupils on-entry point to school | | that have been made.

Analysis of baseline information completed and share with Senior Leaders and governors.

Governor with a responsibility for EYFS has been involved with development of the baseline. | | |
| | | | | | |

TCP: S5. Improvement plan

TCP: S5. Improvement plan

TCP: S5. Improvement plan