



WROUGHTON
Primary Federation

School Improvement Plan

2018-2020

**Proud to
Belong**

Overarching Aim – For an outstanding Federation, which all staff and pupils are happy and proud to belong

Key: RAG Rating

Green= Outcomes Secure	Completed or on track to be completed as planned
Amber= Outcomes Secure	No risk to completion but amended in some way to ensure outcomes achieved
Red= Outcomes at Risk	Risk to outcomes being achieved and therefore contingency plans implemented

Context

This School Improvement Plan (SIP) is a working document used to set priorities and monitor progress throughout the year. It is written in the context of our newly federated schools; Wroughton Primary Federation, which consists of Wroughton Infant School and Wroughton Junior School which were federated after consultation with its stakeholders in 2016.

We are an ambitious school and we have high expectations for all our children and staff. We wish to be outstanding in all aspects of our work.

This document sets out the strategic priorities agreed by the Governing Body, Executive Head teacher, Heads of Schools and Senior Leaders. It is informed by the school's rigorous self-evaluation system, the most recent Ofsted report and by the School's Vision.



Vision

When pupils join our community of learners, they are at a critical stage in their development as young people. Each child brings with them a unique and complex web of skills and needs. As passionate educators, we seek to enhance these skills and respond to these needs so that they feel confident in aspiring to a positive future. We strongly believe that whilst in our care, every child deserves the opportunity to realise their fullest potential. By promoting an environment which seeks to remove barriers to learning and nurture individuals, we encourage the very best from our pupils. The Wroughton Primary Federation is committed to helping children recognise and develop their many talents and, at all times, be 'Proud to Belong'.

At the Wroughton Primary Federation we are ambitious and aspirational for all groups of pupils; we strive to create a culture of high expectations for all stakeholders within the federation. Leaders and governors are working to create a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff.

Our aim is to provide a safe, caring and inspirational environment conducive to learning.

- Where all adults work in close collaboration to ensure that children are happy, safe and can achieve.
- Where learning is recognised as a valued and lifelong experience.
- Where every child is recognised and valued as an individual.
- Where the learning and developmental experience is stimulating and varied, memorable and meaningful.
- Where children develop a sense of self-worth through their confidence, creativity, social skills and interests.
- Where children are encouraged to develop their intellect and academic potential.
- Where children are encouraged to reflect on their accountabilities as learners and have ownership of the process.
- Where an awareness of citizenship and their role within the local and wider communities is fostered in each child.
- Where parents, staff, pupils and governors are justifiably proud of the children and the school.

Strand One		Leadership and Management
Context: The roles and responsibilities of all leaders who may or may not be new to their roles and/or phases, have been re-structured, developed and aligned to achieve equity in knowledge and skills specific to that role.		
Objective	Actions	Outcome
1a. Build leadership capacity at all levels, including governance, so that all leaders can deliver, monitor and evaluate high quality provision that allows all pupils to excel.	Senior and Subject leaders, will: Participate in appropriate leadership training, peer mentoring and collaboration to develop their role, and to maximise the impact on pupil achievement across all phases (EYFS and Key Stages 1& 2). Embed new job descriptions for Year Group Leaders. Training to take place for meeting the JD and expectations of the role, and thereby strengthening leadership capacity.	Leaders and governors are ambitious and have high expectations of pupils and staff and: <ul style="list-style-type: none"> ✓ Leaders and governors have a clear understanding of the strengths of the school and the areas for improvement ✓ Performance Management is being used to encourage, challenge and support teachers' improvement and facilitate high quality professional development The curriculum is broad and balanced, appropriate to the school's context and inspires pupils to learn.
1b. Improve the quality of teaching so that learning outcomes and pupil's attitude to learning are consistently good to outstanding.	Senior and Subject leaders, will: Regularly monitor and evaluate teaching across the school especially for their specific subjects/Year groups. Track the progress of groups of pupils to ensure that none falls behind and underachieve Ongoing CPD for observations and effective feedback: joint observations with senior leaders and external CPD. Monitor and track interventions to	<ul style="list-style-type: none"> ✓ Evidence through monitoring shows that at least 90% (100% by term 6) of teaching and learning across the federation is good or better. Where teaching and learning does not meet this standard, a rigorous programme of support has been implemented to ensure rapid and sustained progress. ✓ The school's actions have secured substantial improvements in pupil's progress, especially for disadvantaged pupils and other identified underachieving groups. ✓ Observations and pupil voice show that learning attitudes are good and that there are no lessons disrupted by low

	ensure the quality and impact (Edukey).	level behaviour
1c. Monitoring systems are quality assured so that they are sufficiently robust to challenge performance and raise standards	<p>Senior and Subject leaders, will:</p> <p>Further improve the quality of data its analysis and use, to inform strategic planning.</p> <p>Integrate systems from both schools to improve effectiveness in terms of time and resources.</p> <p>Use meetings and monitoring systems to improve effectiveness of staff at all levels such as administrative, subject leadership, year group.</p> <p>Ensure that all staff are trained to assess pupils working at P Levels</p> <p>Observations and book monitoring are rigorous to ensure assessment beyond the data is a strength and can therefore have an impact on standards and progress</p> <p>Performance Management CPD in place for all leaders to ensure that PM is rigorous targeted and supports the SIP.</p>	<p>The use of data is effective in driving improvements:</p> <ul style="list-style-type: none"> ✓ Systems are monitored and evaluated for their effectiveness, reviewed and adapted where necessary. ✓ All staff are confident in using data efficiently and effectively throughout the school to inform their planning and assessment. ✓ Governors have a clear understanding of the data collected, its analysis and how it is used to drive improvements. ✓ Performance management is an effective tool for school improvement. ✓ Book monitoring shows progress for all groups of pupils and interventions are having an impact in targeting and supporting progress. ✓ Book monitoring has a clear impact on standards and progress for all groups of children
1d. Governors challenge senior leaders on how staff and resources are deployed to secure excellence. Consider the views of pupils, parents and staff when monitoring and evaluating the impact of their actions on school improvement.	<p>Governors will:</p> <p>Implement an Induction programme for new governors and ensure they are clear about their roles.</p> <p>Governors seek the views of all stakeholders to inform your evaluation of the school's performance.</p> <p>Facilitate suitable training for governors so that they make valuable contributions and interventions to secure and sustain improvements.</p>	<ul style="list-style-type: none"> ✓ Governors use effective questioning to challenge the performance of the school. ✓ Governors' contributions and interventions ensure they provide outstanding strategic guidance and support. ✓ Governor's engagement with stakeholders secures and sustains improvements.

Strand Two		Leadership and Management: Curriculum Development
<p>Context: <i>“Young people get one opportunity to learn in school and we owe it to them to make sure they all get an education that is broad, rich and deep.” Spielman</i></p> <p>Ofsted’s plan to incorporate curriculum into the new inspection framework, due in September 2019.</p>		
Objective	Actions	Outcome
<p>2a. To review the curriculum; ensuring that it is well planned and all staff are clear on the intent, that it is effectively implemented and that there is clear impact.</p>	<p>School leaders will:</p> <p>Take a whole-school strategic approach to the spiritual, cultural and moral development of pupils.</p> <p>Develop curriculum expertise in our leadership teams.</p> <p>Lead conversations about purpose, so that we move from an intervention culture to a curriculum design culture</p> <p>Know how to find and nurture subject specialists.</p> <p>School leaders, subject leaders and class teachers will:</p> <p>Ensure the curriculum focus is about the “body of knowledge” young people will gain during their time at school.</p> <p>Build meaningful subject and curriculum expertise based on a clear sense of purpose and an engagement with existing bodies of knowledge</p> <p>Focus on the long term, how we intend the powerful stories of our subject to unfold?</p> <p>Decide what children should learn to help them to flourish</p>	<p>Teachers Leaders and Governors:</p> <ul style="list-style-type: none"> ✓ Know their curriculum – design and intent ✓ Know how their curriculum is being implemented ✓ Know what impact their curriculum is having on pupils’ knowledge and understanding. ✓ We have a curriculum that is “about broadening minds, enriching communities and advancing civilisations”, ✓ The curriculum is the core of the school and teacher professional development. ✓ The curriculum engages the children in the pursuit of wisdom, truth, beauty and eloquence. ✓ Children are able to question whether what they are being taught is the best ✓ Children are fully equipped to take part in the great conversations of our time; deeper knowledge of crucial debates and conflicts can only enliven our democracy, and our cultural and public spheres. ✓ Extra-curricular opportunities are part of the whole curriculum offer, as should a policy on options that ensure breadth underpins choices. ✓ The curriculum addresses the physical, mental, spiritual, cultural and intellectual health of the children, in a joined-up way. ✓ Children are learning to question and be encouraged to make a meaningful contribution throughout their lives for the good of us all.

	<p>Design our curricula in a joined-up way. So that all subject leaders and teachers know what their colleagues are teaching, when and why. Know how the curriculum unfolds and how children might best learn it</p> <p>Be clear when setting out the aims of their programme of study; including the knowledge and understanding to be gained at each stage (intent)</p> <p>Be confident in the implementation of their programmes of study and are evaluating what knowledge and understanding pupils have gained against the expectations (impact/achievement)</p>	<p><i>The real curriculum is the one retained in the memories of the children, not just the one envisaged by their teachers at the start.</i></p>
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Strand Three	Leadership and Management: Curriculum Development See Maths and English Action Plans
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Strand Four	Teaching, Learning and Assessment
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Context:

We will be aspirational and ambitious for all groups of children. We want every child to succeed, and we will never give up on any child. We must tackle low expectations and help young people to raise their aspirations and unlock their talents.

Behaviour in school is inseparable from academic achievement, safety, welfare and wellbeing, and all other aspects of learning. It is the key to all other aims, and therefore crucial. Its correct direction is equally crucial, and should be viewed as an issue of the highest strategic importance. Behaviour does not manage itself, except haphazardly.

***See PP Strategy 2018-19**

Objective	Actions	Outcome
4a. The assessment systems in place are used effectively to secure the best outcomes for all children.	<p>All leaders and staff to:</p> <p>Ensure that the assessment systems in place are used effectively and inform planning.</p> <p>Ensure staff are confident with the performance indicators for their year group in core and foundation subjects.</p> <p>Use assessment systems to identify individual barriers to learning and then used to inform the planning and delivery of interventions that have clear and measurable outcomes</p>	<p>Monitoring systems for planning, assessment and reporting are rigorous and evaluated termly:</p> <ul style="list-style-type: none"> ✓ Leader's evaluation of teaching and its impact on learning is robust and secures improvements. ✓ Teachers make effective use of data to establish pupils' starting points (baseline) and modify teaching so that all pupils' achieve their potential by the end of the year or key stage. ✓ Differences are successfully diminished and all groups of pupils are making good and better progress. <p>Teaching is highly effective across the school:</p> <ul style="list-style-type: none"> ✓ Staff can reflect on and debate the way they teach.
4b. Improve the quality	All staff to:	

of data management systems, analysis and strategic planning.	<p>Participate in appropriate training opportunities to ensure that data generated is used sensibly and is effective in driving improvements.</p> <p>Ensure that data is sufficiently robust to inform planning for all pupils at all stages and is suitably flexible to meet the needs of groups and individuals.</p>	<ul style="list-style-type: none"> ✓ Staff are deeply involved in their own professional development. ✓ Staff are confident and motivated to take risks and innovate in ways that are appropriate for their pupils.
<p>4c. To develop and embed the Federation culture: the way we do things around here.</p> <p>Continue to embed and develop learning behaviours and Behaviour Policy across the Federation.</p>	<p>All leaders and staff will:</p> <p>Embed and support the culture of learning behaviours and Behaviour Policy within the school's vision and ethos.</p> <p>Consciously aspire to the very best behaviour possible in their classes and across the schools as a matter of priority.</p> <p>Be committed, highly visible school leaders, with ambitious goals, supported by a strong leadership team.</p> <p>Effectively communicate realistic, detailed expectations that are understood clearly by all members of the school and beyond.</p> <p>Ensure highly consistent working practices throughout the school.</p> <p>Have a clear understanding of what the school culture is 'this is how we do things around here, and these are the values we hold'</p> <p>Have high expectations of all students and staff, and a belief that all students matter equally</p>	<p>The Federation Culture is embedded throughout both schools:</p> <ul style="list-style-type: none"> ✓ Students achieve more academically and socially ✓ Time is reclaimed for better and more learning ✓ Staff satisfaction improves ✓ The propagation of good character ✓ The training of a workforce and socialisation ✓ The nurturing of best interests ✓ Students understand good habits of study, reasoning, interacting with adults, coping with adversity or intellectual challenges (positive good behaviour). ✓ We can evidence the learning behaviour we wish to see develop in students: such as behaving as a scientist, an artist, a mathematician. ✓ School leaders have created circumstances where both forms of good behaviour are encouraged and supported ✓ All children are doing and using their behaviour and many are owning their behaviour ✓ Reduction in low level class disruption ✓ Reduction in recorded behaviour 2 and 3 on CPOMS ✓ High levels of staff and parental commitment to the school vision and strategies ✓ Evidence of high levels of support between leadership and staff, for example, staff training ✓ Evidence of attention to detail and thoroughness in the execution of school policies and strategies

<p>4d.</p> <p>CPD priority and investment is given to consistently good and outstanding teaching as the first point of intervention for disadvantaged pupils.</p>	<p>All leaders and staff will:</p> <p>Use SIP, PM and the school's monitoring systems to inform CPD, ensuring that it is high quality, targeted and has impact.</p> <p>Action and address recommendations from external reviews across the Federation and embed into the Pupil Premium Strategy and every day practice.</p>	<ul style="list-style-type: none"> ✓ Pupils are prepared for the transition between KS1 to KS2 and KS3, and are confident learners with positive learning behaviour. ✓ Common vocabulary linked to the learning culture is used confidently throughout the federation. ✓ Monitoring through data, books and learning walks show that teaching and learning is at least consistently good across the Federation. ✓ Differences are diminished and the PP Strategy is effective with clear and positive outcomes. ✓ Support staff (particularly teaching assistants) are highly trained and understood their role in helping pupils to achieve.
<p>4e</p> <p>Attendance and punctuality</p>	<p>All leaders and staff will:</p> <p>Ensure that attendance and punctuality are an important part of good behaviour. Students who miss valuable time in classrooms fall further behind, and become more disengaged from the work of the class, which in turn encourages misbehaviour.</p> <p>The expectation of the Federation is 100% attendance and 100% punctuality for staff and pupils.</p>	<div data-bbox="1023 943 1385 1225" data-label="Image"> </div> <ul style="list-style-type: none"> ✓ Staff contact time is maximised (and cover minimised), workload for all teachers is lighter. ✓ No learning time is missed through lateness ✓ Disadvantaged pupil attendance is above national and the difference between not PP and PP attendance is diminished.



Strand Five	Personal Development, Behaviour and Welfare PE and Sports Provision
<p>Context:</p> <p><i>"For each individual, sport is a possible source for inner improvement."</i></p> <p><i>Pierre de Coubertin</i></p> <p>The school is allocated annual funding to provide high quality and sustainable PE provision to all children; with the aim of developing physical literacy skills and lifelong sport participation</p> <p><i>See Sport Premium Funding and Impact Report</i></p>	

