

ST EBBE'S C.E. AIDED PRIMARY SCHOOL - SCHOOL IMPROVEMENT PLAN 2017-2018

*The main thing is for all our children to achieve the highest academic outcomes and to become secure, fulfilled and active members of society.*

*What do we need to do better?*

1. Improve standards in Writing
2. Enable learners receiving the pupil premium (PP), learners with special educational needs and disabilities (SEND) and learners in Years 5 and 6 who achieved level 1, 2c or 2b at the end of Key Stage 1, make better progress in core subjects
3. Make sure more learners with English as an additional language (EAL) and learners receiving the pupil premium (PP) achieve greater depth in core subjects

SUBJECT	ACTIONS
Writing	<p><b>Quality First Teaching (Q1T)</b></p> <ol style="list-style-type: none"> <li>1. Embed use of <u>Talk-for-Writing model</u> across all year groups and across a wide range of genre - ensure vocabulary is explicitly taught and expanded so that all learners are able to contribute fully - include cultural references wherever possible</li> <li>2. Implement regular, <u>structured spelling programme</u> including weekly dictation through to Y6</li> <li>3. Focus on children <u>applying Grammar Punctuation and Spelling (GPS) rules in writing</u>:               <ol style="list-style-type: none"> <li>a. Develop “non-negotiables” for GPS in every writing opportunity and routinely reinforce through Define, Recast, Reinforce model</li> <li>b. Feedback focus on GPS weekly (see Feedback/Marking Guidelines)</li> <li>c. All classes explicitly training children to use range of scaffolds e.g. spelling sheets, word banks</li> </ol> </li> </ol> <p><b>Targeted support</b></p> <ul style="list-style-type: none"> <li>• SG and TP develop homework club for targeted c'n in KS1 and KS2 to boost writing and increase involvement of parents in their c'ns learning</li> </ul> <p><b>Strategic Intervention</b></p> <ul style="list-style-type: none"> <li>• In collaboration with the Special Educational Needs Coordinator (SENCo), teachers manage and lead all interventions happening in class (some may be delivered by teaching assistants)               <ul style="list-style-type: none"> <li>○ Precision teaching</li> <li>○ Read, Write Inc</li> <li>○ Toe-by-Toe</li> <li>○ Nelson handwriting (plus part of Q1T in KS1)</li> <li>○ 1:1 tuition (TL)</li> </ul> </li> </ul>

<b>Reading</b>	<p><b>Q1T</b></p> <ol style="list-style-type: none"><li>1. Structured reading programme in all classes until learners are 'free' readers</li><li>2. Weekly guided reading for all using broad range of quality texts that are culturally relevant, interesting and exciting and involve high level questioning from teacher, and explicit teaching of inference and deduction, interpreting questions and forming written answers to written questions based on a text</li><li>3. Special event – Bedtime Story to promote reading with parents and love of reading</li></ol> <p><b>Targeted support</b></p> <ul style="list-style-type: none"><li>• Focus on enriching learners' vocab (and spelling) through word of the week/word walls/retro books (Ladybird non-fiction)/teacher modelling rich vocab</li><li>• Playground helpers offer story time to younger pupils to model enjoyment of reading and give another opportunity to develop comprehension skills</li></ul> <p><b>Strategic Intervention</b></p> <ul style="list-style-type: none"><li>• In collaboration with SENCo, Teachers manage and lead all interventions happening in class (some may be delivered by TAs)<ul style="list-style-type: none"><li>○ Daily reading</li><li>○ Oxford Reading Campaign</li><li>○ Fresh Start</li><li>○ Reading Quest</li><li>○ ARCH/OUP</li><li>○ Read Write Inc comprehension</li></ul></li></ul>
----------------	---

<p><b>Maths</b></p>	<p><b>Q1T</b></p> <ol style="list-style-type: none"> <li>1. Using Mastery approach and Maths No Problem resource as the starting point in all classes, explicitly teach children to:             <ol style="list-style-type: none"> <li>a. select most efficient methods e.g. through use anchor task and journaling of factual, procedural and conceptual understanding</li> <li>b. always using CPA (concrete, pictorial, abstract) approach and selecting the most appropriate models and images e.g. through promoting use of working walls, Singapore maths resources, bar model</li> </ol> </li> <li>2. All classes focus on <u>arithmetic</u> during Term 1 and Term 2, including 'Early Work' model to improve fluency and ability to move between topics by overlearning curriculum objectives. This should include Xs tables in anticipation of summer 2019 testing</li> <li>3. High expectations of ALL learners - Q1T includes appropriate challenge for ALL learners (through problem solving, journaling and enquiry approach) within the context of the Mastery model</li> </ol> <p><b>Targeted support</b></p> <ol style="list-style-type: none"> <li>1. SG and TP develop homework club for targeted learners in KS1 and KS2 to boost maths – using Maths No Problem and skill-up parents in the approach</li> <li>2. Develop weekly 'Challenge Group' to extend and motivate highest achieving learners and targeted members of vulnerable groups</li> <li>3. Playground helpers run maths games to practice basic skills, logic and problem solving</li> </ol> <p><b>Strategic Intervention</b></p> <ul style="list-style-type: none"> <li>• Teachers manage and lead all interventions happening in class (some may be delivered by TAs)             <ul style="list-style-type: none"> <li>○ Earlier Maths No Problem books will be used as interventions to back-fill</li> <li>○ Nrich, Owl and Test-base will be used to supplement and extend Maths No Problem</li> <li>○ AR to deliver weekly sessions with an arithmetic focus to targeted c'n in Yr 3 and Yr 6.</li> <li>○ 1-1 tuition (LM)</li> </ul> </li> </ul>
---------------------	---

**ST EBBE'S C.E. AIDED PRIMARY SCHOOL - SCHOOL DEVELOPMENT PLAN 2017-2018**

<b>AREA FOR DEVELOPMENT</b>	<b>ACTIONS and TRAINING</b>
Standards of behaviour a) Low level disruption b) High level need	<ul style="list-style-type: none"> <li>• Cherwell Partnership behaviour conference 30.10.17</li> <li>• Whole staff team work consistently to minimise low-level disruption</li> <li>• CW lead Cherwell deputies behaviour focus</li> <li>• Behaviour advisory teacher to provide staff training 6.11.17 and 27.11.17</li> <li>• Focus Key Stage assemblies on personal, social, health, citizenship education (PSHCE)</li> <li>• All individual learners with high-level behavioural and emotional needs to have an individual plan and risk assessment in place</li> <li>• Regular training with behaviour focus for teaching assistants</li> <li>• SENCo to raise level of involvement of Educational Psychologist and other outside specialists</li> <li>• Introduce Y6 playground buddies</li> <li>• Develop organised games at break time</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>• Termly report to parents</li> <li>• HSLW to set attendance contracts for all c'n with &gt;85% attendance where there is no clear explanation</li> <li>• HSLW to involve Attendance and Engagement if attendance below 70% for the second year running</li> <li>• Introduction of KS2 Attendance Bear</li> </ul>
Staff Wellbeing	<p>Focus of Cherwell Heads strategy day 23.1.18</p> <p>Governors and Senior Leadership Team (SLT) to monitor staff wellbeing closely</p> <p>SLT evaluate Teaching and Learning policies to ensure workload is contained</p>
Leadership and Management a) Developing the effectiveness of SLT b) Improving the management of the full curriculum c) Developing the effectiveness of our induction and early professional support	<ul style="list-style-type: none"> <li>a) New members of the SLT trained and supported by line managers, so that they have the skills and knowledge to drive school improvement in their key stages</li> <li>b) Subject coordinators have clear appraisal targets outlining expectations for subject developments</li> <li>c) Mentors and leadership provide appropriate induction and comply with expectations of NQT programme</li> </ul>
In a climate of change, maintaining the distinctiveness and effectiveness of our school as a church school	<p>Governors and leadership work through SIAMS (Statutory Inspection of Anglican and Methodist Schools) toolkit</p>
Managing the process of change involved with joining the ODST	<p>Prioritise communication with all stakeholders</p> <p>Include as running agenda item for staff, governors, parents and SB communicate to admin staff</p> <p>Actively prepare for due diligence process so that this is a positive experience for all</p>

	Source appropriate training for admin staff in good time
--	--