

Arreton St Georges

Primary School

School Improvement Plan 2019-20

Edition 3

Key priorities for 2019 – 2020

- Priority 1** To embed teaching and learning principles that challenge and respond to the needs of all pupils.
- Strengthen maths and literacy development through subject monitoring process, question level analysis and responsive teaching strategies
 - Develop teaching of reading, particularly through vocabulary development
 - Strengthen writing development through effective moderation, book scrutiny and planning
 - More-able pupils are sufficiently challenged and learning enables them to make rapid progress
 - EY provision enables more pupils to achieve greater depth
 - Improvement in teaching and learning through monitored teacher action plan
 - SEND provision is monitored and positive progress to close gaps achieved.
- Priority 2** To raise KS1 outcomes to be at least in line with national expectations.
- Improve writing learning journeys
 - Accelerated progress from EY starting points
 - Improved greater depth outcomes in RWM
- Priority 3** Develop strategic leadership at all levels in order to ensure clear evidence of impact on learning provision and teaching standards.
- Develop leadership and management within the SLT through the Teach First 'Leading Together' programme
 - An effective governor action plan improves monitoring of the schools and effectiveness of the governors
 - Core subject action plans accelerate the progress of pupils across all curriculum subjects
 - An embedded assessment system (INSIGHT) that effectively informs next steps
 - Education provision reflects school vision, ethos and values and is clearly embedded within the curriculum
 - Partnerships with other schools, organisations, local authority and wider community are further developed

Outcomes (national averages in brackets)

EY GLD			
2017	2018	2019	2020
73% (71%)	73% (72%)	80% (72%)	80%

Yr 1 Phonics			
2017	2018	2019	2020
78% (81%)	77% (82%)	86% (82%)	84%

KS1 (expected standard)				
	2017	2018	2019	2020
Reading	62% (76%)	74% (75%)	67% (75%)	80%
Reading GD	24% (25%)	26% (26%)	22% (25%)	23%
Writing	45% (68%)	70% (70%)	48% (69%)	70%
Writing GD	3% (16%)	7% (16%)	0% (15%)	7%
Maths	65% (75%)	89% (76%)	67% (76%)	73%
Maths GD	10% (21%)	19% (22%)	18% (22%)	14%
RWM combined	34% (64%)	63% (65%)	44% (65%)	67%

KS2 (expected standard)				
	2017	2018	2019	2020
Reading	68% (71%)	71% (75%)	86% (73%)	75%
Reading GD	18% (25%)	17% (28%)	14% (28%)	30%
Writing	72% (76%)	75% (78%)	86% (78%)	75%
Writing GD	27% (18%)	25% (20%)	28% (20%)	25%
Maths	68% (75%)	63% (76%)	93% (79%)	75%
Maths GD	14% (23%)	4% (24%)	14% (23%)	25%
GPS	59% (77%)	67% (78%)	86% (78%)	tbc
RWM combined	59% (61%)	58% (64%)	79% (65%)	75%

Yr6 KS1 – Reading 60%, Reading GD 20%, Writing 40%, Writing GD 8%, Maths 68%, Maths GD 4%, RWM 40%

KS2 (average scaled score)			
	2017	2018	2019
Reading	104 (104)	103 (105)	104 (104)
Maths	102 (104)	99 (104)	105 (105)
GPS	102 (106)	103 (106)	106 (106)

Priority 1

To consistently embed teaching and learning principles that challenge and respond to the needs of all pupils.

- Strengthen maths and literacy development through subject monitoring process, question level analysis and responsive teaching strategies
- Develop teaching of reading, particularly through vocabulary development
- Strengthen writing development through effective moderation, book scrutiny and planning
- More-able pupils are sufficiently challenged and learning enables them to make rapid progress
- EY provision enables more pupils to achieve greater depth
- Improvement in teaching and learning through monitored teacher action plan – develop principles of T+L and challenge weak teaching
- SEND provision is monitored and positive progress to close gaps achieved.

Priority 1	To embed teaching and learning principles and strategies that maximises learning opportunities and progress for all.				
Target/Tasks	Actions	Responsibility	Monitoring	Funding and resources	Outcome/Impact
1.1 Maths	1.1.1 Effective monitoring programme including 'at risk' groups. LLPR, governor and internal monitoring. 1.1.2 Termly pupil conferencing signpost knowledge gaps. 1.1.3 Termly QLA of Y2/Y6 and 'at risk' groups. 1.1.4 LKS2 multiplication plan	CF CF CF CF	MH, LLPR, internal and governors. MH/HIAS MH/HIAS coaching MH	Progress meetings. L/S release time. HIAS £2K See 2.4.1 SLT 'Rockstars' £110	In place
1.2 Literacy	1.2.1 Vocabulary development strategies evident in all classrooms. 1.2.2 Reading QLA of Y2/Y6 – effective reading initiatives. 1.2.3 Effective 3 Phase planning monitored. 1.2.4 Learning journeys in books – consistent/effective, monitored through book scrutiny. 1.2.5 Y3 writing plan and Y4 progress plan with evident accelerated progress.	RM RM RM RM RM	MH MH MH MH/HIAS coaching MH/HIAS coaching	£150 for resources Progress meetings. Book purchases - £600 See 2.4.1 HIAS support. See 2.4.1 HIAS support. See 2.4.1	Spelling Shed/others in place. HIAS visit positive Aut 1
1.3 INSIGHT, formative and summative assessment.	1.3.1 Agreed EOY assessment judgements/predictions. 1.3.2 Half termly progress and review meetings. 1.3.3 Termly external/internal moderation (all year groups). 1.3.4 INSIGHT used effectively to inform task. design/progress towards ARE.	MH MH MH MH	CH CH CH CH	INSIGHT annual cost - £630 Nil Nil See 1.3.1 plus trg £150	Completed Writing moderation Dec 19
1.4 More-able pupil progress	1.4.1 Agree 'more-able' pupils in each year group – update cohort sheets. 1.4.2 Establish 'more-able' group on INSIGHT, monitor and report.	Teachers MH	MH CH	Nil Organise additional staff INSIGHT training.	
1.5 Teacher action plan	1.5.1 SLT/teacher cpd – focus on principles of effective practice. 1.5.2 Monitoring programme that challenges T&L. LLPR, internal and governors. 1.5.3 Teacher support plan – cpd and targeted support. 1.5.4 Growth Mindset – global neighbours, trick box	MH MH MH MH	CH CH CH CH	Through Teach First and staff mtgs. See 2.1.1 See 2.1.1/Nil See 2.1.1 – additional cpd £1K	Science of learning and principles
1.6 EY provision and accelerated 'more-able' pupils	1.6.1 Agreed baseline assessment. 1.6.2 EY 'more-able' identified and accelerated targets in place.	BE BE	MH MH	Nil Nil	
1.7 SEND monitoring effective	1.7.1 PP Strategy Plan in place. 1.7.2 SEND action plan – review SEND provision and staff support.	MH MH	CH CH	Nil SEND staff support -	Initial meeting completed

Current situation		Desired Outcome		Success criteria	
<p>Need to improve core subject outcomes and progress across KS2. Show consistency in high quality teaching and evidence accelerated learning, particularly for more-able. INSIGHT introduced but needs to be fully embedded to aid planning and assessment. Not consistently meeting principles of effective teaching across the school. Support in key year groups.</p>		<p>Improved outcomes including accelerated progress (especially for more-able and across KS2). Outcomes to be consistently at or above national average. PP/SEND monitoring to show impact of interventions and closing gaps. All teachers are effective practitioners.</p>		<p>INSIGHT fully embedded and providing leadership with clear picture of outcomes and progress. Clear progress in core subjects with outcomes at/above national average across all year groups. Clear PP/SEND monitoring enabling gaps to close. Consistent high quality teaching.</p>	
Milestones Autumn 2019		Milestones Spring 2020		Milestones Summer 2020	
<p>T&L monitoring plans in place and reporting. INSIGHT not yet providing leadership with clear assessment picture across curriculum. Growth mindset initiatives in place. Effective core subject action plans focused on T&L improvements. Need to increase staff cpd, monitoring and challenge weaker outcomes. Teach First staff meeting programme on principles of effective teaching.</p>		<p>Positive impact of T&L initiatives clearly raising outcomes, including for more able and SEND/vul groups. Staff cpd programme (Teach First) completed.</p>		<p>Clear improvement in all pupil outcomes. High quality T&L effectively monitored.</p>	

Priority 2

To raise KS1 outcomes to be at least in line with national expectations.

- Improve writing learning journeys
- Accelerated progress from EY starting points
- Improved greater depth outcomes in RWM

Priority 2	To raise KS1 outcomes to be at least in line with national expectations.				
Target/Tasks	Actions	Responsibility	Monitoring	Funding and resources	Outcome/Impact
2.1 Improve writing learning journeys	2.1.1 Effective 3 phase planning in place with agreed texts – HIAS visits in place 2.1.2 Learning journeys monitored through book scrutiny, moderation and lesson observations – regular monitoring in place. LLPR, internal and governor monitoring in place. 2.1.3 Teacher support/cpd to ensure outcome improvement – shared teaching providing greater scrutiny. RM/CF/MH release time to support teachers.	MH MH MH	CH CH CH	See 2.1.1 LLPR/HIAS – see 2.1.1 Teach First – see 2.1.1 Science and other teacher cpd - £1K	
2.2 Accelerated progress from EY starting points	2.2.1 Y1 and Y2 effectively tracked on INSIGHT – need more staff INSIGHT cpd 2.2.2 Teacher support plan/cpd – HIAS maths and literacy support – need to increase internal monitoring through Teach First funding. Cluster moderation plan.	MH MH	CH CH	Internal training. See 2.1.1 and Teach First release time for CF/RM.	
2.3 Improve greater depth outcomes in RWM	2.3.1 Establish more able groups in Y1/2 for RWM 2.3.2 Monitor progress of more able	MH MH	CH CH	Nil Nil	
Current situation		Desired Outcome		Success criteria	
2019 KS1 outcomes below national average. Writing particularly weak and lack of greater depth. Improved teaching and learning towards end of year not enough to accelerate progress and raise outcomes significantly. Support plan – low predictions challenged and more ambitious revised in place. Expect staff recruitment in New Year with change of staff Easter 2020.		Accelerated progress in Y1 and Y2 with KS1 outcomes at or above national average. Increased greater depth. Reorganised KS1 staff plot.		KS1 outcomes at/above national average including greater depth.	
Milestones Autumn 2019		Milestones Spring 2020		Milestones Summer 2020	
Monitoring plan in place and indicating accelerated progress in Y1 and Y2. Effective writing journeys completed illustrating effective teaching and learning and good rates of progress for all. Need for consistent and effective teaching. Staff resignation requiring recruitment in New Year.		Improving outcomes and on track to achieve predictions. Writing outcomes strong. Staff recruitment completed.		KS1 outcomes at/above national average. Year 20/21 staff plot confirmed.	

Priority 3

Develop strategic leadership at all levels in order to ensure clear evidence of impact on learning provision and teaching standards.

- Develop leadership and management within the SLT through the Teach First ‘Leading Together’ programme
- An effective governor action plan improves monitoring of the schools and effectiveness of the governors
- Core subject action plans accelerate the progress of pupils across all curriculum subjects
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Priority 3	Develop strategic leadership at all levels in order to ensure clear evidence of impact on learning provision and teaching standards.				
Target/Tasks	Actions	Responsibility	Monitoring	Funding and resources	Outcome/Impact
2.1 Leading Together Programme	2.1.1 Undertake online modules, twilights and residentials. . Key Teach First modules – science of learning, principles of effective teaching, curriculum development and professional development. 2.1.2 Effective SLT with clear structure, roles and job descriptions. Realign to pay scale/TLR. MH mentor/support plan.	CH, MH, RW, CF MH	CH/Teach First CH	Teach First MH/RM/CF release time. (Teach First £4.8K Potential staff cost increase of £4-8K	
2.2 Governor Action Plan	2.2.1 Revise Articles and Governing body structure. 2.2.2 Governor monitoring plans - Autumn, Spring, Summer. Autumn – Quality of education focus. 2.2.3 Governor skills audit and succession plan. 2.2.4 Mental health and well-being review/action plan under review with RSE policy development.	Committee Committee ML/JP Committee	EH EH EH EH	Nil Nil Nil Nil	Completed Autumn complete – reported to Ed&S. GB knowledge increased. RSE. PSHE policies to FGB
2.3 Curriculum provision	2.3.1 Effective monitoring of teaching and learning by SLT and subject leaders that reduces inconsistencies – need for increased teacher cpd. 2.3.2 Ensure Subject leaders accountable and having positive impact – need to move from intent to implementation development in most subjects . RSE, PSHE review. 2.3.3 Growth Mindset launch and monitoring – need to show impact	MH MH MH	CH CH CH	See 2.1.1 L/S release time Science £200 Link to 2.1.1 PE SOW £210 RE SOW £180 Link to ‘Trick Box’ (school funding tbc)	
2.4 Partnerships	2.4.1 HIAS/Teach First programme of support. 2.4.2 Global Neighbours – need to develop and show impact. 2.4.3 PTA. Agree fundraising target/aim. 2.4.4 Church/Diocese. Standing Together project and Y6 peace poles. 2.4.5 Staff, pupil and parent surveys and actions.	CH MH MH MH MH	EH CH CH CH CH	3 x maths, 4 x literacy (50/50 school/LA - £3K £500 Music resources £1K? £200 Nil	HIAS triangulation and staff meetings/cpd. Link to core values. Cathedral leaving service. Reported to GB and subsequent action plan.

Current situation	Desired Outcome	Success criteria
<p>Governing body to streamline support and improve monitoring effectiveness. SLT undertaking Teach First 'Leading Together' programme. Action plan to improve quality of education and outcomes in place, aimed at raising teaching standards across school. INSIGHT providing in year tracking against predicted outcomes but data immature. SLT need to be clearly driving improvement. Principles of effective teaching problematic across year groups. Need for greater use of AfL. Curriculum developing – intent largely complete – focus now on implementation.</p>	<p>Fully effective governing body supporting and monitoring quality of education. SLT confident in taking forward monitoring of standards, driving improvements and raising outcomes. Linkage between assessment, task design and learning through effective AfL. Growth mindset embedded across school.</p>	<p>Restructured governing body fully established and having positive impact on outcomes. SLT effectively using Leading Together knowledge to adapt practice. Outcomes improving to above national average. Leaders confident in monitoring and assessing quality of education, action plans and using evidence. Effective partnerships supporting broad curriculum.</p>
Milestones Autumn 2019	Milestones Spring 2020	Milestones Summer 2020
<p>Revised leadership structure in place. Monitoring by leadership, including governors, effective. Strategic and middle leaders clear on roles and responsibilities. Growth Mindset and Global Neighbours initiatives not fully evident or underpinning wider curriculum initiatives. Need to move curriculum development from intent to effective implementation. Teach First whole staff, SLT and individual training completed.</p>	<p>Leadership clearly driving improvement. Agreed broad curriculum – action plan to resource to full implementation. Staff fully engaged with HIAS/Teach First.</p>	<p>Leadership structure agreed and budgeted for. All leaders evidencing impact. Achieving Global Neighbours award. Curriculum intent complete and implementation in place for effective outcomes. Teach First residential.</p>

School Monitoring Cycle (Green complete red outstanding)

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Governors	Review SIP Business interests Review SIAMS – Spring 1 Improvement Partner reports Governor monitoring plan (Autumn) Clerk of governors PM Check SCR	PM review for EHT Monitor budget Review/Update SIP/SEF PP/SEND monitoring/reports FGB meeting Skills audit/self-evaluation LLP/LA strategy	Safeguard Audit Update SIP/SEF Draft budget and review SLAs Governor monitoring plan (Spring) LLP/LA strategy Check SCR Safeguard audits	Review/Updated SIP/SEF Improvement Partner reports PM review for EHT PP/SEND monitoring/reports FGB meeting Approve budget	Updated SIP/SEF Draft SIP Review Budget outturn Governor monitoring plan (Summer) LLP/LA strategy Check SCR SATs monitoring	Feedback on SATs Updated SEF Review current SIP Approve next SIP PM review for EHT PP/SEND monitoring/reports FGB meeting
EHT	Review/Update SIP/SEF Improvement Partner reports PP/SEND reports Admissions policy PP Strategy	Observation of teachers (PM objectives) HOS/Fed staff PM Data analysis Review/Update SIP/SEF	Set draft budget Review/Update SIP/SEF Data analysis Improvement Partner reports Review Parent/pupil questionnaires PP/SEND reports PP Strategy review	Classroom Observations Mid year PM reviews Data analysis Review/Update SIP/SEF Parent/pupil questionnaires	Monitor SATs Data analysis Review/Update SIP/SEF Draft SIP for next year PP/SEND reports Review curriculum Staff plot/recruitment	Draft SIP to GB SATs/Data analysis Update SIP/SEF EOY PM PP Strategy review
HOS	Data analysis Set pupil targets/predictions Class observations Monitor action plans Data predictions	Data analysis Moderation/scrutiny Staff PM SEN Report Monitor action plans	Moderation/scrutiny Update predictions SATs preps Data analysis Budget bids Monitor action plans	Moderation/scrutiny SATs preps Data analysis Mid year PM reviews SEN Report Monitor action plans	SATs Data analysis Moderation/scrutiny SEN Report Monitor action plans Draft SIP for next year Staff plot/recruitment	SATs results - analysis and review Staff EOY PM CPD Report Monitor action plans
SLT/Subject Leaders	Leading Together module	Leading Together module	Leading Together module Safeguard audits	Leading Together module	Leading Together module	Leading Together module Teach First Residential
Class teachers	New intake baseline information from pre-school settings Input school baseline data Agree pupil targets/predictions Open classes	Progress meetings Input progress data Order SATs resources Parent meetings Book scrutiny & moderation	Input progress data Review pupils targets/predictions Parent report Mock SATs Budget bids Book scrutiny & moderation Open classes	Input progress data SATs preparations Progress meetings Parent meetings Book scrutiny & moderation	Transition timetable Input progress data Draft pupil reports SEN Intervention review Open classes Book scrutiny & moderation	EY pre-school visits Assessment In Foundation subjects Reports to parents Input EOY progress data EOY progress meetings Transition/moving up
SEND Co-ordinator	Review pupils on SEN 'More-able' register SEND audit ISP's with teachers SEN Report PP Strategy	Pupil Premium update/report SEN Report	ISP's with teachers Special arrangements for SATs SEN Report PP Strategy review	Interim Tests Report to Governors SEND pupil progress review	Special arrangements for SATs ISP's with teachers SEN Report	SEN Intervention review Foundation Stage re new intake requirements Transition requirements PP Strategy review
Federation Business Manager	2nd qtr review Admin Staff PM Federation Pay Policy Census	Draft budget/review SLAs 3rd qtr review Budget bids	Draft budget Monitor budget Close books Census	Set budget Admin Staff PM Monitor budget Outturn	Monitor budget Staff plot/recruitment	Monitor budget Admin Staff EOY PM 1 st qtr review