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Perspective



St Barnabas' CE Primary School



York



School Improvement Plan 22/02/2018

Introduction

School Improvement Plan 2017-2018

Areas for improvement detailed in this plan:

1. Improve progress and attainment in maths
2. Improve reading comprehension and word meanings
3. Further improve outcomes in writing
4. Embed spelling strategies
5. Maximise progress of dyslexic pupils
6. Improve provision for pupils with ASC
7. Improve formative assessment
8. Develop coaching skills to improve Teaching and Learning
9. Develop healthy, active lifestyles
10. Improve self evaluation by subject leaders
11. Further develop personal development & welfare
12. Improve attendance
13. Improve 1st hand experience of other faiths and cultures (SIAMs development point)

Progress towards these objectives and related actions can be found in the 'Monitoring' section.

Improve progress & attainment in Maths

Status: In Progress

Responsible: JW

Priority: High

Monitor: Head

Team: Appraisal

Dates: 01/09/17 - 31/08/18

Description: Attainment and Progress in Maths at Key Stage 2 has been below average for 2 years and was lower than in Reading and Writing in 2017, particularly for mid attaining girls and FSM pupils. Performance on the maths reasoning papers was lower than on the arithmetic paper. In each year group, apart from in Year 6 at least one pupil who was previously 'secure' has fallen behind. This may indicate insecure understanding of mathematical concepts and lack of confidence to tackle problems and reasoning style questions.

Strategy: Develop Maths mastery approach across the whole school which includes:
 Children learning mathematical concepts through the stages of concrete/ pictorial/ abstract (CPA)
 Bar modelling used to support understanding and in solving reasoning problems.
 Children have frequent opportunities for mathematical reasoning.
 Key number facts (no bonds / times tables) are systematically taught and practiced through daily 'maths meetings'
 Revised White Rose Maths Hub Planning is used to support planning
 Staff training delivered by Maths leader and external maths consultant.
 New resources purchased/signposted to ensure all pupils have access to concrete equipment and staff are supported with planning/ learning activities.
 Maths leader carries out regular monitoring to ensure that the above is taking place and to evaluate the impact of this.

Monitoring \ Evaluation:

December 2017
 Maths has been the key focus of professional development in the Autumn term. As a result of INSET, new resources and planning, teachers have implemented the new approach to teaching and learning in maths. Monitoring shows that learning for all pupils is supported by concrete resources and therefore children are showing a good understanding of the areas of learning. Clear progression can be seen in books and monitoring from concrete to pictorial to abstract. A key area of focus is that children understand that numbers/ calculations can be represented in different ways - there is evidence of this as children are using tens frames, part whole models, base 10 apparatus, numicon alongside number sentences. Following training in the last month, bar modelling is beginning to be introduced.

End Autumn Assessments
 Y2 PUMA standardised assessments show 87% pupils working at 'Expected' or above. 33% working at greater depth. (Above National Av 76/21%) & most children in line to make average progress in maths.
 Y6 PUMA assessments show 68% broadly on track for achieving the expected standard with 55% securely at 'Expected or above' and 14% at Greater Depth. (Nat Av 2017 = 75% / 23%). Some children are not securely on track to achieve their target of 'Expected'. Plans have been put in place for further additional support for these pupils to help them to catch up quickly.
 In other year groups, most pupils are progressing well (evidenced in books as teacher assessment data is less reliable at this time of year due to few objectives having been covered). Pupils who are not on track for average progress have been identified in Pupil Progress meetings and strategies put in place to support them.

February 2018
 Work scrutiny shows plenty evidence of CPA approach & Bar modelling. Evidence of varied representations / approaches to a specific concept thus leading to a more secure understanding of concepts before moving on.
 Teachers have embraced this change to the mastery approach.
 Planning shows that thinking and talking activities are included.
 Evidence of regular work on key number facts (x tables, no bonds)
 The first lesson study group are focusing on the role of talk in maths - leading to better reflection on and improvement in practice.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Staff INSET & gap task (use of concrete)	2 x PD sessions led by Maths leader. Introduction to mastery approach. Importance of use of concrete. Staff given gap task - followed up at next PD meeting.	05/09/17 to 16/12/17	JW	Medium
Completed	INSET (2 x twilights) & gap task - Bar Modelling	Led by Mark Hattersley - external maths consultant. Teachers and most TAs attended.	01/11/17 to 01/12/17	JW	Medium
Completed	Audit & purchase of new resources	Subject leader to audit to ensure that each class has sufficient equipment such as Diens, Numicon, counters etc to ensure learning is supported by concrete.	04/09/17 to 22/12/17	JW	Medium
Not Completed	Maths leader to attend 4 day Mastery Training	Led by White Rose Maths hub. Leader will disseminate training to all staff over the year.	01/09/17 to 31/08/18	JW	Medium
Completed	Maths leader training on leading Prof Devt	2 day course led by NCTEM with gap task.	01/09/17 to 31/08/18	Head	Medium
Completed	Y2 T observe demo mastery lesson in other school	Through White Rose. Teacher to use this to support own practice and disseminate to staff.	01/09/17 to 31/08/18	JW	Medium
Completed	Teachers follow White Rose Maths Planning	-	02/12/17 to 16/12/17	JW	Medium

Success Criteria

Description	Completed
Teachers have a secure understanding and subject knowledge of the mastery approach	No
All children have the opportunity to use concrete resources in their learning	No
Children use bar modelling where appropriate	No
'Talking and thinking' (justification/explanation) activities are planned into every maths lesson with contributions expected from all children (especially girls)	No
Same day interventions in maths take place at least 3 x per week in order to 'close the gaps' in understanding	No
As a result of the above, pupils (particularly girls / PP pupils) make good progress (pupils assessed as 'secure' previously remain 'secure' at the end of 2018, children below 'secure' begin to catch up)	No
Children are secure with key number facts for their age (no bonds, x tables) and make good progress to learn these (scores on class tests / recall speed improve)	No
Attainment at the end of KS2 is at least in line with average FFT predictions (72% expected, 19% Higher standard). School targets of 77% expected, 23% higher standard.	No
End Y6 Girls' / FSM attainment is at least in line in line with FFT average. Girls Expected FFT 76%, School target 80%. FSM Expected FFT 61%, School target 71%	No
The quality of teaching and learning in maths improves as a result of Lesson Study with a maths focus	No
Attainment in Year 2 is at least in line with national averages. School target 83% Expected, 31% Greater Depth (National 2017= 75%/ 21%)	No

Improve reading comprehension & word meanings

Status: In Progress

Responsible: EC

Priority: High

Monitor: Head

Team: Appraisal

Dates: 01/09/17 - 31/08/18

Description: This builds on the work started in 2016-17. Attainment on entry for reading remains low so rapid progress needs to be made through school in this area. Although attainment in reading at KS1 improved to be in line with national, some children who had been exceeding at EYFS did not remain working at the higher standard at the end Y2. Reading at KS2 was below national with several mid attaining children at KS1 not reaching the expected standard. Question level analysis shows weakest areas are 'Retrieve and record information'; 'Make inferences/explain and justify with evidence'; 'Identify /explain how meaning is enhanced through choice of words and phrases'.

Strategy: Embed phonic strategies to help pupils improve their fluency of reading
Specifically teach skills of skimming and scanning for key words to retrieve information
Regularly discuss and explain meanings of words (in the context of a text/spelling activities), use dictionaries to find meanings/thesaurus to find alternative words, display on word walls.
Whole class reading takes place to different extents in all classes and has a clear planned learning focus (taken from the NC PoS - inference, word meanings etc).
Reading taught mainly through guided reading in EYFS, KS1 and into Y3 .
Reading taught mainly through daily whole class reading in Y4-6.
Pupils have regular opportunities to justify/explain their answers with reference to the text.
Formative assessment (Target Tracker/ Rising Stars PIRA tests) is used to highlight strengths and gaps for individuals and whole class.

Monitoring \ Evaluation:

December 2017

Following 'New to Year ...' training, the Y2 and Y3/4 teachers have implemented strategies suggested on training. Y2 - strategy to improve reading fluency and a new phonic intervention 'No Nonsense Phonics'. Y3/4 teachers have put in place balance of guided and whole class reading and will make transition to whole class reading as appropriate for needs of class.

New to Year 1 TA has attended phonics training and is supporting pupils effectively in phonic sessions & when leading additional interventions.

English leader has shared 'VIPERS' resource with all teachers. This is being used to target questioning in guided and whole class reading sessions. Monitoring in KS2 shows that children are answering these questions both verbally and independently as written answers and are referring to the text for evidence. As a result children are developing the full range of reading skills.

All classes have 'Word walls' where new vocabulary taken from class texts is written, discussed and children are encouraged to use it. Meaning of new words are being taught using a range of strategies such as showing pictorial representations of the words, finding / saying the definition, using the word in a new sentence.

Books for whole class reading are providing high quality texts at an appropriate level of challenge (taken from Pie Corbett suggested reading list) and have been chosen to meet the interests of the pupils in the class. As a result children are engaged and enjoying their class text (as shown in monitoring incl through pupil discussions).

Work continues to engage pupils in reading for pleasure. Children in Reception visited York Explore Library to learn about the library, hear stories and receive their free book (for all YR pupils). A book fair was held over a week which was very popular and raised over £300 for us to spend on books for school. Displays and reading corners promote reading. Observations in EYFS/ Y1 show that children are choosing to go into the reading corner/share & read books in their independent learning time.

PIRA Test scores end Autumn 2017 show attainment at Y2 and Y6 is on track to be in line with National Averages at the expected and higher standard.

In Y6 78% pupils are working 'at expected or above expected standard' with 26% working 'above' (National av 2017 71/25%).

In Y2 77% are working 'at or above expected standard' with 23% working above (National av 2017 76/ 25%).

Across the other year groups, assessments show that most children are making good progress from their previous end of KS starting points. Children who are making less than expected progress have been identified, highlighted in Pupil Progress Meetings and strategies put in place to support catch-up. (see end Autumn analysis document)

February 2018

A visit from a poet to deliver poetry workshops has inspired children to develop a wider vocabulary and to enjoy reading poetry (with a high number purchasing her poetry books and reading her books in class).

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Analyse PiRA Tests to inform teaching	Complete PiRA tests in Y2-Y6 in 2nd half of each term. Analyse to identify specific areas of strength / weakness. Use analysis to inform future teaching	01/09/17 to 31/08/18	EC	Medium
Completed	Each class to have vocab working wall	To note new vocab and encourage pupils to use in their writing	01/09/17 to 31/08/18	EC	Medium
Completed	Introduce VIPERS reading question stems	Question stems based on Vocabulary, Infer, Predict, Explain, Retrieve, Sequence/Summarise	05/09/17 to 01/11/17	EC	Medium
Completed	New to year group teachers receive training	Year 2 and 2 x y3/4 teachers are new to this year group. Attend Pathfinder 'New to Year..' training to gain more information about expectations and strategies for reading in this year group.	01/09/17 to 31/08/18	Head	Medium
Completed	Training on Whole Class Reading in R/KS1 (SC,MC)	The teaching of reading in Yr/KS1 is a balance of shared texts and books (e.g. story time) where children are asked questions about the text and guided reading - children access texts at their stage of reading. Training focused on ensuring the whole class texts were at an appropriate challenge and introduced pupils to new vocabulary.	16/10/17 to 17/12/17	EC	Medium

Success Criteria

Description	Completed
Improved phonic knowledge leads to improved fluency (evidenced by Y1 phonic screening test/retest and internal phonic assessment scores)	No
Pupils have improved understanding of the meaning of words/ can use strategies to work out meaning from the text (evidenced through monitoring PIRA analysis/Target tracker)	No
Pupils can justify their answers with evidence from the text	No
A higher proportion of pupils of pupils are secure or above at the end of the current year than at the end of the previous year (aiming to close the gap with national average attainment for the relevant KS -81% EYFS, 76% KS1, 73% KS2)	No
Attainment at end KS2 is at least in line with national averages. School targets 77% Expected, 32% Higher standard (school targets set in line with FFT high)	No
Pupils show enthusiasm for and a love of reading and read widely for pleasure	No
Attainment at end Y2 is at least in line with national averages and above 2017 school outcomes. School targets 86% Expected, 31% Greater Depth (National 2017 765/25%)	No

Further improve outcomes in writing

Status: In Progress

Responsible: EC

Priority: Medium

Monitor: Head

Team: SLT

Dates: 01/09/17 - 31/08/18

Description: As a result of a whole school focus on improving writing over the last few years, attainment and progress in writing improved at the end of Key Stages. IN EYFS, writing outcomes are lower than other subjects. Talk for Writing was introduced in Spring last year and has impacted positively on confidence to write at length, vocabulary and grammar. The 2 Y3/4 teachers were not trained in Talk for Writing last year due to new staff/ maternity so they will receive training and implement it to enable to positive work to continue. Pupils also improved their skills of proof reading for errors in spelling and punctuation and making corrections. The next step is for pupils to improve their editing and redrafting skills (and have time to do this) to make improvements to other aspects of their writing such as grammar and vocabulary. Also see Spelling Target in this Plan

Strategy: To build on work begun on Talk for Writing last year from EYFS to Y5 using high quality texts.
Teach pupils skills of editing and redrafting (as well as continuing proof reading) through teacher modelling/shared writing on a class text and pupils having more opportunities to redraft own work. Time needs to be given to this rather than moving on to another piece of writing.

Monitoring \ Evaluation:

December 2017
Each class has completed at least one Talk for Writing Unit this term (as school policy), including the Y3/4 teachers following their training. Monitoring in Y3/4 by Literacy leader of writing shows that there are high expectations of the children in terms of grammar and vocabulary and they are engaged and motivated to write as a result of an interesting and age appropriate text/context. Progress evident through the Talk for Writing units in pupils' books.

February 2018
Evidence of basic proof reading and editing taking place - more developed in some classes more than others - further staff training planned to address this.
Evidence of self / peer assessment in some classes - now needs to be more consistent across school.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	New Y3/4 teachers attend Talk for Writing Training	Attend the full day training asap (that other staff attended last year) and implement Talk for Writing during the Autumn Term.	03/12/17 to 17/12/17	EC	Medium
Completed	Training in end Key Stage National Standards	Ht, Literacy lead, Y2 & Y6 teachers attended training to aid understanding of these standards.	20/02/18 to 06/03/18	Head	Medium

Success Criteria

Description	Completed
Pupils can proof-read work and check for errors in spelling and punctuation then make corrections	No
Pupils can assess their own and others' writing, suggesting improvements (and give reasons for their opinions- upper KS2)	No
Pupils can make improvements to vocabulary choices	No
Pupils can make improvements to grammar (as appropriate to their stage)	No
Attainment at end Key Stages continues to be above national averages. KS1 school targets Expected 76% Greater Depth 21% (National 2017 = 68/16%). Key Stage 2 targets 77% Expected, 18% Greater Depth (National 2017 76%/18%)	No

Embed spelling strategies

Status: In Progress

Responsible: Head

Priority: High

Monitor: Head

Team: Appraisal

Dates: 01/09/17 - 31/08/18

Description: 2016-17 introduced a new spelling scheme ' No Nonsense Spelling' and children self checking their work to identify and correct incorrect spellings, using dictionaries / word lists as appropriate. ACE dictionaries were also introduced particularly for SEN pupils. Good progress was made by the majority of children in identifying / correcting spellings. However, spelling remains a barrier to improved writing attainment. At KS2 spelling 46% pupils gained 20 marks vs 60% nationally.

Strategy: Continue to keep spelling a priority through:
 Weekly spelling lessons focusing on the spelling rules
 Giving children strategies for learning spellings
 Regular practice through the week and at home (in new planners) of target spellings
 Time to check and improve spellings in written work
 Teaching dictionary skills (including ACE dictionaries) and location of words on word mats/lists
 Strategies to support children with dyslexic tendencies (see separate target)

Monitoring \ Evaluation: February 2018
 Monitoring (lessons/ spelling logs/pupil discussion) shows evidence that children are developing a wider range of strategies to learn spellings.
 Evidence in books that children are proof reading and correcting spelling errors using dictionaries.
 Improvements in spelling seen in children's books over time.

Success Criteria

Description	Completed
Children know and can use a range of strategies to learn spellings	No
Improved accuracy of spelling of the common exception words relevant to their age/ stage of learning if SEN (as seen in their writing/class test scores)	No
Children can use word lists / dictionaries to check their spellings	No
Children know the spelling rules relevant to their age group/ stage of learning if SEN	No

Maximise progress of dyslexic pupils

Status: In Progress

Responsible: MC

Priority: High

Monitor: Head

Team: Appraisal

Dates: 01/09/17 - 31/08/18

Description: A number of children in school (esp KS2) have dyslexic tendencies of varying severity which is a major barrier to progress and in some cases, engagement in learning. One KS2 pupil has begun to attend a dyslexia ERP.

Strategy: Improve staff knowledge and understanding of general strategies to support pupils with dyslexia - staff training
Tailor support for individual pupils to meet their specific needs, (following dyslexia testing where appropriate).
Individual pupil targets to be specific and measurable on their ILP / MSP
Use the support available from the outreach team at the ERP

Monitoring \ Evaluation:

December 2017
Teaching staff (2 teachers & 1 TA) have spent a morning observing at the Dyslexia ERP in November. This has led to better continuity of provision/support for the individual pupil who is dual registered with the 2 settings. The staff noted strategies that can be used to support other dyslexic pupils in the class and are beginning to put those in place. Referrals have been made to have individual pupils tested and whole staff training booked in for January.

February 2018
Staff training had to be postponed.
Pupils with dyslexic tendencies have resource packs to support in class and additional support through the programme IDL and Clicker 6. This

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Y3/4 teachers/TA visit Dyslexia ERP	A pupil in Y3/4 class has begun to attend St Oswald's Dyslexia ERP each morning. There are a number of other pupils in this class with a range of dyslexic tendencies. Through this visit, teachers will gain strategies to better support the individual pupil and others in the class.	01/11/17 to 01/12/17	MC	Medium
Not Completed	Pupils to be tested for 'Dyslexia'	Teacher from ERP will test pupils as part of outreach work.	01/01/18 to 01/04/18	MC	Medium
Not Completed	Whole school INSET on dyslexia	To be delivered by outreach teacher from ERP	01/01/18 to 31/01/18	MC	Medium

Success Criteria

Description	Completed
Pupils with dyslexia are well supported in their learning and achieve success	No
Teachers use specific strategies to support dyslexic pupils	No
Classroom displays/resources support dyslexic pupils with their learning	No
Dyslexic pupils are engaged in learning, try their best and progress well towards their individual targets	No
The SENCO provides day to day support and advice about appropriate teaching and learning strategies	No
The SENCO evaluates support for dyslexic pupils and tracks progress	No

Improve support for pupils with ASC

Status: In Progress

Responsible: MC

Priority: Medium

Monitor: Head

Team: SLT

Dates: 01/09/17 - 31/08/18

Description: We have an increasing number of pupils in KS2 showing ASC (Autism Spectrum Condition) traits. This is a barrier to learning as some are finding it increasingly difficult to cope in the classroom situation and access learning with the rest of the class. This is a barrier to learning for them but also for other pupils in the class if individuals show disruptive behaviour. Parents are also concerned about behaviours at home. Only one pupil has a diagnosis of ASC, one pupil has 'Sensory Processing Disorder'. No pupil has EHC Plan. Several of these pupils have been referred to CAHMS but due to long waiting list, have not yet been assessed.

Strategy: Continue to refer to CAHMS where appropriate. As waiting list for diagnosis/ support takes a long time, we need to develop strategies for supporting pupils showing ASC traits in order to help them to access learning. SENCO to advise colleagues on possible strategies for individual pupils according to their specific needs, working closely with parents.

Monitoring \ Evaluation: December 2017
In Y3/4 and Y4/5 class there are a number of pupils showing ASC traits, some of which are finding it difficult to cope with school situations without high levels of support. SENCO has referred new pupils to CAHMS and chased up previous referrals (informed that assessments are taking at least a year). The SENCO and Y4/5 teacher have attended training on ASC and put new strategies into place for individual pupils / advised other members of staff. These include short tasks followed by reward time, wearing of ear defenders, individual workstations which allow pupil to know what is expected of them through visual timetables / task board/ tasks in tray. SENCO/ class teachers have worked closely with parents to work out individual pupils' changing needs/ behaviours. Sought support from well-being worker and behaviour support service. Some pupils have worked with the Children's Champion for pastoral support. As a result, many of these pupils are more settled and calm and accessing learning well more of the time. Parents of one pupil have commented that they have noticed a huge positive difference at home as well. It is a challenge to ensure that all pupils receive the individual support they need with the limited support staff in school.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	SENCO/other staff attend external ASC training	MC / EC 2 x ams CYC training MC - full day CYC training	12/09/17 to 30/11/17	MC	Medium
Not Completed	Whole school INSET led by SENCO	-	01/02/18 to 02/04/18	MC	Medium
Completed	Purchase 'workstations' for individual pupils	To allow pupils to carry out short tasks independently and have a clear overview of what is expected / routines	01/09/17 to 31/08/18	MC	Medium
Not Completed	Put in place individual support plans for pupils	-	01/09/17 to 31/08/18	MC	Medium

Success Criteria

Description	Completed
Pupils with ASC traits progress well	No
Pupils with ASC traits cope well in class / playtime situation and are happy in school	No
Behaviour does not disrupt learning of other pupils in class	No
Pupils with ASC traits are supported to be independent learners	No

Improve formative assessment

Status: In Progress

Responsible: Head

Priority: High

Monitor: Head

Team: Appraisal

Dates: 01/09/17 - 31/08/18

Description: Since the removal of levels, we have used a range of approaches for ongoing tracking of learning and progress (formative assessment), mostly 'Assertive Mentoring'. This has been paper based, carried out termly, and therefore difficult to gain a clear picture of strengths/weaknesses in learning for the whole class / individuals. The termly reading tests that we were using did not give sufficient information therefore we are introducing new tests.

Strategy: Assessment for learning is further developed to more accurately inform future teaching and learning across the curriculum. This will be supported through use of 'Target Tracker' enabling progress / level of understanding to be recorded electronically against the relevant objectives. This system will replace our current system 'O Track' for summative assessments too. The introduction of new PIRA termly reading tests (& PUMA Maths tests in some years) support teacher assessment as they will give standardised scores / age standardised scores, cover a range of text types in each assessment and enable teachers to carry out a more full analysis of the areas of strength/weakness for each child/ groups.

**Monitoring \
Evaluation:**

December 2017

Following 1 day INSET on use of Target Tracker (end Oct), teachers have begun to record ongoing assessments in the system of progress towards individual objectives for each pupil. Using this and other assessments (e.g. various tests) teachers have entered a summative assessment for the end of Autumn Term. This has been used to produce reports of progress and attainment through the school.

Use of PIRA and PUMA tests has highlighted test types that children are more/less confident with and areas of strength/ gaps for individuals. This will be used to inform next steps in planning.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Target Tracker INSET	Training for all teachers on how to record assessments and produce reports with additional follow up time to enter initial assessments/ become familiar with the system.	01/09/17 to 31/08/18	Head	Medium
Completed	Use PIRA standardised reading tests	Y2 - Y6 to carry out termly tests and use analysis tool to identify areas of strength/ weakness for the class. Y1 will carry out the tests in summer 2018	01/09/17 to 31/08/18	Head	Medium
Not Completed	Eng Sub Leader to analyse data termly	This will give an overview of areas of strength / weakness across school / classes in order to better focus training and support	01/09/17 to 31/08/18	EC	Medium
Not Completed	Maths lead to analyse Target Tracker data termly	-	01/09/17 to 31/08/18	Head	Medium
Not Completed	Use PUMA standardised maths tests	Y2 and Y6 carry out termly standardised tests to give independent assessment of maths skills. Other year groups carry out PUMA test at end of year (use a range of assessments in-year)	17/02/18 to 03/03/18	JW	Medium

Success Criteria

Description	Completed
Target Tracker is used to record progress/level of understanding of at least the Key Performance Indicators in Reading, Writing and Maths.	Yes
Begin to use Target Tracker used to record progress / level of understanding of the relevant objectives in Science and Computing (end of year)	No
More detailed assessment information is used to better plan next steps in teaching and learning	Yes
Teachers have a clearer overview of the learning and progress of each pupil (especially at transition points between classes)	Yes
Parents have a clearer overview of the learning and progress of their child (through end of year reports & observations)	No
Subject leaders have a clearer overview of strengths / weaknesses in their areas	No

Develop coaching skills to improve T&L

Status: In Progress

Responsible: Head

Priority: High

Monitor: Head

Team: Appraisal

Dates: 01/09/17 - 31/08/18

Description: One to one coaching and collaborative coaching through 'Lesson Study' will be used with the aim of improving staff performance.

Strategy: As time allows, SLT to provide one to one coaching to colleagues (at least 2 sessions for one staff member) to improve an aspect of their performance (confidential between coach/coachee)
Teachers take part in Lesson Study (Collaborative Coaching) with a SLT member as the lead in each group, to improve an aspect of teaching and learning. This to be documented and shared with SLT.

Monitoring \ Evaluation: December 2017
Members of the SLT (KB, EC, MC, JW) attended a full day training on Developing Staff Performance through coaching and had the opportunity to practice coaching skills. Plans have been made to introduce 'Lesson Study' and one to one coaching in the Spring Term. Since the training, these members of staff are using coaching style questions in their day to day support for colleagues which is enabling colleagues to find their own solutions and take ownership of these.

February 2018
Lesson study training has been given to teachers & well received. Lesson study groups have been identified & timetabled with a member of the SLT in each group. Group 1- Spring term, Group 2- Summer 1, Group 3 - Summer 2. Group 1 has completed one lesson study out the of the 3 - teacher who delivered the lesson reports that it has been very useful so far in identifying how certain pupils respond and progress through the lesson & it has helped to reflect on practice.

Due to financial restrictions it has not been possible to fund 1 to 1 coaching yet.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Coaching Training for SLT	October 2017 1 day coaching training via Carnegie for SLT	01/11/17 to 15/11/17	Head	Medium

Success Criteria

Description	Completed
Colleagues receiving one to one coaching report positive impact of the coaching on their teaching and learning	No
Teachers are better able to reflect on their practice	No
Teaching and learning improves across school	No

To develop healthy, active lifestyles

Status: In Progress

Responsible: Head

Priority: Medium

Monitor: Head

Team: SLT

Dates: 01/09/17 - 31/08/18

Description: Schools are receiving an increase in the PE and Sport Premium Grant - £16,000 & £10 per pupil.

Strategy: Use the PE funding in line with DfE guidance:
Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport you offer.
This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years. (<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>)

We will:

Introduce 'Daily Mile' at least x 3 per week (on non PE days)

Promote active travel to school

Increase support from York Sports Partnership to develop teacher's skills and knowledge

Increase participation in competitions by - providing transport if necessary/ involving more staff to share attendance at events.

Give children opportunities to try new sports and activities in 'Active Weeks' and other times.

Purchase new fixed equipment to improve physical activity at breaktimes.

**Monitoring **
Evaluation:

December 2017

Through introduction of Walking Wednesdays, the proportion of pupils travelling actively to school is between 65%-80% in KS1 and 90-95% in KS2 each week. The Golden lock is put on a chosen bike/scooter on a Wednesday, further promoting active travel.

In Autumn 2, a sports coach from York School Sports Network has worked in school for a full day, supporting teachers to develop confidence, skills and knowledge in areas chosen by them. This has provided valuable CPD. The coach has also supported pupils with techniques to improve their performance on the daily mile.

Several sports clubs have run after school this term: KS1 Multi sports, Y3/4 and Y5/6 Tag Rugby. These have been funded by the PE grant. Unfortunately participation at Tag Rugby Clubs was lower than we hoped. We will be consulting the pupils more on the clubs they would like for next term and targetting some clubs at upper KS2 girls who have lowest participation rates. A dance club has also run for Y1-3 pupils - the group took part in the Yorkshire Schools Dance Festival at York University on Saturday 18th November and performed brilliantly.

A KS2 and a KS1 team have taken part in indoor athletics competition. The KS1 team won their event and will progress to the final.

Year 1 and Year 2 have had a cricket taster session.

Y5/6 pupils have taken part in CYC Bikeability Training. Y3/4 pupils have taken part in CYC pedestrian training.

Erin Gray from Sustrans has led 'Get off Your Stabilisers' session for 15 KS1 pupils. Most of these pupils were able to ride without stabilisers by the end of the session.

February 2018

All children in Reception taken part in 4 sessions of balance bike training - making excellent progress with physical skills development.

24 pupils in Y1-3 taken part in scooter skills training.

Maths of the Day programme has been introduced - aiming for children to take part in 'active learning' in maths lessons. Home link to be sent home.

Following consultation with KS2 / girls, clubs have been tailored to their interests. As a result, a number of pupils who did not attend an active club in 2016-17 are now attending an 'active' club.

Each class has taken part in a yoga taster session to develop physical strength and flexibility.

Shakespeare Class have been supported by dance specialists - providing excellent CPD for the teacher.

The extension to the EYFS / Y1 outdoor area means there is now more space for children to be physically active in their learning.

Actions

Status	Title	Description	Dates	Responsible	Priority
Completed	Introduce daily mile at least x3 per week for all	From beginning Sept	01/09/17 to 31/08/18	Head	Medium
Completed	Implement Walking Wednesdays(active travel to sch)	Collect data each week on class active travel - promote in Celebration Assembly & best class win Sutrans Bear.	01/09/17 to 31/08/18	Head	Medium
Completed	Increase support from York Sports Partnership	Increase from 1/2 day for 3 x half terms to 1 day for 3 x half terms	01/09/17 to 31/08/18	Head	Medium
Not Completed	Hold 'Active Weeks' in Spring & Summer terms	Plan a range of activities that broaden children's experience - theme days etc.	01/09/17 to 31/08/18	Head	Medium

Success Criteria

Description	Completed
Improved engagement of all pupils in regular physical activity (at least 30 mins per day in school)	No
Raised profile of PE and Sport - which impacts on whole school improvement (e.g. resilience, motivation, readiness to learn)	No
Increased confidence, knowledge and skills of all staff teaching PE	No
Broader experience of a range of sports and activities offered to pupils	No
Increased participation in competitive sport	No
School report published in line with DfE guidance by April 2018	No

Improve self-evaluation by subject leaders

Status: In Progress

Responsible: Head

Priority: High

Monitor: Head

Team: Appraisal

Dates: 01/09/17 - 31/08/18

Description: In order to gain a clear understanding of the progress towards planned priorities and impact of actions, regular monitoring and evaluation activities need to take place.

Strategy: Maths/English/ SEN leaders carry out termly analysis of performance data using Target Tracker reports in order to identify performance of groups/ strengths & weaknesses across the subject.
Leaders to plan and request other 'measures' to support evaluation of priorities (e.g. ILPs, phonics scores, x tables test information, spelling test scores, work on a specific theme) if required.
The above is reported to the Headteacher at SLT meetings.
Core & RE/Computing subject leads carry out other monitoring activity termly - book scrutiny/work sample, learning walk, pupil discussion - written up and given to HT.
The above information feeds into planning future actions.

Monitoring \ Evaluation: December 2017
Core subject leaders & SENCO all now have regular leadership time. Maths leader has carried out pupil discussions, monitoring through staff discussion and audit of equipment. Given general feedback to staff on findings - positives and areas to improve.
English leader has carried out lesson observations in KS2.
SENCO has monitored interventions taking place through analysis of provision maps and individual pupil targets. Also followed up monitored day to day progress of individual SEN pupils following advice/support given to colleagues.
Other subject leaders to carry out formal monitoring in early January.

Success Criteria

Description	Completed
Leaders have a clear understanding of progress towards priorities and actions in their area and can talk about the 'impact' of their actions.	No
Leaders can use the information to plan future actions / support (whole staff or individual)	No
Teaching and learning improves as a result of well focused support	No

Improve personal development & welfare

Status: In Progress

Responsible: Head

Priority: Medium

Monitor: Head

Team: SLT

Dates: 01/09/17 - 31/08/18

Description: This builds on focused work begun last year to develop emotional literacy and give pupils strategies and tools to self-regulate and deal appropriately with a range of social situations. We need to develop a PSE programme of work to ensure pupils learn about a broad range of areas. Health education remains a key part of this work.

Strategy: Staff training on supporting pupils mental health (dissemination of therapeutic skills training from last year) to develop a greater understanding of shame, anger, loss, attachment and how these affect pupils.
All pupils have direct teaching about emotions/ positive mental health - strategies they can use (resources from wellbeing service / mindfulness strategies).
Continue to promote healthy eating through promotion of school meals / introduction of salad bar/ information to parents about healthy pack-ups.
Promote positive identities and prevent homophobic bullying through participation in Barnardo's Programme. Relate this to new report from Church of England 'All God's Children'.
Introduce PSCE scheme with links to other curriculum topics/ areas
Review behaviour and SRE policies

Monitoring \ Evaluation:

December 2017

A salad bar has been introduced in the dining room for children to help themselves to. This is very popular and most children are choosing at least one item, which they are then eating. This means that more children are eating fresh vegetables with their lunch. The Children's Champion continues to carry out specific work with children on areas such as self esteem, anger, loss and anxiety. Classes are beginning to trial mindfulness strategies which most children respond well to - giving them time to feel calm.

February 2018

2 x INSET sessions on Positive Identities / Gender identity. Staff better informed about issues that may affect children and young people around their gender & how to support them. Raised awareness of inclusive practices in school e.g. uniform policy / girls & boys groups. Further planning to take place to ensure that different relationships are presented in teaching materials / books & to challenge gender stereotypes.

Expertise of external agencies drawn upon to support children & their families that are experiencing mental health difficulties (Wellbeing worker/ Local Area Team/ Behaviour Support). Strategies in place to meet individual needs to support them to be more available to learn and to ensure learning is not disrupted for others.

Citizenship / British values promoted by Y6 work with North Yorkshire Police (Law and Justice Inspiring Minds programme)

Actions

Status	Title	Description	Dates	Responsible	Priority
Not Completed	INSET (Staff/Govs) -introduce Positive Identities	Led by facilitator from Barnardo's project	08/01/18 to 08/01/18	Head	Medium
Not Completed	INSET on supporting mental health	-	08/01/18 to 13/07/18	Head	Medium
Completed	Introduce salad bar in dining room	-	02/12/17 to 16/12/17	Head	Medium

Success Criteria

Description	Completed
Pupils have improved emotional literacy	No
Pupils can self regulate better	No
Staff understand areas affecting pupils' availability to learn and have strategies to support pupils appropriately	No
All pupils feel positive about their identity and discriminatory language is reduced.	No
School meal take up increases	No
PSHCE scheme is implemented	No
Behaviour policy is reviewed and understood by all - supports high expectations of behaviour	No

Improve attendance

Status: In Progress

Responsible: Head

Priority: Medium

Monitor: Head

Team: SLT

Dates: 01/09/17 - 31/08/18

Description: Levels of absence in 2016-17 were below the national average (School 4.6%, National 4%) although improved on the previous year (4.9%). Persistent absence (below 90%) has declined from 15-16 and is below the national average in 16-17 (School 7.6%, Nat 8.7%). Attendance of FSM pupils has been slightly below that of non FSM for at least 2 years and increased in 16-17 from 1.7% to 1.9%. As a result of action taken, almost all pupils with PA in 15-16 were no longer PA in 16-17.

Strategy: Continue to promote the importance of good attendance through newsletters and other communication e.g. class attendance focus at Celebration Assemblies attended by parents.
Continue to send individual letters when attendance drops below 90% - hold attendance panel meetings if no improvement in a half term.
Change start of day routine to decrease late arrivals.
Ensure that formal warning letters are sent if unauthorised absence has been taken (working towards fines)
Work with individual families if attendance is low (FEHA, Social Services involvement)

Monitoring \ Evaluation: December 2018
Absence for whole school is 3.2% which is below national averages.
Parents given summary sheet of child's attendance at Oct Parents Evening and indication of whether attendance was good/ average / low and highlighting number of school days missed.
Persistent Absentees: Attendance below 90% = 7.8% (below national) Attendance 90% or below: 10.3% (above national)
Gap FSM / non FSM absence is 1.2%. (below 2016-17)

February 2018 (upto 20.2.18)
Absence has increased to 4.7% which is above national average. This is due to a very high number of children having chicken pox and/or flu resulting in a week or more absence (see absence diary).
Persistent Absentees: Attendance below 90% = 9% (above national) Attendance 90% or below: 12% (above national) for reasons above.
Only 3 PAs from previous 2 years remain PA this year so far and attendance has improved for most of these.
Gap FSM / non FSM absence is 0.6% (below 2016-17 and Autumn '17)

In January a change to start of the day arrangements has led to a decrease in lates as the start of the day time is now highlighted more clearly as children line up. This has led to a more prompt start to lessons.

Success Criteria

Description	Completed
Levels of absence decrease further to close the gap with national average	No
Levels of persistent absence remains below national	No
Pupils are in school on time so learning starts promptly	No
The number of requests for holidays in term time decreases	No
Gap between attendance of FSM / non FSM pupils closes	No

Improve experience of other faiths and cultures

Status: In Progress

Responsible: Head

Priority: Medium

Monitor: Head

Team: SLT

Dates: 01/09/17 - 31/08/18

Description: New RE curriculum implemented over 2016-17 ensures that children learn about other faiths.
However, children do not currently have much 1st hand experience of other faiths and cultures e.g. visiting other places of worship, meeting people from other faiths to learn about their faith/ culture.

Strategy: Add to long term plan visits to places of worship to fit with curriculum planning e.g. York Mosque, other Christian churches.
Invite into school other people from other faiths to talk to children about their faith / cultures.

Monitoring \ Evaluation: February 2018
A class has taken part in a competition to design a tile for York Mosque.

A Living Islam Day is planned for 18th April - whole school assembly followed by workshops to allow children to learn more about Islam.

Visitors ran a 'Chinese workshop' in Shakespeare Class.
A pupil from China has visited school for 2 weeks and has shared information about their culture.
RE leader to have a pre-visit to York Mosque (26.2.18) in order to plan how a visit by children can support learning

Success Criteria

Description	Completed
1st hand experience gives children a better understanding of other faiths and cultures - leading to greater respect for difference	No
Visitors from other faiths / cultures visit school to talk about their faith / culture	No