

School Improvement Plan	School: Yenton Primary	Headteacher: M Cadwallader	Date: Oct 2014 Reviewed – June 2015
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School Improvement Focus	Key Issue/ Development Area	Progress/Strengths	Areas
Overall Effectiveness	SIP Introduction		Section 1
Areas for Whole School Development	1. Improve standards in mathematics by continuing to raise % of children achieving high levels 2b+ and 4b+	Reception - 70 % of children reach expected level in mathematics early learning goal and 15% exceeding. Y2 - 85% attain L2B+ by the end of Year 2. 25% attain L3 Y6 – 57% L4B+ Number bonds and timestable interventions hugely successful across school Comment – Rec & y2 show good attainment and progress. Y6 disappointing and action already taken for 2015-16	Section 2
	2. Improve some aspects of teaching and learning especially in using assessments in setting challenging expectations and raising progress for all groups	Monitoring reflects children on task, books up to date and reflecting all maths requirements (old and new curriculums). All teachers following school policies and children on task and making progress in lessons. Lots of opportunities for children to move on in lessons and to apply skills. Vast majority of books monitored (100%) and lessons observed (93%) indicated children being challenged and moved on – verified by external maths review – 2 nd July 2015	
	3. Improve and enhance the impact of all leadership throughout the school to improve progress	-Govs moderated support staff performance and verified teacher awards in 8/10/14 meeting -induction program organised and ran by CP in autumn 1, spring 1 and summer terms. Program mapped for 2015-16 - Rolling leadership time, enabled all staff to develop their focus areas - - SLT observed and book trawled throughout year –see minutes -SENCO on courses and implemented new code successfully. Govs presented to. New policy introduced on 15/4/15 - 2 new staff mentors trained -1 SLT acquired MAST and NPQSL. Another member of SLT appointed as external LA moderator -Govs have met children through visits on 21/4/15 in School. Staff to be restructured and new leaders created, including additional DHT in Sept 2015. New phase leader in Oct 15.	
Review of progress in Previous inspection Key Issues	4. Teaching is not yet outstanding, so pupils make progress which is good rather than outstanding.	Paired teacher program implemented across all school. -25% lessons graded 1 in observation 2014-15. -Books borrowed by External provider and taken to London to showcase marking and standards in Feb 15. Sandwell LA HTs and Solihull schools visit to see good practice in April and June 2015	Section3
	5. Sometimes, more-able pupils are not given sufficiently challenging tasks which they can work on and organise for themselves.	80% lessons regularly move children on quickly – paired teaching program tackle this and the new T&L Team. New scheme of work handed out (January 2015) and is being used within all year groups. Planning reflects new curriculum standards and lots of opportunities for problem solving and application – also reflected in children’s books. Staff meetings supporting staff to challenge Any issues raised have been fed back to teachers and additional support given if required. Comment – overall pleasing progress – still work to do with change of curriculum by Government	
	6. In some lessons, teachers do not check pupils’ progress regularly enough to know when pupils are ready to move on to work on their own.	Planning effective and challenges included. AFL marking v good as verified by external reviews on visits- October, March and June. Progress targets met although not consistent in all Maths in ks2 yet. Interventions in place and pupil progress meetings held to discuss issues. Comment – this continues to improve, as seen by evidence in books and books being shown elsewhere as good practice.	
	7. Sometimes, when teachers are teaching the whole class, their teaching assistants are not used effectively to support pupils’ learning.	90% of lesson observations proformas completed by staff identify effective use of TA in lesson. 10% (1 lesson) identified an improvement for the use of the TA within the lesson. Completed Autumn and Spring terms.	

Achievement

Additional Focus Areas

8. Improve standards in reading, writing and mathematics by continuing to raise % of children achieving high levels 2b+ and 4b+ (overlaps with target 1), including FSM

9. Raise amount of children exceeding nationally expected progress to be in line with National figures, especially in KS1 reading

Section 4

Reading

Progress and attainment in years 2 and 6 on target. In year 6 36% assessments achieved a level 5 and 87% achieved L4b+. In year 2 36% achieved L3 and 82% achieved L2B+.

L2C	91%
2B	82%
2A	59%
3	36%

Progress across school good however with new assessment system from Sept 2015, transition plans in place and targets being set in line with these.

New Library books and comic lending scheme introduced. Library co coordinator monitored 45% rise in number of times books now being changed by children and pupil interviews confirm renewed interest in library resources and better text choices.

FSM reading 1:1 intervention with TS from year R to year 3 has shown an increase in attainment and pace of progress in 95% of the target children. None have regressed and teachers and children have commented upon the positive impact of this intervention.

WRITING

Progress and attainment in years 2 and 6 on target.

In year 6 25% TA achieved a level 5 and 75% achieved L4b+

In year 2 29% achieved L3 and 75% achieved L2B+.

L2C	89%
2B	78%
2A	49%
3	29%

Evidence observed and noted.

Progress across school good however with new assessment system from Sept 2015, transition plans in place and targets being set in line with these.

SUMMER 2 Year 6 overall English = 88% L4+

MATHS

Progress and attainment in years 2 and 6 seem to be on target. Maths tests in y6 very difficult this year in SATS.

In year 2 30% achieved L3 and 77% achieved L2B+.

L2C+	93%
2B+	77%
2A+	57%
3	30%

		<p>Intervention group has made good mental maths progress in 1:1. TS also received one session to look at a range of resources to support the teaching of mental maths.</p> <p>Mental maths – children have made good progress in mental maths - an analysis has been carried out throughout the year to track progress. MOST children/year groups are meeting their targets.</p> <p>. Lots of opportunities for teachers to work together and support the teaching of the new curriculum in particular with problem solving and application. Application is evident at least three times in the children’s books. This is also reflected on the planning in all year groups. Staff meetings, 17.09.14, 8.10.14, 14.01.15, 22.4.15, 6.05.15</p> <p>Pupil questionnaire analysis reflects a raise in children’s attitudes towards maths. Last academic year, maths came 8th when choosing subjects they like. This year, maths has moved up into 3rd favourite subject.</p> <p>Teachers have received two staff meetings to develop their knowledge of mathematics. (September 2014 and November 2015). Evidence has shown mathematics is now occasionally used within lessons and Years 2 – 6 are given the opportunity to use mathematics during lunchtime. An analysis of the mathematics data reflects the usage from September to June 2015 has risen and many children have received weekly mathematics awards. (total logins= 8,081 and 2,007,380 points scored).</p> <p>Throughout the year to encourage this, we have also celebrated achievements in awards assembly. The school website has also been updated – September 2014.</p> <p>Book trawls have been carried out monitoring the use of the new calculation policy. All teachers display the calculation policy on their maths display (in the classrooms). Books reflect progress in the use of the different stages within addition, subtraction, multiplication and division.</p> <p>Maths tuition/intervention has been carried out Thursday afternoons for Year 6 children. An overview of this has been carried out by the Year 6 teachers to reflect the impact the tuition has had on each child. The tuition has raised standards and confidence in the children’s learning.</p>	
Teaching and Learning	Targets 2, 4, 5, 6 and 7	See above	Section 5
Behaviour and Safety	10 Reduce PA to 6% and lateness to 40 per week.	<p>Attendance in 2014-15 was 95.1% with 3 sickness and chicken pox bugs reducing school to below 80% attendance in some weeks. Persistent absence has fallen below 5%.</p> <p>Attendance panel meetings have been held and the targeted children’s/families attendance has improved. Awards are working well and the introduction of a termly film club award has been encouraging.</p> <p>New attendance policy in place and this takes into account the rise in target attendance and PA to under 90%.</p> <p>The number of late children fluctuates although there have been periods of improvement. These are difficult to maintain. Attendance and late panels have been held with the Police and Governors.</p> <p>Lates do vary with 9% children travelling more than the recommended 5 km but the number of individuals regularly late has fallen significantly.</p>	Section 6
Leadership and Management	11. Develop the monitoring of the Governing body within the school in order to understand all stakeholder views.	<p>- Questionnaires run by school Feb 2015 in parent evening. 95% positive feedback – see website</p> <p>-Curriculum committee book trawl 17/6/15</p> <p>Governor visit sheets:</p> <p>VP – 16/5/14 13/3/15 29/1/15 4/12/14 15/10/14 & 21/4/15</p> <p>MW – 16/5/14 6/10/14 8/10/14 20/3/15 1/5/15</p> <p>EJ – 12/3/15 JB- 13/11/14 SS – 16/5/14 8/10/14</p> <p>New safeguarding governor appointed for even more diligence.</p> <p>Governing Body reconstituted in June 2015.</p>	Section 7

	12. To have new broad, balanced and British Curriculum embedded and consistent accurate assessment system	New curriculum in place and transition meetings/coverage overlap checks completed-although this will continue to develop. All maps and LTP on web site and SMSC/PATHS overview present. Curriculum assessment system in foundation subjects to be trialled.	
	See target 3	See above	
Early Years	12 To develop the Outdoor Learning Areas to continue to raise standards educationally, behaviourally and socially.	<p><u>PSED</u> - O/E Sept 2014 - 41% expected level June 2015 - 88% expected level (88% 2013/14)</p> <p><u>UW</u> O/E Sept 2014 – 14% expected level June 2015 – 88% expected level (84% 2013/14)</p> <p><u>W</u> O/E Sept 2014 – 15% expected level June 2015 – 67% expected level (65% 2013/14)</p> <p><u>N</u> O/E Sept 2014 – 17% expected level June 2015 – 78% expected level (69% 2013/14) Comment – well met.</p>	Section 8