Courthouse Green

Improvement Plan 2018 - 2019

COURTHOUSE GREEN PRIMARY SCHOOL
'Doing our best to be our best'

The school will continue to prioritise the areas for improvement identified by the Ofsted Inspection June 2013

Increase the proportion of outstanding teaching and so further raise achievement by ensuring all teachers;

- plan lessons that consistently match the abilities of all pupils, especially the more able
- give pupils enough time to work independently during lessons by keeping introductions short
- improve the reading skills of the more-able pupils in understanding the messages implied by authors in the books the pupils read and to improve their understanding of the story and reach the higher levels of achievement
- are given opportunities to observe the outstanding teaching already present in the school to improve their own practice more rapidly.

School Vision:

Every child in our school will receive the very best of learning opportunities to enable them to achieve academic excellence and personal growth

School Mission:

*Provide learning experiences that enable our children to b*e curious about theirs and the world beyond*, to *create lasting memories for them to treasure as a result of* rich, real life experiences, to enable them to emotionally connect with their learning, being aware of the importance of learning and experience and value the arts in their lives, achieving highly, becoming confident in their own ability and to try their best and be keen to aspire.

Core Values:

Because we want the best for each and every child we expect everyone in school to:

- *Act with kindness,*
- *Work with pride*
- *Be resilient*
- *Collaborate together*
- *Strive to improve*
- *Take responsibility*

The aim of this plan:

The School Improvement Plan is a live document, constantly monitored against and reviewed. Impact of actions taken are reported to governors in the Headteacher's report each term. As a result of whole school evaluation of progress, these are the targets for the forthcoming year.

To work together with the whole school community in order that the outcomes for our pupils are the very highest that they can be. We expect all our pupils to make good progress in order to increase the % working at Age Related Expectation (to be iat least in line with end of KS National outcomes) by July 2019. The school Improvement Plan sets out our strategy for improvement, this plan was developed through discussion and consultation with staff and governors and is informed by our rigorous process of self and external evaluation and driven through school based CPD.

School Improvement Targets 2018 – 2019
Priority A - Disadvantaged children make substantial and sustained progress in Reading Writing and Maths to increase the combined %.
Priority B - Equip learners with behaviour and attitudes necessary for success.
Priority C - Ensure that all leaders are effective in their specific roles to enable others to increase % at Age Expected in July 2019, diminishing the difference with national in Reading, Writing and Maths and all pupils make good (3 steps a year) progress.
Priority D - Improve the teaching of writing to increase % of pupils meeting the expected and higher standards so that they are at least in line with national by the end of KS1 and KS2

Programme of CPD

Staff Training	Observation of Best Practice	Sharing of Best Practice	Collaborative
Equivalent of ½ day of writing enhancement Use of Action research groups development of Marking and feedback Metacognition to develop learning strategies Dialogic Talk and questioning Use of assessment to track progress Moderation of writing, Maths and Reading Modelling best practice Accelerating progress in a lesson	All staff have the opportunity to visit and observe best practice once per half term in Writing and Maths	Book evaluations each half term across school, weekly with YGL, fortnightly with SLT	Sharing of practice across the network Feedback on own practice and review of impact Working in action research teams to develop practice

RAG evaluations to take place on a termly basis with the Governing Body against the identified milestones. Plan approved Sept 18

Green = good progress   Amber = satisfactory progress   Red = Inadequate progress

Priority A								
Disadvantaged children make substantial and sustained progress.								

A1. Leadership and Management	Success Criteria	Resources/ Actions	Who	Milestone	RAG Evaluation		
					Aut	Spr	Sum
Use of best practice and research to create new Disadvantaged Pupils (DP) strategy, policy and practice which will underpin use of funding, curriculum planning, working with parents and intervention targeting all abilities of DP.	• All staff apply strategy resulting in significantly increased% of DP working at AE standards across all KS. • PP Funding used effectively to increase the % DP working at AE. • Increase the % at GD to meet individual class targets. • Progress of DP is greater than the expected 1 step per term. • Attainment gap for DP is broadly in line with national averages and closing the gap with non DP. • DP demonstrate the core values in the classroom and wider school life. • Children are able to clearly articulate what they are learning and how they best learn. • Books show children using feedback to improve future work. • DP children make sustained progress in every lesson as a result of highly effective T	• INSET share strategy ½ day • Pupil progress meetings half termly • CPD time throughout year to implement strategy 6 x 1hr • £290,000 DP funding	SM	50%+ of DP at AE standard Dec 18 60%+ of DP at AE standard Easter 19 70%+ of DP at AE standard July 19 Year group and class teachers meet termly targets for DP progress and attainment. DP attendance closing gap on non DP. Targeted families attend parents events			
All leaders ensure improvement action plans and Raising Attainment Plans have sharp, measurable targets which track against the progress made by DP versus that of other pupils, measured half termly.			SLT YGL				
Set targets at the start of the year with each class teacher and year group leader for 70+% pupils at AE in Reading, Writing and Maths against KS1 or EYFS outcomes for all DP and all pupils.			HT				
PM objectives identify specific pupil progress target for each teacher and leader in order to increase % of DP at AE in July 19			HT				
Quintupilation is used to identify DP who are underachieving including those who should be working at greater depth.			SLT				
At pupil progress meetings and using wider knowledge of the children barriers to learning are quickly identified and plans implemented to overcome them.			SLT				
Half termly monitoring and tracking of data, funding is targeted so that DP make substantial and sustained progress.			SLT YGL				
Half termly monitoring of progress by all leaders ensures all strategies are consistently implemented by all staff.			SLT				
Half termly targeted events and strategies are used to engage parents of DP resulting in sustained home support to accelerate progress.			SLT YGL				
A2 Teaching and Learning							
All classrooms reflect the core values of the school and have a positive and aspirational climate for learning.			YGL				
CPD on metacognition to develop pedagogy resulting in improved children's confidence in themselves as learners and			SLT				

						RAG Evaluation		
their intrinsic motivation.	and L strategies.							
Metacognitive practices are fully embedded into daily classroom practice.				SLT				
Use CPD action research to develop T and L strategies to accelerate progress for DP.				LR				
All staff use core value vocabulary to deliver highly effective feedback.				YGL				
Incisive feedback is targeted to DP pupils to accelerate and motivate DP learners.				LR				
Targeted questioning is used effectively in lessons to deepen understanding and promote critical thinking.				YGL				
Precise intervention is planned to keep children up and not let them fall behind in their learning due to barriers at home.				SLT				
Teachers monitor the progress of DP through the daily assessment for learning and weekly review of books in PPA.				YGL				

Priority B
Equip learners with behaviour and attitudes necessary for success

B1. Leadership and Management	Success Criteria	Resources/ Actions	Who	Milestone	RAG Evaluation		
					Aut	Spr	Sum
All staff, parents and children know and understand the core values through: Induction days Parents meetings Assemblies and rewards Newsletters, website and blogs Learning environments	Children are able to articulate and demonstrate the core values at all times. Core values are visible in all lessons and un-structured times. Children reflect on core values as part of the learning process. Following interventions, children are able to demonstrate the core values.	5 x Induction days to promote values (start of each term) Common approach to parent's meetings to develop consistent language	SM	All books demonstrate good level of presentation throughout. Reduction in L3 and L4 incidents from 2017-18 Reduction in the number of chn receiving FTE			
All staff will embed core values through a shared language.			SLT				
Monitor the impact of core values through: Termly Lesson observations – climate for learning Half termly Pupil voice and book looks			SLT YGL				

Half termly Learning walks inside and outside classrooms	Feedback reflects core values. Children can reflect on the core values they have demonstrated and need to improve on.	Collaboration with outside agencies to support mentoring programme	Class T Gov SLT YGL	Reduction in the number of children repeatedly attending detentions.		
All curriculum planning and school practice references and teaches Core Values so that they are embedded in all that we do.			SLT	100% classrooms demonstrate at all times Outstanding B4L		
Implement a targeted mentoring programme for identified children e.g. Bright Sparks, 1:1 mentoring, interventions	Learning environments will reflect core values and the children's successes.	Training for mentors (children) that enables them to support each other	SLT			
All monitoring focus on the core values.			SLT			
B2. Teaching and Learning	Children can reflect on behaviours referencing core values.					
Medium term planning will show how the values are taught, where they link to our curriculum and how children will demonstrate their understanding of them.		Staff able to facilitate circle time and mentoring in detention	All			
Staff use language of core values in specific feedback and marking to promote learning qualities and aspiration.	Children are able to give peer feedback on how to improve and self regulate against the core values.		All			
Teachers plan weekly opportunities for children to reflect on the core values and use these to set personal targets for improvement						
B3. Personal development behaviour and welfare	Weekly YGL monitoring incorporates environments, pupil conversations and books		JT			
All behaviour is reflected upon using the core values to ensure that children are able to identify how to improve and self regulate their behaviour effectively.			JT			
Provide Children with roles and responsibilities to mentor other children to drive improvement and aspiration.			KH			
Through extra curricular activities and wider school responsibilities, opportunities are given for targeted children to promote ambition and aspiration.			KH			
LM create a Mentoring Strategy to support children aspiration and wish to achieve academically and personally.						

Priority C Leadership and Management

Ensure that all leaders are effective in their specific roles to enable others to increase % at Age Expected in July 2019, diminishing the difference with national in Reading, Writing and Maths and all pupils make good (3 steps a year) progress.

	Success Criteria	Resources/Actions	Who	Milestone	RAG Evaluation		
					Aut	Spr	Sum
All leaders embed across their teams the school's core values to raise expectations and ambition amongst all.	Core Values consistently followed by all.	INSET x 2 days	SM	Year Group and class teachers meet termly targets for 70+% AE in Reading, Writing and Maths.			
Leaders have effective job plans to hold their teams to account to deliver sustained and substantial improvement across school.	All feedback is specific and improves outcomes.	CPD linked to SIP priorities and progress reviewed termly by Gov	SM				
Use Quintupilation and prior attainment to set end of year targets to work collaboratively with other leaders in order to remove barriers to learning ensuring that all pupils make at least good progress and we increase the % at AE standard directing intervention as appropriate.	Increase the % of pupils at AE standard by July 2019 to at least 70% overall across yr gp		SLT	100% classrooms demonstrate at all times Outstanding B4L			
Half termly tracking of outcomes ensures increased combined % AE in July 2019 for all cohorts.	Progress of underachieving PP, SEND, Low attaining pupils increases due to targeted intervention.	Paired book evaluations to ensure all senior leaders promote schools high expectations	SLT	Reduction in the number of children repeatedly attending detentions.			
Fortnightly book looks by Year Group Leaders with teachers (supported by SLT) to ensure consistency of expectation and outcomes across the year group.							
Half termly tracking of Pupil Premium (PP) and Underachieving Pupils (UP) ensures diminished difference between their outcomes and all pupils working at AE in July 2019 for all cohorts.	Case studies, attendance levels, behaviour logs show impact of interventions and core values to remove barriers to learning	£1,000 School Improvement leaders collaborate in Network	SM				
PM objectives identify specific pupil progress target for each teacher and leader in order to increase % at AE in July 2019							
Weekly meetings with all leaders to review progress against targets in job plans and to evaluate impact alongside data outcomes and work in books	Distributed leadership improves consistency of standards in books.	Solution Focused CPD	SM				
SLT and governor monthly monitoring evaluates progress against milestones and hold others to account in order to achieve the end of year targets, creating programmes of intervention in order to achieve the end of year targets.	All leaders can accurately identify where practice and provision needs to improve and	£1,600 '360 Review' to	SM				

			Who			
Senior Leaders review planning and ensure that resources and activities enable the learning objective to be achieved and ensure adequate reading , writing and reasoning skills are practised across curriculum. [SM – Y6, LR – Y5, RM - Y4,Y3, JS - Y2, JT- Y1EY]	this is quickly addressed. All leaders model challenge and ambition at all times and work in books and data outcomes attain at least 70+% AE	challenge expectations of all leaders	SLT			
Leaders empower all staff to be innovative and to share best practice and SLT support and challenge middle leaders to improve outcomes for all.		Staff Meet: - Share of SIP - PP Meet half termly - Moderation - Use of IT - metacog	SM			
SLT to support Lucy Meehan to produce a spelling strategy that impacts on writing outcomes for all pupils.	Leaders are confident in effectively driving improvement and holding others to account through the use of solution focused language.					
Staff ensure that reading at home is expected in order to ensure substantial and sustained progress for all pupils.						
Provide personal development opportunities for all leaders and of all staff to ensure their effectiveness in their role resulting in a confidence and passion to innovate.	All available time is maximised to ensure pupils make progress.					

Priority D

Improve the teaching of writing to increase **% of pupils** meeting the expected and higher standards so that they are at least in line with national by the end of KS1 and KS2

	Success Criteria	Resources/ Actions	Who	Milestone	RAG Evaluation		
					Aut	Spr	Sum
D1. Leadership and Management							
To create and embed a whole school approach to the teaching of writing that incorporates and enhances the sentence structure, spelling, handwriting and composition.	70%+ of pupils working at AE standard in writing closing the attainment gap for children who are underachieving.	- Monitor planning to ensure full coverage of grammar, sentence structure and s&l curriculum is part of the writing process	Led by RM	50%+ of pupils at AE standard Dec 18 60%+ of pupils at AE standard Easter 19			
Ensure in all medium term and weekly writing plans there is opportunity to promote and enhance conversation through the use of the speaking and listening guidelines and talk opportunities to develop and enhance vocabulary through the use of challenging texts.	Independent daily writing across the curriculum will allow the independent application of GP&S skills reflecting prior learning and year group expectations for sentence level, spelling, punctuation and composition.		YGL SLT				
CPD ensures all staff have appropriate subject knowledge regarding the progression of skills relating to the writing process and a secure knowledge of their year group expected standard.				70%+ of pupils at AE standard July 19			
Staff are secure in the accurate modelling of skills to develop pupils independence in writing		- Enhanced Subject knowledge CPD in grammar	SLT				
Maximise opportunities for writing across the curriculum to provide exciting learning experiences for pupils and purposes to write	Pupils are able to communicate		SLT				

In EYFS daily opportunities will be provided for all pupils to independently apply their writing skills.	their learning, using subject specific vocabulary, demonstrating a deep understanding of their next steps through the use of explicit feedback and writing targets in books.	- Use of DCPRo to identify PP pupils and underachieving pupils, identify pupils who need to make accelerated progress	SLT			
Use of assessment and ongoing tracking to identify gaps / misconceptions and to target intervention to accelerate progress.			JT			
D2. Teaching and Learning			JS			
Quality first teaching and CPD and the opportunity to observe best practice to ensure that it is impacting on learning: - clear learning sequence which reflects the yr gp expectations - use of talk, questioning and drafting to assess pupil's - surety of subject knowledge and year group expectations to redirect the learning to accelerate progress - use of successful interventions strategies to accelerate progress for those pupil's who are lagging behind	Intervention and writing conferences enable pupils to quickly catch up to write at AE standards. Pupils understanding of the different sentence types enables them to effectively structure their writing independently	- Specific spelling interventions used to enable pupils to catch up - ½ termly monitoring by GB and external team supported by SLT book evaluation - IRIS used to review practice and to share best practice	LR CPS			
Feedback and marking enables pupils to gain clarity in their learning and independent application of writing skills including editing.						
Assessment throughout the lesson identifies underachieving pupils and prompt intervention enables them to catch up.						
Assessment moderation ensure that all staff are secure in the accurate moderation and assessment of Greater Depth writing in order to inform planning and teaching.	Most pupils spelling is accurate against year group expectations Consistent and accurate letter formation in EY and KS1 and joined handwriting in KS2		JS			
Teachers use performance opportunities to assess children's learning and plan their next steps including skills of oracy.			JS			
Writing targets provide all pupils with clear understanding of their next steps in learning and accelerate progress.		**1 x INSET**	JS			
Spelling strategies are consistently taught across school developing independence and progression of skills - Pupils progress in spelling is tracked ½ termly against year group expectations		**6 x 1hr staff meet** **6 x ½ day Gov**	SLT			
Letter formation and handwriting is consistently taught across school.						
D3. Personal development behaviour and welfare		**£1,000 network**	YGL			
Year group non negotiables ensure all writing reflect the year group expectations and promote clarity of learning and independence.						

All follow the Courthouse Green Standards for Excellence in terms of: - behaviours for learning						
- presentation of work			LM			
- clarity of teaching and feedback and marking			RM			
- use of learning time			YGL			
- tracking of progress against year group expectations			YGL			