



Gargrave Church of England (VC) Primary School

SCHOOL IMPROVEMENT PLAN

SEPTEMBER 2017– JULY 2018

As agreed by the Governing Body and staff

Gargrave Church of England (VC) Primary School
Every Child Counts: Every Child Contributes

- We will ensure that every individual's learning will be challenging and enjoyable.
- We will deliver the highest quality teaching and learning
- Staff, pupils and parents will collaborate to maximise individual learning
- We will provide an environment and curriculum which are conducive to healthy minds and bodies.
- We will be a respected part of the community where every child counts and every child contributes.
- We actively encourage and promote British Values.
- Our Christian ethos will encourage and challenge the social, moral, spiritual and cultural development of all individuals within this local and global context.

Reviews in schools using pupil, staff, parents, Ofsted and governors in 2017 have formed the opinion that these are our priorities.

1. Writing: Improve the teaching, learning and assessment of writing, especially in key stage 2
2. Reading: Improve the teaching, learning and assessment of reading, especially in kS2
3. Maths: Improve the teaching, learning and assessment of maths, especially the most able
4. Leadership: Improve the effectiveness of leadership and management
5. Distinctively Christian, understanding of spirituality, Christianity as a diverse world religion, aims of worship

Additional plans such as safeguarding action plan, subject specific- PE, EYFS action plan...

- **PRIORITY: 1.** Writing: Improve the teaching, learning and assessment of writing, especially in key stage. **Improve** spelling in KS1 and KS2, cursive handwriting in EYFS. Assessment information is used consistently well- provides challenge, expectations of presentation are consistently high,

EVIDENCE BASE: pupils and staff say that spelling is a barrier to their writing. Pupils: boys aren't proud of their writing- want to improve handwriting and improve motivation to write. GARGRAVE 27 pupils below ARE- majority boys. Progress negative 2017.

EXPECTED OUTCOMES- AIMS: Progress measure >0 (ASP). Gargrave 14 pupils now ARE who were below.

| | Start- sept 17- | Dec 17 | Feb 18 | April 18 | July 18- FFT 50 |
|------|-----------------|--------|--------------------|--------------------|--------------------|
| Y6 | 11/20 | 13/20 | 14/20 11/18 | 15/20 11/18 | 16/20 FFT 50 14/18 |
| Y2 | 8/13 | 9/13 | 10/13 8/12 | 12/13 7/11 | 11/13 9/11 |
| EYFs | 9/18 at typical | 10/18 | 11/18 | 12/18 14/17 | 13/18 at typical |

Pupils score higher on year 6 spelling test, all KS1 and KS2 pupils have a structured spelling programme.

At least 50% (14 pupils) attain ARE (of those currently below) and rest maintain or improve their position.

What will we see in books? Joined handwriting in all books. Boys presentation is as good as the girls. Pupils are correcting spelling. No nonsense Spelling is in specific spelling books. Evidence of pupils correcting spellings and improving on high frequency words. Pupils write every day. Writing across foundation subject is consistent. Writing responding to the feedback as part of drafting. Quality finished product. Pupils who are working at greater depth have consistent quality work aligned to the standards portfolio. Pupils write the quantity expected for their age-group.

What will children tell us? Pupils are motivated to write for real purposes. Boys believe they can write and show what they have learned and improved. Pupils can say what they need to practise next. Pupils know what the expected standard of writing looks like.

| WHO WHEN | COST | PLAN Mid-year milestone | DO Actions | REVIEW Mid-year impact |
|-------------------------|---------|--|---|---|
| Miss Hesleden dec 17 | ½ day | | Subject lead modifies plan in light of reports | Action Plan updated to in-cooperate the outcomes from the reports |
| Miss Hesleden Sept 2017 | ½ day | Writing action plan in use and annotated. | Subject lead provides targets for the pupils for the end of year using FFT 50 Subject lead shares should and must list | Action plan used and monitored by ESL. |
| Miss Hesleden Dec 2017 | 1 day | Gargrave- should and must list reviewed – evidence of pupils who have diminished the difference. | Lessons are planned to ensure that the focus pupils receive consistent and motivating curriculum in every class Pupil progress meetings using target tracker information, wrt FFT 50 targets | Should and Must lists created and shared with all staff. Pupil progress meetings also have a focus on these children. |
| Miss Hesleden Oct 2017 | 1/2 day | Y6, EYFS, Y2 evidence collated All other years evidence moderated across the | Key criteria are in pupil books Agreed standards for greater depth are in pupil books Pupils use the expectations in their lessons to review writing. | Pupils books have ARE clearly visible at the back. At the front displays of CEW and presentation guidelines. |

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| | | schools | | |
| Miss Hesleden | ½ day x 2 | Number of pupils at greater depth across KS2 year groups increases | Greater depth portfolio and new exemplification materials used to confirm judgments, | Y5 now have some GD writers. Staff meeting to discuss GD and share work. |
| Miss Hesleden Feb 2018 | ½ day x 2 | Planning and target tracker are synchronised to inform next steps | Target tracker statements are used to inform formative assessments and following lesson | New OneDrive planning allows planning to be checked easily (see monitoring). |
| Miss Hesleden Dec 2017 | ½ day | Cross school moderation of writing Cross school learning walks | Books adhere to presentation policy- ensure presentation is high profile. Displays of writer of the week Progression in writing includes greater depth Consistent handwriting from all pupils and staff | Writer of the week competition ran for Autumn term. Work displayed in the hall and on the school website. |
| Miss Hesleden Jan 2018 | 1 day | Spelling policy in place for both schools | Use of no nonsense spelling across school. Spelling review in particular impact of resources, make adjustments to ensure consistency | Y2-Y6 now all using and following NNS scheme. Continue to monitor the impact that this is having across school. |

EVAULATIONS

Action plan links to SIP but with more detail – monitor and track progress.

Planning much more consistent across school.

Good practise shared due to ease of access with shared drive.

Handwriting and presentation across school has improved greatly.

Spelling is slowly improving – continue to monitor the impact of NNS.

- **PRIORITY: 2.** Reading: Improve the teaching, learning and assessment of reading, especially in kS2. Assessment information is used consistently well- provides challenge. Raise attainment in upper KS2, reading widely and with fluency and comprehension, increase challenge and endurance of reading.

EVIDENCE BASE: tests show that pupils learn to read, but then don't use the reading to learn. Boys are less motivated. GARGRAVE 23 pupils below ARE.

EXPECTED OUTCOMES/ AIMS: Progress measure >0. Gargrave 12 pupils now ARE who were below.

| | Start- sept 17- | Dec 17 | Feb 18 | April 18 | July 18- FFT 20 |
|------|-----------------|---------------------|--------------------|--------------------|---------------------------|
| Y6 | 14/20 | 15/20 FFT 50 target | 16/20 12/18 | 17/20 11/18 | 18/20 FFT 20 target 15/18 |
| Y2 | 9/13 | 10/13 | 10/13 9/12 | 11/13 9/11 | 11/13 FTT 20 target 9/11 |
| EYFS | 8/18 at typical | 10/18 | 11/18 | 12/18 14/17 | 13/18 at typical |

What we shall see in books? Planners show pupils read at least 5 times a week. Reading records show pupils are reading beyond their favoured genre. Guided reading records show progress in skills of learning to read and then reading to learn.

What pupils will tell us? Pupils tell us about the class novel. Pupils tell us they read frequently and it helps their learning. Pupils enjoy reading. Pupils have tried to read other styles of books. Pupils tell us they listen to a story every day in school. Pupils can infer from the text. Pupils like the choice of books available.

| WHO WHEN | COST | PLAN Mid-year milestone | DO Actions | Mid-year impact REVIEW |
|------------------------------|-------------------------------------|--|--|---|
| Class Teachers Nov 17 | No cost- just time commitment | Guided reading timetabled in every class. Guided reading files have pupils grouped correctly and challenge is evident. | Inference resources used in KS2 classes appropriately Guided reading teaching improves pupils understanding of texts | Yr1/2/3/4 Guided reading groups continue as before. Started weekly whole class in Feb. Inference group started in Year2/3/4 Year 5 Guided Reading groups weekly. Whole class guided reading started Year 5. |
| Nicola Hesleden Dec 17 | Prizes £100 | More pupils read more frequently- Pupils with additional barriers receive in-school additional support. Daily readers/ out of school club. | Whole school reading competition /challenge, read every day. FLUENCY. | Reading challenge completed in Autumn term 2. Positive impact in all classes (see gov report for class improvements). |

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| Nicola Hesleden Jan 18 | £200- dictionaries £50 bookmarks? | Pupils have a dictionary available on their desk. Pupils use the dictionary/ bookmark to deepen their understanding. | Reading information sheet to be sent home, shared at every opportunity. Bookmark? Inference Buy dictionaries/ one per child. | Dictionaries all sorted and distributed to classes to be used. Reading questions sent home to all KS1 pupils. KS2 reading questions put onto staff share for staff to share with parents? |
| Nicola Hesleden Dec 17 | Subject lead time 2 hours per half term. | 11 pupils closing/ Closed gap to attain ARE. | FFT 20 targets set and reviews are held towards these. Pupil progress meetings using target tracker information. Should and Could list created. | Should and MUST list created and shared with all staff. Some teachers using target tracker – need more time for teachers to become confident with this. |
| Nicola/ Amadine? Oct 17 | £2500? | Resources for the teaching of reading are accessible and used according to individual need. | System for ordering difficulty of books. Accelerated reader? Class books- list of quality texts | Books in KS1 ordered and sorted into schemes. Books in KS2 ordered in difficulty bands 1-3 to show progression. Folder created on staff share so teachers can list texts they have used. Shared recommended text list from recent ESL meeting (Spring). |
| Class Teachers Feb 18 | No cost- time | Display show quality challenging vocabulary. | Scaffold language prior to reading – whole class, group texts. Collect and display quality vocabulary. | Ideas/vocabulary wall created in Year 5 classroom. |
| Nicola Hesleden/ Sarah S | Termly – 1 hour Dec 17, March 18 | EYFS, Y1 and Y2 pupils in phonics phase groups. | Review phonics group | Phonics groups monitored – fluid groups. Now have children accessing phonics at the correct level (4 pupils with EYFS). |
| EVALUATIONS | | | | |

Year 3& 4

Whole class Guided reading great for assessment.

Need to monitor impact of whole class GR in year1/2

Monitoring impacts of whole class GR in Year 5.

Across school the profile of reading has been raised in all classes.

All classes now have organised reading files to track progression.

After recent ESL training we pooled dictionaries and sorted them. Then re distributed to classes for use.

Looked into accelerated reader – decided it was not right for our school.

Need to consider ordering NEW copies of reading books to inspire readers?

- **PRIORITY: 3.** Maths: Improve the teaching, learning and assessment of maths, especially the most able. Assessment information is used consistently well- provides challenge, expectations of presentation are consistently high raise attainment in maths at KS2 (target 81% ARE and 30% above). Enhance provision for number in the EYFS.

EVIDENCE BASE: Subject leads: mental arithmetic a barrier to calculations.. GARGRAVE 24 pupils below ARE Y1-Y6. Progress negative.

EXPECTED OUTCOMES/ AIMS: Reasoning papers higher than 2016 (2016 = 60% and 63%). Progress measure >0. Gargrave 12 pupils now ARE who were below.

| Age-related | Start- Sept 17- | Dec 17 | Feb 18 | April 18 | July 18- FFT 20 |
|-------------|-------------------------------|--------------|-------------|-------------|-------------------|
| Y6 | 15/20 This is FFT 50 achieved | 16/20 | 16/20 12/18 | 17/20 12/18 | 18/20 15/18 |
| Y2 | 9/13 | 10/13 FFT 50 | 10/13 9/12 | 11/13 8/11 | 11/13 FFT 20 9/11 |
| EYFS | 10/18 at typical | 10/18 | 11/18 | 12/18 14/17 | 13/18 at typical |

Greater depth

| Greater depth | Start- Sept 17- | Dec 17 | Feb 18 | April 18 | July 18- FFT 20 |
|---------------|------------------------------|--------|-----------|-----------|------------------|
| Y6 | 6/20 This is FFT 20 achieved | 7/20 | 8/20 7/18 | 8/20 6/18 | 9/20 7/18 |
| Y2 | 3/13 This is FFT 50 achieved | 3/13 | 4/13 5/12 | 4/13 4/11 | 4/13 FFT 20 4/11 |
| EYFS | 0/18 | 1/18 | 2/18 | 3/18 | 4/18 |

What will we see in books? Presentation in line with written expectations. Evidence of maths every day. Evidence of feedback responded to by pupils. Learning follows a sequence. Specific, accurate and clear feedback and response by pupils shows effort. Children supported to find their own mistakes. Photographs of use of manipulatives. Problem solving in all books. Problem solving in evidence in relation to context e.g. calculation. Challenge in books.

What will children tell us? Children articulate what they are better at. Children tell us they enjoy maths. Disadvantaged tell us they work hard and are supported. More able pupils are challenged- 'tricky' 'enjoyable'. Children can talk about calculation in problems, why methods are chosen- including manipulatives. Children articulate what they are better at.

| WHO | COST | PLAN | DO | REVIEW |
|---------------------|-----------------|---|--|--|
| WHEN | | Mid-year milestone | Actions | Mid-year impact |
| Mrs Holme Jan 18 | 1 hour | Action plan shared with staff | Review this maths action plan | Action plan reviewed and shared. |
| Mrs Holme Dec 17 | Subject time | Pupils underachieving close the gap with at least 1/2 accelerating progress | Subject lead sets FFT 20 targets and lists pupils underachieving – staff use this list during their lessons. | List of children on all staff's planning and using to plan/assessed. |
| Mrs Holme Oct 17 | ½ day timetable | Pupils feel more confident in paper 1-Mrs Dawson delivers | Additional rapid recall of maths facts lesson every week in KS2 | System in place. |
| Mr | Staff | Staff feel more confident in | Training in Singapore maths | Professor hats used in classes. |

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| Speight Oct 17 | meeting | delivering | | ATAs who deliver will be watching each other teach to improve confidence. PC/JG |
| Class teacher | 6 X 1 hour / class | GARGRAVE- 11 pupils closing/ Closed gap to attain ARE. | Pupil progress meetings use target tracker information to review curriculum | Target tracker not yet being used. Time needed out of class for teachers to become more familiar/begin |
| Mrs Holme March 18 | Staff meeting | Statements informs summative assessments | Staff meeting on use of target tracker statements in daily maths lessons. | Date to be set |
| Mrs Holme Dec 17 | Staff meeting | One marking and feedback policy across the schools | Review marking and feedback policy across the school Produce presentation guidelines for KS2 and KS1 | Presentation guidelines reviewed and agreed. Book scrutiny shows guidelines are being used. |
| Mrs Holme Feb 18 | 1 hour per week | Subject lead is able to give direction to staff | Subject Leader time- establish time to lead subject every week. | Time not yet given to lead. Supporting staff through preparing resources etc done in PPA and own time. |
| Mrs Holme Jan 18- Jan 20 | 1 hour per fortnight – supported by Catherine Butler (Eastwood School Keighley) | Pupils are challenged- Teachers engage the pupils throughout the lessons Progress is clear for each pupil Initially with Y4 then expanded to other year groups. | SGHS Northern Lights 2 year project- enhancing through coaching- reading into maths year 4 <ul style="list-style-type: none"> - Evidence of progress and challenge - Questionnaire for parents and pupils - More able pupils - Planning expectations - Book scrutiny - Stretch work - Cold and hot assessments for progress - Starter problem in every lesson | Project begun and going well. Discussed focus/targets this year. Visited Eastwood. Catherine worked with Year 4 HAPS. Cold assessments (Twinkle) for Year 4's begun. Starter problem in every lesson begun. |
| Mrs Peel Feb 18 | Feb 18- may 18 | 10 weeks - 3 KS2 pupils | Implement Success at Arithmetic programme | |
| MRS HOLME Jan 18 | Staff meeting | Displays show problem solving | Specific Problem solving lessons | Weekly in each class. Evidence in books. |
| MRS HOLME | Staff meeting | Resources used by pupils | Mastery NCTM resources in all year groups Other resources accessible- e.g. from twinkle | Mastery being used plus further Challenges. Evidence in planning and red |

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| Jan 18 | | | | books. |
| MRS HOLME March 18, June 18 | ½ day / term | Tests data shows greater speed and accuracy with papers 2 and 3 | Stretch group | Year 4 Cold assessments will be followed by Hot assessment (same paper) at the end of a topic. Evaluate results Yr 4 and RH to organise for all year groups. NFER Spring tests to be delivered and compared to Autumn results. Spring then compared to Summer. |
| <p>Evaluations</p> <p>Teachers are meeting needs of pupils. Pupils are being challenged.</p> <p>Maths Wizard hats helping to boost confidence and enthusiasm.</p> <p>Presentation in books greatly improved.</p> <p>Catherine supporting RH as focus is on problem solving, improving understanding of questions.</p> <p>Our children still find problem solving hard. We have made a start and progress is evident. Strategies are being taught in both Singapore Maths lessons and Problem Solving lessons.</p> <p>File started by RH for class teacher Sycamore with additional starter problems/challenges.</p> | | | | |

PRIORITY: 4. Leadership: Improve the effectiveness of leadership and management, including governance.

EVIDENCE BASE: Clear leadership structures and accountability systems

EXPECTED OUTCOMES:

Pupil outcomes improve in line with targets set out in SIP.

Governors describe in detail improvements made in terms of quantitative and qualitative information.

Middle leaders describe in detail the impact of their leadership on pupils through evidence in books and talking to pupils, and assessment information.

Monitoring file show evidence of frequent and precise checks of t and l and pupil outcomes. Action points followed up and documented until provision is at least 'good'.

Best practise is shared as a result of monitoring between and beyond school.

Website is compliant and up-to-date, safeguarding audit completed and actioned.

Monitoring schedule is reviewed to include clear evaluation in improving teaching and learning, and outcomes.

| WHO WHEN | COST | PLAN Mid-year milestone | DO Actions | REVIEW Mid-year impact |
|--|------------------------|---|--|--|
| Class teachers Sept 17 | ½ day per class / term | Pupils progress – subject leads know pupils who have 'made accelerated progress'. | STAFF use on-line calendar to know day-to day events. | Calendars used and events/training added. |
| SS Oct 17 | ½ day | Action plan used and annotated | New EYFS teacher audits provision and write action plan | EYFS Action plan written and in place. Outdoor provision audit complete and 3 quotes sought for replacement equipment. Awards for All bid submitted. |
| Subject leads Jan 18 | Subject time | Governor and subject lead know and understand the plan and any actions completed | Subject leads write action plans and consider beyond the school . | |
| Governors (2) KM | 1 day | At least 2/3 of actions completed. Web sites compliant | Review of governance actions responded to and systems in place going forward | |
| Head Teacher and Governors responsible | ½ day | Audit shared with whole governing body- plan to address actions | Safeguarding audits completed in both schools | |
| SENCO'S | 4 days | Staff have an understanding of | New SENCO's attend initial training and networks | |

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| | | graduated provision for pupils with SEND | | |
| EVALUATIONS | | | | |

| PRIORITY: Behaviour: ensure good behaviour for learning | | | | |
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| EVIDENCE BASE: GARGRAVE parent view 4 out of 10 parents said that the school doesn't make sure the pupils are well-behaved. KM staff said that there are a minority of pupils who disrupt informal times at school | | | | |
| EXPECTED OUTCOMES: parent view has fewer negative response to question on behaviour. Year 6 have a sense of responsibility and understanding of choices and consequences. Lunches are calm and efficient and allow all pupils to feel secure. | | | | |
| WHO | COST | Plan Mid-year milestone | DO Actions | REVIEW Mid-year impact |
| SP Sept 17 | Staff meeting | Reduction in incidents of poor behaviour | Review systems for managing poor behaviour | |
| RH April 18 | Lessons | Pupils enjoy and can articulate clearly their viewpoint, whilst being aware of others | P4C- implementation of a project across several local schools. | P4C lessons weekly throughout school. Children are confident with format. RH working on submitting Bronze award. |
| EVALUATIONS RH's Yr6 lesson observed by Grace from P4C. Pleased with children's attitude and contribution to lesson. She said delivery was seem less. Next step she suggested challenging Yr6's further using more philosophical vocabulary. | | | | |

| PRIORITY: 6. Distinctively Christian, bringing the values to life | | | | | |
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| EVIDENCE BASE: SIAMS SEF- GOOD OVERALL with development points | | | | | |
| EXPECTED OUTCOMES: good- outstanding siams self-evaluations. Pupils know other expressions of Christianity. Pupils live the school values through all they do in and out of school. | | | | | |
| WHO | COST | Mid-year milestone | Actions | Monitoring arrangements | Mid-year impact |
| LC Jan 18 | 1 HOUR/ TERM | Worship schedule includes other leaders, pupils describe wider examples of Christianity. Pupil worship group lead and monitor worship | Baptist lead worship in school, other Christian denominations. Worship schedule is varied. | Foundation governors- monitoring worship Pupil worship group | Rota created for collective worship. Visitors in to lead collective worship. |
| LC Sept 17 | none | Values agreed and shared with pupils and they can demonstrate them | Review school Christian values | Foundation Governors- learning walks | Values reviewed following parental questionnaire |
| LC April 18 | STAFF MEETING | Pupils articulate what spirituality means to them | Staff define and recognise spirituality in our school | Foundation governors- learning walk | Initial staff training on spirituality completed. Further training to be arranged. |
| LC May 18 | ½ DAY | Pupils receive quality RE lessons | Continue to use Exploring Christianity in class Introduce new RE curriculum | RE lead visits RE lessons- provides coaching where necessary. | |
| LC March 18 | 1 DAY | Pupils access space in classrooms | Develop prayer spaces in school. LW to provide prayer resources. | Mrs Comerford through learning walk | There are now prayer spaces in all classrooms. |
| <p>EVALAUTIONS</p> <p>Beginning to see more pupil engagement in regular collective worship. Monitoring taking place by CWC. Children are now fully aware of the values and find them easier to remember them allowing them to apply them more readily. Excellent feedback from all staff and raised awareness of where we embrace spirituality in the school.</p> <p>Children need to be encouraged to use the areas. Possibility of time-tabling class CW at the beginning of each half-term to allow time to explore new resources in the area.</p> | | | | | |

