



Gargrave Church of England (VC) Primary School

SCHOOL IMPROVEMENT PLAN

SEPTEMBER 2019– JULY 2020

As agreed by the Governing Body and staff

‘Work with all your heart’

We are guided by the belief that ‘whatever you do, work at it with all your heart, as working for the Lord’.

We are a community of learners aiming for all to flourish and reach their maximum potential through valuing love, peace and hope. We will nurture learning habits where each individual has equal worth, in a safe and happy environment.

How do our pupils flourish?

Reach their full potential in and out of school

Have self-belief and self-confidence

Delight in learning

Know how to stay safe

Have resilience

Proud of our community

Have ambition and broad horizons

Positive relationships

Healthy mind and body

Good behaviour

Reviewed with Governors and Staff January 2019

Reviews in schools using pupil, staff, parents, Ofsted and governors in 2019 have formed the opinion that these are our priorities.

1. Reading: improve the teaching of reading especially in Key Stage 2 and phonics in KS1/ EYFS.
2. Writing: Improve extended writing quality throughout the school including use of grammar and punctuation.
3. Maths: improve maths progress; fluency and reasoning (mastery project), ensure challenge and high expectations in all lessons.
4. Curriculum: Links across the curriculum including to outside visits, sporting events and other opportunities e.g. harvest, productions.
Challenging knowledge based curriculum. Year 6: relationships- maintaining and learning about each other. Challenging vocabulary across the school- understanding and use of key words within all subject areas.
5. Anti-bullying: pupils know what is and isn't bullying and actions.

6. Community: internal structures such as head boy and head girl, school council, playmakers. External community including different cultures and other Christian practices.

Additional plans such as safeguarding action plan, subject specific- PE (extra-curricular sporting opportunities beyond the taught school day including daily mile. Games makers).

PRIORITY: 1. 1. Reading: improve the consistency of the teaching of reading especially in Key Stage 2 and phonics in KS1/ EYFS. Raise expectations. Pupils read widely and with fluency and comprehension, increase challenge and endurance of reading.

EVIDENCE BASE: Vocabulary understanding at word level is challenging. Phonics score was lower in 2018 (better in 2019). Progress below zero. ASP QLA Summarise ideas from more than one paragraph and Identify / explain how meaning is enhanced through choice of words and phrases were lower although only 4/50 marks. Retrieve and record information / identify key details will have a greater impact

EXPECTED OUTCOMES July 2020- : Progress measure >0 (ASP).

	Start- sept 19	Dec 19	Feb 20	April 20	July 20- FFT 20
Y6	11/19 actual	12/19 target	14/19 target	15/19 target	16/19 FFT20
Y2	13/15 actual	13/15	14/15	14/15	14/15
EYFS	?/13				

KS 1-Ks2 Progress >0.

What will we see in books? All planners show reading recorded 5 times a week at home. Reading journals have individual response to whole class guided reading -4 times per week – covering ERIC.

What will children tell us? Pupils enjoy reading in KS2 and are motivated to read, children can talk about their favourite author/book. Increase % of pupils reading 5 times at home to 85%. Pupils tell us that whole class guided reading has helped their understanding and given them an awareness of different types of texts. Pupils can tell us what they need to do next to improve. Pupils tell us they enjoy finding and using new words and can use them in the correct context. Pupils choose books from a select list.

WHO WHEN	COST	PLAN - Intent Mid-year milestone	DO - Implement Actions	REVIEW - Impact Mid-year impact
NH	£0	Class visits to the library	<p>Create a rolling program for the whole school – each class to visit the library in the autumn term.</p> <p>NH organised dates with JE – all in the diary- promotion of library on newsletter. Links to out library Dewey system made.</p>	<p>Children know how to use the library – KS2.</p> <p>KS1 learnt about borrowing books.</p>

	£500	Reading Books (KS2) - Research/look at book lists for each year group in KS2. Ensure children are reading a variety of texts. Challenge books – black band - research	Each year group to have a specific list of texts to read across a variety of genres. (Burley Woodhead Show case – English Hub) Challenging texts	Year 6 to be the first to create a list- by Christmas.
child	£3000	Improve the teaching of Phonics through support from Burley Woodhead English Hub	Phonics training provided for staff (letters and Sounds) Letters and Sounds Scheme to be implemented Resources for each phase to be created Milestones to establish expectations at end of each term. Consistent approach across EYFS and KS1 Consistent language used – phonological terms listed Look at reading schemes in EYFS and KS1 – fidelity to one scheme Purchase new reading books to support new approach to teaching of phonics Sort old and new books into phases so children are reading the correct level book to match their level of phonics Fluency – read a book at least twice	Two sessions of training for all staff involved taken place and monitoring shows that this is being implemented. This includes phonics in year 3. Resources for phase 1,2 and 3 complete. Milestones set for EYFS. New reading books have been purchased, and they are being arranged according to the phase. Reading meeting in EYFS and Y1/2 has led to parents understanding and supporting the twice read.
		Develop a reading culture Children can talk about a variety of authors Children can talk about their favourite author/books	Developing a love of reading – Peer Review (ks2) Promotion of a variety of different texts through WCGR and class book lists	Texts sent home on a Friday having positive impact – children are reading texts at home. Parents are aware of expectations in each year group. This is having an impact during WCGR lessons including them borrowing a book.

				Ilkley literature festival – Robin Stevens- pupils keen to read these books.
	£500	Raving Readers	<p>Encourage reading at home</p> <p>Increase the number of children reading at home 5 times per week</p> <p>Feedback to parents about the increase in children reading last year and the importance of this</p> <p>Increase target to 250 reads per year – children rewarded for every 25 reads at home</p> <p>Set time targets in KS2</p> <p>Year 3 – at least 15 minutes a day</p> <p>Year 4/5/6 - at least 20 minutes a day</p>	<p>Expectations for Raving Readers shared with parents to help have consistency - verbal feedback from parents was positive.</p> <p>Improvement in number of pupils reading 5 X showing continuation of momentum from last year. 79% - October 2019.</p>
	£100	Reading Evening	<p>EYFS/ KS1 Reading evening – sharing with parents our new approach to teaching of phonics and reading</p> <p>KS2 reading evening – importance of stamina</p> <p>Feedback to parents about the research supporting raving readers</p>	<p>KS1 ad EYFS meeting attended by 17 parents- increase on last year. Feedback from parents was very positive – they were able to ask specific questions.</p>
		Monitor delivery and impact of WCGR	<p>Ensure DERIC and ERIC are evident in books.</p> <p>Children can confidently talk about ERIC and DERIC explaining the different question types</p> <p>Monitor planning – ensure coverage of text types and moving the order around</p> <p>Ensure texts are aimed at the highest prior attainers</p> <p>Send text for WCGR home on a Friday so children become familiar with the text before they start looking at it in WCGR lessons the next week</p>	<p>Text set home having positive impact- pupils tell us and they come with greater knowledge and can read fluently.</p>

		Introduce WCGR in EYFS and Year 1	Support from Burley Woodhead to model how this can be achieved	
		World book day	Celebrate different authors and children to dress up as a character from their favourite book	
		Question analysis	What is the barrier in tests? Ensure children know how to summarise	
		Vocabulary	Key vocabulary for pupils to know and use – links to wider curriculum (see below)	
EVALUATIONS- Successes Next steps:				

- **PRIORITY: 2. Writing: Improve the consistency of extended writing** quality throughout the school including use of grammar and punctuation. Raise expectations.

EVIDENCE BASE: Grammar and Punctuation results at KS2 lower than other subjects for last two years. Quantity of extended writing to be increased. Ensure that there is pupil response to feedback. ASP QLA- grammatical terms and verb forms tense and consistency lower.

EXPECTED OUTCOMES/ AIMS: Progress measure >0. Increase number attaining ARE; Use FFT 20 for all individual targets.

	Start- sept 19	Dec 19	Feb 20	April 20	July 20- FFT 20
Y6	6/19 actual	9/19	11/19	13/19	16/19 FFT20
Y2	13/15 actual	13/15	13/15	14/15	14/15
EYFS	?/13				

What we shall see in books? Post-it's with pupils attempts at spellings. Sequence of lessons which build up to a longer piece of writing at least every 4 weeks. Editing and improving their work. Age-related expectations are used in class and moderation and pupils link learning to them. Presentation is in-line with expectations and acted upon by pupils. Focus on grammatical terms in phase 3 teaching. Spelling books and tests show NNS being implemented.

What pupils will tell us? Pupils will tell us what they can do, and what they need to do next. Pupils will tell us some spelling rules. Pupils will tell us what they are good at and what they are working on. Pupils will tell us what their writing should contain and give examples. Children understand the importance of spelling accurately. Pupils can explain some grammatical terms and find evidence in their books. They have strategies to spell.

WHO WHEN	COST	PLAN - Intent Mid-year milestone	DO - Implement Actions	Mid-year impact REVIEW
NH		Promotion of writing Journey of writing display to promote writing across school High expectations	Whole school writing day Each child on the display to show progress throughout the year. Teachers and TA's have high expectations of all children in all classes - children are expected to achieve	Roald Dahl Day (13.9.19) Whole school display created. Writing progression display has first piece of work.
NH All staff – staff meetings	Once a month	Monitor quality of writing across school including the impact of Philip Webb and use of NNS.	Monitoring lessons Pupil conferencing Monitoring planning Book scrutiny against ARE booklets for each year group	Pupil voice showed that pupils know the structure of writing but can't name the stages in the middle- make stages 3 and 4 more evident.
NH KS2 – NNS use	NYCC £290	Improve spelling <ul style="list-style-type: none"> • Spelling autumn term- spring term 	Monitor use of NNS across KS2 and use of phonics across KS1 (letters and sounds) Use of spelling rules in all areas of writing	Tracking use of high frequency words in Y3/4 and Y5/6. - highlight- tick

KS1 – letters and sounds use				Evidence shows that children are starting to spell these words correctly. Monitoring – JE – looking for specifics
Teachers and checked by NH		Assessment of writing to be accurate	Use writing grids and booklets provided by ESL to assess children Writing grids should be dated and evidence collected for every bullet point Internal moderation External moderation- establish school to link	All staff have started to use with evidence.
NH ND, RH, JL, SP NH		Improve understanding of grammar (NFER data)	Phase 3 of Philip Webb to be monitored across school Use of spag.com across KS2 – cost? Currently on used in year 6 Provide a list of grammatical terms for parents KS2 classrooms to use grammar bunting	
NH		Data collection	3 data collection points in the year NFER data collected – monitor Spelling and Grammar results	
NYCC		Grammar	Training for staff on grammatical terms.	
EVALUATIONS- successes				
Next steps:				

- **PRIORITY: 3. Maths: Improve consistency of teaching of maths** and expectations especially the most-able. fluency and reasoning (mastery project), ensure challenge and high expectations in all lessons.

EVIDENCE BASE: Monitoring shows that greater consistency in challenge throughout lessons is required. Progress negative. ASP QLA shows that Geometry - position and direction and position and place value were lower although this was only 10/110 marks. Calculations would have a greater impact at - 7% difference to national.

EXPECTED OUTCOMES/ AIMS: Progress measure >0. Raise attainment: Increase numbers at greater depth at KS2.

Age-related	Start- Sept 19	Dec 19	Feb 20	April 20	July 20- FFT 20
Y6	13/19 actual	14/17	15/17	16/17	17/19 FFT 20
Y2	13/15	13/15	14/15	14/15	14/15
EYFS					

Greater depth

Greater depth	Start- Sept 19-	Dec 19	Feb 20	April 20	July 20- FFT 20
Y6	4/19 actual	4/19	5/19	5/19	5/19
Y2	2/15 actual				

What will we see in books? . Pupils improve their rock status. Starter problems daily including pupils 'my try' and then modelled answer. Presentation always consistent. Daily maths in books including problem solving and mastery problems. Evidence of feedback responded to by pupils. Books show mastery work. Targets in planner and workbooks. Green pen for pupil responses.

What will children tell us? . All pupils are challenged- 'tricky' 'enjoyable'. Pupils say they are improving at their times tables. Pupils homework links to learning and is challenging. Talk partners and manipulatives are used every day to help their learning.

WHO WHEN	COST	PLAN Mid-year milestone	DO Actions	REVIEW Mid-year impact
All staff		Improve Parent's knowledge of Maths curriculum throughout the school	Parent's 'Open' Maths lesson. Tuesday 22 nd October 2019 9am	...parents attended. It helped them to understand the structure of the lesson, the use of equipment and the explanations.
RH		To ensure there are enough resources to	Check resources and order or make more where necessary. Staff to inform RH if other resources needed.	Resources checked July 2019. September - Place Value mats made and laminated for Year 3 and 4. Clocks,

		support learning in each class.		counters purchased. Base 10 mats made and laminated.
All Staff JL to to teach TT Rock Stars (Thursday) and do whole class display		Continue to improve Times Tables across school through TT Rock Stars	Each Class to have a TT Rock Stars display which shows status and progress of each child. Status to be monitored and prizes to be awarded. Rock Star status 'treat' at the end of the year. Monitor pupils and access to this on-line resource.	Displays in classes begun. Club for those pupils who need access?
RH		Monitor planning and teaching	Use One Drive to check planning, book scrutiny (staff meetings) to check lesson delivery, lesson contents (Starter Problems, Mastery, Problem Solving, written explanations, Fluent in 5, Cold/Hot tasks and presentation). Lesson observations	First Maths book scrutiny Wed 18 th September showed.....
RH		Continue to monitor progress in Cold/Hot tasks (before and at the end of most chapters)	Teachers to continue to pass results to RH. Speak to staff about how they can support any pupils not making significant progress. Impact of assessments on learners. NFER 3 data collection points- monitor and ask questions against internal data	
RH		Continue to monitor progress in Rapid Recall (weekly)	Teachers to pass progress on to RH at the end of each term. Speak to staff about how they can support any pupils not making significant progress.	
RH		Homework links to lessons and is challenging.	Monitor Maths homework given out.	
RH ND		Improve fluency and reasoning	Maths Mastery project continues with Westgate. RH and ND taking part. Information fed back to staff through CPD staff meeting (RH) and written	Questions typed up, added to whole class display and distributed to each class teacher (RH).

		throughout school	feedback. Ensure key vocabulary is on planning, on the working wall and used daily in class by both adults and children. Talk partners, repetition of vocabulary, verbal explanations and resources are used daily in lessons.	
		New termly targets are in planners and red books	Remind staff to complete targets (fluency) and inform children	
Evaluations: successes -				
Next steps:				
PRIORITY: 4. Curriculum: Links across the curriculum including outside visits, sporting events and other opportunities e.g. harvest, productions. Challenging knowledge based sequential curriculum. Year 6: relationships- maintaining and learning about each other. Challenging vocabulary across the school- understanding and use of key words within all subject areas.				
EVIDENCE BASE: The curriculum on offer needs reviewing. Whilst we know that we offer a breadth, pleased with Literacy, maths, PE, music, art, MFL, extended opportunities, whole school curriculum days. There hasn't been a thorough review of the progression in some subjects. This includes, structure, resources, staff knowledge and vocabulary progression.				
EXPECTED OUTCOMES: Pupils flourish and work with all their heart. Pupils show our school values. Curriculum is delivered according to the intent and the implementation. Pupils tell us about their learning in specific focus subjects.				
WHO WHEN	COST	PLAN Mid-year milestone	DO Actions	REVIEW Mid-year impact
S Peel	Staff Meeting	Staff know their subjects lead and can articulate the intent of their subjects.	Allocate curriculum lead responsibilities in all areas. Write intent for each area of the curriculum, in how to deliver the school values and how we intend our pupils to flourish.	All subjects have a curriculum lead- considered teams but unfeasible given small number of staff. Intent for each subject complete.
S Peel	Training day	Progression document available and	Write bespoke progression document for each subject including knowledge, then vocabulary. Initially on science, history and geography, then DT, art, French and music	Training day 25 th October.

		used by class teachers.	Review use of curriculum overviews knowledge organiser use- add vocabulary Trial knowledge organisers in class/ subject.	
R Holme	Staff Meeting	Policy ready to consult with parents	Review Sex and relationship policy Review PHSE policy	
S Peel	Staff meeting		Audit staff subject knowledge	
S Peel	Training Day £660	2 year programme provides structure for class teachers	Review the 2 year rolling programme for the whole curriculum including links, visits, harvest, mothers day, whole school curriculum days, productions, RSE (pilot schools) Update curriculum policy Update other policies- reading, maths	
N Dawson	½ day 1 day	Teacher resources easily available for the curriculum. Pupil resources available	Audit teacher resources Audit pupil resources and plan spend	
Class teachers	½ day per subject per term.	Planning shows use of the implementation Books / other evidence. - presented to staff and to governors.	Time for curriculum leads to deliver the above and monitor the impact on learners. - improvement in achievement. Establish programme of monitoring across the year. Feedback to staff, head teacher and governors,	
Karen Butler	NYCC Schoo adviser visit ½ day	Curriculum leads articulate the intent and implementation	Curriculum leader files are consistent and provide ideas for all staff – Computing resources for staff	Coding training for KS2 useful- coding to be delivered in Autumn 2 weekly.

	April 2020		Impact; evidence of the learning across the school	
	Summer 2020 £290	Staff change provision to meet latest research	Metacognition training - EEF research and the implementation.	
EVALUATIONS- successes – Next steps				

PRIORITY 5: Anti-bullying: pupils know what is and isn't bullying and actions. Behaviour: ensure good behaviour for learning				
EVIDENCE BASE: GARGRAVE parent view bullying is lower %.				
EXPECTED OUTCOMES: Pupils know what bullying is and how to respond. More frequent provision for anti-bullying message through the curriculum.				
WHO	COST	Plan Mid-year milestone	DO Actions	REVIEW Mid-year impact
S Peel	External resource? NYCC	11 th November 2019-15 th November anti-bullying week	Ensure all pupils know what steps to take if someone is being bullied, know what to do if they are being bullied, how you will deal with anyone who bullies and that everyone should take bullying seriously because of the long-term impact it can have on friendships, self-esteem as well as emotional and mental health and wellbeing.	Consider creating anti-bullying badges again- design competition?
K Gilmartin		Forum group meet and minutes are used by staff	Establish school forum group to discuss issues: Include- anti-bullying, sport participation, curriculum discussion, creative ideas (cultural capital).	
EVALUATIONS				

PRIORITY: 6. EYFS- currently requires improvement to be good

EVIDENCE BASE: Maths and English visible in every area. Vocabulary – needs to be obvious everywhere.... Monitoring of the provision for specific pupils- plans respond to their needs.

EXPECTED OUTCOMES: Good and outstanding judgements relating to EYFS.

WHO	COST	Mid-year milestone PLAN	Actions DO	Monitoring arrangements	Mid-year impact REVIEW
G Cryer	1 day		complete baseline and share evaluations with HT,	Chair of governors	Staff meeting 23/10/19
G Cryer	1 day	Provision is ready every day	Organise provision in covered and outside areas Art area – to develop a rich environment for the children to independently access (tiled area outside role play area)	K Butler visit- look at the provision	Provision now set up and new shed erected and accessible.
teachers	£500	By Christmas small world and construction audited and resourced	Audit resources Audit construction and small world – source new/updated resources- loose parts.		
L Comerford	½ day	Pupils are exposed to language and maths	Language and maths are evident in each area of learning.	K Butler visit	
		All staff know who and what is the focus	Plans are adapted for individual needs- provision looks different for individuals	Literacy lead Maths lead	

EVALAUTIONS

Next steps:

Next steps:

EYFS curriculum – a new curriculum being piloted in 2019/20 - keep eye out for updates

PRIORITY: 6. Community: internal structures such as head boy and head girl, school council, playmakers. External community including different cultures and other Christian practices. Distinctively Christian, bringing the values to life

EVIDENCE BASE: SIAMS SEF- GOOD OVERALL with development points

EXPECTED OUTCOMES:

WHO	COST	Mid-year milestone	Actions	Monitoring arrangements	Mid-year impact

EVALAUTIONS

Next steps:

PRIORITY: PE (extra-curricular sporting opportunities beyond the taught school day including daily mile. Games makers).

EVIDENCE BASE: Gold Games Mark Award

EXPECTED OUTCOMES: 50% of pupils take part in extracurricular school led sport. All KS2 participate in sport off school site. School attends all level 2 events.

WHO	COST	Mid-year milestone	Actions	Monitoring arrangements	Mid-year impact
Lunch staff and all staff	PTA upgraded path £6600	50% of KS2 take part in daily mile regularly	Daily mile promotion	Records of participation in daily mile	Pupils are using the track. Could recording of the laps be done easily?
Sarah P	£100	All staff know what we are intent on achieving	Intent statement for PE including 2 hours high quality PE	Lesson observation/ learning walk of PE	
staff	voluntary	50% of pupils take part in sport beyond taught lessons	Offer sports after-school clubs to KS2	Club record sheet	Amandine to deliver at lunchtime?
Annette	0	Pupils are outside for some of their time after school	Offer sport to triangle club	HT observe pupils outside	
Natalie	£100	Games Makers training as enabled pupils to be organised.	Games Makers promote use of sport at playtime and also through display	HT observes active playtimes	Games Makers training and plan has been created.

EVALAUTIONS

Next steps: