

School Improvement Plan

2016-17

Belinda Wardle
WESTBOURNE PRIMARY SCHOOL

Westbourne Primary School Vision

Westbourne School is a school where every individual is valued, all cultures and beliefs are respected and where creativity and success are celebrated. The environment is designed to inspire curiosity, awe and wonder and to develop a passion for learning. Everyone at Westbourne is committed to working together to give children the academic and life skills they will need to be successful. We want our children to become powerful learners, to stretch their learning muscles, and to become effective members of a changing society and the wider world.

We believe that this can only be achieved through working in partnership with parents and the local community. We are committed to working with parents and carers, welcome their involvement and look for their support in ensuring good attendance, behaviour and hard work from the children. In return, school endeavours to provide a community hub where the whole family has access to learning opportunities.

Working together, we can support the pupils of Westbourne in taking their first steps on the road to becoming confident and successful citizens.

School Vision agreed through consultation with staff, governors, parents and children October 2015

School Evaluation

Ofsted February 2016

What does the school need to improve further?

1. Raise standards further by:

- a) enabling more pupils to reach above average levels of attainment in all subjects
- b) ensuring that pupils in Key Stage 2 achieve at least the expected standard in reading

2. More actively promote fundamental British values by:

- a) providing opportunities for pupils to discuss a range of moral and ethical issues
- b) improving pupils' knowledge of current affairs
- c) increasing pupils' understanding of the dangers of radicalisation and extremism

3. Further improve attendance so it reaches the national average.

Priorities based on internal and external evaluation and data analysis.

- To continue to improve the attainment of KS1 pupils to be broadly in line with national averages at the end of Year 2.
- To close the gap in attainment of KS2 pupils to be in line with national averages at the end of Year 6 by 2018.
- To increase the proportion of pupils working beyond age related expectations.
- To improve attendance levels to be in line with the national average.
- To support the pupils' knowledge and understanding of fundamental British values and increase general knowledge.
- To address the high level of childhood obesity and lack of physical activity across the school.
- To further develop the teaching of science across school.

Key Stage Outcomes 2016

EYFS

GLD	School	National	Bradford
	68%	69%	66%

Phonics	School	National	Bradford
Year 1	83%	81	79%
Year 2	89%	91	90%

KS1 (Y2)

	% Achieving Standard		
	School	National	Bradford
Reading	68	74	70
Writing	63	65	64
Maths	70	73	70
RWM	60		58

KS2 (Y6) (unvalidated)

	% Achieving Standard		
	School	National	Bradford
Reading	40	66	56
Writing *	79	74	73
Maths	50	70	65
GPS	61	72	68
RWM	32	53	46

*Teacher assessment

KS2 Progress Measure

	School	Floor
Reading	-2.1	-5
Writing*	3.4	-7
Maths	-0.7	-5

Progress scores explained:

- A score of 0 means pupils, on average, do about as well at KS2 as those with similar prior attainment (KS1) nationally.
- A positive score means pupils in this school on average do better at KS2 than those with similar attainment nationally.
- A negative score does not mean that pupils did not make any progress between KS1 and KS2. A negative score means that they made less progress than other pupils nationally with similar prior attainment.
- To be above floor standard the progress measures for all three subjects must be above floor.

This means that Westbourne is above floor standard for the progress measure.

Westbourne Primary School Achievement Targets 2016-18

% Achieving expected standard

Year 6	% Achieving Standard			
	National 2016	School	Target 2017	Target 2018 Review Sept 2017
Reading	66	40	61	66
Writing *	74	79	70	75
Maths	70	50	68	70
GPS	72	61	68	72
RWM	53	32	60	60

% Working at greater depth

Year 6	% working at greater depth			
	National 2016	School 2016	Target 2017	Target 2018 Review Sept 2017
Reading	19	5	10	Review Sept 2017
Writing *	15	10	10	Review Sept 2017
Maths	18	0	10	Review Sept 2017
GPS	22	10	12	Review Sept 2017
RWM	5	0	5	Review Sept 2017

Westbourne Primary School Achievement Targets 2016-18

Year 6 Progress Measure

	National	School	Floor Standard	Target 2017	Target 2018 Review Sept 2017
Reading	0	-2.1	-5	-1.5	0
Writing	0	+3.4	-7	+1	+1
Maths	0	-0.7	-5	0	0
To meet floor standard all 3 subjects must be above floor.					

% Achieving Expected Standard

Year 2	% expected Standard			
	National 2016	School 2016	Target 2017	Target 2018 Review Sept 2017
Reading	74	68	74	75
Writing	65	63	65	70
Maths	73	70	73	75
GPS	n/a	n/a	65	70
RWM	60	60	60	60

Westbourne Primary School Achievement Targets 2016-18

% Working at greater depth

Year 2	% working at greater depth			
	National 2016	School 2016	Target 2017	Target 2018
Reading	24	26	26	30
Writing	13	16	16	20
Maths	18	16	18	20
GPS	n/a	n/a	16	20
RWM	9	14	11	Review Sept 2017

Phonics	National 2016	School	Target 2017	Target 2018
Year 1	81%	83%	83	85
Year 2	91%	89%	91	95

Reception

GLD	National 2016	School	Target 2017	Target 2018
	69%	68%	69%	69%

Main Activity and timescale Attendance	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action																				
<p>Half termly attendance reviews with parents of pupils where attendance dips below 90%.</p> <p>Meetings with all parents requesting term time leave.</p> <p>Weekly attendance cup award, voucher for 100%.</p> <p>Family awards for 100% attendance each term.</p> <p>To address relatively poor attendance in EYFS.</p>	<p>BW</p> <p>Attendance team</p> <p>£100 golden time vouchers.</p> <p>£2000</p>	<p>Reduction in number of pupils with attendance below 90%.</p> <table border="1" data-bbox="922 469 1209 679"> <tr> <td colspan="2">Pupils below 90%</td> </tr> <tr> <td>July 16</td> <td>62</td> </tr> <tr> <td>Jan 17</td> <td>40</td> </tr> <tr> <td>April 17</td> <td>45</td> </tr> <tr> <td>July 17</td> <td>50</td> </tr> </table> <p>Reduction in number of pupils in Nursery with less than 90% attendance (July 2016=32pupils:56%) (target July 17=45%) July 2017: Overall attendance in line with national 2016.</p> <p>Reduction in number of pupils taking term time leave. (July 2016: =64)</p> <p>Reduction in number of pupils with attendance below 95%.</p> <table border="1" data-bbox="922 1098 1209 1286"> <tr> <td colspan="2">Pupils below 95%</td> </tr> <tr> <td>July 16</td> <td>172</td> </tr> <tr> <td>Jan 17</td> <td>100</td> </tr> <tr> <td>April 17</td> <td>120</td> </tr> <tr> <td>July 17</td> <td>140</td> </tr> </table>	Pupils below 90%		July 16	62	Jan 17	40	April 17	45	July 17	50	Pupils below 95%		July 16	172	Jan 17	100	April 17	120	July 17	140	<p>Autumn 1: 275 pupils out of 423 have 100% attendance for the half term.</p>	
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Main Activity and timescale SMSC, British Values, Knowledge and understanding of the world.	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action
<p>Elections to school council and liP reps run on democratic principles.</p> <p>Roles and responsibilities assigned to pupils across school and in individual classes.</p> <p>Investors in Pupils in place in all classes. Targets given higher profile.</p> <p>Helping hand awards in assemblies.</p> <p>Anti-bullying day.</p> <p>Understanding of the world beyond Manningham enhanced through enrichment visits and visitors.</p>	<p>HG</p> <p>HG</p> <p>BW</p> <p>HG</p> <p>LoLs</p> <p>£12000</p>	<p>School council in place: councillors represent classes in assemblies and school events.</p> <p>All year groups to experience at least one visit/visitor each half term.</p> <p>Strengthening pupil voice</p>	<p>Elections taken place.</p>	

Main Activity and timescale Health and welfare, FIT school project	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action
<p>To tackle high level of obesity in school.</p> <p>To improve readiness for learning through regular short bursts of physical exercise.</p> <p>Each Year group to identify an opportunity and activity for short burst exercise each day.</p> <p>Provide a range of after school sports opportunities for KS2.</p> <p>Provide enhanced opportunities for physical exercise at break and lunch time.</p> <ul style="list-style-type: none"> • Play buddies monitor use of play equipment at break times. • Outdoor fitness trail to be installed. <p>Launch of full “fit school” programme to parents.</p>	<p>BW</p> <p>LD</p> <p>HG</p> <p>BW</p> <p>BW</p>	<p>Programme of daily exercise in place by October half term.</p> <p>Wake up Shake up sessions available before school 4 days a week.</p> <p>At least two after school sports activities each week.</p> <p>Parent Partners fund play equipment.</p> <p>Play buddies appointed and in action.</p> <p>Fitness trail in place and demonstrated to pupils.</p>		<p>Consider fruity Friday.</p> <p>Arrange a parent workshop on healthy eating.</p> <p>School allotment?</p>

Main Activity and timescale Science	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action
<p>Assessment:</p> <p>To implement a new assessment format.</p> <ul style="list-style-type: none"> - Work alongside assessment leader to design and create a new assessment format. - Present proposed assessment format to SLT (AUT 1). - STAC team to trial new assessment format (AUT 1). - Provide staff training via inset on new assessment format (9th Nov 2016). - Produce guidance to support the assessment of scientific skills (working scientifically) (AUT 1). <p>Monitoring of new assessment format (assessment points and moderation inset)</p>	<p>LR/KW/AK</p> <p>LR</p> <p>STAC</p> <p>STAC</p> <p>STAC</p>	<p>Simplified assessment format will allow teachers to more easily evaluate pupil learning, the impact of teaching and plan subsequent teaching and learning</p> <p>A less restrictive assessment format will allow more freedom over curriculum delivery – Staff audit (sum 2).</p> <p>Accurate assessments supported by moderation.</p> <ul style="list-style-type: none"> - New assessment format created and presented to SLT. <p>Guidance to support progression of ‘working scientifically’ produced – to be presented to staff at inset.</p>		

Main Activity and timescale Science	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action
<p>Curriculum development:</p> <p>To develop an exciting curriculum driven by creativity and investigation.</p> <ul style="list-style-type: none"> - Link science with other curriculum areas (Technology, Art, Computing). - Create a 'document' linking programmes of study (Sum 1). - Present to staff for use to inform long-term plans for 2017-2018 (sum 2). - All science lessons to have a focus upon 'working scientifically' (monitoring of lessons). - Set up a STAC afterschool club (Aut 2). - Run a STAC/Science week (TBC). - Ensure pupils/ staff have access to appropriate resources. - Develop links with outside agencies. 	<p>LR/KW/AK</p> <p>LR</p> <p>STAC</p> <p>STAC</p> <p>STAC</p>	<p>Curriculum coverage is in line with National Primary Curriculum for all STAC subjects.</p> <p>Curriculum links are in place across STAC subjects where appropriate.</p> <p>Audit of current resources completed.</p> <p>STAC team attend Science conference at Media Museum - discussed potential links with Bradford University.</p>		<p>Costing - discuss with BW (Aut 2).</p>

Main Activity and timescale Reading	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action																																										
<p>Embed daily Reading Lesson</p> <p>‘Guide To Teaching Reading’ introduced via CPD</p> <p>Reading Lessons to be implemented in KS2 daily. 2 x per week Y2.</p> <p>Vocabulary bookmarks and dictionaries in all classes to support writing and reading lessons.</p> <p>Jumpstart! Games INSET to train staff on ways to support children’s speaking and listening.</p> <p>Daily shared reading modelling and recasting children’s misconceptions.</p> <p>LoLs/AK to provide modelled/team-taught lessons to staff where issues arise.</p> <p>Format Matters: all children to answer questions in full sentences.</p> <p>All children expected to justify answers with evidence from text.</p> <p>Golden Ticket: provide children with means to respond to questions verbally.</p> <p>LoLs to monitor the impact of the above</p>	<p>AK</p> <p>LoLs</p>	<p>Increased number of pupils working at expected standard.</p> <table border="1" data-bbox="999 624 1346 943"> <thead> <tr> <th data-bbox="999 624 1070 778">Reading at expected</th> <th data-bbox="1070 624 1106 778">Sept baseline</th> <th data-bbox="1106 624 1149 778">Dec</th> <th data-bbox="1149 624 1189 778">Mar</th> <th data-bbox="1189 624 1232 778">June</th> <th data-bbox="1232 624 1346 778">Target</th> </tr> </thead> <tbody> <tr> <td data-bbox="999 778 1070 804">Yr 1</td> <td data-bbox="1070 778 1106 804">75</td> <td data-bbox="1106 778 1149 804">2</td> <td data-bbox="1149 778 1189 804">39</td> <td data-bbox="1189 778 1232 804">71</td> <td data-bbox="1232 778 1346 804">71</td> </tr> <tr> <td data-bbox="999 804 1070 829">Yr 2</td> <td data-bbox="1070 804 1106 829">67</td> <td data-bbox="1106 804 1149 829">4</td> <td data-bbox="1149 804 1189 829">24</td> <td data-bbox="1189 804 1232 829">74</td> <td data-bbox="1232 804 1346 829">74</td> </tr> <tr> <td data-bbox="999 829 1070 855">Yr 3</td> <td data-bbox="1070 829 1106 855">68</td> <td data-bbox="1106 829 1149 855">6</td> <td data-bbox="1149 829 1189 855">39</td> <td data-bbox="1189 829 1232 855">77</td> <td data-bbox="1232 829 1346 855">77</td> </tr> <tr> <td data-bbox="999 855 1070 880">Yr 4</td> <td data-bbox="1070 855 1106 880">18</td> <td data-bbox="1106 855 1149 880">2</td> <td data-bbox="1149 855 1189 880">39</td> <td data-bbox="1189 855 1232 880">63</td> <td data-bbox="1232 855 1346 880">63</td> </tr> <tr> <td data-bbox="999 880 1070 906">Yr 5</td> <td data-bbox="1070 880 1106 906">27</td> <td data-bbox="1106 880 1149 906">2</td> <td data-bbox="1149 880 1189 906">37</td> <td data-bbox="1189 880 1232 906">60</td> <td data-bbox="1232 880 1346 906">60</td> </tr> <tr> <td data-bbox="999 906 1070 932">Yr 6</td> <td data-bbox="1070 906 1106 932">11</td> <td data-bbox="1106 906 1149 932">5</td> <td data-bbox="1149 906 1189 932">35</td> <td data-bbox="1189 906 1232 932">61</td> <td data-bbox="1232 906 1346 932">61</td> </tr> </tbody> </table>	Reading at expected	Sept baseline	Dec	Mar	June	Target	Yr 1	75	2	39	71	71	Yr 2	67	4	24	74	74	Yr 3	68	6	39	77	77	Yr 4	18	2	39	63	63	Yr 5	27	2	37	60	60	Yr 6	11	5	35	61	61		
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Main Activity and timescale Reading	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action																									
<p>1:1 Readers Home Reading Records (HRR) implemented across school. Next steps in HRRs link to curriculum and are follow-up systematically. Parent Questionnaire to assess/baseline parent attitudes to home reading and provide measurable attitude impact data. Parent Postcards to celebrate regular home reading. Individual Colour Band Sheets (ICBS) to be used from Reception onwards. Workshops and support for home reading. Volunteer/parent/pupil programme of 1:1 reading buddies.</p>		<p>Adults are listening to individual readers. ICBS are being used effectively. Daily reading records indicate that catch up children are reading every day. Home reading records are being completed by staff when listening to readers. Home reading records are regularly being completed by parents. Effective transitions mean little time is wasted. Reduction in proportion of pupils with Reading Age (RA) less than 8.</p> <table border="1" data-bbox="920 975 1234 1305"> <thead> <tr> <th>RA < 8</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Sept 16 %</td> <td>68</td> <td>32</td> <td>12</td> <td>16</td> </tr> <tr> <td>Sept 16</td> <td>39</td> <td>19</td> <td>7</td> <td>9</td> </tr> <tr> <td>Target %</td> <td>26</td> <td>10</td> <td>10</td> <td>7</td> </tr> <tr> <td>Target</td> <td>15</td> <td>6</td> <td>6</td> <td>4</td> </tr> </tbody> </table>	RA < 8	Year 3	Year 4	Year 5	Year 6	Sept 16 %	68	32	12	16	Sept 16	39	19	7	9	Target %	26	10	10	7	Target	15	6	6	4		
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Target	15	6	6	4																									

Main Activity and timescale Reading	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action
<p>Reading Assessment</p> <p>Train all staff in assessing individual readers. Use of Assertive Mentoring (AM) trackers to plan to gaps. Bespoke Reading Comprehension Sheets (BRCS) to support assessment in reading journals. Termly tests in-line with ARE to support assessment. Reading Moderation to secure staff judgements.</p> <p>Promoting reading for pleasure All classrooms to have an exciting and well-resourced reading area. Arrange for all classes to have termly visits to local public library All classes to have story time at least 3 times per week. Year group weekly access to school library. Inset on love of reading and how to promote this. Focus on regular home reading through parent workshops, reward postcards.</p>	<p>AK/KW</p>	<p>Staff are confident in assessment of reading</p> <p>Moderation shows that staff judgements are secure.</p> <p>Pupil progress in reading is accelerated and number of catch-up pupils reduces. (see page 14)</p> <p>Pupil Progress Meetings (PPMs) evidence that catch up pupils are identified and intervention is put in place.</p>		

Main Activity and timescale Phonics	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action																																																														
<p>Phonics</p> <p>Daily phonics to be taught in Nursery. HA children introduced to Phase 2 phonics when needed.</p> <p>Daily phonics taught in Reception</p> <p>Phonics to be tracked at PPMs</p> <p>Continue high quality phonics teaching in KS1.</p> <p>Training for staff new to KS.</p> <p>Track phonics progress at PPMs</p> <p>Daily top-up phonics in Year 3</p>	<p>LR/AK</p> <p>LR/AK</p>	<p>Nursery (N 2 pupils)</p> <table border="1" data-bbox="920 507 1323 612"> <thead> <tr> <th>N2</th> <th>Phase 1 Secure</th> <th>Within Phase 2</th> <th>Phase 2 secure</th> </tr> </thead> <tbody> <tr> <td>July 17</td> <td>100%</td> <td>50%</td> <td>20%</td> </tr> </tbody> </table> <p>Reception</p> <table border="1" data-bbox="920 711 1373 836"> <thead> <tr> <th></th> <th>Within Phase 4</th> <th>Phase 4 secure</th> <th>Within Phase 5</th> </tr> </thead> <tbody> <tr> <td>July 16</td> <td>100</td> <td>51</td> <td>21</td> </tr> <tr> <td>July 17</td> <td>100</td> <td>50</td> <td>20</td> </tr> </tbody> </table> <p>Key Stage 1</p> <table border="1" data-bbox="920 956 1337 1182"> <thead> <tr> <th>Y1=52 Y2=8</th> <th colspan="2">Secure Phase 4</th> <th colspan="2">Within Phase 5</th> <th colspan="2">Pass mark</th> </tr> <tr> <th></th> <th>Y1</th> <th>Y2</th> <th>Y1</th> <th>Y2</th> <th>Y1</th> <th>Y2</th> </tr> </thead> <tbody> <tr> <td>Dec16</td> <td>26</td> <td></td> <td>26</td> <td>4</td> <td>15</td> <td>2</td> </tr> <tr> <td>Mar 17</td> <td>22</td> <td></td> <td>30</td> <td>6</td> <td>26</td> <td>4</td> </tr> <tr> <td>June 17</td> <td>10</td> <td>2</td> <td>42</td> <td>6</td> <td>42</td> <td>6</td> </tr> <tr> <td>Target %</td> <td></td> <td></td> <td></td> <td></td> <td>85</td> <td>95</td> </tr> </tbody> </table>	N2	Phase 1 Secure	Within Phase 2	Phase 2 secure	July 17	100%	50%	20%		Within Phase 4	Phase 4 secure	Within Phase 5	July 16	100	51	21	July 17	100	50	20	Y1=52 Y2=8	Secure Phase 4		Within Phase 5		Pass mark			Y1	Y2	Y1	Y2	Y1	Y2	Dec16	26		26	4	15	2	Mar 17	22		30	6	26	4	June 17	10	2	42	6	42	6	Target %					85	95		
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Main Activity and timescale Writing	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action																																										
<p>Primary Writing Project (PWP) Staff to attend Big Day 4 of Primary Writing Project (10.10.16) Training for new staff on principles of Primary Writing Project (19.9.16) Come back to principles of PWP (non-negotiables) revisit inset for staff in Spring 1 and as a market place event in Summer 1</p> <p>Produce a guide to teaching writing (Oct wk 3)</p> <ul style="list-style-type: none"> Introduce to staff during PPA sessions/inset Monitor non-negotiables through weekly book checks. Revisit training in Spring 1 and Summer 1 – www/ebi <p>Ensure consistency and progression of planning formats across school.</p> <ul style="list-style-type: none"> Planning formats agreed Planning formats given to staff Start to monitor that planning formats used, then during weekly book checks <p>Progression in language across school.</p> <ul style="list-style-type: none"> Agreed with SLT and given to staff (PPA) Monitor that being used Revisit training in Spring 1 and Summer 1 – www/ebi Revisit training in Spring 1 and Summer 1 – www/ebi 	<p>All Staff FB Inset Spr 1 and Sum 1 FB FB/LoLs Inset Spr 1 and Sum 1 FB/RW FB/RW Inset</p>	<table border="1" data-bbox="996 416 1346 735"> <thead> <tr> <th>Writing at expected</th> <th>Sept baseline</th> <th>Dec</th> <th>Mar</th> <th>June</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Yr 1</td> <td>69</td> <td>8</td> <td>30</td> <td>65</td> <td>65</td> </tr> <tr> <td>Yr 2</td> <td>67</td> <td>3</td> <td>30</td> <td>65</td> <td>65</td> </tr> <tr> <td>Yr 3</td> <td>63</td> <td>7</td> <td>30</td> <td>65</td> <td>65</td> </tr> <tr> <td>Yr 4</td> <td>35</td> <td>5</td> <td>40</td> <td>63</td> <td>63</td> </tr> <tr> <td>Yr 5</td> <td>36</td> <td>4</td> <td>37</td> <td>65</td> <td>65</td> </tr> <tr> <td>Yr 6</td> <td>32</td> <td>2</td> <td>35</td> <td>70</td> <td>70</td> </tr> </tbody> </table> <p>Weekly book check shows that staff are using agreed principles of PWP in their teaching</p> <p>Weekly book check shows that planning, weekly opportunities for an extended write, language progression, in-class marking and response is in line with school expectations/ARE. Non-negotiables are adhered to.</p>	Writing at expected	Sept baseline	Dec	Mar	June	Target	Yr 1	69	8	30	65	65	Yr 2	67	3	30	65	65	Yr 3	63	7	30	65	65	Yr 4	35	5	40	63	63	Yr 5	36	4	37	65	65	Yr 6	32	2	35	70	70		
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Yr 6	32	2	35	70	70																																									

Main Activity and timescale Writing (cont)	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action
<p>Moderation Moderation of writing for Year 2, 4, 6 to be provided via SHINE and across school via Base Meetings. (9.11.16; 2.3.17; 19.5.17) Compile moderation booklet for writing to support assessment without levels.</p> <p>Supporting writers Parent workshops to ensure parents are familiar with the way writing is taught and are able to support at home. Look at developing working walls so that they are current and provide a structured, visual aid to help children produce their own writing</p> <p>Marking and Feedback Training on in-class marking and the effectiveness of immediate response to children’s work using the green and pink highlighting pens for new staff.</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Training for staff new to school, (tba) • Provide guidance and resources • Extra support for members of staff with neat and joined handwriting (groups). 	<p>LoLs</p> <p>DHT 3x per year</p> <p>LoLs</p> <p>DHT</p> <p>DHT/RW</p> <p>DHT/RW</p>	<p>Teacher judgements are secure.</p> <p>Learning walk shows that working walls follow school guidance, reflect current learning and provide appropriate scaffolds to support learners</p> <p>Book checks evidence that children are given appropriate next steps and respond to these.</p> <p>All staff are modelling appropriate handwriting.</p>		

Main Activity and timescale Writing (cont)	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action
<p>Spelling</p> <ul style="list-style-type: none"> • Identify slots on timetable when spelling rules and conventions can be taught • CPD for staff on how to teach spelling and spelling games • Revisit training in Spring 2 and Summer 1 <p>Vocabulary</p> <ul style="list-style-type: none"> • All staff, including TAs, trained in the 7-step approach to teaching vocabulary (Inset 2.11.16). • Tier 2 vocabulary taken from books being studied/to support current theme • Children are taught a minimum of 3 new words per week, and have lots of opportunities to apply them across the curriculum. • New vocabulary is displayed/made available to children in classroom, alongside class dictionaries and bookmarks • Teachers provide children with appropriate technical vocabulary to complement the theme/book being studied. • Revisit training in Spring 2 and Summer 2 <p>Target Time</p> <ul style="list-style-type: none"> • RW to make target time resources and give to teachers, explain how they can be used independently. 	<p>DHT</p> <p>AK x 3 Inset sessions</p>	<p>Children are using more ambitious Tier 2 vocabulary in their writing, and make more progress (as seen in weekly work scrutinies). (See milestones on page 17)</p> <p>Vocabulary is published in classrooms.</p> <p>Ambitious vocabulary used across the curriculum.</p>		

Main Activity and timescale Mathematics	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action																														
<p>Continue improvement of mental maths agility:</p> <ul style="list-style-type: none"> Recalibrate passports and remove x tables from continents. All classes to have new passports in place and data transferred by December 2016. Maths team to develop tests for Y2-Y6 to run alongside AM half termly tests. Target time effectiveness and resources to be refined so that children are independently accessing provision to secure targets. Passport self-checks available in target time. 	<p>RC</p> <p>RC/LoL</p> <p>RC/MG</p> <p>LoLs</p> <p>MG</p>	<p>Increased number of children at ARE for mental maths.</p> <p>Passport data: % at ARE</p> <table border="1" data-bbox="920 587 1263 895"> <thead> <tr> <th></th> <th>Baseline</th> <th>Aut</th> <th>Spr</th> <th>Sum</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>14</td> <td>36</td> <td>58</td> <td>80</td> </tr> <tr> <td>Y3</td> <td>9</td> <td>33</td> <td>57</td> <td>80</td> </tr> <tr> <td>Y4</td> <td>3</td> <td>30</td> <td>57</td> <td>80</td> </tr> <tr> <td>Y5</td> <td>35</td> <td>50</td> <td>65</td> <td>80</td> </tr> <tr> <td>Y6</td> <td>12</td> <td>35</td> <td>58</td> <td>80</td> </tr> </tbody> </table> <p>Expectation is that all children know up to 12x12 by end of Year 4. (July 2017)</p>		Baseline	Aut	Spr	Sum	Y2	14	36	58	80	Y3	9	33	57	80	Y4	3	30	57	80	Y5	35	50	65	80	Y6	12	35	58	80		
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Main Activity and timescale Maths (cont)	Resources /Leader	Success criteria Expected impact: Milestones	Actual impact	Points for further action																																										
<p>Improve quality of teaching and subject knowledge:</p> <ul style="list-style-type: none"> Y1-4 Lesson Study programme: each Year Group to carry out 3 cycles of lesson study by July 2017 Phase 2 Y5 Lesson Study programme: each class to carry out 2 cycles (Spr+Sum) Copies of lesson study research findings sent to RC. Bar modelling to be introduced in Y 5 and Y6 to support problem solving Bar modelling phase 2 in Y1-Y4 in spring term <p>Revise and revisit: pitch/challenge and models and images during Year Group planning sessions and in Inset.</p>	<p>RC/LoL Inset time</p> <p>MG Inset</p> <p>LoL Inset</p>	<table border="1" data-bbox="996 451 1346 770"> <thead> <tr> <th>Maths at expected</th> <th>Sept baseline</th> <th>Dec</th> <th>Mar</th> <th>June</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Yr 1</td> <td>69</td> <td>8</td> <td>40</td> <td>70</td> <td>70</td> </tr> <tr> <td>Yr 2</td> <td>67</td> <td>8</td> <td>35</td> <td>73</td> <td>73</td> </tr> <tr> <td>Yr 3</td> <td>70</td> <td>22</td> <td>40</td> <td>70</td> <td>70</td> </tr> <tr> <td>Yr 4</td> <td>47</td> <td>5</td> <td>35</td> <td>66</td> <td>66</td> </tr> <tr> <td>Yr 5</td> <td>48</td> <td>20</td> <td>40</td> <td>61</td> <td>61</td> </tr> <tr> <td>Yr 6</td> <td>33</td> <td>20</td> <td>40</td> <td>68</td> <td>68</td> </tr> </tbody> </table> <p>Book scrutinies show evidence of use of bar modelling. Y5/6 in spring/summer, Y1-Y4 in summer.</p> <p>Lesson Study cycles are completed.</p>	Maths at expected	Sept baseline	Dec	Mar	June	Target	Yr 1	69	8	40	70	70	Yr 2	67	8	35	73	73	Yr 3	70	22	40	70	70	Yr 4	47	5	35	66	66	Yr 5	48	20	40	61	61	Yr 6	33	20	40	68	68	<p>Lesson Study commenced 31.10.16</p>	
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