

**Overarching Priorities and Targets**

- Raise proportions reaching higher levels in writing and mathematics.
- Ensure more able pupils are consistently challenged in their learning.
- Ensure KS1 pupils are given opportunities to use phonics skills in reading and writing.
- Improve writing attainment across the school.
- Improve greater depth at reading in KS2.
- To improve attendance so that it is above 96%.
- To develop the teaching skills new teachers including the newly qualified teachers.
- To develop a new maths scheme of work.
- To explore ways of reducing teachers’ workload.
- To successfully form a collaborative, co-operative MAT.
- To liaise with outside companies connected with the new build project.

**1. Leadership and Management**

- 1.1 Establish new leadership structure
- 1.2 Set up and run an NQT programme
- 1.3 Track and promote good attendance
- 1.4 Work closely with four other schools to set up a collaborative, co-operative MAT
- 1.5 Work with outside companies on the new build project
- 1.6 To develop the role of middle leaders
- 1.7 To establish the role of school project manager to the new build

**2. Teaching, Learning and Assessment**

- 2.1 Redesign the maths curriculum (improve mathematics outcomes)
- 2.2 Train and support staff in the Primary Writing Project (Improve writing outcomes)
- 2.3 Train and support staff in the Accelerated Reader Programme (improve reading outcomes)
- 2.4 Train and support staff with teaching greater depth comprehension and grammar
- 2.5 Pupil Progress review meetings every half term
- 2.6 Lesson observations every half term
- 2.7 Book scrutiny every half term
- 2.8 To review marking policy with a consideration for teacher workload
- 2.9 Evidence progress of deeper learners
- 2.10 Share teaching and learning with other schools, especially the potential new MAT schools

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## 3. Personal Development, Behaviour and Welfare

- 3.1 To implement the new Restorative Justice system
- 3.2 Continue to track behaviour records and put systems in place to improve behaviour further
- 3.3 Establish supervision with outside agency for staff involved in child protection cases
- 3.4 Improve systems in Provision to reduce interruption to children’s learning

## 4. Outcomes for Pupils

- 4.1 80% of children to reach the phonics standard
- 4.2 77% of children to reach the writing expected standard in KS1
- 4.3 22% of children to reach the greater depth standard in reading at KS2
- 4.4 9% of children to reach greater depth combined at KS2
- 4.5 Progress of children in writing at the end of KS2 to be in line with national

## 5. Early Years Provision

- 5.1 Improving links between the younger provision class and EYFS
- 5.2 To continue to develop the learning of mathematics to raise outcomes
- 5.3 To record incidents of behaviour on the whole school digital system
- 5.4 70% of children to achieve the Good Level of Development

Area	Action / Person Responsible	Timescales	Monitoring and Impact (Dated evidence)	Resources / Funding	How will communicate with Governing Body?
1. Leadership and Management	1.1 Establish new leadership structure	Autumn 1	Interview paperwork Successful SLT driving up standards Register NQTs with Bexley Borough Monitoring timetable drawn up and followed Release time for mentors, buddies and SLT. Children’s learning is successful All NQTs are confident and successful teachers by the end of the year.	Interview panel Relative to position TES NQT guidelines, External agencies where necessary e.g. Gary Granger £300 per student for registration £200 Gary Granger £500 for additional resources	Part of interview panel.  Report from SLT on progress of the NQT programme. Governors to meet NQTs through learning walks.
	1.2 Set up and run an NQT programme	Ongoing			
	1.3 Track and promote good attendance	Ongoing	Monitored by SLT and Pastoral Team.	Weekly 100% attendance prize Termly 100% prize £500	Head teacher report will document.

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	<p>1.4 Work closely with four other schools to set up a collaborative, co-operative MAT</p> <p>1.5 Work with outside companies on the new build project</p> <p>1.6 To develop the role of middle leaders</p> <p>1.7 To establish the role of school project manager to the new build</p>	<p>Awaiting notification from DfE</p> <p>Ongoing</p> <p>July 2018</p> <p>Autumn 1- Autumn 2018</p>	<p>Trustees and Head Teacher board with school governing bodies.</p> <p>Peer Reviews</p> <p>Monthly meetings, expected completion date Oct 2018</p> <p>Learning the roles of phase leaders supported by SLT</p> <p>Meeting/Minutes between Caroline and builder team.</p>	<p>Co-operative MAT trust board</p> <p>RSC + LA</p> <p>SLT release time for site meeting</p> <p>Bailey Garner (PM)</p> <p>SLT support</p> <p>Site Team</p> <p>3 days per week to oversee.</p>	<p>Governor on trustee board to liaise</p> <p>Governors on board to liaise</p> <p>Feedback through performance management to be fed back to governors.</p> <p>Governors on the board to liaise and feedback.</p>
<p>2. Teaching, Learning and Assessment</p>	<p>2.1 Redesign the maths curriculum (improve mathematics outcomes)</p> <p>2.2 Train and support staff in the Primary Writing Project (Improve writing outcomes)</p> <p>2.3 Train and support staff in the Accelerated Reader Programme (improve reading outcomes)</p> <p>2.4 Train and support staff in the teaching of greater comprehension and grammar</p> <p>2.5 Pupil Progress review meetings every half term</p>	<p>Autumn 2017</p> <p>All year</p> <p>Autumn 2017</p> <p>All year</p> <p>All year</p>	<p>Stuart Greenwood to present and train maths curriculum to the staff.</p> <p>INSET training, internal staff meetings and support to implement within the classes.</p> <p>New team to have training on accelerated reader and be able to lead on this across the school. During PPR it will show a higher percentage of children will be working at greater depth.</p> <p>All staff to have training with increased expectations for KS2 comprehension and grammar</p> <p>SLT are aware of children who are not achieving in line with their peers. During PPR it will show a higher percentage of children will be working at greater depth.</p>	<p>0.5 per week for programme development and initiation</p> <p>2 full days external training. Regular in house moderating.</p> <p>Time for the team to meet for training</p> <p>New books £2000</p> <p>Staff meetings/ LA support/ external provider £1000 New books £2000</p> <p>Time for the meetings – cover for class</p>	<p>Curriculum to be presented to governing body</p> <p>Report to be fed back to governing body.</p> <p>Standards meetings</p> <p>Standards meetings</p> <p>Standards meetings</p>

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	2.6 Lesson Observations every half term	All year	SLT will have a clear understanding of new teacher's skills and will be to support, develop and improve them	Time for SLT to observe staff	Head Teacher's report
	2.7 Book scrutiny every half term	All year	SLT will ensure that standards still meet our expectations and ensure that targets are met and shared with staff.	SLT meetings	Standards meetings
	2.8 To review marking policy with a consideration for teacher workload	All year	The marking policy to be shared during phase meetings and monitoring of books to show that it is being followed.	Phase meetings	Standards meetings
	2.9 Evidence of the progress of deeper learners	All year	Writing books show deeper learning, reading comprehensions and accelerated reader show deeper learning in reading. Mr Greenwood to record deeper learning for maths which will be evident in book scrutinise and PPR reviews	PPR reviews	Standards meetings
	2.9 Share teaching and learning with other schools, especially the potential new MAT schools	All year	Minutes of the MAT school meetings show a collaborative approach to teaching & learning and links are formed between year groups and subject co-ordinators.	£100	Subject leader reports
3. Personal Development, Behaviour and Welfare	3.1 To implement the new Restorative Justice system	All year	Training of peer mediators who are visible during break times which results in less pink behaviour slips at lunchtime.	£1000	Head teachers report
	3.2 Continue to track behaviour records and put systems in place to improve behaviour further	All year	Half termly behaviour reports to share with staff and governors show the behaviour systems are working. More staff at lunchtime playing games with the children e.g. music at lunchtime, skipping games	£200 for lunchtime games	Head teachers report
	3.3 Establish supervision with outside agency for staff involved in child protection cases	All year	Inclusion meetings SLT/ Pastoral Care Lead meeting	Maypole counselling services £1000	Safety, Behaviour and Community Committee
	3.4 Improve systems in Provision to reduce interruption to children's learning	Autumn Term	SEN Audit/ Learning Walk/Lesson observations/ SPTO tracking of behaviour in Provision	LA/ SPTO behaviour £100, Resources £300	Safety, Behaviour and Community Committee

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4. Outcomes for Pupils	4.1 80% of children to reach the phonics standard	All year	Lesson observations, Christmas health check, termly phonics trackers show the impact of the phonics teaching. We will have an increase in the number of children passing the phonics screening.	Staff training	Standards meetings
	4.2 77% of children to reach the writing expected standard in KS1	All year	Lesson observations, PPR reviews, staff training for PTPs and new staff. We will have an increase in writing achievement.	Staff training	Standards meetings
	4.3 22% of children to reach the greater depth standard in reading at KS2	All Year	PPR reviews show that more children are working at greater depth New books ordered for working at greater depth.	£500	Standards meetings
	4.4 9% of children to reach greater depth combined at KS2	All Year	PPR reviews show that more children are working at greater depth	Staff cover for reviews	Standards meetings
	4.5 Progress of children in writing at the end of KS2 to be in line with national	All Year	SPTO to show measure of progress from EYFS,KS1 > KS2/ PPR / Termly reviews	SPTO £2000	Standards meetings
5. Early Years Provision	5.1 Improving links between the younger provision class and EYFS	All Year	Inclusion and reverse inclusion take place weekly and book scrutiny show that the children are following the same curriculum and the children are making expected progress.	Staff training	EYFS report to governors.
	5.2 To continue to develop the learning of mathematics to raise outcomes	All year	Mr Greenwood to work with EYFS staff to improve the outcomes of pupils which is evident through book scrutinise and assessments	Staff training	Standards meetings
	5.3 To record incidents of behaviour on the whole school digital system	All Year	Staff to put all incidents on SPTO weekly and interventions put in place.		Safety, Behaviour and Community Committee Head teacher's reports
	5.4 70% of children to achieve the Good Level of Development	All Year	PPR reviews, interventions for those who may not achieve.		Standards meetings and reports

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**Poverest**  
Primary School