



SCHOOL IMPROVEMENT OBJECTIVES 2017-2018

1. OUTCOMES FOR PUPILS

Priority 1: *Rate of Progress*

Objectives:

- Achieve at least the expected 6 points progress for all pupils.
- Targeted pupils to achieve specific target set.

Priority 2: *KS2 Writing and SPAG*

Objectives:

- Ensure that no less than 79% of Year 6 pupils achieve EXS(Expected Standard) in writing and SPAG(Spelling, Punctuation & Grammar) at the end of year and a minimum of 25% achieve GDS(Greater Depth Standard)(SEND child included in these figures).
- Ensure that no less than 80% of pupils in Year 5 are confidently achieving ARE (Age related Expectation) i.e. point 6 or above in writing and SPAG by the end of the year (SEND child **not** included in these figures)
- Ensure that no less than 85% of pupils in Year 4 are confidently achieving ARE or above and 35% achieving above ARE i.e. point 8 or above, in writing and SPAG by the end of the year.

Priority 3: *Boys' Progress*

Objectives:

- Accelerate boys progress in Year 6 so that at least 83% of boys achieve EXS or above in reading and maths and 66% in writing. (SEND child included in these figures)
- Accelerate boys progress in Year 5 so that at least 88% confidently achieve ARE or above (point 6 or above) in reading and writing. (SEND child **not** included in these figures)
- Ensure Year 3 boys progress is accelerated to show an increase from 58% to a minimum of 75% of boys confidently achieving ARE (point 6 or above) in writing and SPAG by the end of the year. (SEND child **not** included in these figures)
- Accelerate boys progress in Year 2 so that at least 64% confidently achieve EXS in the KS1 SATs for reading, writing and maths i.e. point 6 or above

Priority 5: *Attainment*

Objectives:

- Increase the proportion of children in Year 3 working at or above ARE for combined attainment from 71% to at least 80%.
- Accelerate progress of target pupil (1 girl) in year 4 to move from a point 4 to at least a point 5 in writing and maths so that there is no gender gap.

2. QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Objectives:

- No less than 2 thirds of all English lessons observed to be outstanding and the remaining one-third to be never less than good.
- Half termly data to show clear progress that addresses the targets set for each year group and targeted pupils.
- All foundation subject books to reflect the whole school focus on writing, SPAG and handwriting.
- Classroom displays to reflect whole school focus on writing, SPAG and multiplication tables.
- TAs in all classes to be effectively directed by the class teacher to support target pupils.
- An effective and well-structured swimming assessment to show clear progress of Year 2 and Year 3 pupils over their 10 week swim sessions.
- Half termly moderation of writing to show sustained progress and across the whole school.
- New approach to teaching and assessing SPAG to show clear progress across KS1 and KS2.
- Home learning activities reinforce the learning of SPAG and multiplication tables.

3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Objectives:

- Circle time to be used more effectively by all staff to ensure pupil voice is shared more regularly.
- Playground interaction between pupils to be further developed by staff on duty e.g. reviewing use of equipment and playground rules, developing playground games etc.

4. EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

Objectives:

- Decide on the possibility of expansion for the future to address the local need for more school places (target from last year)
- Headteacher to ensure staffing in Puffins' class is stable and effective where parents feel confident and reassured.
- New senior teacher in KS1 to establish role as KS1 Lead, Art Coordinator and student mentor.
- New Deputy Headteacher to establish role as an effective Safeguarding, Pupil Premium Lead and HLTA performance manager.
- New English Coordinator to develop and apply action plan where progress in writing and SPAG, particularly for boys, is evident by the end of the year.
- Science Lead to review science curriculum with a strong emphasis on practical science, scientific thinking and assessment where clear progress is evident in KS1 and KS2 by the end of the year.
- Headteacher to facilitate opportunities for support staff who wish to further their career in teaching.
- Class teachers to develop the role and skills of their teaching assistants through performance management.
- New School Secretary to establish role with particular focus on administration of finance, personnel and use of SIMS.
- Office assistant to develop 'solo' role as an effective and efficient 'front of house' member of staff.
- Use of rooms within the school to be reviewed and utilised more efficiently e.g. PPA room, admin office, additional teaching spaces etc

5. EFFECTIVENESS OF EARLY YEARS PROVISION: QUALITY AND STANDARDS

Objectives:

- Increase the proportion of boys in EYFS gaining a GLD (Good Level of Development) from 60% in 2017 to at least 70% in 2018 with a focus on Managing feelings & Behaviour, Making Relationships, Reading and Writing.
- Maintain the high percentage of girls achieving a GLD.
- Establish staffing stability that provides quality delivery of the EYFS curriculum where parents feel reassured.
- EYFS teacher to visit the local pre-schools in the summer term to inform baseline data on entry.
- Review EYFS policy to ensure it reflects good practice.

6. OVERALL EFFECTIVENESS: THE QUALITY AND STANDARDS OF EDUCATION

Objectives:

- Establish new and review existing roles for staff to ensure efficiency of establishment and clear impact on pupil progress.
- Ensure financial management of school funds, including staffing costs, enables the school to effectively address targeted pupils' progress and also further develop the enrichment curriculum.
- Home Learning to be reviewed to reflect the school's focus on writing, SPAG and multiplication tables where pupil progress is reinforced through relevant home learning activities.