



SCHOOL IMPROVEMENT OBJECTIVES 2016-2017

1. OUTCOMES FOR PUPILS

Priority 1: *Rate of Progress*

Objectives:

- Achieve at least the expected 6 points progress for all pupils.
- Achieve better than expected progress for all targeted pupils receiving intervention support.

Priority 2: *Maths*

Objectives:

- Increase the proportion of children at the end of KS2 achieving the expected standard in maths from 53% to 80%.
- Increase % of pupils in Year 4 achieving above ARE in maths from 17% to 26%.
- Increase the proportion of children in Y2 working at or above ARE in mathematics from 70% to at least 84%.

Priority 3: *Boys' Progress*

Objectives:

- Increase % of boys in Year 6 gaining ARE in writing by 5%.
- Accelerate boys' progress in Y2 in reading, writing and maths so that their end of KS1 attainment is at least in line with the National Average.
- Accelerate boys' progress across the school to reduce the gender attainment gap by 10% in reading and writing in KS2 and by 10% in maths in KS1.

Priority 4: *Rate of Progress of Pupil Premium Children*

Objectives:

- Reduce the 'in school' attainment gap between Pupil Premium children and Non-Pupil Premium children across the school for reading and writing.

Priority 5: *Attainment*

Objectives:

- Increase the proportion of children in Y1 working at or above ARE for combined attainment from 79% to 88%.
- Increase the % of pupils in Year 4, gaining ARE in reading, from 79% to 89%.
- Increase the proportion of children at the end of KS2 achieving the expected standard for combined reading, writing and mathematics from 47% to 70%.
- Ensure the % of children (including SEND) working below Age Related Expectations (ARE) in reading, writing and maths is no greater than 10%.
- Increase the % of children across the school, working above ARE for writing, from 18% to 25%.

2. QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Objectives:

- At least two-thirds of observed lessons 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 children's workbooks to show clear evidence of effective and consistent marking throughout at half termly book scrutiny sessions.
- The learning environment for each classroom to be sufficiently stimulating when inspected by the Headteacher each half term.
- TAs in all classes to be well directed and working effectively.
- Increase planned and structured MFL teaching to a total of 15 hours for years 3, 4, and 5 and 10 hours for Y6.
- Implement a clear assessment system for each foundation subject by the end of the autumn term 2016.

3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Objectives:

- Develop a greater level of resilience in pupils across the school.

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.
- Ensure that data performance management objectives focus more closely on target groups and individual pupils rather than an average of the whole class.
- Ensure that recruitment procedures, for any future appointments, effectively address the needs of the school.
- Increase the response rate of parents to Parent View from 30 returns to 50.
- Ensure that monitoring is sufficiently rigorous where underperformance is addressed quickly, ensuring that outstanding practice is typical across the whole school.

5. EFFECTIVENESS OF EARLY YEARS PROVISION: QUALITY AND STANDARDS

Objectives:

- Increase the proportion of EYFS pupils gaining a Good Level of Development from 63% in 2016 to 86% in 2017.
- Increase the proportion of EYFS boys gaining a Good Level of Development from 30% in 2016 to 73% in 2017.
- Close the attainment gap between EYFS boys and girls from 70% to 27%.
- Raise the quality of delivering the EYFS curriculum to a consistently high standard (assessed externally).
- Give special attention to the development of boys in Listening & Attention, Self-confidence & Self-awareness and Managing feelings & Behaviour so that GLD is at least in line with National figures.

- Collate sufficient evidence for each child week-by-week to clearly show their achievement against the Early Learning Goals.
- Ensure that the outdoor learning environment provides an appropriate level of learning experiences where evidence of progress for each pupil towards their ELG is regularly gathered.
- Give all parents access to the EYFS Tapestry online assessment programme by the end of the autumn term at the latest.
- EYFS teacher to visit the local pre-schools in the summer term to inform baseline data on entry.
- Agree an EYFS policy that clearly outlines high quality practice.

6. OVERALL EFFECTIVENESS: THE QUALITY AND STANDARDS OF EDUCATION

Objectives:

- Develop sufficiently rigorous and measurable objectives for performance management.
- Adopt a carefully planned Pupil Voice curriculum to improve pupils' ability to share their thoughts and feelings clearly and confidently (Assessed by Governors)
- Introduce an enhanced and more structured enrichment curriculum successfully across the school so that standards are improved i.e. Fabulous Fridays
- Use Healthy Schools Status to improve quality of healthy snacks and packed lunches across the school.