

## School Improvement Priorities 2019-2020

1. Continue to develop a robust, effective SEN system with highly effective SEN provision which enables ALL SEN children to make at least expected progress.
2. Personalised provision to ensure ALL PP children make at least expected progress and a higher percentage reaching ARE, with opportunities to broaden their experiences both in and out of school.
3. Assessment systems are in place that allow teachers and subject leaders to track the progress of all children in all subjects.
4. Improve the quality of leadership in curriculum subjects to ensure effective teaching and learning which stems from a high quality school curriculum.



Continue to develop a robust, effective SEN system with highly effective SEN provision which enables ALL SEN children to make at least expected progress.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
<b>ALL teachers to review SEN support plans in the least, by 9<sup>th</sup> October, 28<sup>th</sup> January and the 18<sup>th</sup> June and parent signed plans uploaded onto CPOMs within 1 week (18<sup>th</sup> October, 7<sup>th</sup> Feb and 26<sup>th</sup> June).</b>	As per action deadlines	All staff	VS	SEN Plans uploaded on CPOMS by agreed deadlines
Introduce 'school wide' provision maps to provide an overview of support in key SEN areas throughout school.	End of Autumn Term	VS	JB	Whole school provision map in place and being used by SENCo.
Introduce new format for class provision maps for SEN children which clearly shows individual additional support being received for personalised targets.	End of Summer Term	VS	JB	Class provision maps being completed half termly and teachers are using these to feed into progress meetings.
Internal referral process with clear flow-chart rolled out to staff and staff know, use and understand referral pathways and actions to take.	End of Autumn 1	VS	JB	All staff are clear about the referral process for a child with SEN
At least one staff training session to be delivered by each LSS, Ed Psych and SALT services employed within school during the school year linked to teacher responsibility and SEN provision within class.	By the end of Summer 2	VS	JB	High quality training has been delivered to all staff relating to SEN needs..

Personalised provision to ensure ALL PP children make at least expected progress and a higher percentage reaching ARE, with opportunities to broaden their experiences both in and out of school.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
<b>A summary to be completed by the class teacher on each pupil premium child to identify needs/gaps/barriers/opportunities, uploaded to staff share by October 21<sup>st</sup>.</b>	October 21 <sup>st</sup>	All staff	LM	All PP children are at or are closer to working at ARE because the personalised provision in place meets their individual needs.
<b>PP children are identified on ALL planning and the 'groupings' which they sit in, to ensure teachers are remaining focussed on this group of children.</b>	In place by Oct 21 <sup>st</sup> and ongoing	All staff	Subject leaders	When interviewed, PP children are able to detail at least one new experience that they have enjoyed this year beyond the academic curriculum which has been funded through PP spending.
Meeting held between PP leaders and class teachers to discuss PP summaries and set priorities for each child.	25 <sup>th</sup> Oct	LM/All staff	HT	A high percentage of PP children access after school enrichment clubs.
SLT to discuss findings of summaries and agree provision to be put in place including individual and 'whole cohort approaches' i.e. funded trips, breakfast club, holiday club, homework club, Saturday club, school library etc.	8 <sup>th</sup> Nov	LM/HT/VS	HT	
To set up afterschool enrichment for PP children to broaden opportunities.	End of A2	LM/HT	HT	

Assessment systems are in place that allow teachers and subject leaders to track the progress of all children in all subjects.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
<b>Each subject leader to work with the Assessment co-ordinator to develop an assessment system for each subject.</b>	End of A2	LM/Subject leaders	JB	Each subject taught, has an assessment function set up in EMAG with assessment criteria set by subject leaders.
<b>Staff to be using EMAG to assess children's progress and attainment in each subject.</b>	Termly from A2	All class teachers	LM	At pupil progress meetings, staff are able to show progress and attainment across subjects, not just English and maths.
<b>Subject leaders are able to use the assessment system in place to monitor progress and attainment in their subject.</b>	By end of Spring 1	Subject leaders	JB	Subject leader files include pupil progress and attainment data across the school.
Staff meeting to be dedicated to agreeing principles for assessment.	23 <sup>rd</sup> Oct 2019	LM	JB	There is an agreed set of principles for subject assessment that is clear to enable subject leaders to develop assessment criteria for their subjects.
Staff meeting training on how to produce reports for subject leaders.	22 <sup>nd</sup> Jan 2020	LM	JB	Subject leaders are able to produce reports from EMAG which give them information on pupil progress and attainment for their subject.
EMAG to be configured to include the assessment criteria and attainment measures for each subject.	End of A2	LM	JB	EMAG includes subject assessment for all subjects, with year group assessment grids in place and attainment thresholds configured.

Improve the quality of leadership in curriculum subjects to ensure effective teaching and learning which stems from a high quality school curriculum.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
<b>Each curriculum subject leader will lead a 'deep dive' into their subject. All subjects will have been covered by the end of the year.</b>	End of Summer 2	Subject leaders	HT	Each subject leader will have evidence of a 'deep dive' taken into their subject during the academic year. Feedback from the 'deep dive' will have been taken on board and amendments necessary have been taken.
<b>Each subject leader to ensure that their subject curriculum adheres to the agreed format and has been shared with staff at the relevant staff meeting.</b>	By 13 <sup>th</sup> Nov	Subject leaders	HT	An agreed format for curriculum documents is in place and known by staff. All subject curriculums are on the website and all curriculums match the agreed format.
<b>Each subject leader will have a subject leader file which has the agreed content including:</b> <ul style="list-style-type: none"> <li>• <b>Subject curriculum</b></li> <li>• <b>Evidence from deep dive</b></li> <li>• <b>Examples of planning and work from series' of lesson</b></li> <li>• <b>Yearly overview</b></li> </ul>	Ongoing development	Subject leaders	HT	Each subject has a subject file and the content within meets at least the minimum requirements as set out in the agreed contents list. Evidence in files shows quality teaching and learning with clear evidence of careful consideration of learning objectives and teaching sequences.
Subject leaders to meet with HT each term to discuss their subject.	Termly	HT/Subject leaders	HT	Meetings between the HT and subject leaders have taken place termly.
SLT to look at curriculum documents produced by subject leaders and determine a 'model document'	End of A1	HT/LM	LM	A 'model curriculum' document is in place and has been shared with staff. Staff understand the workings of the document and so can ensure all curriculum documents follow the model approach.