

## Kings Avenue Primary School

### School Improvement Plan

The school was inspected by Ofsted in May 2018 and found to be requiring improvement in all categories. This is a particular concern as it is the second RI judgement. The school must secure a good outcome rapidly. Ofsted Identified the following key areas. The action plan seeks to address these points and to secure good within 12 months.

#### Ofsted Priority areas:

**Improve the effectiveness of leadership and management** by ensuring that:

- senior leaders make sure that the quality of teaching and learning in key stages 1 and 2 is consistently strong across the curriculum so that all pupils make good progress
- the funding used to support disadvantaged pupils is making a greater difference in these pupils' achievements in reading and mathematics
- subject leaders develop their monitoring role by checking the quality of teaching and pupils' progress to raise standards in their subjects.

**Improve the quality of teaching and learning so that it is consistently good or better**, by ensuring that teachers:

- raise their expectations of what pupils can do and achieve
- set more demanding work, so that all pupils, including the most able, disadvantaged pupils and those who have SEN and/or disabilities, make consistently good progress in English, mathematics and in a wide range of subjects
- use assessment effectively in order to plan activities that extend and deepen pupils' learning
- provide pupils with more opportunities to apply their mathematics skills to solve problems and develop their reasoning skills.

**Improve pupils' attitudes to learning** by ensuring that:

- teachers raise their expectations of pupils' behaviour by not accepting disruptions during learning time
- pupils consistently demonstrate high levels of concentration and do not waste learning time
- pupils take care and pride in presenting their work neatly.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Predictions

	<u>Dec</u>	<u>March</u>	<u>May / July</u>
<u>GLD</u>	60	70	72

	<u>Dec</u>	<u>March</u>	<u>May / July</u>
<u>Y1 Phonics</u>	60	75	85

<u>R</u>	<u>Dec</u>	<u>March</u>	<u>May / July</u>
<u>Y1</u>	50	65	75
<u>Y2</u>	50	65	75
<u>Y3</u>	50	65	75
<u>Y4</u>	50	65	75
<u>Y5</u>	50	65	75
<u>Y6</u>	50	65	75

<u>W</u>	<u>Dec</u>	<u>March</u>	<u>May / July</u>
<u>Y1</u>	50	60	75
<u>Y2</u>	45	55	65
<u>Y3</u>	45	55	65
<u>Y4</u>	45	55	65
<u>Y5</u>	45	55	65
<u>Y6</u>	40	50	65

<u>M</u>	<u>Dec</u>	<u>March</u>	<u>May / July</u>
<u>Y1</u>	50	65	85
<u>Y2</u>	50	62	75
<u>Y3</u>	50	62	75
<u>Y4</u>	50	62	75
<u>Y5</u>	50	65	80
<u>Y6</u>	50	60	80

## Priority 1

Improve the effectiveness of leadership and management by ensuring that:

- senior leaders make sure that the quality of teaching and learning in key stages 1 and 2 is consistently strong across the curriculum so that all pupils make good progress
- the funding used to support disadvantaged pupils is making a greater difference in these pupils' achievements in reading and mathematics
- subject leaders develop their monitoring role by checking the quality of teaching and pupils' progress to raise standards in their subjects.

Target	Action	Monitoring	Lead	Dec	March	July
Senior leaders make sure that the quality of teaching and learning in key stages 1 and 2 is consistently strong across the curriculum so that all pupils make good progress	<ul style="list-style-type: none"> <li>Leaders and managers consistently monitor standards of T&amp;L, progress and attainment and provide support to secure improvements and hold staff to account where necessary</li> <li>Review of leadership responsibilities</li> <li>Appoint new Deputy Headteacher</li> <li>Headteacher performance</li> </ul>	<p>Visits from the Senior School Improvement Adviser to review impact and monitor Ofsted outcomes.</p> <p>Monthly Action Group Meetings with the Director of Education</p> <p>Weekly SLT meetings hold leaders to accounts and provides to improve the effectiveness of leaders</p> <p>Governors challenge action plans at committees</p>	<p>RM</p> <p>COG</p>	<p>SLT have a clear understanding of the strengths and areas of development of each teacher by the end of September.</p> <p>Support plans are in place as appropriate</p>	<p>Teaching and learning over time demonstrates good teaching and learning.</p> <p>80% is good or better</p> <p>By March average progress to be 4 steps</p>	<p>100% of lessons good or better over time by July 2019</p> <p>By July average progress to be 7 steps</p>

	<p>management takes place by December 2018</p> <ul style="list-style-type: none"> <li>Leadership team PM directly relates to outcomes in their subjects (October 2017)</li> </ul>					
<p>To have a complete governing body who support school improvement</p>	<p>Federation to be disbanded</p> <p>Restructure governing body</p> <p>Skills audit</p> <p>Establishment of the FGB</p> <p>Governors to hold leaders to account over PP progress and attainment</p> <p>Governors able to explain PP rationale and impact of the spending – We spent ....Student attainment increased from to..</p>	<p>Meetings with HT and COG</p> <p>Half termly governor meetings</p>	COG	<p>Establishment of governing board</p> <p>Instrument of government</p>	<p>FGB in place</p> <p>we ask strategic questions, understand the S&amp;W of the school, challenge leaders and visit the school termly</p> <p>The gap between pupil premium children and non-pupil premium</p>	<p>The gap between pupil premium children and non-pupil premium</p>

	<p>Responsibilities to be re-established FGB</p> <p>Rag rate action plan</p>				children to be reducing	children to be in line with national
Marketing and branding of the school to be improved so that classes are full and public perception is good	<ul style="list-style-type: none"> <li>• Re launch website</li> <li>• Launch social media</li> <li>• Press invited into the school half termly</li> <li>• Site action plan to cover renovations</li> <li>• Weekly newsletters</li> </ul>	COG monitor progress In meetings	SLT / SBM	New website and social media launched	<p>Half termly parent workshops</p> <p>Marvellous Mondays</p> <p>KASA</p> <p>Parent Learning workshops</p> <p>Parent café</p>	<p>Increased parents attending school events</p> <p>Improved public opinion on parent view</p>

Priority 2

Improve the quality of teaching and learning so that it is consistently good or better, by ensuring that teachers:

- raise their expectations of what pupils can do and achieve
- set more demanding work, so that all pupils, including the most able, disadvantaged pupils and those who have SEN and/or disabilities, make consistently good progress in English, mathematics and in a wide range of subjects
- use assessment effectively in order to plan activities that extend and deepen pupils' learning
- provide pupils with more opportunities to apply their mathematics skills to solve problems and develop their reasoning skills.

Target	Action	Monitoring	Lead	Dec	March	July
Teaching and Learning to be consistently good or better with high expectations and challenging work so that all children make good progress	T&L improvement programs in place for all staff consisting of modelling, observations, team teaching, shared planning, paired marking, filming, reading	T&L monitored through formal observations and informal drop ins, feedback and coaching given the same day with one clear target to be achieved in 2 weeks  Formal Monitoring A2, Sp2  Feedback weekly in SLT	RM	SLT have a clear understanding of the strengths and areas of development of each teacher by the end of September.  Support plans are in place as appropriate	Teaching and learning over time demonstrates good teaching and learning.  80% is good or better  By March average progress to be 4 steps	100% of lessons good or better over time by July 2019  By July average progress to be 7 steps
	Personalised CPD and weekly staff training on whole school priorities	See strategic calendar	RM			
	TA performance to be improved so that all pupils make consistently	T&L monitored through formal observations and informal drop ins, feedback and coaching	SLT			

	<p>good progress in English and maths</p> <p>New E and M planning formats to be introduced and monitored half termly</p> <p>Half termly assessments followed by PPR to identify children who need additional support to make rapid progress</p> <p>PM of all staff with challenging targets set</p> <p>Raise staff expectation so all teachers know what end of year expectations look like</p>	<p>given the same day with one clear target to be achieved in 2 weeks</p>	<p>SLT</p> <p>RM</p> <p>RM</p> <p>CM</p>		<p>Teachers to have samples of end of year work in writing a maths for every year group. Marking comments to relate to this weekly.</p>	<p>Targets on page 2 to be met</p>
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	Ensure every lesson is differentiated effectively so the more able and SEN learn and make progress					
Use assessment effectively in order to plan activities that extend and deepen pupils' learning	<p>Full analysis of 2018 outcomes is completed to identify strengths, areas of development and priority groups. (Sept 18)</p> <p>All pupils assessed half termly and data analysis used to identify underperforming groups</p> <p>Weekly staff meetings to update target tracker</p> <p>PPRM held half termly and booster groups set up</p> <p>PPRM to tracked combined attainment</p>	<p>Governors hold the leadership team to account for progress against the termly targets and coverage of the action plan</p> <p>Moderation of writing</p> <p>Moderation of maths</p> <p>Moderation of EYFS</p>	<p>DHT / DJ</p> <p>DHT/DJ</p> <p>RM</p>	See targets		<p>The gap between pupil premium children and</p> <p>The gap between pupil premium</p>



<p><b>To develop the foundation curriculum so that is broad and balanced, with challenge and a focus on vocabulary, knowledge and reading</b></p>	<p>PP to be discussed first in every PPRM</p> <p>Analysis of Autumn term progress and attainment for PP students</p> <p>comparisons to non-pp and national expectations</p> <p>To develop the foundation subject leaders so they have a clear understanding of what good teaching in their subject looks like</p> <p>To ensure challenge in the FS</p> <p>Work in the FS to be of the same standard as in E&amp;M</p> <p>To ensure strong Cross curricular links in the FS</p> <p>To develop transferable vocabulary in each of the FS</p>	<p>JC &amp; FSL</p>	<p>JC</p>		<p>non-pupil premium children to be reducing</p>	<p>children and non-pupil premium children to be in line with national</p> <p>FS books to show challenge and development of knowledge</p> <p>Transferable vocabulary to be in place for all FS</p> <p>Books for cross curricular reading to be in place</p>
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	<p>To develop reading across the curriculum</p> <p>Termly FS leader walks to ensure challenge, provision and coverage is appropriate</p> <p>Summer term Staff meetings on the FS to lead learning in their subject areas</p> <p>Termly books scrutinies in the FS to ensure standards and progress and being met</p>					<p>across the school</p>
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<p>Children apply maths confidently across the school</p>	<p>All staff to receive training on how to teach reasoning skills.</p> <p>Teachers use this to incorporate reasoning into all lessons</p> <p>provide pupils with more opportunities to apply their mathematics skills to solve problems and develop their reasoning skills.</p>		<p>EC</p>	<p>75% of maths lessons to incorporate reasoning</p>	<p>85% of maths lessons to incorporate reasoning</p>	<p>95% of maths lessons to incorporate reasoning</p>
<p>EYFS will be outstanding with a highly stimulating environment and teaching that is consistently of a high quality</p>	<ul style="list-style-type: none"> <li>• EYFS team visit outstanding settings</li> <li>• (effra nursery, jubilee, johanna primary)</li> <li>• Research project into outstanding early years</li> <li>• Personalised CPD,</li> <li>• High quality developmental coaching and feedback from an EYFS specialist - support from LA</li> </ul>	<p>See above</p>	<p>EYFSL / DM</p>	<p>EYFS lead and DM will have clear targets to achieve</p>	<p>EYFS will meet 50% of the outstanding judgement</p> <p>▫ Teaching is consistently of a very high quality, inspirational and worthy of dissemination</p>	<p>External review will grade EYFS as outstanding July 2019</p>

- EYFS outdoor area to have enhanced provision and better organisation with less activities and more focus

to others; it is highly responsive to children's needs.

Assessment is accurate and based on high-quality evidence. It includes all those involved in the child's learning and development.

Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes

highly  
challenging  
activities.

Children are  
highly  
motivated and  
very eager to  
join in. They  
consistently  
demonstrate  
curiosity,  
imagination  
and  
concentration.

They are  
highly  
responsive to  
adults and  
each other.  
They do not  
distract others  
or become  
distracted  
easily  
themselves.

Children are  
developing a  
very good  
understanding  
of how to  
keep

					<p>themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.</p>	
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### Priority 3

Improve pupils' attitudes to learning by ensuring that:

- teachers raise their expectations of pupils' behaviour by not accepting disruptions during learning time
- pupils consistently demonstrate high levels of concentration and do not waste learning time
- pupils take care and pride in presenting their work neatly.

Target	Action	Monitoring	Lead	Dec	March	July
<p>Behaviour across the school to be consistently good or better and show improvements over time.</p> <p>Look at barriers to learning how do they compare to the barriers for Non-PP?</p> <p>Develop tracking and analysis of behaviour to ensure there are</p>	<p>Whole school review of behaviour policy. Updated policy introduced (date)</p> <p>Building Learning Power to be introduced and used consistently across the school</p> <p>Half termly themes that drive weekly BLP lessons and all assemblies</p> <p>Introduce behaviour tracking system</p>	<p>Behaviour monitored and tracked half termly</p> <p>See monitoring schedule</p>	SLT	<p>Introduction of BLP to the school and evidence of themes taught in assemblies</p>	<p>BLP introduced and consistent across the school</p> <p>Behaviour tracking shows improvement over time with less disruptive behaviour</p>	<p>Behaviour incidents are significantly less than previous years</p>

<p>no significant issues between PP and Non PP students</p> <p>Children will have good attitudes to learning, low level disruption will be rare and pupils will have high levels of concentration and take pride in their work</p>	<p>Whole school focus on presentation.</p> <p>Handwriting taught weekly and practised daily</p> <p>Presentation prizes daily</p> <p>F&amp;M policy and reviewed and used consistently across the school</p>			<p>60 % of books show children take pride in their work by October 2018</p>	<p>and less exclusions</p> <p>75% of books show children take pride in their work by October 2018</p>	<p>100% of books show children take pride in their work by October 2018</p>
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