

Burnt Tree Primary School Key Priorities Plan (KPP) 2016-2017

This is an overview of the key priorities for improvement which together will form our school improvement plan. Additional details can be found on individual leader/area action plans.

Area	Priorities for improvement	Success criteria
1. Leadership and management	<ul style="list-style-type: none"> • Maintain a robust system of monitoring; secure procedures are continuously used to monitor and evaluate teaching and learning throughout the school. • SLT to ensure that we continue to develop existing leaders and as the school grows ensure that all leaders demonstrate and model outstanding practice. • Continue to ensure that the Governing Body is actively involved in school improvement and has a complete and thorough understanding of the school's strengths and areas for development (GB to continue to use guidance from NCSL). • Continue to ensure that clear links are made and explored between maths and other subjects.(OFSTED 2015) • Ensure that there is high quality professional development for all staff including those new to both teaching and support roles. • Ensure that leaders, including governors, have an accurate understanding of the school and take into account the views of pupils, parents and staff • Ensure that the school's work on promoting British values is at the heart of everything it does. 	<p>Monitoring calendar in place for the beginning of the academic year – shared with staff in September.</p> <p>Appropriate performance management targets are set that are both challenging but realistic and are relevant to the leader's role in school. Leaders will work to achieve targets that will develop their role in school with direct improvements in the quality of teaching of others and the achievement and progress of pupils.</p> <p>GB to be included in the school improvement plan as part of the monitoring process.</p> <p>Named GB members for specific areas to work alongside middle/senior leader to create and review action plan.</p> <p>GB to be able to clearly demonstrate the impact it has had.</p> <p>Maths continues to be easily identified through planning and book scrutiny in all subject areas.</p> <p>The quality of maths work in other curriculum areas will be of the same standard as in maths books.</p> <p>SLT to carryout surveys of the opinions of pupils, parents and staff on a range of issues and share these with the GB including ideas for responses/improvements/amendments where necessary.</p> <p>Evidence of the school's work on British values will be overt; through pupils' work, displays, assemblies, the work of the school council, events in school etc</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2. Teaching Learning and Assessment</p>	<ul style="list-style-type: none"> • To ensure that 100% of teaching is consistently good with 50% outstanding. • To ensure that teaching secures sustained progress that will lead to outstanding achievement over time. • To ensure that provision for pupils with English as an additional language improves their learning and ensures that they make progress that is at least in line with other pupils and that this provision is monitored on a regular basis. • Continue to develop strategies for independent learning so that children are able to challenge themselves and are resilient to failure. • Ensure that progression in the basic skills of reading, writing and maths is planned for and evident in pupils' work and that these skills are actively promoted. • Ensure that reading, writing and mathematics are embedded across the curriculum. • Ensure that children can confidently explain what they have done well and what they need to do to improve. • Review homework to ensure that this reflects the school's drive to continue to improve basic skills and give parents the opportunity to support their children at home. • To ensure that a wide range of appropriate interventions are in place to support both pupils with SEND and those who are working below the expected standard. • To use coaching to share good practice across the school. 	<p>All monitoring activities (observations, pupil progress, work scrutiny) show that teaching is at least good or better.</p> <p>Language development is evident through classroom display, in pupil voice during discussion and answering questions (oral and written). Progress for pupils with EAL is good in reading and writing.</p> <p>Monitoring (including talking to children) evidence demonstrates that pupils are able to work independently; that they challenge themselves to try the hardest tasks and that they are able to cope when things go wrong and try again.</p> <p>There is clear evidence of reading, writing and maths being taught and applied in a wide variety of subjects across the curriculum throughout the school.</p> <p>Discussions with pupils; responses to feedback/marking and evidence of self-assessment in books demonstrates that pupils are aware of how to improve.</p> <p>Positive feedback from parents about the work their children are completing at home.</p> <p>Work in pupils' books shows that they have made good progress since the starting point (September)</p> <p>Half termly pupil progress meetings will discuss individual pupils and follow up plans will focus on children at risk of falling behind.</p> <p>Analysis of the effectiveness of interventions shows that pupils are making good progress EG in the accuracy of reading and spelling HFW</p> <p>Coaching plan in place and reflections of teachers show how it has improved their practice.</p>
<p>Outcomes for pupils</p>	<ul style="list-style-type: none"> • Raise attainment in reading, writing and mathematics at the end of KS2 • Ensure that the school is above the floor target of 65% pupils achieving the expected standard in reading, writing and maths. • Ensure that Higher attaining pupils continue to make good progress throughout the key stage. • Ensure that pupils make at least expected progress from KS1 to the end 	<p>Targets are achieved at the end of all key stages:</p>

of KS2 in reading, writing and maths.

- Ensure that more pupils achieve a higher standard in reading, writing and maths at the end of KS2
- Ensure that pupils eligible for the pupil premium grant are making good progress and that their achievement is at least in line with other pupils by the end of KS2.
- Ensure that the school continues to build upon the standards achieved by pupils at the end of KS1.
- Ensure that all pupils, regardless of starting point make good progress in reading, writing and maths from the end of the EYFS to the end of KS1
- Ensure that the school continues to be in line with national for achievement in phonics in Y1 and that those pupils who did not achieve the standard at the end of Year 1 do so by the end of Year 2.
- Ensure that progress through each key stage is good in a variety of subjects not only English and Maths.

End of KS2 Targets

NB the targets set for KS2 show that the combined target is below the floor standard of 65%. However the target is based on the prior attainment of these pupils in KS1 and it is based on all pupils making either expected or in some cases better than expected progress. If the targets are achieved the results will be better than those achieved by the school last year.

	Expected standard	Higher standard
Reading	69%	24%
Writing (INC GPS)	69%	20%
Maths	72%	24%
Combined	66%	21%

Targets pupils eligible PPG

	Expected standard	Higher standard
Reading	67%	22%
Writing (INC GPS)	67%	22%
Maths	75%	22%
Combined	58%	22%

- Targets to be checked following the October census

End of KS1 Targets

	Expected standard	Higher standard
Reading	78%	25%
Writing (INC GPS)	78%	20%
Maths	78%	20%

Targets pupils eligible PPG (KS1)

	Expected standard	Higher standard
Reading	71%	24%
Writing (INC GPS)	71%	14%
Maths	71%	19%

- Targets to be checked following the October census

Pupil progress data is reviewed each half term to show that pupils are making good progress. Interventions will be put into place via pupil progress action plans for any pupils not making expected progress.

Assessment (EG Rising stars tests) shows improvements in all year groups in mental maths and reading comprehension.

Curriculum assessment grid and work in pupils' books shows that pupils have made good progress from their starting points.

School to achieve the Basic Skills Quality mark

3. Personal development, Behaviour and welfare and safety.

- Continue to monitor and review practices to improve whole school attendance with a target of 97%.
- Ensure that all pupils are given the opportunity to express their views, opinions and ideas in a variety of ways and demonstrate how this has had an impact throughout the school.
- Refine the PSHE curriculum plan to ensure that SMSC development is good throughout the school.
- Train lunch time supervisors and some older key stage 2 pupils as play buddies

Improvement in attendance at the end of each term compared with the previous year.

Overall attendance at the end of July 2017 is 97%

Pupils will complete surveys about bullying and E safety. Their responses will influence planning/assemblies/PSHE activities.

The school council will continue to make decisions regarding behaviour rewards, charitable donations and school activities.

Burnt Tree Junior SLT will be set up and these pupils will accompany leaders on monitoring activities in the school. They will share their findings with the school and with the curriculum and standards committee of the GB.

Action plan in place. Evidence in pupils' work, displays around the school, through pupil interviews.

A range of opportunities are in place to support development of each aspect of SMSC including those which will allow pupils to show they are thoughtful, caring and active citizens in their community.

A wide variety of activities will be on offer at lunchtime. Consequently there will be a reduction in the incidents of low level behavioural issues. Pupils will report through surveys that they enjoy lunchtimes.

<p>4. EYFS</p>	<ul style="list-style-type: none"> • Carryout accurate baseline assessment for pupils at the start of Reception. • Continue to ensure that there is a focus on language development for all pupils including new arrivals and advanced bilingual learners. • Support newly appointed members of teaching and support staff to continue providing good quality teaching with some that is outstanding. • Continue to ensure that pupils in the EYFS make accelerated progress in all 7 areas of learning. • Ensure that in the EYFS there are high rates of progress from starting points. • Continue to increase parent and carer involvement in school through regular planned opportunities. • Continue to work to ensure that differences are diminishing between groups with their rates of progress and achievement against other pupils nationally. 	<p>System in place for September 15. Baseline assessment completed by deadline (TBC)</p> <p>Dedicated time and interventions in place to support language development. All staff to promote speaking clearly in longer stretches. Individual action plan in place for NQT in Nursery.</p> <p><i>Following initial assessments in EYFS, aspirational targets to be set by Oct 2015</i></p> <p>Pupil progress measured at the end of each term. Interventions put in place throughout the year as necessary.</p> <p>Stay with me, Inspire sessions, library sessions, family trips, open days and parents' evenings.</p>
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Priority	Action	Who?	When?	Resources	Monitoring	Impact
1						
2						
3						
4						
5						