**School Improvement Plan 2016/17 – actions and evidence of impact (see also Autumn & Spring data reports)**

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| **Actions** | **Impact** |
| **Reading:**   * **Read Write Inc training and implementation, including 1-1, ‘mini pinnies’ & Freshstart.** | * **Reading ages improved** * **Improved phonics scores** * **Improved blending, segmenting & letter recognition.** * **Improved confidence of children and staff.** * **Fluency & independence improved** * **Positive impact on writing.** * ***At start of Summer Term Nursery children know 20 sounds.*** |
| * **Reciprocal Reading and Inference materials used in Guided Reading. Focus of monitoring in Spring term.** | * **Vocab of EAL learners improving & their understanding.** * ***Spring term observations saw excellent practice throughout the school – see observation feedback forms and innovative ways to maximise every second of the day.*** |
| * **Targeted individual reading, Lexia, paired reading** | * **Reading ages & phonics improved.** |
| * **Literatures works, class novels, author visits.** | * **Enjoyment of reading** * **Positive impact on writing.** * **Reading a greater range of books.** * ***Inspiration for writing.*** |
| * **Reading Resilience training – adults &children** | * **Reading and stamina improved** |
| * **Benwell Library visits** | * **All children enrolled so they can access out of school time. All classes have been once now.** |
| * **More adult volunteers to hear readers** | * **Children being heard more often.** |
| * **More books purchased, fiction & non fiction particularly for Reception.** | * **Greater range of books available, books being changed more often and children being heard read more often.** * **Increased reading at home.** |
| * **Additional reading tests bought for KS2** | * **Informed teacher assessment, improvements in scaled scores for Y6.** * ***Increased number of children on track to reach the standard and greater depth.*** |
| * **Moderation of judgements across phases and Trust.** | * **Improved confidence** |

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| **Actions** | **Impact** |
| **Writing:**   * **Talk for writing training and implementation.**   **Use of oral rehearsal.** | * **Improved independence, quality, language and quality.** * **Writing stamina improved.** * **Improved recall/memory** * ***Spring term book scrutiny with AP showed excellent evidence of progress across the school. Particularly strong evidence in Y1 and with more able.*** |
| * **Grammar for writing training and implementation.** | * **Improved staff & children’s knowledge** * ***Quality writing in books.*** |
| * **Developing EAL writing training and implementation.** | * **EAL/SEN scaffold in place for independent writing, improved grammar.** |
| * **Teachers talking to OT, fine manipulative, gym fingers,**   **ipads writing programme** | * **Developing fine motor** |
| * **Moderation of judgements across phases and Trust.** | * **Improved confidence** |

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| **Actions** | **Impact** |
| **Maths reasoning:**   * **Training for staff and sharing good practice.** **Modelling how to reason.** | * **Improved staff knowledge.** * **Staff feel more confident and children are having more opportunities to develop their reasoning skills – evidence in books.** * ***Spring term book scrutiny with AP showed excellent evidence of progress across the school.*** |
| * **Changes to planning, more opportunities for**   **Word problems and reasoning activities ie odd one out,**  **True/false, why/why not.** | * **More evidence in books of children applying their knowledge.** * **More opportunities to link areas of maths.** * **Children’s knowledge deepening and linking to real world.** |
| * **Moderation of judgements within school**   **and across Trust** | * **Increased awareness of the expectations and confidence of staff to make accurate judgements.** |
| * **More opportunities to encourage verbal explanations,**   **a range of questions being used, partner work and**  **mixed abilities.** | * **Maths vocab is being used more accurately.** * **Children are using the same skills in other curriculum areas ie reading.** |

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| **Actions** | **Impact** |
| **Meeting the needs of all learners:**   * **Focus of monitoring in Autumn term** | * **Evidence showed teachers were effectively supporting and challenging all groups. Any issues were followed up immediately and improvements made.** * ***Spring term book scrutiny with AP showed excellent evidence of progress across the school.*** |
| * **Individual needs targeted and discussed in PPMs**   **and recorded on provision plans and planning.** | * **Children making progress, this is reviewed half termly.** |
| * **Additional expert staff working alongside teachers and TAs ie. EAL teacher, Sp&L therapist, Ed Psych,**   **OT, counsellors** | * **Staff are working in a joined up way with the ‘experts’ so skills can be applied in the classroom.** * **Children are making progress.** |
| * **Training for staff: EAL writing,**   **attachment & trauma, autism.** | * **Increased staff awareness and knowledge. Techniques being used in the classroom.** |
| * **Creativity in the curriculum (following interests),**   **mastery techniques (including partner work,**  **challenge activities, use of practical resources, mixed and**  **streamed ability groups, pre and post teach, hot and cold tasks),**  **differentiation/variation in all sessions – staff training**  **and dissemination leading to discussions about effective teaching.** | * **Staff have a wider range of strategies and knowledge so they can enable all children to make progress.** * **Staff are keen to discuss and share examples of good and things to consider.** * **Children are making progress.** |
| * **Targeted use of TAs ie RWInc and support in class.** | * **Teachers feel TAs are the resource which makes the biggest difference in supporting them to ensure all children make progress.** * **Children are making progress.** |
| * **Inclusion of ARC children** | * **ARC children are making progress.** * **It assists in assessing their primary need and ensure they have a personalised learning plan.** |
| * **Able writers/readers sessions attended by Y6** | * **Applied their knowledge in a different context.** * **Extended their repertoire of known authors.** |
| * ***Started working with our Tracking for Success coach, identified our priorities to improve outcomes for our vulnerable two year olds and started training.*** | * ***Increased/developing leadership skills, raised awareness of effectively working with parents and access to additional resources.*** |

**Additional work:**

2 new SLT leaders developing their skills by taking on projects – RWI & tracking for Success, middle leaders leading projects in school ie. Enterprise Week, Arts Mark application etc

Working on Arts mark, International School Award, Science Award and Eco Award. Achieved Basic Skills for third time and Healthy School working on HS Plus Award.

Additional attendance officer – currently 96.4% & PA reduced. Therapy dog purchased to enhance our well being provision.

Trust Business Plan reviewed, most actioned, some on going – beginning to set priorities for next year. Sharing of practice & resources increased.

Refined tracking for EAL,SEN & MA so more confident what their expectation of progress is.

Further involvement of Parents through courses, workshops, clubs, parent council, website, class dojo and Tracking for Success project.