



2016/17 SUMMARY OF SCHOOL IMPROVEMENT AND GRADES FOR STAFF & GOVERNORS

School Improvement Planning is determined by a number of factors:

- Robust and effective School Self Evaluation
- Internal stakeholders views i.e. staff, parents/carers, governors and pupils.
- External stakeholders views i.e. Local Authority (LA), School Improvement Advisor and OFSTED.
- The changing needs/fluctuations of the special school setting.

What OFSTED last said:

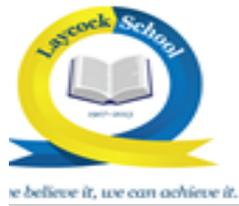
Ensure that pupils in Key Stage 1 reach levels of attainment that are closer to the national average by: teaching systematically a programme of phonics (the relationship between letters and sounds) throughout the Early Years Foundation Stage and Key Stage 1 so that pupils make consistently good progress in reading fine-tuning the way that assessment information is analysed at a strategic level by senior managers so that pupils' various starting points can be used to set more challenging targets for Key Stage 1.

Raise the quality of teaching from good to outstanding by: transferring the good practice in marking, feedback and target setting in pupils' writing to other areas of the curriculum so that pupils know how to improve their work and are given time to respond to teachers' feedback ensuring that teachers constantly check pupils' understanding during lessons to clarify misconceptions and modify tasks accordingly. Improve attendance rates by working with parents and carers to reduce the level of absence, particularly absence through family holidays.

What questions must governors ask the school in order to challenge/support us in improving outcomes for pupils at Laycock Primary School.

Some of this evidence can in found in HT reports and the Governor minutes.

1. What percentage of observed teaching has been judged to be good?
2. What percentage of observed teaching has been judged to be outstanding?
3. What percentage of triangulated (data, book scrutiny, observations) teaching is good?
4. What percentage of triangulated (data, book scrutiny, observations) teaching is outstanding?
5. Which cohorts are on track to meet age related milestones?
6. Which cohorts are on track to exceed age related milestones?
7. What % of Year R cohort are on track to meet age related milestones – Good level of development
8. What % of Year 1 cohort is on track to pass Year 1 phonics check?
9. What progress have cohorts made so far?
10. What progress have pupil Premium children made? Is there a GAP?
11. What progress have SEN children made? Is there a GAP?
12. Does INCO tracking and analysis provide clear evidence about the impact of interventions?
13. Do all leaders have a strategic understanding of the progress and attainment of cohorts across the school and identified pupil groups compared to their target and national average?
14. Do all teachers closely monitor the progress made by disadvantaged pupils when compared to other pupils?
15. How do class teachers use data analysis to identify target individuals or groups who need to make accelerated progress?
16. Have subject leaders got a strategic overview and understanding of the progress and attainment.



School Improvement Priorities and current self-evaluation grade

1. Achievement - GOOD

- Ensure all children in all year groups make consistently strong progress, developing secure knowledge and understanding considering their different starting points. With particular focus on reading, phonics (pupils with additional needs), problem solving & reasoning in Maths and SPAG.
- Continue to improve provision for more able + vulnerable learners.
- Accelerate rates of progress across the school in order to increase the percentage of children exceeding age related expectations (RWM)

2. Teaching and learning – GOOD

- Improve and sustain high quality teaching and learning provision.
- Improve standards in English (particularly Reading Comprehension, SPAG and % of children working at greater depth)
- Teachers always have the highest expectations of pupils and set work that challenges all pupils to do their best by building on what they already know.
- To understand what constitutes good and outstanding teaching, by observing each others practice and giving feedback.
- Improve teaching, learning and **assessment** so that % reaching age related expectations & above age related expectations with particularly focus on KS 2 and EYFS.
- Sustain and improve marking and feedback.
- Develop the use of Questioning across the curriculum.
- Continue to develop the wider curriculum, promote British Values and ensure the curriculum continues to be exciting, real, engaging and challenging.

3 Personal Development Behaviour and Welfare - GOOD

- Improve attitudes to learning and pupils independent learning skills.
- Continue to ensure consistency in application of the school values “Kindness and Unity”
- Continue to Improve rates of attendance (96%)and Reduce Persistent absence.
- Develop pupil voice and pupils sense of responsibility
- Improve the impact of Inclusion staff on vulnerable pupils.

4. Leadership and Management- GOOD

- Support and challenge staff through agreed action – Book Looks/ Learning Walks etc
- Ensure leadership at all level is consistently strong progress.
- Governors to continue to make more effective checks on how well the school is doing.
- Develop further the use of data to impact further on pupil outcomes, self evaluation and Governance.