**2017/18 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:**
> Leaders and those responsible for governance should ensure that:
> • they increase the attendance rates of the few pupils who do not attend regularly
>   so that the overall attendance is at least in line with the national average
> • they build on the strategies to develop early reading skills so that pupils are well
>   prepared to attain and exceed expected standards in phonics in Year 1
> • teaching and the curriculum help pupils to develop high-order reading and
>   technical writing skills and mathematical problem-solving skills in key stage 2.

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.

If we believe it, we can achieve it.

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.With particular focus on reading, reasoning and basic skills across the curriculum.
• Continue to improve provision for more able and vulnerable. (% of pupils working at Greater Depth)
• Accelerate rates of progress across the school in order to increase the percentage of children exceeding age related expectations. Impacting further on combined attainment (RWM)

2. Teaching and learning – GOOD

• Improve and sustain high quality teaching and learning. With particular focus on basic skills.
• Teachers always have the highest expectations of pupils and set work that challenges ALL pupils.
• To understand what constitutes good and outstanding teaching, by reflecting critically on their practice.
• Promote 'Independence' and 'Resilience' in our learners.
• Continue to develop the wider curriculum to ensure the curriculum continues to be exciting, real, engaging and challenging.

3 Personal Development Behaviour and Welfare - GOOD

• Improve attitudes to embed restorative practice, house teams, house points and incentivise learning.
• To ensure consistency in application of the school values "Kindness and Unity"
• Continue to Improve rates of attendance (96%)and Reduce Persistent absence.
• Ensure there is a greater emphasis on pupil voice.
• Improve the impact of Inclusion staff on the progress and attainment of more able and vulnerable pupils.

4. Leadership and Management- GOOD

• Support and challenge staff through agreed action
• Ensure leadership at all levels support consistently strong progress, excellence and enjoyment.
• Develop further the use of data to impact further on pupil outcomes, self evaluation and Governance.
• To put systems and strategies in place to continue to improve attendance (96%) and reduce persistent absence.
• To ensure leadership at all levels focuses more on what the children are learning.