



School Improvement Plan 2015 – 16 (summary)

Our school improvement plan is a pivotal document in the development of the life and activities in our school. It focusses on the achievement of pupils, the quality of teaching, leadership and management and the behaviour and safety of pupils. The improvement plan anchors all the strands within a context. We have looked closely at consolidating what is good and successful and building upon these to generate further successes. This improvement plan identifies areas of development that need to be addressed in the short and medium term and generates a sense of purpose and direction. All staff and governors have been involved in its preparation and teaching staff have evaluated their own roles areas of responsibility and drawn up action plans for these. The full document is available for parents to read upon request. All stakeholders can share in the forward movement of Banks Road Infant and Nursery School, helping to create a climate for improvement and achievement. We are working together to:

- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self- discipline and respect for others
- Provide a welcoming, secure, stimulating and enriched culture for learning
- Celebrate our rich diversity and work in partnership with parents, children and the wider community

Every year the School Leadership Team reviews the strategic plans for the future: improving progress and raising attainment are always our focus and we consider all aspects of our provision and practice to see where improvements are needed. Often priorities for improvement remain part of the SIP for several years as we introduce, embed and consider the impact of new strategies and initiatives.

Issues and Influences considered to identify priorities for 2014 – 2015

1. SATs analysis from 2013-2014 cohort
2. Foundation stage profile data for the 2013-2014 cohort
3. School tracking documents
4. Knowledge of vulnerable / sub groups
5. Predictions based on teacher assessments
6. RAISEonline data
7. Head teacher observations / teacher appraisal
8. Subject leader action plans, monitoring and impact statements

CPD

1. We have a secure leadership organisation in the school. The senior management team is made up of Head Teacher, two Assistant Head Teachers, TLR2 (Teaching and Learning Responsibility) and the School Business Manager. SMT has a strong focus on curriculum and standards, gaining value for money, pupils, personnel and strategy.
2. Continuing the involvement of staff in coaching activities through 'lesson study' will help staff to share good practice and learn from each other's strengths.
3. Our CPD coordinator will ensure that all teaching staff have regular professional development time which will facilitate the opportunity for staff to seek out opportunities for the development of their own good practice and then share these initiatives with others.



All our stakeholders have a clear vision and ambition for the school. The shared leadership style ensures that leaders and governors have created a culture that enables staff and pupils to excel through setting high expectations.

The following information is a brief summary of our current SIP.

Main priorities for 2015-2016

- **To further enhance strategies to help prepare pupils for life in modern Britain and a global society, through developing provision for pupils' spiritual, moral, social and cultural development**
(linked to Ofsted key judgement – *OVERALL EFFECTIVENESS*)

- **To review, develop and implement new effective assessment methods in Reading, Writing and Maths for reporting, monitoring and tracking progress using new performance descriptors**
(linked to Ofsted key judgement – *QUALITY OF TEACHING, LEARNING AND ASSESSMENT*)

- **To ensure grammar, punctuation and spelling is the focus in all writing, across the curriculum. Focus on raising the %age of boys across FS2, Y1 and Y2 making accelerated progress and therefore increasing the %age of boys targeted to achieve exceeding ELG in FS2 or 'exceeding' the National Standards for the end of Y1 / Y2**
(linked to Ofsted key judgement – *OUTCOMES FOR PUPILS*)

- **To develop independent learners who are well equipped for their future by ensuring computing skills are an integral part of teaching and learning for pupils and staff by motivating and exciting pupils and enabling them to achieve high standards**
(linked to Ofsted key judgement – *QUALITY OF TEACHING LEARNING AND ASSESSMENT*)

- **For all staff to have high expectations to increase the attainment of our most able pupils by effectively and consistently challenging them through day-to-day experiences in the classroom through a combination of:**
 - **incorporating breadth across the whole curriculum**
 - **increasing depth within subjects**
 - **accelerating the pace of learning.****(linked to Ofsted key judgement – *OUTCOMES FOR PUPILS*)**

- **To further develop and embed practice across Early Years to ensure there is outstanding provision and learning experiences for children in the Early Years**
(linked to Ofsted grading for –*EFFECTIVENESS OF THE EARLY YEARS PROVISION*)



Area of Development - To further enhance strategies to help prepare pupils for life in modern Britain and a global society, through developing provision for pupils' spiritual, moral, social and cultural development

Key Targets:

- ✚ To EMBED the Unicef Rights Respecting Schools Award, level 1
- ✚ To ensure our re-accreditation for the Healthy Schools' Award is embedded in a healthy lives attitude.
- ✚ To ensure resources reflect and celebrate diversity.
- ✚ To share celebrations, religious beliefs and practices within the school and wider community.
- ✚ To find out more about the on-going lives of children and families in school.
- ✚ To invite visitors from the local community and visit diverse places in the community.
- ✚ To promote positive images of adults and children from different ethnic backgrounds.
- ✚ To audit Modern British Values and link to SMSC and New Agreed Syllabus for RE.
- ✚ To introduce Philosophy for Children to developing critical thinking skills.

Area of Development – To review, develop and implement new effective assessment methods in Reading, Writing and Maths for reporting, monitoring and tracking progress using new performance descriptors

Key Targets:

- ✚ To develop and improve the bespoke tracking of progress system EAZMAG
- ✚ Review use of and staff confidence in using Eazmag to record progress
- ✚ Subject leaders to monitor and review different assessment tools for their subject area (Phonics, SPaG, Reading, Writing, Maths)
- ✚ Further develop new assessment methods in Reading, Writing and Maths
- ✚ Introduce parents and carers to new assessment procedures
- ✚ Introduce new methods of reporting progress to parents
- ✚ New early years Baseline Assessment is carried out and moderated with other local schools
- ✚ Assessment process is designed to primarily support and motivate children's learning by using it to inform next steps in learning and key school improvement priorities.
- ✚ The assessment process will be accessible, manageable and meaningful for all stakeholders.
- ✚ Moderation will be carried out both in house and with other schools to compare internal teacher assessment, developing agreed interpretations of the new expectations of National Standards

Area of Development - To ensure grammar, punctuation and spelling is the focus in all writing, across the curriculum. Focus on raising the %age of boys across FS2, Y1 and Y2 making accelerated progress and therefore increasing the %age of boys targeted to achieve exceeding ELG in FS2 or 'exceeding' the National Standards for the end of Y1 / Y2

Key Targets:

- ✚ To ensure that the quality of children's composition in independent writing is good or better in all classes
- ✚ To raise children's achievement in writing and ensure all children make good or better progress, through consistent text led curriculum experiences
- ✚ To raise the standard of children's language, grammar and vocabulary so that it raises the standard of their Writing
- ✚ To close that gap in attainment between boys and girls



Area of Development - To develop independent learners who are well equipped for their future by ensuring computing skills are an integral part of teaching and learning for pupils and staff by motivating and exciting pupils and enabling them to achieve high standards

Key Targets:

- ✚ To use ICT to aid planning, assessment, recording and reporting and for staff to be competent in implementing this
- ✚ Develop an understanding of the potential of Computing within their own lives by providing a curriculum which motivates, challenges and involves every child, to ensure they reach the highest possible standard of achievement, following the new national Curriculum guidelines.
- ✚ Teach children the skills needed to be able to use ICT equipment to store and retrieve, present and analyse information in real life contexts.
- ✚ Providing relevant training and support for all staff to ensure they can teach and support pupils effectively.
- ✚ Children are responsible, competent, confident and creative users of information and communication technology
- ✚ To develop the subject leaders role
- ✚ To ensure the school website promotes school and community links.
- ✚ To embed the use of e-safety rules in key stage one and 'top tips' in foundation stage

Area of Development - For all staff to have high expectations to increase the attainment of our most able pupils by effectively and consistently challenging them through day-to-day experiences in the classroom through a combination of:

- **incorporating breadth across the whole curriculum**
- **increasing depth within subjects**
- **accelerating the pace of learning**

Key Targets:

- ✚ To consistently challenge/extend learning of all pupils, particularly the more able
- ✚ To give pupils more responsibility for their own learning - more active, inquisitive, enquiring
- ✚ HA pupils identified by class teachers. Progress checked in Pupil Progress meetings
- ✚ Planning/observations shows differentiated learning for HA pupils involving higher order thinking tasks rather than 'more of the same'.

Area of Development – To further develop and embed practice across Early Years to ensure there is outstanding provision and learning experiences for children in the Early Years

Key Targets:

- ✚ To make very good progress in all areas of learning
- ✚ Ensure all EY staff have up to date knowledge and understanding of how to implement the Early Excellence Baseline
- ✚ Evaluate impact of CPD and Lesson Study and identify and implement clear strategies to improve quality of teaching and provision with a focus on EY
- ✚ Review weekly planning.
- ✚ Observe and monitor provision to ensure resources and areas are relevant, attractive and inviting.
- ✚ Termly analysis of pupil tracking
- ✚ Monitor the progress of groups of children
- ✚ Set up a regular programme of parent's workshops



The SIP will be reviewed at the end of each term and at each full governing body meeting and progress against each 'plan' will be discussed at subcommittees. Feedback will be through oral reports and a final end of year analysis to the full governing body in autumn 2016. This will include a comment on the impact of the SIP on standards and achievement in school.

This is a time of change as the educational landscape is altering rapidly. This presents new opportunities and, of course, challenges. These include the national introduction of the new National Curriculum and assessing progress without levels. However, the core purpose of this plan remains to raise achievement for all the children across the school. In doing so we continue to ensure the implementation of a creative approach to delivering the curriculum to enable each individual child fulfil their own potential.

Action Plans where appropriate will be referenced to the Ofsted Inspection areas, and School Vision. This is a working document, and therefore issues can be amended or added at any stage as our priorities change.

A full copy of our SIP is available on request.