

School Improvement Plan 2016 – 17 (summary)

At Banks Road Infant and Nursery School we believe that within a happy, stimulating community, each child will develop a love of learning and a positive attitude towards their education. Through these shared values and a caring example, each child will have the opportunity to become a responsible citizen in the future.

Every year the School Leadership Team and the Governing Board 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 overall school improvement for several years as we introduce, embed and consider the impact of new strategies and initiatives.

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

Issues and Influences considered to identify priorities for 2016 – 2017

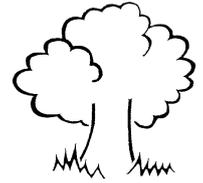
1. Teacher assessment analysis from 2015-2016 cohort
2. Foundation stage profile data for the 2015-2016 cohort
3. School tracking documents
4. Knowledge of vulnerable groups
5. Predictions based on teacher assessments
6. RAISEonline data
7. Head teacher observations / teacher appraisal
8. Subject leader action plans, monitoring and impact statements
9. SEN/D

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.



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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 2016-2017

1. **To develop the language skills that children need to succeed through accurately identifying and tracking the progress of children with speech, language and communication needs. To explore the school environment and provision in relation to speech, language and communication development through a context analysis and provision of a programme of enhancement.** (linked to Ofsted key judgement – QUALITY OF TEACHING, LEARNING AND ASSESSMENT / OUTCOMES FOR PUPILS)
2. **To develop the move towards inter-school collaboration, creating new initiatives and strategies for improvement, promoting more willing distribution of professional knowledge and to share resources more efficiently with local schools as a means to drive forward school improvement** (linked to Ofsted key judgement – OVERALL EFFECTIVENESS)
3. **To continue to provide a clear direction for the Early Years and ensure that it is constantly improving and moving forward through maintaining and improving the highest levels of outcomes for all pupils and ensuring that teaching and learning is inspirational, of high quality and is responsive to children’s needs.** (linked to Ofsted grading for –EFFECTIVENESS OF THE EARLY YEARS PROVISION)
4. **To develop teachers’ Mathematics Mastery to improve teaching and learning and raise the percentage of children achieving age related expectations through challenging pupils’ application of knowledge across the school** (linked to Ofsted key judgement – QUALITY OF TEACHING, LEARNING AND ASSESSMENT / OUTCOMES FOR PUPILS)
5. **Attainment in reading is improved and progress accelerated across the school, so that the percentage of pupils meeting age-related expectations is consistently above the national average by ensuring that the teaching of reading for all children is improved, and teaching is judged consistently ‘good’ and frequently ‘outstanding’** (linked to Ofsted key judgement – QUALITY OF TEACHING, LEARNING AND ASSESSMENT / OUTCOMES FOR PUPILS)

Summary of key objectives for each priority

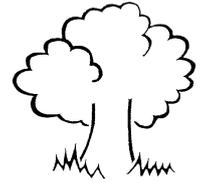
1. **To develop the language skills that children need to succeed through accurately identifying and tracking the progress of children with speech, language and communication needs. To explore the school environment and provision in relation to speech, language and communication development through a context analysis and provision of a programme of enhancement.**

Key Objectives:

-  To accurately identify and track the progress of children with speech, language and communication needs
-  To carry out an environment audit



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- ✚ To identify and train a member of staff to develop SLC within school and report back to HT and governing board
- ✚ To develop a strategy to identify pupils who are struggling with communication
- ✚ To ensure all teaching and non-teaching staff receive SLC awareness raising training
- ✚ Key members of staff to receive enhanced level training
- ✚ SLC to become a regular agenda item within school improvement
- ✚ Speaking and listening activities are included explicitly in all lessons
- ✚ Strategies to support all children's communication skills are used in every classroom
- ✚ Screening and tracking tools are used in our classrooms to identify children with SLCN
- ✚ Identified children have specific targets around their SLC
- ✚ Information on developing children's communication skills are shared with parents

2. To develop the move towards inter-school collaboration, creating new initiatives and strategies for improvement, promoting more willing distribution of professional knowledge and to share resources more efficiently with local schools as a means to drive forward school improvement

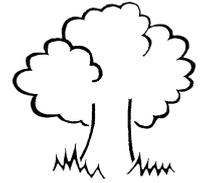
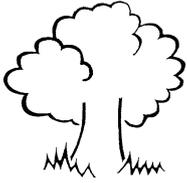
Key Objectives:

- ✚ To accurately identify, initially, the informal, non-statutory collaboration that is being established without following regulations
- ✚ To continually improve outcomes and drive up standards by improving the quality of the teaching and learning for all children
- ✚ To create new opportunities for staff by sharing professional development
- ✚ To enhance the curriculum on offer to pupils
- ✚ To moderate pupil assessments to build confidence and reliability
- ✚ To improve outcomes and raise standards through setting up joint staff groups around single development issues such as curriculum, teaching and learning and assessment
- ✚ To provide shared, joined up CPD
- ✚ To look at partnership school joining the MITTa consortium of ITT (initial teacher training)
- ✚ Successful application for the EYFL (Early Years Foundation Lead) by FS1 teacher

3. To continue to provide a clear direction for the Early Years and ensure that it is constantly improving and moving forward through maintaining and improving the highest levels of outcomes for all pupils and ensuring that teaching and learning is inspirational, of high quality and is responsive to children's needs

Key Objectives:

- ✚ To Effectiveness of leadership and management: To develop leadership roles within Early Years to ensure that leadership and monitoring reflects the needs of the foundation stage
- ✚ Effectiveness of leadership and management: To undertake Peer Review training and work closely with a local school using peer review as a sector-led approach to school improvement
- ✚ Quality of Teaching and learning and assessment: Continuous provision: To ensure the provision both inside and out is of high quality, reflects the needs of the children and is challenging
- ✚ Outcomes for children: Interventions- To ensure children receive prompt and timely intervention based on their needs from highly skilled staff
- ✚ To develop provision for boys to allow them to make rapid progress and close the gender gap
- ✚ Personal development, behaviour and welfare: To ensure that staff have up to date safeguarding training and that we have a breadth of knowledge about different safeguarding areas across the school



4. To develop teachers' Mathematics Mastery to improve teaching and learning and raise the percentage of children achieving age related expectations through challenging pupils' application of knowledge across the school

Key Objectives:

-  To collaborate with Partner Infant school staff and link maths teacher to share expertise and resources
-  To embed problem solving and reasoning
-  To work with FS staff to create a calculation policy
-  To provide CPD for staff to build confidence
-  To communicate teaching strategies effectively with parents
-  To continue to further embed all new initiatives from last two years

5. Attainment in reading is improved and progress accelerated across the school, so that the percentage of pupils meeting age-related expectations is consistently above the national average by ensuring that the teaching of reading for all children is improved, and teaching is judged consistently 'good' and frequently 'outstanding'

Key Objectives:

-  To share best practice with local schools and through our collaboration work with local partnership school
-  To moderate reading levels internally and externally with local schools
-  To ensure highlighted children in early years are making accelerated progress from their starting points to meet age related expectations
-  To ensure highlighted children in key stage one make accelerated progress to ensure they reach age related expectations by the end of the year
-  Staff are held to account for outcomes in reading
-  Teaching is reviewed to ensure practice matches expectations and addresses weaknesses.
-  A review of genres and gender match is carried out and money allocated in the budget
-  Effective tracking of skills when children are reading aloud

The SIP will be reviewed at the end of each term and at each full governing board meeting and progress against each 'priority' will be discussed at subcommittees. Feedback will be through oral reports and written summaries of evidence against developments. A final end of year analysis is presented to the full governing board in Autumn 2017. 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 but 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.