**Bollington Cross C.E. Primary School** – RAG Rated

**School improvement plan 2020-21**

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| Key Ofsted actions from last reportMarch 2017 | * the proportion of pupils working at greater depth increases, especially in writing
* the knowledge and understanding of how well pupils achieve in subjects other than English and mathematics are strengthened.
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| Key areas to improve | * Reading in EYFS, Phonics Pass Rate, Reading at Greater Depth Ks1, Attainment for Disadvantaged and LPA Reading KS2
* Maths Greater Depth attainment at KS1, Maths progress for all groups (incl Girls, LPA and Disadvantaged at KS2
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| Key performance indicators for the next 3 years | * Investment in RWI Scheme linked to outcomes in Y1/Y2 Phonics Screenings and Retakes (Aim above National Ave) and linked to improvement in % of pupils achieving GD at KS1
* Investment in Maths Mastery Curriculum and Staff Focus on Maths CPD ensures Good or better Progress for all groups (particularly Girls, LPA and Disadvantaged)
* Investment in Subject Leadership and Curriculum lead to Good or Outstanding learning from the perspective of learners, staff, parents and external verification. This will stay a priority due to the Coronavirus Pandemic.
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| **OBJECTIVES FOR 2019/2020** |
| **Achievement gap issues** | Girls / Low Prior Attainment / PP / SEN at KS2 – Particularly in Maths. |
| **Objective 1** | **Ensure consistently good progress is made by all pupil groups throughout EYFS/KS1 in Reading and that LPA and Disadvantaged pupils reach the expected standard at KS2** |
| **Objective 2** | **Ensure consistently good progress is made by all pupil groups throughout the school in Maths – with a particular focus on Girls and LPA** |
| **Objective 3** | **Ensure that assessment procedures and practices across the whole school are efficient, effective and impactful**  |
| **Objective 4** | **Ensure that an inspiring, engaging and well implemented curriculum is taught and that subject leaders have the skills, knowledge and confidence to positively impact on outcomes for pupils in their subject (this will remain a target)** |
| **Objective 5** | **The PSHCE curriculum enables pupils to make informed choices in order to keep themselves safe, mentally and physically healthy and contribute positively to the school and wider community**  |

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| **OBJECTIVE 1: Ensure consistently good progress is made by all pupil groups throughout EYFS/KS1 in Reading and that LPA and Disadvantaged pupils reach the expected standard at KS2** |
| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA | EVALUATION AND IMPACT |
| Implement and embed RWI Phonics Scheme in EYFS/Year 1 and Year 2 | End of Spring 2 | KM/SA | £10,000 | Monitoring by KM and SA every six weeksTermly observationsDevelopment Day | Teaching and assessment of Phonics is consistent and effectiveStaff have good subject knowledge/CPDPhonics results in line with or better than National AverageAll pupil groups make good or better progress from their starting points | RWI materials and training were bought with this £10k but this was the second year that it had been an SDP priority. All in all £17,500 was spent and there is still an ongoing cost associated with running RWI including a yearly subscription of £1,000 to the portal we use to train teachers and support parents.There has been a clear rise in attainment in Phonics as a result of this investment, with Phonics results now at 95%. These have risen from a two year average previously of 70%.We now sit above the LA and National average for phonics. |
| Ensuring the Reading materials in KS1/EYFS effectively support and enable rapid progress from pupil starting points  | Spring 2 | KM/SA | £2000 | Pupil / Parent Voice to gauge enjoyment of reading and effectiveness of resources/library. | Pupils access KS1 library and reading survey/pupil voice across school evidences positive attitudes/love of reading | RWI Materials purchased have meant that there is no discrepancy between the way reading is taught, the resources in school and the resources taken home.  |
| Effectively engage parents by giving them the knowledge and skills to support their child’s progress in reading | Summer 2 | All staff (EYFS/KS1) | £0 | KM/SA/SLT | Parents feel involved/informed and able to support reading at home. | Prior to the pandemic, parents were invited in to take part in workshops for RWI and to understand how their child was taught. We had showcase lessons where parents were able to attend with their child and better understand the delivery of the lessons and the rationale. Through our subsequent subscription, parents are still able to access all aspects needed of RWI to reinforce methods used in school. |

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| **OBJECTIVE 2: Ensure consistently good progress is made by all pupil groups throughout the school in Maths – with a particular focus on Girls and LPA** |
| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA | EVALUATION AND IMPACT |
| Carry out pupil voice surveys and learning walks with focus groups (i.e. Girls) to determine preferred teaching and learning styles within Mathematics. | Autumn 1 | Maths Lead/Class Teachers | 3 days cover £450 | SLT TERMLY | Teachers are aware of preferred learning styles and adjust their teaching in line with these. | The teaching of Maths subsequently changes over school closures, however we still used the findings from this work to ensure that we were able to meet the needs of girls in particular. We subsequently switched back to Maths No Probem scheme during the second closure and the findings from this work have supported this. |
| Maths assessment data is analysed at question level to determine whether certain question types are more challenging for certain pupil groups. | Autumn 2 | Maths Lead/Class Teachers | 1 day cover £150 | SLT AUTUMN TERM | Teachers adjust planning and lessons to support good progress and retention of maths knowledge and skills | We have ensured that pre teaching and end of unit assessments are built in to ongoing teaching to support planning and progress. This has remained essential through the closures. It has supported better teacher and pupil knowledge of attainment and progress for learners. |
| Maintain school-wide focus on the specific teaching of Maths vocabulary | Ongoing | Maths Lead/Class Teachers | 2 days cover £300  | SLT / Maths Lead | Pupils’ knowledge and understanding of vocabulary supports their confidence in applying their learning to reasoning problems | This was a valuable reflection for teachers on the sheer amount of technical vocabulary needed/used in each Maths no Problem unit and the progression it ensured from the vocabulary taught by the previous teacher. It heightened teacher awareness of vocabulary and ensured it was displayed and referred to more effectively during lesson observations. |

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| **OBJECTIVE 3: Ensure that assessment procedures and practices across the whole school are efficient, effective and impactful**  |
| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA | EVALUATION AND IMPACT |
| Develop and implement new feedback and assessment policies that:* Reduce workload for teachers
* Increase pupils’ engagement in their learning
* Support good or better progress for all learners
 | End Autumn 2 | SLTAll Teachers | 4 Staff Meetings  | SLT/Curriculum governors | Feedback is timely (i.e., at point of learning when possible), effective and impacts positively upon progress | This has been implemented and has benefitted the pupils by putting them at the centre of their own learning journey. It has also supported a reduction in teacher workload. School closure has meant that we need to have a re-focus on the principles of this work soon, but it has had a good impact and is supported by pupil voice collected from year 5 and 6 pupils regarding how we feed back to them. |
| Teachers understand and confidently utilise assessment systems across the curriculum | End of Spring 2 | SLT | 5 staff Meetings | SLT | Well evidenced progress for pupils across all the curriculum subjects | Still a priority due to the impact of the pandemic. We have the systems in place for this and teachers will next year have more time dedicated to ensuring this for their area of subject leadership. |
| Ensure staff use data efficiently and effectively to measure the impact of teaching upon whole school/key stage/class/subject/groups  | Spring 2 | SLT/HT/DHT | Staff Meetings | Termly Pupil Progress Meetings | Staff are able to articulate progress and attainment within their class and for groups of learnersStaff can also do the above for their subjects by Summer 2 | This has been an area of great progress – with staff adept across school a knowing their cohort – the achievement and progress of groups and also ensuring effective transitions with this knowledge and feeding back to parents effectively. |

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| **OBJECTIVE 4: Ensure that an inspiring, engaging and well implemented curriculum is taught and that subject leaders have the skills, knowledge and confidence to positively impact on outcomes for pupils in their subject** |
| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA | EVALUATION AND IMPACT |
| Implement an engaging and inspiring curriculum for all learners | Ongoing and in place by end of Summer 2 | HT/SLT/Subject Leaders | £5000 | HT/SLT termly | Subject leaders can evidence curriculum progression, progress and engagement in their subject across school. | Remains a target due to the pandemic, but subject leaders can evidence progression of their curriculum. |
| CPD opportunities bought in through Maintained Schools Cluster to upskill subject leaders. | Ongoing this year | SLT | Cost Yet to be announced by LA | SLT/SIP Subject Specific VisitSummer Term | Staff report and evidence the knowledge and skills needed to ensure good outcomes for learners in their subject. | This will also remain a target as this CPD has been disrupted by the Pandemic.  |
| Provide planned programme of opportunities/time for subject leaders further their knowledge and skills in their subject | Ongoing this year | SLTAll subject Leaders | Initially 1 day cover for each subject leader£1000 | SLT/SIP Subject Specific VisitSummer Term | Staff report and evidence the knowledge and skills needed to ensure good outcomes for learners in their subject. | This will also remain a target as this CPD has been disrupted by the Pandemic. |

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| **OBJECTIVE 5: The PSHCE curriculum enables pupils to make informed choices in order to keep themselves safe, mentally and physically healthy and contribute positively to the school and wider community** |
| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA | EVALUATION AND IMPACT |
| Ensure statutory requirements are in place in the curriculum and are effectively taught across school for PSHCE for Sept 2020  | Curriculum in place by start of Summer Term | HT | This is funded by partnership budget | HT Summer TermThen ongoing | Children, when questioned, can answer key questions about mental and physical wellbeing.  | There has been substantial work done in this area as the cluster of schools. A PSHCE curriculum is now in place and being taught. This is cluster wide and we have started to teach this. |
| Ensure that the Emotionally Healthy School Ambassadors (Y6and Y5) lead and help monitor initiatives  | Ongoing / Termly | EHS lead K.Allen | Funded by partnership budget | EHS Lead Termly report to HT/SLT/Govs | Emotionally Healthy Ambassadors lead assemblies and activities which promote and support wellbeing for all pupils. | This remains in place but has been disrupted by the pandemic. This initiative has helped us maintain good links with the high school. It has also benefited the pupils involved as ambassadors throughout KS2. It has had an impact on all of our pupils throughout school through a focus on mental health activities and a promotion of strategies to promote having good mental health. This is backed up by evidence from pupil voice wellbeing survey results. |