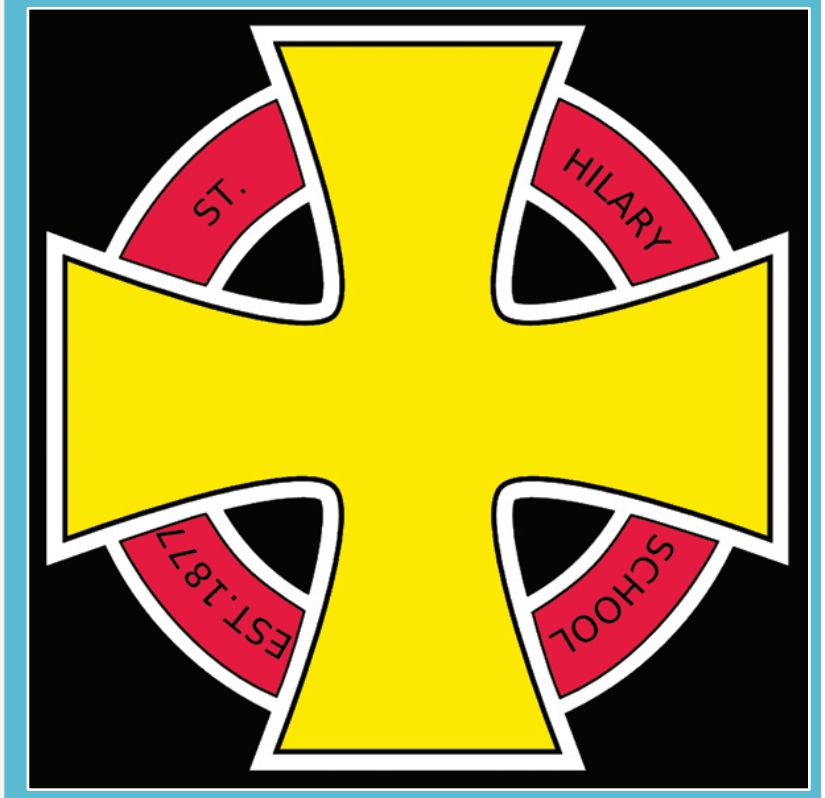
St Hilary School

School Improvement Plan – 2016-2017



School Improvement Plan 2016-2017
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	THREE YEAR TARGET 2015-2018	*2016-2017 PRIORITY*	*2015-2016*
PUPIL ACHIEVEMENT	A. Ensure that all groups of pupils make rapid and sustained progress	**Priority 1: Relentlessly high expectations and quality of provision for all groups of pupils ensures that all make substantial and sustained progress.**	Priority 4: To continue to close the gap between pupil premium and non-pupil premium children. **Progress in 2016 for disadvantaged was a strength- (See Ofsted data dashboard)**
QUALITY OF TEACHING AND ASSESSMENT	B. Ensure that teaching over time, in all year groups, is outstanding and never less than consistently good.	**Priority 2: For all children who achieved the expected level in EYFS to achieve at least the expected level at the end of KS1 in Maths.** **Priority 3: Improve the quality of teaching and learning in reasoning / using and applying mathematics to raise progress levels above national expectation.**	
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	C. Ensure that pupils' behaviour outside of lessons is impeccable D. Ensure that pupil wellbeing promotes outstanding learning E. To develop the outdoor learning environment to promote personal development and wellbeing.	**Priority 4: To ensure that personal development, behaviour and welfare promotes outstanding learning** **a. To have in place a robust and consistent pupil reward system which promotes team work and pupil recognition of positive behaviours** **b. Further improve attendance to at least 97%** **c. To help children and young people to have a greater say over matters that affect their school and wider lives** **d. To embed THRIVE across the school as a tool to support promotion of impeccable behaviour and readiness to learn**	
LEADERSHIP AND MANAGEMENT	F. Ensure that all leaders, including Governors, are highly ambitious for the pupils and lead by example. Ensure that they act on a deep and accurate understanding of the school's performance and of staff and pupils' skills and attributes.	***See 2016*** - **Governor audit** - **Governor action plan** - **Monitoring schedule** - **Monitoring records**	Priority 1: Effective distributive leadership enables all leaders to confidently evaluate the schools effectiveness and the impact of their actions: • *ensuring*

			standards of teaching and learning are outstanding • *ensuring an uncompromising drive and rigour from leaders at all levels* ***Development of middle leaders and accountability highlighted in Challenge Partners 2016 as a key strength.***
CURRICULUM	G. Ensure the school's curriculum supports the school's desired outcomes for pupils		*Priority 2: Further develop our curriculum by employing an immersive and 'real project' based approach (making sure pupils learning experiences are more 'real', exciting and ignites their passions for learning).* ***Highlighted in Challenge Partners 2016 as a key strength.***

Ofsted June 2013:

St Hilary is not yet an outstanding school because:

- Leaders who check the quality of teaching in lessons do not always ensure that the best strategies are used consistently by all teachers.
- Very occasionally, in a small minority of lessons, pupils are not sufficiently challenged to ensure that they make rapid progress.

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2016-2017 Milestones for improving teaching	Autumn	Spring	Summer
% Observed teaching 'Good'	87.5%	100%	100%
% Observed teaching 'Outstanding'	50%	62.5%	75%
% Triangulated 'Good'	87.5%	100%	100%
% Triangulated 'Outstanding'	50%	75%	87.5%

2016-2017 Milestones for improving attendance	*Baseline*	Autumn	Spring	Summer
% Attendance	96.1	96.3	96.6	97%

Priority 1: Relentlessly high expectations and quality of provision for all groups of pupils ensures that all make substantial and sustained progress.

Priority 2: For all children who achieved the expected level in EYFS to achieve at least the expected level at the end of KS1 in Maths.

Priority 3: To improve the quality of teaching of greater depth maths leading to sustained and substantial progress

Priority 4: To ensure that personal development, behaviour and welfare promotes outstanding learning

a. **To have in place a robust and consistent pupil reward system which promotes team work and pupil recognition of positive behaviours**
b. **Further improve attendance to at least 97% for ALL groups of pupils**
c. **To help children and young people to have a greater say over matters that affect their school and wider lives**
d. **To embed THRIVE across the school as a tool to support promotion of impeccable behaviour and readiness to learn**

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Priority 1: Relentlessly high expectations and quality of provision for all groups of pupils ensures that all make substantial and sustained progress.
In response to:

- ***SEF judgements '****Outcomes for Pupils' – school judgement 'Good', targeting outstanding in this area.*
- *EBIs from previous Challenge Partner review – 'increased rigour of monitoring', 'urgency of response', 'promoting timely improvement'*
- *Progress is currently in-line with national average… and we want more!*

Moving away from… **Moving towards…**	**Milestones**	**Action, Success Criteria and Monitoring**	**Quantitative targets**	**Lead**	**Cost**
Working from: … SEN pupils make less / slower progress than their peers. … SEN pupils make accelerated progress. … not enough high prior attaining children are working at greater depth compared to Cornwall averages. … high prior attaining children exceeding Cornwall / national averages. … not all 2B and 2A children achieve age expectation. … all 2B/A children convert to at least expected standard.	**Autumn 2016**	**PPM increased rigour (SEN / Higher Attaining pupils / 2B-2A pupils)** 1. ½ termly PDM focus on preparing your data for PPM. 2. PDM improved Provision Maps introduced 3. PDM to share best practice in provision mapping and peer critique. 4. Performance Management of TA ensures accountability for interventions. 5. Leaders monitor provision maps and their impact. 6. Half term light touch PPM introduced 7. Termly PPM including TAs. **Pupil Premium Champion introduced - responsible for Closing the Gap (PP)** 1. Precise tracking system in place 2. Work with class teachers on appropriate provision mapping / interventions 3. Pupil conferencing and target setting 4. Report to SLT on actions / impact / next steps 5. All work completed recorded in child's personal case study 6. Pupil premium report to parents and governors to be completed 7. Establish mentoring role with PP children- finding pathways for activities both in and out of the classroom. **Develop the role of the SENCo – leading to increased progress from SEN pupils.** 1. Training for SENCo to enable MB to maximise the tracking, target setting and planning potential of SPTO – work alongside KB. 2. Performance manage TAs including – ensuring accountability for the desired impact of their work 3. Precise data tracking for the amber and red children – ensuring early identification and precision of intervention. 4. Senco to report to SLT - SEN Action Plan review meetings **Increased accountability of core subject leaders in ensuring pupil progress.**	**All groups** of pupils make at least expected progress and KS2 progress is above national. Progress gap is closed between **SEN pupils** and their peers- (at least expected progress) **All children achieving Level 3** at KS1 continue to achieve standardised scores of 110+. **All 2B / 2A Year 2 pupils** convert to Age Expectation. All EYFS 'expected level' children achieve at least expected attainment at the end of KS1.	Kelley Butcher Kelley Butcher SENCO	**£150**

… not enough children achieving the expected level at EYFS achieved expected level at KS1. … all children achieving the expected level at EYFS achieved expected level at KS1. … although PP children make more than expected progress, this remains lower than their peers. … the gap in progress between PP children and their peers is reduced.		1. Action planning to addresses priority groups 2. Present Action planning to SLT – peer critique 3. Subject leader to report to SLT on progress with and impact of Action plan	Close the progress gap between **Pupil Premium** children and their peers *-In school data shows that PP children make more than expected progress but not as much as their peers – however, this could be due to a small PP cohort (5% - 14 pupils).*		
	Spring 2017	**PPM increased rigour (SEN / Higher Attaining pupils / 2B-2A pupils)** 8. ½ termly PDM focus on preparing your data for PPM. 9. PDM to share best practice- which interventions have had the most impact on pupil progress? 10. Leaders monitor provision maps and their impact. 11. Half term light touch PPM 12. Termly PPM including TAs- teachers begin to take lead **Pupil Premium Champion introduced - responsible for Closing the Gap (PP)** 8. Precise tracking system to show pupils making increased progress and highlight gaps 9. Work with class teachers on appropriate provision mapping / interventions 10. Pupil conferencing and target setting 11. Report to SLT on actions / impact / next steps 12. All work completed recorded in child's personal case study 13. Mentor PP children, ensuring progress and personal development **Develop the role of the SENCo – leading to increased progress from SEN pupils.** 5. SENCO to use tracking to target set and evaluate progress and attainment of SEN pupils 6. Monitor level of impact of TA's on pupil progress- highlight good examples to share with staff in PDM 7. Precise data tracking for the amber and red children – ensuring early identification and precision of intervention. 8. Senco to report to SLT - SEN Action Plan review meetings **Increased accountability of core subject leaders in ensuring pupil progress.** 4. Core subject leaders to report to SLT on progress with and impact of Action plan		Kelley Butcher (HT) Rob Hamshar (DHT) Pupil Parliament Kelley Butcher (HT) Rob Hamshar (DHT) SENCO	

	Summer 2017	**PPM increased rigour (SEN / Higher Attaining pupils / 2B-2A pupils)** 5. PDM to share best practice- which interventions have had the most impact on pupil progress? 6. Leaders monitor provision maps and their impact. 7. Half term light touch PPM 8. Termly PPM including TAs- teachers take lead **Pupil Premium Champion introduced - responsible for Closing the Gap (PP)** 14. Precise tracking system to show pupils making increased progress and highlight gaps 15. Continue work with class teachers on provision mapping / interventions 16. Pupil conferencing and target setting 17. Report to SLT and governing body on actions / impact / next steps 18. Case studies completed of pupil premium children 19. Pupil premium report to parents and governors completed 20. Mentor PP children, ensuring progress and personal development **Develop the role of the SENCo – leading to increased progress from SEN pupils.** 9. SENCO to use tracking to target set and evaluate progress and attainment of SEN pupils 10. Monitor level of impact of interventions on pupil progress- highlight good examples to share with staff in PDM 11. Precise data tracking for the amber and red children – ensuring early identification and precision of intervention. 12. Senco to report to SLT - SEN Action Plan review meetings **Increased accountability of core subject leaders in ensuring pupil progress.** 5. Core subject leaders to report to SLT and governors on progress with and impact of Action plan			

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Priority 2: For all children who achieved the expected level in EYFS to achieve at least the expected level at the end of KS1 in Maths.
(To be read in conjunction with priority 3)
In response to:

- Not enough children achieving the expected level at EYFS achieved expected level at KS1 in 2016.
- Not all children in year 1 and 2 who achieved the expected level at EYFS are currently attaining expected levels- Year 2 currently 83% achieving expected level. (5 out of 29 not)

Performance management target for KS1 teachers

Moving away from... Moving towards...	**Milestones**	**Action, Success Criteria and Monitoring**	**Quantitative targets**	**Lead**	**Cost**
... not enough children achieving the expected level at EYFS achieved expected level at KS1 in Maths. ... all children achieving the expected level at EYFS achieved expected level at KS1 in Maths.	**Autumn 2016**	1. Identify which children achieved expected EYFS in Maths that are not on track for expected attainment in years 1 and 2 and where their gaps in learning are. 2. Provision maps to ensure precise interventions for these children with an emphasis on basic number facts, and on practical maths into written methods and areas identified individually. 3. Pupil progress meetings highlight the progress of this group of children. 4. Ensure focused maths interventions are in place for this group where appropriate. 5. Monitor interventions in place for this group, ensuring that all interventions make impact on accelerated progress.	This group of children make accelerated progress 100% of children achieving the expected level at EYFS achieve expected level at KS1 in Maths. Children in year 1 within this group achieve at least expected attainment	Ashley Larter (ML) SENCO	
	Spring 2017	1. Lesson observations and learning walks in Maths to focus on this group- are they being appropriately targeted and challenged. 2. Pupil progress meetings highlight the progress of this group of children. 3. Identify the next stage in development and ensure that this is being taught within lessons and in interventions. 4. Monitor interventions in place for this group, ensuring that all interventions make impact on accelerated progress.			
	Summer 2017	1. Pupil progress meetings highlight the progress of this group of children. 2. Identify the next stage in development and ensure that this is being taught within lessons and in interventions. 3. Monitor interventions in place for this group, ensuring that all interventions make impact on accelerated progress. 4. Lesson observations and learning walks in Maths to focus on this group-- are they being appropriately targeted and challenged.			

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Priority 3: To improve the quality of teaching of greater depth maths leading to sustained and substantial progress

In response to:

- KS2 2016 data indicates that the children's scores on the reasoning papers were considerably lower than their arithmetic scores (Arithmetic avg: 32/40; Reas 1: 25/35; Reas 2: 22/35)
- KS2 2016 – the proportion of Level 2 KS1 pupils converting to 100+ in the SATs test (8 of 25 did not convert = 32% of level 2 children - of which 2C = 60%, 2B = 22%, 2A = 27%)
- Data indicating the need to push the highest attaining pupils to the highest standardised scores (115+) – increased challenge.
- KS1 maths data indicates attainment is at national average.
- Not enough children achieving the expected level at EYFS achieved expected level at KS1.

Moving away from… Moving towards…	**Milestones**	**Action, Success Criteria and Monitoring**	**Quantitative targets**	**Lead**	**Cost**
… teaching which is driven by arithmetic skills and knowledge … teaching where depth of learning drives progress … Pupils who grasp concepts rapidly are offered rich and sophisticated problems before accessing new content	**Autumn 2016**	5. PDM focus on depth of learning activities and how to transfer skill based activities into sophisticated problems 6. Investigation of resources available and procure where needed 7. Seek links with Maths Hub & SLE's to learn from other schools to develop and embed D.O.L 8. Maths Leader monitoring- book looks, learning walk, evidence on working walls 9. Pupil conferencing carried out to ascertain children's understanding of using maths talk and reasoning skills within the subject 10. Analyse SPTO to review trends in data and observe how the Objective Analysis tool (OAT) is working 11. Share evaluation of monitoring activities with the governing body	- Higher than national progress in Maths SAT's 2017 - Attainment gap closed between arithmetic and reasoning scores	Ashley Larter	£200 – reasoning/ problem solving maths resources 1 x staff meeting Leadership time x 3 days
	Spring 2017	12. PDM focus on sharing of resources and best practice 13. Maths Leader monitoring depth of learning within planning (has progress been made?) 14. Lesson observations (drop ins) focus on the clarity of the teaching of depth of learning and reasoning 15. Parent sessions are undertaken to increase their knowledge of how to support children with maths at home 16. Whole school Maths Day promotes resilience to problem solving 17. OAT data is reviewed in line with school data/ Teacher Assessment – information shared with staff to support them with PPM meetings 18. Maths Leader monitoring – book looks, evidence of working walls to see progress of improved D.O.L teaching & learning 19. Data review is carried out to ascertain progress against targets	- All children achieving Level 3 at KS1 continue to achieve standardised scores of 110+. - Increasing the proportion of high attaining KS1 pupils (Level 3 or working at Greater Depth - GDS) achieving high		2 staff meetings Leadership time x 4 days

	Summer 2017	20. PDM re-focus on best strategies used – timetable working partners to design activities, support with planning and ideas 21. Carry out pupil questionnaire in order to ascertain confidence when reasoning and solving problems 22. Maths Leader monitoring – learning walks, book looks and evidence on working walls 23. Write newsletter to update parents on depth of learning within (and out of) the classroom 24. OAT data is analysed alongside whole school data 25. SATs data to be analysed	standardised scores (110+) in- school data- from current 92% to 97%+. (115+) from 72% to 80% - All 2B / 2A Year 2 pupils convert to Age Expectation or above. (Currently 48/69 children)		1 x staff meeting Leadership time x 3 days

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Priority 4: To ensure that personal development, behaviour and welfare promotes outstanding learning

a. **To have in place a robust and consistent pupil reward system which promotes team work and pupil recognition of positive behaviours**
b. **Further improve attendance to at least 97% for ALL groups of pupils**
c. **To help children and young people to have a greater say over matters that affect their school and wider lives**
d. **To embed THRIVE across the school as a tool to support promotion of impeccable behaviour and readiness to learn**

Moving away from… Moving towards…	Milestones	Action, Success Criteria and Monitoring	Quantitative targets	Lead	Cost
a. … an inconsistent approach to promoting impeccable pupil behaviour and work ethic across the school. … a rewards system driven by teachers rather than by pupils … a whole school rewards system which pupils are passionate about and believe in, and which promotes fundamental British Values … a pupil led rewards system which promotes an independent and proactive approach for pupils	**Autumn 2016**	1. Appoint a Pupil Parliament committee task group for developing a rewards system across the school 2. Conduct a pupil survey- what type of rewards do children enjoy? Why do we need rewards? What do we want to reward? (link to *Fundamental British Values*) 3. Investigate what systems are used by other schools? Collate ideas of systems which will work for us. 4. Pupils to attend staff meeting to introduce their ideas and decide on new system 5. Put budget in place for new reward system 6. Pupil parliament to introduce new reward system to pupils	Members of the pupil parliament (PP) have created an awards system based on pupil preferences Reduction in low-level behaviour incidents outside of the classroom- less 'Think sheets' completed, increased 'Golden tickets'. Parents have been made aware of the new rewards system Reward system is fully up and running and is monitored by PP. The reward system has been evaluated by the pupil parliament using a pupil survey	Kelley Butcher	**£150**
	Spring 2017	7. Pupils to write newsletter report for parents introducing new reward system 8. Adjust behaviour policy to reflect new rewards system 9. Pupils to get reward system up and running!		Kelley Butcher and Pupil Parliament	
	Summer 2017	10. Pupils and HT to monitor for consistency of reward system 11. Pupil parliament to evaluate rewards system- use pupil surveys to measure impact		Kelley Butcher and PP Ministers	

b. ….too many children below 90% attendance … 50% decrease in less than 90% attendance	**Autumn 2016**	1. Appoint EWO to work with the school on a part-time basis 2. Write newsletter article regarding attendance and importance of attendance- flag school attendance policy 3. Weekly collation of children below 95% to identify those at risk of becoming 90% or less. 4. Weekly collation of children below 90%- monitor with letters to parents where needed. Refer to EWO where needed 5. Re-write absence request forms with a more formal approach 6. Lists of children below 95% to be used at parent review meetings in October- teachers to discuss with parents 7. Introduce rewards systems for good attendance- • termly class competition with £100 class award, • fortnightly individual stickers or wristbands for 95% + attendance • Weekly 'top attendance' class certificates for highest attendance figures • Half term 100% certificate for individual children- pencils • Termly HT postcards to be sent home for excellent attendance	Autumn target- 96.3% Spring target- 96.6% Summer target- 97% Attendance for the year is at least 97% At least 50% decrease in amount of children below 90%- 26 children at end of 2016. EWO is appointed Attendance is routinely monitored on a weekly basis- Parents of children with persistent absence quickly corresponded with, with an escalation as appropriate A whole school rewards system is in place which promotes and encourages outstanding attendance Teachers help to drive positive attendance behaviours	Kelley Butcher Dot Whipp Vicki Williams (EWO)	EWO SLA
	Spring 2017	1. Continue weekly collation of children below 95% to identify those at risk of becoming 90% or less. 2. Continue weekly collation of children below 90%- monitor with letters to parents where needed. Refer to EWO where needed 3. Continue with reward systems: • termly class competition with £100 class award, • fortnightly individual stickers for 95% + attendance • Weekly 'top attendance' class certificates for highest attendance figures • Termly HT postcards to be sent home for excellent attendance			
	Summer 2017	1. Continue weekly collation of children below 95% to identify those at risk of becoming 90% or less. 2. Continue weekly collation of children below 90%- monitor with letters to parents where needed. Refer to EWO where needed 3. Continue with reward systems: • termly class competition with £100 class award,			

		• fortnightly individual stickers for 95% + attendance • Weekly 'top attendance' class certificates for highest attendance figures • Termly HT postcards to be sent home for excellent attendance 4. Measure impact of reward systems- aiming for less than 3% absenteeism			
C. … lack of pupil input into the running of the school- missed opportunity for children to drive British Values throughout the school … a Pupil Parliament which has a termly 'project' to work towards which leads to whole school improvement.	**Autumn 2016**	1. Election of a Pupil Parliament with a 'Prime minister' and 'deputy minister' and with members having specific roles across the school 2. Clarify roles of the pupil parliament between HT and parliament- as a whole and for specific roles eg. digital leaders 3. Minister and Prime Minister to introduce key events eg. Harvest, Christmas 4. Minister and prime minister to attend full governing body meeting 5. Set meeting dates with parliament and headteacher- 2 per half term 6. Set up task group to work on whole school reward systems (see above) 7. Pupils to conduct whole school pupil survey	A Pupil Parliament is in place which has a noticeable impact on the development of the school Evidence of Pupil Parliament working with SLT and Senior Leaders to improve the school	Kelley Butcher	
	Spring 2017	8. Minister and prime minister to attend full governing body meeting 9. Pupil parliament to work with HT and governing body on new school meals contract 10. Minister and Prime Minister to introduce key events eg. Harvest, Christmas		Kelley Butcher	
	Summer 2017	11. Minister and Prime minister to attend full governing body meeting 12. Minister and Prime Minister to introduce key events eg. Harvest, Christmas			
… THRIVE is in early implementation stages with capacity reduced by lack of trained practitioners. …Capacity to run THRIVE effectively across the school.	**Autumn 2016**	1. 2 further members of staff to attend licensed practitioner training 2. SEN role is developed to include overseeing of THRIVE 3. Designated time is given to THRIVE practitioners to complete screening and activities 4. Give parents information on THRIVE via the school newsletter 5. Decorate THRIVE room and furnish with appropriate furniture and equipment 6. Complete whole class screening 7. Timetable THRIVE staff and prioritise pupils- wave 1. Begin work with pupils.	100% of classes have been THRIVE screened and children highlighted through screening are prioritised THRIVE room is in place- equipped and furnished WAVE 1 pupils have received THRIVE support and are making progress through THRIVE criteria	M.Brant Jodie Rowe S. Badcock	£2000 Training fees £200 Room preparation/ furnishing

… No designated space of resources or time for delivering THRIVE activities. … A room and resources are fully equipped to run THRIVE activities	**Spring 2017**	8. 2 members of staff to continue training 9. Re-screen wave 1 pupils to evaluate impact 10. Begin working with wave 2 pupils and wave 1 who still need THRIVE support 11. Organise supervision for practitioners to ensure they are fully supported 12. Organise CPD for all staff- how can the THRIVE approach be used on a day-to-day basis across the school?	THRIVE is used to promote positive behaviour across the school		
	Summer 2017	13. 2 members of staff to complete training 14. Put rolling programme of children requiring THRIVE support into place- ensure re-screening at regular intervals 15. Organise supervision for practitioners to ensure they are fully supported	4 members of staff trained No children from year 1 upwards are at 'being' stage of development Governors have monitored impact of THRIVE on individual pupils and across the school		