



School Improvement – Five Year Plan (2018 – 2023)

Improving teaching and learning is at the heart of our School Improvement Plan

'Together we succeed'

Our vision is to ensure that our children become **successful** learners who **enjoy** their learning, are **challenged** in their thinking, make good progress and **excel** in an environment where everyone is valued and respected.

Our children will **'shine'**. We will empower our children to become resilient and respected citizens to make valuable contributions both locally and globally in a learning environment where curiosity and **discovery** are fostered, where children are prepared for our rapidly changing technological world and in which spiritual, moral, social and cultural development is encouraged

The key values central to our ethos are:

- **Respect**
- **Resilience (Self-belief)**
- **Excellence**
- **Friendship**
- **Kindness**
- **Cooperation**

To all our pupils,

Every day at Werrington Primary School we are working hard to make sure that you will:

- have every opportunity to become successful learners who enjoy being challenged in your thinking and are willing to take risks in your learning.
- know what it feels like to be good at something and have achieved your very best.
- understand just how incredible you are, believe in yourself and have confidence and resilience to follow your dreams.
- have known friendship and learned how to get along well with other people.
- work and play in an environment where everyone is valued and respected.
- know how to keep a healthy body and a healthy mind.
- feel part of your community, proud of your school and inspired to make a difference.

'Our Children Shine'

Our Beliefs:

- ***We believe that every child deserves a Champion***
- ***We believe that we can all improve as teachers & educators***
- ***We believe that all staff should engage in relevant research to further improve their practice***
- ***We believe in the limitless potential of people***
- ***We believe that truly great teaching is that which improves pupils' progress***
- ***We believe that teaching requires dedication and sweat***
- ***We believe that you cannot just wish teachers & pupils to improve – You have to create the conditions for them to grow***
- ***We believe that basic English & Maths skills are essential to pupils making good progress***
- ***We believe that feedback to pupils should be timely and respond to the needs of the individual so that they can engage with the feedback & improve as a result***
- ***We expect every teacher to plan lessons which include 'challenge'***
- ***We believe that hard work is the key to success for staff and pupils***
- ***We admire generosity of spirit and commend staff who 'go that extra mile'***
- ***We acknowledge that we all make mistakes and that we learn from them***
- ***We follow the values of: Respect, Resilience, Excellence, Friendship, Kindness and Cooperation***

Vision 2023

In 2023 Werrington will be a school where we have pupils making exceptional progress way beyond that which they themselves think they are capable of, where we can be as sure as we ever can be that all our pupils set off to High School as confident, ambitious learners with the personal skills and aptitudes to thrive.

In 2023 Werrington will be a school where we have a challenging, inclusive curriculum, one which fosters questioning, curiosity and imagination, and is shaped according to what our pupils need in order to thrive for the rest of their lives as ethical, informed global citizens.

In 2023 Werrington will be a school where we have a highly functioning Pastoral system, one where our pastoral and academic systems operate seamlessly together as one to ensure that every child at Werrington has a voice and a choice.

In 2023 Werrington will be a school where pupils are provided with outstanding opportunities to succeed, both inside and outside the classroom

In 2023 Werrington will be a school where we have the highest expectations of pupils and ourselves, where every pupil, no matter his or her starting point, is expected to try as hard as he or she can, and behave as well as he or she can, without qualification.

In 2023 Werrington will be a school where we have truly great, evidence-based teaching & learning, where we collaborate as a whole staff on finding out what works and we evaluate our practice regularly against what we know works.

In 2023 Werrington will be a pioneering school where we have the very best training programme for our staff, where every single colleague has a high quality development programme mapped out for them so that they are masters of the subjects that they teach, they have access to the very best education research findings and they welcome change and innovation.

In 2023 Werrington will be a school where we have the full support of our parents, where parents have the highest aspirations for their children, where they work with us to foster curiosity and imagination in their children.

In 2023 Werrington will be a school where we cherish health and wellbeing, where every single one of us is wholly committed to our work, but has time to enjoy life beyond Werrington School, with family and friends, so that the school/home balance is in true harmony and we embody a celebratory, sustainable approach to life.

In 2023 Werrington will be a school where we have a core set of values that we live by, where our core values – Respect, Honesty, Resilience, Excellence, cooperation and Kindness – direct our every interaction to the point where they are woven through us like the words in a stick of rock.

In 2023 Werrington will be a school where we have the highest reputation, one we genuinely deserve, where our excellence is manifest, where we are working at the heart of a MAT, and the best teachers and support staff want to come and work here

In 2023 Werrington will be a school where all our children are equipped with the skills to be critical thinkers, able to use initiative and a growing entrepreneurialism to ask questions and solve problems. They will be confident speakers who can hold authentic conversations with adults and children.

In 2023 Werrington will be a school where our pupils will be global citizens who actively engage with opportunities for innovation and collaboration, and are confident in the use of the ever changing technologies that are available to them.

“Together we succeed”

Overview of General Success Measures 2018-2023

Our headline Key Stage 1 and Key Stage 2 national success measures will place us in the top 10% of comparable schools

We will see our pupils hit our overall progress targets as detailed in Appendix 1.

All teaching will be rated at least good, with at least 40% of teaching rated truly great at the end of each Performance Management cycle.

Our Family of Schools (MAT) developments will ensure that

Our pupils will continue to thrive as a result of their curriculum experience making them increasingly independent, engaged and motivated to succeed.

Our pupils will continue to have a positive attitude to reading, and numbers will be a genuine source of fascination as we raise pupils' numeracy skills and love of Maths even further.

Our teaching & learning strategies will be developed by high quality, evidence-based CPD which will meet the new national CPD standards, and help us to recruit and retain the very best teachers.

We will have a school where our values of respect, honesty and kindness permeate everything we do.

Appendix 1

	Progress Score – End of KS2		
	Reading	Writing	Maths
2018/19	+1.5	+1.5	+1.0
2019/20	+1.7	+1.5	+1.7
2020/21	+2.0	+1.7	+2.0
2021/22	+3.0	+2.8	+3.0
2022/23	+3.0	+3.0	+3.0

1. To enhance pedagogy - Teaching over time in all year groups is outstanding and never less than good

Strands

- 1.1 Embrace and embed the concept/understanding of 'mastery and depth' – Put 'reasoning and thinking' at the centre of learning
- 1.2 Marking, feedback and assessment
- 1.3 No walls; no ceiling – outstanding learning outside the classroom complements & enhances the outstanding learning indoors
- 1.4 Enhance teacher subject knowledge

Actions

- 1.1a Ensure that there are more opportunities for pupils to master the objective (not just cover them) – ensure quality of teaching is more consistent
- 1.1b Expect pupils to reason and think more deeply – build resilience and resourcefulness
- 1.1c Create 'enquiry-based' classrooms (Agree what this means/ non negotiables)
- 1.1d Inquisitive learners – Ensure pupils have the skills and opportunities to ask questions willingly (That extend and deepen understanding) - Improve the quality of questioning, especially pupil to pupil questioning
- 1.1e Investigate and develop strategies to improve pupil metacognition
- 1.1f Embed and extend opportunities for collaborative working
- 1.1g Slim down planning to allow more time for preparation (Effective use of PPA time)

Actions

- 1.3a Involve everyone at Werrington in thinking about what we like about learning outdoors & what could be better
- 1.3b Forest Schools – Find out what other outstanding schools are doing & think about how we can learn from them
- 1.3c Increase the amount of learning happening outdoors & make sure that it is interesting & exciting
- 1.3d Provide an exciting new range of clubs aimed at outdoor learning
- 1.3e Timetable effectively shared use of outdoor learning spaces
- 1.3f Ensure children are encouraged to experiment with their learning outdoors but know how to keep themselves safe
- 1.3g Develop outstanding outdoor spaces in the foundation stage to support learning outdoors (Canopies)
- 1.3h Plan an 'Environmental Week' to launch & promote outdoor learning
- 1.3i Train the midday team to make the most of the outdoor space & improve the quality of talk for learning outdoors
- 1.3j CPD – Train teachers to use the outdoors when teaching, especially science & geography; improve staff knowledge of what to expect of their pupils in all subjects & the best ways to get the highest standard of work from pupils
- 1.3k Parents are involved in learning outdoors
- 1.3l Further develop the effectiveness of outdoor provision in nursery and reception in contributing to high outcomes for pupils

Actions

- 1.2a Embed Marking and Feedback Policy
- 1.2b Ensure that feedback and assessment are at the core of all teaching – New Teaching and Learning Policy to reflect this
- 1.2c Whole staff CPD on feedback – all staff work 'smarter' and are focused in ensuring that feedback is a vital component in the planning process (Mark-Plan-Teach)
- 1.2d Marking and feedback is a performance management target for all teaching staff
- 1.2e Embed/design quality assurance process – review book scrutiny and lesson observation forms; review QA process for assessment
- 1.2f Ensure that pupils have clear understanding of how they can improve their work, especially in Maths

Actions

- 1.4a Further develop teacher subject knowledge to provide support and challenge for all pupils, including higher attainers – Whole school Maths & Science subject knowledge CPD
- 1.4b Audit/identify individual staff strengths/ weaknesses in Maths & in English (SPAG) subject knowledge & provide targeted CPD as required
- 1.4c Bespoke CPD Action Plan developed, linked to individual and whole school needs

Success Criteria -

- All staff meet the Performance Development target related to consistently high quality marking and feedback. Evidenced by PD folder including examples of work, learning walks and lesson observation.
- Teaching over time in all year groups is consistently good and often outstanding
- Pupils are encouraged to make their thinking explicit through their questioning
- Work scrutinies, learning walks and lesson observations all show an increase in effective formative assessment.
- Staff mark the agreed number of specified pieces of work over a term, focusing on feedback to improve outcomes
- The vast majority of pupils reach end of year group expectations
- Pupil misconceptions are identified early and corrected

2. Outcomes for Pupils - All pupils make substantial and sustained improvement in each year group and across the curriculum

Strands

- 2.1 Ensure effectiveness of 'interventions' - To be relentless in securing improved outcomes for children identified as falling behind (including identified vulnerable groups) – Review effectiveness of learning Support Staff
- 2.2 CPD - create a highly effective 'career-development' CPD programme
- 2.3 Ensure all pupils make good progress in Maths
- 2.4 Rigorous monitoring of data (L&M) – Progress of groups

Actions

- 2.1a Ensure the right type of intervention for potentially vulnerable pupils
- 2.1b Recognise barriers to learning and provide effective support to pupils to remove them
- 2.1c Develop use of 'pre-teaching' and 'pre-assessment'
- 2.1d Maintain targeted support for those pupils eligible for pupil premium
- 2.1e Ensure that teaching assistant time is targeted for maximum effectiveness in raising standards, targeted high quality, structured intervention, enhancing provision and the smooth running of the school

Actions

- 2.2a Engage all staff in a form of personalised CPD; expand our current programme of training to build in routes for career progression and external qualifications – Ensure CPD gives time, space, resources and challenge to improve practice of staff
- 2.2b Encourage 'research' – All teachers and Teaching Assistants to identify a feature of their practice which they would like to develop and then they evaluate that development of their practice against its impact upon their pupils
- 2.2c Latest 'evidence based' research shared with staff – 'Research Director' to summarise for staff on a termly / half termly basis (Developing 'evidence-based' teaching & learning strategies)
- 2.2d Engage with 'Research School' in Stoke on Trent
- 2.2e All staff engage enthusiastically with research & professional development that moves on their learning & has a positive impact on school & pupils
- 2.2f All teachers to be able to demonstrate the impact of their teaching on pupil outcomes so that pupils make typical and better progress from their last statutory benchmark
- 2.2g Enhance the expertise of our support staff by making full use of the Apprenticeship Levy in providing high quality targeted staff training
- 2.2h Continue to develop partnerships that will help us provide excellent professional development
- 2.2i Quality CPD ensures that all teachers know what typical or better progress looks like for all pupils in their class
- 2.2j Embed 'open door' approach so that all staff share good practice

Actions

- 2.3a Rigorous monitoring/triangulation of Maths – appropriate support/interventions given as early as possible (Early identification)
- 2.3b Develop 'Maths for pleasure' – foster a love of Maths, including Maths Books in reading areas
- 2.3c Embed Maths Mastery
- 2.3d Forensic data analysis – ensure early identification of any children needing additional support
- 2.3e Ensure quality cross-curricular opportunities for pupils to apply maths in a range of contexts
- 2.3f Monitor opportunities for questioning/ reasoning – ensure quality opportunities are provided to all pupils
- 2.3g Audit of staff subject knowledge ensures that appropriate Maths CPD is planned & delivered
- 2.3h Continue to communicate with, and involve, parents in Maths development
- 2.3i Embed the teaching of problem solving skills

Actions

- 2.4a Continue to increase/maintain the number of children who exceed age related expectations by the end of reception
- 2.4b Ensure that all GLD pupils progress to at least meeting expectations and above in reading, writing and maths in KS1
- 2.4c Accelerate progress of pupils in maths across KS2 - with a focus on prior middle achievers and more able disadvantaged pupils
- 2.4d Ensure that improved standards seen in maths in KS2, transfers to pupil performance in tests
- 2.4e Embed/design quality assurance process – review book scrutiny and lesson observation forms

Success Criteria -

- Collate exit interview data as evidence of the impact of career-development CPD
- 100% of staff engaged in some form of 'career progression'/ CPD opportunity
- Use of a yearly CPD journal as part of our PM process
- Recruitment data with evidence from application forms etc. evidencing that teachers want to work here due to our CPD
- All teaching will be rated at least Good, with at least 40% of teaching rated outstanding at the end of each Performance Management
- Our headline Key Stage2 data shows improved outcomes & progress for pupils
- Pupils are given increased opportunities to reason and think deeply – They are more resilient and resourceful
- The quality of pupil questioning (especially pupil to pupil) is improved
- All pupils use feedback from a range of sources to solve problems

3. Leadership & Management – Leaders motivate an effective teaching staff to deliver high quality education for every child

Strands

- 3.1 Secure excellence in leadership & management
- 3.2 Ensure leaders forensically use evidence available to provide effective support, demonstrate timely progress and pinpoint areas for development/intervention
- 3.3 To play a central role in establishing a MAT
- 3.4 Develop role of middle leaders
- 3.5 Enhance collaboration across network of schools

Actions

- 3.1a All leaders, including governors, are highly ambitious for all pupils and lead by example
- 3.1b Leaders act on a deep and accurate understanding of the school's performance
- 3.1c All staff see themselves as leaders in line with their experience and career development
- 3.1d Increase distributive leadership in securing improved practice and increased amounts of outstanding teaching and learning across the whole school
- 3.1e Governors to continue to develop knowledge and skills to ensure effective governance and to hold senior leaders to account for school performance
- 3.1f All teachers to be able to demonstrate the impact of their teaching on pupil outcomes so that pupils make typical and better progress from their last statutory benchmark
- 3.1g All Governors contribute to strategic direction of school, ensuring clarity of vision and ethos
- 3.1h Continue to ensure rigorous Performance Management for all staff is in place
- 3.1i Ensure financial management is driven by school improvement plan
- 3.1j Ensure that learning environments promote curiosity and facilitate good learning
- 3.1k Encourage every member of staff to be in at least one 'team' to develop an aspect of the school – everyone has the chance to be strategic and have an input into direction of the school.
- 3.1l Ensure communication with, and engagement of, parents is good – raising aspirations/ fostering curiosity

Actions

- 3.2a Ensure quality, purposeful half-termly 'Pupil Progress Meetings' facilitate accurate data captures – 'hard' and 'soft' data – which is effectively used to provide early identification of any pupils requiring intervention
- 3.2b Ensure effective monitoring of interventions – are they effective/fit for purpose?
- 3.2c Governors continue to strengthen school leadership through challenge & support informed by a secure knowledge of the school's strengths and areas for improvement
- 3.2d Enhance links with Seven Stars network to quality assure assessment/interventions/ data analysis
- 3.2e Ensure appropriate pastoral care systems are in place

Actions

- 3.3a Secure at least three partner schools to form our MAT – investigate different options.
- 3.3b Find at least one "Werrington" member for the founding members.
- 3.3c Follow the conversion procedures, as laid out by legislation – carry out due diligence, public consultation, etc

Actions

- 3.4a Develop role of middle leaders to ensure all have the knowledge, understanding and skills to further develop the whole curriculum including outdoor learning
- 3.4b Provide leadership opportunities for staff who demonstrate initiative, drive & vision
- 3.4c Ensure that every middle leader is in at least one 'team' to develop an aspect of the school – everyone has the chance to be strategic and have an input into direction of the school.

Actions

- 3.5a Continue to develop effective headteacher network (Seven Stars)
- 3.5b Continue to develop effective 'leaders' networks (Seven Stars)
- 3.5c Continue to provide quality opportunities for pupils to work collaboratively with pupils from other schools
- 3.5d Explore links with networks in other parts of the country
- 3.5e Explore links with networks internationally (Empatico, British Council, Tom Whittingham)
- 3.5f Establish collaboration within MAT

Success Criteria -

- A sustainable MAT which ensures improved teaching and learning for all member schools and is underpinned by good governance.
- Pupils' outcomes are maintained/ improve over the next five years – in EYFS, KS1 and KS2
- Robust financial management is driven by school improvement plan
- All stakeholders contribute to strategic direction of school – vision and ethos is known and understood by all

4. Mental Health and Wellbeing – Our school community work together to ensure that everyone feels safe, stays well and shows respect to one another.

Strands

- 4.1 Safeguarding
- 4.2 Mental health/Healthy living for pupils, parents and staff – develop portfolio of agencies
- 4.3 Employability: Pupils identify & nurture their own talents & ambitions; they are independent & responsible & learn from one another; they are positive, confident & resilient & they take risks to succeed
- 4.4 Transition arrangements
- 4.5 Develop a Werrington Wellbeing Scheme of Work (Wellbeing curriculum team)

Actions

- 4.1a Continued & regular safeguarding, e-safety & PREVENT training for pupils & parents - improve the whole school community's understanding of safe online behaviour for our children
- 4.1b Ensure all safeguarding policies and procedures are robust and effective
- 4.1c Investigate options to further improve site security
- 4.1d Engage with NSPCC safeguarding programmes

Actions

- 4.2a Increase the school's capacity to support children's mental health issues
- 4.2b Children love coming to school & make outstanding progress because all their learning, emotional & pastoral needs are met; no-one is left behind
- 4.2c Workshops for parents on healthy lifestyles incl nutrition, exercise, common ailments, mental health & medical needs; parent & children cookery & fitness clubs
- 4.2d Develop approaches to mindfulness for staff and pupils across the school
- 4.2e Continue to develop role of 'Wellbeing' Teacher Assistant
- 4.2f The curriculum promotes mental health & wellbeing
- 4.2g Ensure that the most 'at risk' pupils are signposted for dedicated, targeted support – early identification
- 4.2h All pupils equipped with strategies which enable them to have authentic conversations with themselves, their peers and teachers
- 4.2i Ensure pastoral care systems are robust and fit for purpose so that every child has 'a voice and a choice'.

Actions

- 4.3a Involve everyone at Werrington in thinking about how well we prepare pupils for life beyond school & what we could do better – School Council, parents, staff, governors, local Universities, employers
- 4.3b Develop/enhance employability skills in schools eg resilience, confidence, independence, collaboration & risk-taking
- 4.3c Focus on employability skills contributes to outstanding teaching & learning & to outstanding achievement – Encourage/teach children to identify & nurture their own talents & ambitions; Teach & use problem solving approaches to promote resilience, independence, collaboration & risk-taking; staff provide excellent models of resilience, confidence, independence, collaboration & risk-taking for pupils to emulate
- 4.3d Employability skills such as independence & collaboration, resilience & risk-taking begin in the foundation stage – identify what resilience, confidence, independence, collaboration & risk-taking' means in the foundation stage
- 4.3e Develop the metacognition skills of pupils
- 4.3f Provide structured opportunities for pupils to engage in oracy/debating/recital

Actions

- 4.4a Continue to improve in-school transition arrangements so that all pupils move smoothly from one year group/team/key stage to another
- 4.4b Further enhance links with local High Schools to smooth the transition process for pupils
- 4.4c Enhance links with PVI/ Pre-School providers

Actions

- 4.5a Develop and introduce scheme of work (Share with Seven Stars?) – scheme based on positive psychology (Psychological, social, emotional)
- 4.5b Provide appropriate CPD to staff – Mental Health
- 4.5c Monitor effectiveness of Scheme of Work – Mental Health.

Success Criteria -

- All children believe that life is not something that is 'done to them' but can be grasped and moulded into something meaningful
- Pupils are confident, positive and resilient. They are encouraged to critically reflect on their knowledge, understanding and ideas
- The school community work together to ensure all feel safe, stay well and show respect to one another
- 'Barriers to learning' are recognised early and learners supported through them
- Pupils have increased opportunities to work collaboratively – pupils have skills to be 'critical friends'
- All pupils consistently display positive learning behaviours
- Pupils understand how they learn and use their understanding to enhance their learning/progress – They can articulate what makes their learning 'stick'
- Pupils offer and take feedback in a positive way even if the messages suggest that something requires improvement
- Pupils recognise and accept that making mistakes are a natural part of learning
- Annual Seven Stars Y6 Wellbeing Conference held

5. Curriculum - Ensure Curriculum is relevant and challenging – opportunities to extend Maths and English skills in all areas of the curriculum

Strands

- 5.1 Make explicit opportunities for cross curricular links – English & Maths
- 5.2 Ensure a curriculum that recognises the importance of health & wellbeing, including mental & emotional health, in success & happiness
- 5.3 Examine the extent to which pupils might design their own personalised curriculum
- 5.4 The school's broad & balanced curriculum ensures very good learning for all pupils across all subjects
- 5.5 Ensure that our curriculum is a curriculum that prepares pupils for life

Actions

- 5.1a To monitor and evaluate the impact of maths improvement strategies on pupil outcomes and build on this in order to secure sustained, long-term improvement – Cross curricular opportunities
- 5.1b Map planned Maths & reading across the curriculum Develop & embed 'Maths for pleasure' and 'English/Literacy for pleasure'
- 5.1c Planned cross curricular writing opportunities using appropriate vocabulary
- 5.1d Support pupils to develop fluent reading capabilities – opportunities to read a range of texts across a range of subjects
- 5.1e Pupils are exposed to a wide range of vocabulary (Word-rich learning environments)
- 5.1f Pupils provided with opportunities to develop handwriting fluency (Cursive)
- 5.1g Explicit maths links included in Topic medium term plans

Actions

- 5.2a Examine the potential impact on pupils' learning of activities to promote character, community & citizenship
- 5.2b Pupils & staff treat each other with respect & kindness
- 5.2c Pupils demonstrate strong values and digital resilience
- 5.2d Levels of attendance are above national levels – PA levels are below national
- 5.2e Develop the metacognition skills of pupils
- 5.2f The curriculum promotes mental health & wellbeing
- 5.2g Expect pupils to reason and think more deeply – build resilience and resourcefulness across the curriculum
- 5.2h Inquisitive learners – Ensure pupils have the skills and opportunities to ask questions willingly (That extend and deepen understanding)
- 5.2i Ensure that the learning environment communicates our values and vision, complements our curriculum and promotes curiosity

Actions

- 5.3a Ensure that pupils can see the purpose & meaning in everything they learn – a curriculum that establishes the 'why' before the 'what'.
- 5.3b Examine the extent to which pupils might design their own personalised curriculum to include what interests them & the way they like to learn (collaboratively, practically, independently)
- 5.3c Embed opportunities for collaborative learning
- 5.3d Curriculum provides opportunities for 'thoughtful conversations' – pupils are able to articulate their knowledge, understanding and skills

Actions

- 5.4a The quality of teaching across the curriculum is consistently good or better – Consistently high expectations evident
- 5.4b Maths & English are exceptionally well taught, including across the curriculum
- 5.4c Ensure that the learning environment promotes curiosity/ questioning and good learning
- 5.4d Ensure a wide and varied range of extra-curricular activities are offered to pupils
- 5.4e Ensure that indoor and outdoor learning opportunities are maximised

Actions

- 5.5a Examine how performance skills might contribute to a curriculum that prepares pupils for life
- 5.5b Introduce oracy programme across the curriculum
- 5.5c Define excellence – ensure a shared understanding, supported by collections of exemplar work & questions, that define excellence for each year group & each subject
- 5.5d Establish expected knowledge for each subject – Embed Knowledge Organisers

Success Criteria -

- Pupils develop a lifelong love of learning – Pupils find the curriculum interesting, exciting and relevant
- Pupils are fearless readers
- Pupils enjoy Maths and make very good progress across the whole school
- The learning environment fosters curiosity
- Questioning is an embedded feature at all levels in the classroom culture
- Pupils show a 'mastery' of end of year group expectations by using and practicing concepts in a range of contexts across the curriculum
- Pupils have opportunities (and skills) to work collaboratively

	Achievement and Standards	Personal Development and Well-Being	Quality of Provision	Leadership & Management	Premises
Year 1 (2017/18)	<p>Respond to RAISEonline/ASP & internal tracking systems</p> <p>Continue to raise pupil achievement & standards in all subjects</p> <p>Trial 'See-Saw' (initially in Y2, Spring 2018) as a method of recording/evidencing non-written work, including 'reasoning' in Maths</p> <p>All pupils make progress at least in line with National expectations; Many make better than expected progress</p> <p>Continue individual target setting & tracking of pupils</p> <p>Moderate & evaluate the quality of teaching & learning, focusing on provision of 'vulnerable' groups & higher achievers</p> <p>Continue to develop & promote pupil self assessment strategies & opportunities – pupils to provide 'expert' feedback to peers. Develop choice of 'targets' by pupils</p> <p>Continue to improve attainment of pupils in writing in EYFS.</p> <p>Continue to raise standards in Literacy by developing strategies for writing across the whole school</p> <p>Continue to raise attainment in using & applying Maths skills (Problem solving) – ensure sufficient opportunities for pupils to use maths skills in different ways to solve problems, or to record their work in their own way.</p> <p>Whole school focus on improving 'spelling' – more formal teaching of 'spelling'</p> <p>Develop/plan explicit opportunities for collaboration within the classroom & across the school</p> <p>'Why?' – ensure context for learning is made explicit</p> <p>Continue to improve phonics score in Y1 check</p>	<p>Review Safeguarding Procedures with all staff and Governors.</p> <p>Embed current support structures by further enhancing care & one-to-one guidance</p> <p>Review SEN Passport format & effectiveness</p> <p>Develop eco-schools participation – recycling project – Develop awareness/ understanding of environmental issues</p> <p>Continue programme of strong liaison with parents – develop community celebration events.</p> <p>Develop 'Grow & Eat'</p> <p>Behaviour audit – review Behaviour Policy. Look at involving/informing parents re: +ve behaviour/celebrations. Maintain outstanding standards of behaviour in order that behaviour never impedes learning (Behaviour for learning)</p> <p>Continue to develop 'collaborative' working in the classroom, between year groups and between schools (Seven Stars)</p> <p>Develop 'Werrington Childrens Charter' to set out basic entitlement for every child – The Werrington Passport.</p> <p>Promote/celebrate cultural diversity – themed weeks (British Values)</p> <p>Raise profile of reading across the school – Create 'Research Centre'</p> <p>Run parent workshops to support children at home with core skills and strategies</p> <p>Continue programme of strong liaison with parents – 'workshops' every ½ term plus 'getting to know your school' presentations</p> <p>Develop further opportunities for reflection in the outside and inside environment – development of learning environment/ learning spaces</p>	<p>Clarify expectations for teaching and learning through developing own criteria for a 'good' or 'outstanding' lesson</p> <p>Continue to develop learning through play activities in FS, particularly those that develop literacy (R&W) & numeracy skills</p> <p>Review homework tasks.</p> <p>Investigate changing 'WALT' into a question</p> <p>Werrington assessment criteria in common use & understood by pupils</p> <p>Continue to develop high quality cross curricular links across a growing range of subjects</p> <p>Review teaching of spelling</p> <p>Review presentation expectations</p> <p>Ensure AfL is used to reshape and amend lessons, if necessary, within the lesson as a result of children's comments, learning and feedback</p> <p>Improve impact of LSA support upon learning within lessons through CPD and setting own criteria for LSA support</p> <p>Appoint apprentice TA & clerical staff</p> <p>Ensure effective & efficient use of additional 'sports' funding</p> <p>Continue to embed 'fix it time'</p> <p>Develop collaboration with 75 partners to enhance quality of provision (Subject leaders network)</p> <p>Develop pupil 'learning logs' – continue to develop 'home learning challenges'</p> <p>Develop pupil awareness/ understanding of peers skills to enable delegation of tasks within groups</p>	<p>Ensure that feedback and assessment are at the core of all teaching – New Teaching and Learning Policy to reflect this Ensure quality of teaching and learning is good or better</p> <p>Deliver 'success criteria' from Post Ofsted Action Plan</p> <p>To continue to safeguard & promote the well-being of every child & to protect children in our care – review safeguarding roles & systems.</p> <p>Increase opportunities and focus of science throughout the school – Science week held</p> <p>Raise proportion of outstanding teaching. Ensure that the quality of teaching & learning is consistently good or better.</p> <p>Regular standardisation & moderation exercises planned & are routine – teachers & support staff actively engaged. Ensure consistency in teacher assessment – Engage in Seven Stars activities</p> <p>Play an increasingly lead role in 75 and Academy Trust</p> <p>Subject leaders to take on more responsibility for enhancing their subject area through leading projects/theme weeks/events and ensuring these are publicised to parents and in the local press. – Paired observations planned</p> <p>Development of 'senior' middle leaders – action research projects</p> <p>Improve contributions of LSAs to the effective delivery of guided reading through training workshops – review role of LSA & their 'value for money'</p> <p>Set basic yearly budget for all subject leaders (£15K plus IT)</p> <p>Review marking/feedback across the school</p> <p>Empower 'risk taking' in the classroom Review planning – planning to be minimal but preparation/resources are essential tools</p> <p>Succession planning / retention & recruitment - Develop middle leaders/leaders for the future</p> <p>Quality CPD for all staff & governors planned</p> <p>Engage all stakeholders in SEF review</p> <p>Identify support & models of outstanding practice with cluster of local schools</p> <p>Subject leaders & member of SLT to participate in joint observations to develop shared understanding of high quality T & L & to ensure consistency in judgements – further develop role & accountability of subject leaders</p> <p>Develop/extend regular 'sharing networks'/ cooperative working with partners</p> <p>Raise pupil aspirations by developing links with local businesses & universities</p> <p>Play lead role in 75 and Academy Trust</p> <p>Raise profile of reading across the school</p>	<p>Investigate 'Communication Friendly Spaces' – (Elizabeth Jarman) Create a 'CFS Action Plan</p> <p>To engender an even greater care of the school site</p> <p>Replace outdated furniture on a rolling programme</p> <p>Develop 'breakout' areas within the school</p> <p>Upgrade internal lighting</p> <p>Wifi throughout school</p> <p>Explore ways of increasing learning opportunities within school grounds – trees planted (Forest schools); Hobbit House developed</p> <p>Replace outdated furniture on a rolling programme starting at Y3</p> <p>Continue school playground development</p> <p>Install new telephone system</p> <p>Phased wifi introduction</p> <p>Programme to replace IWB & projectors – 3 per year min</p> <p>Additional desktop computer in PPA area</p>

<p>Embed Maths mastery</p> <p>Review effectiveness of Pupil premium strategy</p> <p>Ensure challenge for most able writers – sustained writing opportunities</p> <p>Continue to develop and quality assure assessment systems</p> <p>Improvements to collection of evidence for reading assessment</p> <p>Investigate using NFER assessments to quality assure teacher assessment</p>	<p>Raise children’s awareness of multicultural Britain</p> <p>Actively teach pupils ‘questioning skills’ so that they become critical thinkers</p> <p>Continue to develop positive working relationships with parents to improve outcomes for learners & raise aspirations</p> <p>Increase pupil participation within lessons through planning more practical activities, inviting pupil views about learning and themes, pupils creating own learning objectives and success criteria, peer and self assessment.</p> <p>Set up structured conversations with parents to discuss children who have SEN or are identified by the school as vulnerable</p> <p>Continue to develop communication between home and school with a focus on key areas for school improvement</p> <p>Enhance Seven Stars links</p> <p>Mental health strategy/ training introduced</p> <p>Nurture/Wellbeing group established</p> <p>Promote NSPCC ‘Pants’ programme</p> <p>Add parents in school achievements to whole school celebration assemblies</p> <p>Improve global awareness through developing international links</p> <p>Minibus purchased/ leased</p> <p>Further develop ‘Dads’ involvement in school life (Den building, construction activities, story-telling, etc)</p> <p>Pupils recognise that raising questions is an important part of their learning & appreciate that asking questions is at least as important as finding answers</p>	<p>Further develop outdoor learning opportunities</p> <p>The role of ‘learning Ambassadors’ developed</p> <p>Further develop links with industry – ‘Enterprise’ weeks</p> <p>Reading for Pleasure – involve community in ‘celebrating’ reading</p> <p>Ensure Marking & feedback Policy is consistently & effectively followed</p> <p>Ensure all areas used for learning – develop ‘breakout’ areas</p> <p>Continue to provide high quality learning opportunities in Foundation Stage</p> <p>Increase proportion of outstanding teaching & learning in all year groups</p> <p>To work with 75 to achieve ‘economies of scale’, better value CPD & shared teaching</p> <p>Create ‘word-rich’ classrooms – vocabulary building opportunities</p> <p>Ensure consistency in ‘Working Walls’ & opportunities to independently access a range of equipment</p>	<p>Develop outstanding standards of leadership & management across whole school</p> <p>Continue to close the gender gap</p> <p>Continue to challenge/ extend our more able pupils</p> <p>Review the effect of intervention strategies</p> <p>Continue to enrich curriculum through extending links with local business, schools, higher education partners & other groups in our community – raise aspirations through careers day/events</p> <p>Ensure strategies in place to support spelling across the school</p> <p>To systematically provide leadership development opportunities to all teachers – develop partnership with 75</p> <p>Further develop role of Governing Body & raise their profile – develop Governor ‘Open days’.</p> <p>Provide CPD on ‘metacognition’</p> <p>Review curriculum aims of Academy – conduct full teaching & learning review</p> <p>Review state of ICT in school (Look at laptop/ tablet/ desktop) - Continue to upgrade and replace technology to allow ICT to become an integral part of teaching provision.</p> <p>Embed problem solving skills across the curriculum throughout the school</p> <p>Further explore ways of developing pupil involvement in planning to ensure a well-developed sense of ownership of their learning</p> <p>Plan to use Pupil Premium effectively</p> <p>Share good practice/training for all staff - Create ‘open classroom’ ethos – encourage staff to share good practice</p> <p>Develop peer assessment opportunities & ‘reflection’ skills (Introduce ‘Reflection Time’). Train pupils to provide ‘expert’ feedback</p> <p>Review purpose of ‘playtime’ – ethos, zones, Houses, resources (Playground Leaders)</p> <p>Focus on ‘personal learning journey’ in our Teaching & Learning Position Statement to ensure differentiation is even more explicit (Especially in challenge for more able)</p> <p>Provide further opportunities for staff engagement in research informed CPD</p> <p>Sustain secure financial framework to ensure outstanding teaching & learning opportunities & facilities are maintained/enhanced</p> <p>Identify more opportunities for staff to observe & evaluate best practise</p> <p>Develop subject leaders understanding & knowledge of observing colleagues & delivery of constructive feedback</p> <p>Review induction processes for new staff and pupils</p> <p>Systematic evaluation of ‘schemes of learning’, ensuring an effective curriculum design that aims to put feedback and assessment at the core of our teaching</p> <p>Ensure a more rigorous quality assurance process, including a review of book scrutiny and lesson observation forms</p>	
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	Achievement and Standards	Personal Development and Well-Being	Quality of Provision	Leadership & Management	Premises
Year 2 (2019/20)	<p>Respond to ASP & internal tracking systems – robust data analysis system involving ALL staff is in place</p> <p>Further raise pupil achievement & standards in all curriculum areas : Continue to raise standards in Maths & Writing by end of KS2</p> <p>All pupils make progress at least in line with National expectations; Most make better than expected progress</p> <p>Continue to enhance opportunities for Maths reasoning and problem solving</p> <p>Continue to Improve ‘spelling’ and vocabulary across the school – The more deeply & thoroughly a pupil knows a word, the more likely they are to recognise it, spell it, define it and use it appropriately</p> <p>Continue to develop strategies for writing across the whole school</p> <p>Develop strategies for increasing pupil engagement in assessment & tracking</p> <p>Further develop & maintain effective collaborative/ sharing networks</p> <p>Ensure all work has sufficient/ appropriate differentiation / challenge – Map cross curricular opportunities for English & Maths</p> <p>Continue to provide opportunities for extended problem solving activities – ensure sufficient opportunities for pupils to use maths skills in different ways to solve problems, or to record their work in their own way.</p>	<p>Review Safeguarding Procedures with all staff and Governors.</p> <p>Ensure that the teaching of social, moral, spiritual and cultural development/ British Values is embedded throughout the school.</p> <p>Continue to develop independent learners with focus on ‘basic skills’ and resilience</p> <p>Develop ‘presentation’ skills – groups to make presentations to other classes about their learning challenges</p> <p>Maintain outstanding standards of behaviour</p> <p>Further develop purposeful ‘playtimes’ – invest in/develop ‘scrap pod’ on playground</p> <p>Continue to develop positive relationships with parents to improve outcomes for learners and raise aspirations</p> <p>Extend wellbeing/mindfulness opportunities – promote ‘social thinking’ skills</p> <p>Review accessibility plan</p> <p>EYFS – Use ‘Tapestry’ to further involve parents/carers in their child’s education at home and at school</p> <p>Enhance engagement with ‘hard to reach’ parents</p> <p>Develop staff counselling offer – trained member of staff to deliver</p> <p>Extend pupil voice/choice – curriculum design</p>	<p>Health - big ‘push’ on PE, healthy eating, walk to school, healthy lifestyles – pupils & parents to be engaged (Wall art in Dining Room)</p> <p>Extend development of Maths reasoning and problem solving skills (Cross curricular)</p> <p>Develop pupil research skills (Independent learners)</p> <p>Develop inquiry-based classrooms / Pupils as questioners (Curiosity)</p> <p>Continue to ensure all pupils are ‘challenged’ (Effective differentiation in all lessons)</p> <p>Create ‘Research Centres’ – purchase Chromebooks (x 30)</p> <p>Continue to develop/enhance high quality cross curricular links/ application of skills</p> <p>Home work – series of workshops with parents to develop homework menu for pupils</p> <p>Enhance school dining experience</p> <p>Apply for Science Mark</p> <p>Review extra-curricular offer and try to ensure that activities on offer meet the needs of as many pupils as possible</p> <p>Investigate ways to further enhance creativity – Art/Drama/Music</p> <p>Embed ‘enquiry-based’ classrooms</p>	<p>Ensure quality of teaching & learning is consistently good or better – Full teaching & learning review</p> <p>Develop as lead school in 7S and Academy Trust</p> <p>Review effectiveness of assessment systems</p> <p>Embed ‘Reflection time’ / Metacognition</p> <p>Plan effective use of pupil premium – Full review</p> <p>Continue to develop quality feedback systems – pupils as ‘experts’, pupils setting own targets, peer/self assessment, review marking policy</p> <p>Review ‘teaching standards’ - Ensure all teaching staff know, understand and follow new teaching standards</p> <p>Maintain eco school involvement – Recycling project</p> <p>Develop links with outdoor ed providers (Shugborough, YHA?) – use of pupil premium to provide residential experiences</p> <p>Ensure teacher appraisal structure is consistent & robust</p> <p>Conduct full review of school improvement plan – create new school improvement plan</p> <p>Ensure monitoring processes are focused & support improvement</p> <p>CPD programme responds to School Improvement Plan</p> <p>Develop ‘forest schools’ / outside learning opportunities – Nature trail developed in grounds</p> <p>Continue to develop action research opportunities for staff – create staff blog to share findings/thoughts</p> <p>Sustain secure financial framework to ensure outstanding teaching & learning opportunities & facilities are maintained/enhanced</p> <p>To become a more sustainable school through a range of actions led by pupils & Governors</p>	<p>Review site security – investigate CCTV and electric gates</p> <p>Refurbish 4GW classroom – carpet & furniture</p> <p>Refurbish 5KB classroom – carpet</p> <p>Develop outdoor areas – Forest Schools – Pond areas & Wildlife area Investigate developing ‘Forest Schools classroom’</p> <p>Maintain focus on developing ‘Communication Friendly Spaces’ – Wall Art on Y6 stairwell</p> <p>Create ‘Research Centre’ – Link ICT suite & Library (Knock through?) /</p> <p>Replace outdated furniture on a rolling programme – Dining Room</p> <p>Programme to replace IWB & projectors – 3 per year min</p> <p>Continue to develop outdoor areas – Canopies in EYFS</p> <p>Continue playground development – KS1</p>

	<p>Revise existing school guidelines for 'pride in presentation' and relaunch to all staff and pupils</p>	<p>Plan opportunities for Pupil reflection</p> <p>Oracy – types of talk taught (instigator, builder, challenger' clarifier, prober, summeriser)</p> <p>Continue to develop pupil critical thinking skills – model questioning</p> <p>Provide more opportunities for reasoning & thinking/problem solving</p> <p>Pupils make their thinking explicit through their questioning – They consistently generate questions which promote higher order thinking</p> <p>Pupils act as 'critical friends'</p> <p>Pupils cope with criticism from peers & learn from it (Growth Mindset/ Resilience)</p> <p>Pupils can articulate what makes their learning 'stick'</p> <p>At least two lunchtime supervisors to be first aid trained</p> <p>Collaborative learning – explore international links/opportunities</p>	<p>Develop 'Family reading' in EYFS</p> <p>Hold Poetry day/week</p> <p>Planned programme for oracy – recitals, debates, etc</p> <p>Embed outdoor learning opportunities</p>	<p>Increase visibility of Academy Trust by hosting a 'cutting edge' and sought after event</p> <p>Promote the school as a highly-valued resource centre for the benefit of our wider community</p> <p>Ensure that our school is a 'high trust' workplace where colleagues ask each other for help – willingness to admit and learn from mistakes</p> <p>Conduct full review on effectiveness of learning support staff</p> <p>ICT – install network points in Hall & EYFS. Upgrade all computers (whiteboard, laptops & ICT suite)</p> <p>Revisit 'vision' – Create '2020 vision'</p> <p>Identify capacity building strategies to ensure that we maintain high quality outcomes</p> <p>Investigate 'mastery' in English</p> <p>Develop class visit model – A self-regulating process for providing effective collaboration, personal reflection and professional growth</p> <p>Provide increased opportunities for staff to read research & try new ideas out in the classroom – Then feedback to other staff</p> <p>Further improve skill base of school leaders</p> <p>To engage all staff in a form of personalised CPD – expand our current programme of training to build in routes for career progression and external qualifications</p> <p>Enhance the expertise of support staff by making full use of apprenticeship levy in providing high quality, targeted staff training</p> <p>Audit 'space' in the school – are there any opportunities to develop more intervention rooms or 'specialist teaching' rooms?</p>	
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	Achievement and Standards	Personal Development and Well-Being	Quality of Provision	Leadership & Management	Premises
Year 3 (2020/21)	<p>Respond to ASP & internal tracking systems</p> <p>All pupils make progress at least in line with National expectations; Most make better than expected progress</p> <p>Ensure explicit differentiation within & across year groups</p> <p>Review challenge of more able pupils</p> <p>Ensure mapped curriculum opportunities for all pupils to engage in extended learning projects</p>	<p>Review Safeguarding Procedures with all staff and Governors.</p> <p>Ensure that the teaching of social, moral, spiritual and cultural development is embedded throughout the school – address equalities agenda (race, gender, disability, etc).</p> <p>Continue to develop independent learners with focus on ‘basic skills’ and resilience</p> <p>Continue to ensure that learning behaviour does not impede on teaching & learning – Improve behaviour & attitudes to learning (Ethos)</p> <p>Develop explicit ethos around aspirations & excellence – continue to build links with Universities & industry</p> <p>Pupils ask perceptive & insightful questions & develop relevant hypotheses</p> <p>Pupils critically reflect on their knowledge, understanding and ideas in light of new experiences/learning</p> <p>Develop ‘Anti Bullying Ambassadors’</p> <p>Review ‘routines’ within school</p> <p>Arts project – seek Arts Council funding</p> <p>Review school rewards systems – pupil consultation</p> <p>Digital leaders (Y5 & Y6) assist in leading innovative practice in computing across the school – hold animation/game creation week</p> <p>Hold ‘Careers Week’ to enable children to learn about a range of careers and to reflect on their aspirations</p>	<p>Further develop individual pupil use of portable devices (Tablets?) within lessons to further develop independent learning & research skills</p> <p>Ensure mapped curriculum opportunities for all pupils to engage in extended learning projects</p> <p>Ensure cross curricular links (& standards) embedded</p> <p>Ensure pupil opportunities for enterprise, problem solving and innovation</p> <p>Seven Stars Art event (Celebration of cultural diversity)</p> <p>Apply for Arts Mark</p> <p>Outdoor learning and Forest skills embedded across the curriculum</p> <p>IT further developed – investigate options for 3D printer, robotics, CAD</p> <p>A ‘forest campus’ set up, providing opportunities for scientific and sustainability learning</p> <p>International link established with a contrasting school (European)</p>	<p>Challenge - to change the school structures to maximise the impact of teaching upon student outcomes</p> <p>Review the effect of curriculum on developing ‘basic skills’ – Review curriculum provision/relevance</p> <p>Review school expectations in aspects of teaching & learning</p> <p>Ensure quality of teaching & learning is consistently good or better</p> <p>Review effectiveness of assessment systems</p> <p>Sustain secure financial systems</p> <p>Review SEN offer</p> <p>Embed structures to establish culture of research engaged practice & CPD for ALL staff – review staff career development pathways in multi academy trust (Including for support staff & volunteers)</p> <p>Undertake review of all SLT roles & responsibilities – do SLT members know which staff are demonstrating best practice & in what curriculum areas?</p> <p>Review job descriptions of all staff</p> <p>Enhance ICT infrastructure – review use/purpose of IT suite</p> <p>Continue to update literacy resources</p> <p>Develop children’s leadership roles – ‘Eco Warriors’, ‘Digital Leaders’, etc</p> <p>Health check on school’s ‘culture for learning’</p> <p>Review curriculum – is it broad & balanced with expert knowledge, life skills and values at its core? Highly effective leadership teams drive our world class curriculum</p> <p>Staff at all levels engaged in continued personal and professional development</p> <p>Coaching is used effectively to develop outstanding practice across the school</p> <p>All stakeholders are actively involved in school improvement plan & it is highly effective tool for school improvement</p> <p>Member of SLT to become specialist leader in education (SLE) in Maths to share best practice</p>	<p>Refurbishment of Year 2 classroom</p> <p>Replace blinds in all classrooms</p> <p>Continue to develop outdoor areas for communication, reading & drama</p> <p>Replace dining room furniture</p> <p>Projector& audio system in Hall B</p> <p>Poly tunnel in school grounds – ‘Grow your own fruit/veg’</p> <p>Continue playground redevelopment</p>

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Year 4 (2021/22)		Health checks for staff/ 'Duvet day'?	Mobile devices for every child & staff member	Review use/purpose of school library	Remark playground Continue to develop outdoor area in EYFS Remodel Year 1 classrooms so that they have access to outdoors

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Year 5 (2022/23)				<p>Revisit/redefine 'core purpose' and vision – state it as a compelling, achievable opportunity & share with whole school community.</p> <p>Produce new School Improvement Plan (provide space for recognisable everyday incremental contributions from everyone)</p>	<p>Convert 'changing rooms' into classroom/learning space</p> <p>Continue to develop outdoor areas</p>