

School Improvement Focus 2019/20

| 1. To enhance pedagogy - Teaching over time in all year groups is outstanding and never less than good | | |
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| Year | Priority Activities | Actions |
| 2019/20 | <p>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</p> <p>1.1e Investigate and develop strategies to improve pupil metacognition</p> <p>1.1f Embed and extend opportunities for collaborative working</p> <p>1.1g Slim down planning to allow more time for preparation (Effective use of PPA time)</p> <p>1.2e Embed/design quality assurance process – review book scrutiny and lesson observation forms; review QA process for assessment</p> <p>1.2f Ensure that pupils have clear understanding of how they can improve their work, especially in Maths</p> <p>1.3a Involve everyone at Werrington in thinking about what we like about learning outdoors & what could be better</p> <p>1.3b Forest Schools – Find out what other outstanding schools are doing & think about how we can learn from them</p> <p>1.3c Increase the amount of learning happening outdoors & make sure that it is interesting & exciting</p> <p>1.3d Provide an exciting new range of clubs aimed at outdoor learning</p> <p>1.3e Timetable effectively shared used of outdoor learning spaces</p> | <ul style="list-style-type: none"> ➤ Staff PD on Questioning ➤ Continue 'Inference' activities ➤ Develop use of 'question stems' – Encourage pupils to create questions for others on something that they are doing in class (Extend to develop Retrieval practice opportunities ➤ Beginning & middle of 'topics', ask 'what do you want to know?' ➤ Continue staff PD on cognitive science; Include Metacognition as an aspect of Science covered in each year group; Develop CPD 'Book Club' ➤ Develop collaborative learning spaces (Possible redevelopment of IT suite as 'digital learning kiln' ➤ Continue /Embed planning expectations ➤ SLT to redesign QA processes and documents ➤ Continue to embed 'progress checkpoints' ➤ Forest Schools staff PD ➤ Pupil Voice ➤ Parent Voice ➤ Staff Voice ➤ Timetable outdoor use ➤ Forest Schools extra curricular clubs ➤ Gardening Club ➤ Grow and eat club |

| 2. Outcomes for Pupils - All pupils make substantial and sustained improvement in each year group and across the curriculum | | |
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| Year | Priority Activities | Actions |
| 2019/20 | <p>2.2e All staff engage enthusiastically with research & professional development that moves on their learning & has a positive impact on schools & pupils</p> <p>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</p> <p>2.3b Develop 'Maths for pleasure' – foster a love of Maths, including Maths Books in reading areas</p> <p>2.3c Embed Maths Mastery</p> <p>2.3e Ensure quality cross-curricular opportunities for pupils to apply maths in a range of contexts</p> <p>2.3i Embed the teaching of problem solving skills</p> <p>2.3f Monitor opportunities for questioning/ reasoning – ensure quality opportunities are provided to all pupils</p> <p>2.4a Continue to increase/maintain the number of children who exceed age related expectations by the end of reception</p> <p>2.4b Ensure that all GLD pupils progress to at least meeting expectations and above in reading, writing and maths in KS1</p> <p>2.4c Accelerate progress of pupils in maths across KS2 - with a focus on prior middle achievers and more able disadvantaged pupils</p> <p>2.4d Ensure that improved standards seen in maths in KS2, transfers to pupil performance in tests</p> <p>2.4e Embed/design quality assurance process – review book scrutiny and lesson observation forms</p> <p>2.3g Audit of staff subject knowledge ensures that appropriate CPD is planned & delivered</p> | <ul style="list-style-type: none"> ➤ Use of Performance Development ➤ Staff PD Meetings ➤ Engage with PET, Keele Research School, etc ➤ All staff to be more aware of every pupils data from last 'statutory' benchmark ➤ PPM to include discussion/analysis of data on progress made from last statutory benchmark ➤ Continue to maintain Maths focus across the school ➤ Maintain / extend availability of Maths Reading Books/stories to all children ➤ Maintain programme of staff CPD re: Maths Mastery ➤ Cross curricular Maths opportunities mapped out in planning ➤ Maintain Maths PD focus; Maths interventions to be 'reasoning' / problem solving focused ➤ Monitor opportunities for questioning/ reasoning ➤ Include as a part of PPM ➤ Maintain Staff PD ➤ Continue to provide outstanding early years teaching & learning ➤ Continue to develop parental engagement with EYFS ➤ Review progress against last statutory benchmark at termly PPM ➤ Review progress against last statutory benchmark at termly PPM ➤ Review progress in PPM ➤ Ensure interventions are effective/appropriate ➤ Review Pupil Premium spend ➤ ➤ SLT to redesign QA systems & documents ➤ Audit staff subject knowledge & respond accordingly – Focus on Science investigation |

| 3. Leadership & Management – Leaders motivate an effective teaching staff to deliver high quality education for every child | | |
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| Year | Priority Activities | Actions |
| 2019/20 | <p>3.1c All staff see themselves as leaders in line with their experience and career development</p> <p>3.1d Increase distributive leadership in securing improved practice and increased amounts of outstanding teaching and learning across the whole school</p> <p>3.1l Ensure communication with, and engagement of, parents is good – raising aspirations/ fostering curiosity</p> <p>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</p> <p>3.2b Ensure effective monitoring of interventions – are they effective/fit for purpose?</p> <p>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</p> <p>3.2d Enhance links with Seven Stars network to quality assure assessment/interventions/ data analysis</p> <p>3.2e Ensure appropriate pastoral care systems are in place</p> <p>3.5f Establish collaboration within MAT</p> <p>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</p> <p>3.4b Provide leadership opportunities for staff who demonstrate initiative, drive & vision</p> <p>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.</p> <p>3.5d Explore links with networks in other parts of the country</p> <p>3.5f Establish collaboration within MAT</p> | <ul style="list-style-type: none"> ➤ Leadership opportunities developed ➤ Staff enrolled on to NPQML and/or NPQSL ➤ Development of leadership teams – eg Curriculum Team ➤ Development of ‘fixed term’ leadership teams for specific projects/investigations ➤ Maintain current channels of communication ➤ Develop opportunities to engage with parents during ‘workshop’ visits ➤ Continue to develop format of PPM ➤ QA data ➤ Monitor interventions ➤ Monitor effectiveness of interventions. Interventions to be reasoning/problem solving ➤ SLT to QA monitoring processes ➤ Continue to grow & develop governing body through targeted recruitment of Governors ➤ Develop governance with our PET partners ➤ Continue to build on Seven Stars network ➤ Continue to play leading role in development of Seven Stars network ➤ Maintain and enhance current provision ➤ Develop & enhance links with PET partners ➤ Staff PD Meetings ➤ Development of middle leadership teams ➤ Continue planned curriculum PD ➤ Development of middle leadership teams, such as Curriculum Team ➤ Develop ‘fixed term’ leadership teams to work on specific projects ➤ a/a ➤ Build on networks already established by PET ➤ Continue to build on PET collaborations |

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

| Year | Priority Activities | Actions |
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| 2019/20 | <p>4.1 Continued & regular safeguarding, e-safety & PREVENT training for pupils & parents - improve the whole school community's understanding of safe online behaviour for our children</p> <p>4.1b Ensure all safeguarding policies and procedures are robust and effective</p> <p>4.1c Investigate options to further improve site security</p> <p>4.1d Engage with NSPCC safeguarding programmes</p> <p>4.2a Increase the school's capacity to support children's mental health issues</p> <p>4.2e Continue to develop role of 'Wellbeing' Teacher Assistant</p> <p>4.2f The curriculum promotes mental health & wellbeing</p> <p>4.2h All pupils equipped with strategies which enable them to have authentic conversations with themselves, their peers and teachers</p> <p>4.2i Ensure pastoral care systems are robust and fit for purpose so that every child has 'a voice and a choice'.</p> <p>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</p> <p>4.4a Continue to improve in-school transition arrangements so that all pupils move smoothly from one year group/team/key stage to another</p> <p>4.4c Enhance links with PVI/ Pre-School providers</p> <p>4.5a Develop and introduce scheme of work</p> <p>4.5c Monitor effectiveness of Scheme of Work – Mental Health</p> | <ul style="list-style-type: none"> ➤ Continue regular safeguarding, e-safety & PREVENT training for staff, pupils & parents ➤ Engage with NSPCC ➤ Promote use of NOS resources ➤ Ensure online safety is embedded into the curriculum ➤ Follow school monitoring of policies schedule ➤ Monitor effectiveness of policies ➤ Engage in any appropriate training ➤ New gates installed ➤ Engage with NSPCC 'Pants' programme ➤ Continue to develop (CPD) awareness & skill of staff in providing support ➤ Continue to develop 'wellbeing' within/across the curriculum ➤ Continue to develop skills, and profile, of Wellbeing Assistant ➤ Monitor curriculum to ensure that mental health & wellbeing promoted ➤ PSHE, Online Safety & Mental health leads to monitor curriculum ➤ Continue to develop wellbeing awareness and skills of pupils ➤ Focus on developing oracy / questioning skills of pupils ➤ Monitor/review effectiveness of pastoral care system ➤ Develop links with Pet and external agencies to support pastoral system ➤ Enhance 'pupil voice' ➤ Focus on developing employability skills – reasoning, problem solving, questioning, oracy, resilience, reliability, collaboration ➤ Engage with STEM – STEM ambassadors, Aspire project, etc ➤ Maintain 'Principles' Assemblies and visitors ➤ Promote good mental health ➤ Develop 'enterprise' activities ➤ Continue to monitor and improve transition arrangements ➤ Through PET, further enhance transition arrangements with Moorside ➤ Continue to visit/support PVI/ pre-school providers ➤ Mental Health Scheme of work developed, introduced and monitored ➤ Embed Mental health throughout school curriculum |

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

| Year | Priority Activities | Actions |
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| 2019/20 | <p>5.1d Support pupils to develop fluent reading capabilities – opportunities to read a range of texts across a range of subjects</p> <p>5.1e Pupils are exposed to a wide range of vocabulary (Word-rich learning environments)</p> <p>5.1f Pupils provided with opportunities to develop handwriting fluency (Cursive)</p> <p>5.1g Explicit maths links included in Topic medium term plans</p> <p>5.2f The curriculum promotes mental health & wellbeing</p> <p>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)</p> <p>5.3c Embed opportunities for collaborative learning</p> <p>5.4a The quality of teaching across the curriculum is consistently good or better</p> <p>5.4b Maths & English are exceptionally well taught, including across the curriculum</p> <p>5.4d Ensure a wide and varied range of extra-curricular activities are offered to pupils</p> <p>5.4e Ensure that indoor and outdoor learning opportunities are maximised</p> | <ul style="list-style-type: none"> ➤ VIPERS ➤ Continue to develop access to interesting & exciting reading books across the school ➤ Performance development focus on vocabulary use/development ➤ Enhance word-rich classroom environments – Word of the Week, etc ➤ Continue to develop cursive handwriting across the whole school ➤ Continue to include explicit maths links in planning ➤ Continue to ensure that the curriculum promotes mental health – monitor ➤ ‘In the moment’ planning introduced in EYFS and Forest Schools – monitor effectiveness of this. Pupils to redesign ‘Knowledge Organisers’ ➤ Develop ‘working scientifically’ across the whole school ➤ Investigate possibility of re-developing IT suite into collaborative learning space ➤ Staff PD – high quality T&L ➤ Monitor progress – PPM, lesson obs, book scrutinies, pupil voice, data analysis, etc ➤ Monitor progress – PPM, lesson obs, book scrutinies, pupil voice, data analysis, etc ➤ Staff PD ➤ Monitor extra-curricular offer ➤ Pupil Voice – extra-curricular offer ➤ Monitor ➤ Staff PD |