



# WNAT Priority Improvement Plan Summer Term 2019

## Quality of Teaching, Learning and Assessment / Snettisham, Heacham Junior and Infant School

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Link to triennial strategic plan/ annual development plan/ trust priorities	Link to Ofsted priorities
<p><b>Priority One Teaching and Learning – 1.1,1.2,1.3 (Autumn Term Focus- continue to embed through weekly SLT drop in/learning walk/ support plans) LEAD GOV- ROBERT DALE – ENGAGEMENT&lt; CHALLENGE&lt; FEEDBACK</b></p> <p><b>1.1 Ensure all staff understand their accountability to deliver high standards and expectations for teaching, learning and pupil outcomes that are above national averages so that we can raise standards across schools</b></p> <p><b>1.2 Teachers have increased knowledge and ability to plan and deliver consistently good lessons to engage and challenge learners</b></p> <p><b>1.3 All Staff to have focused CPD on proven and innovative methods to increase engagement, challenge and feedback and begin to implement</b></p> <p><b>1.4 Use short burst projects in Read/Write /Maths to raise standards for most able -Staff be highly informed about standards expected to meet Age Related Expectations</b></p> <p><b>Priority Two – 2.1,2.2, Pupil Outcomes SPRING TERM LEAD GOVERNOR ROBERT DALE/ ANDY GEE</b></p> <p><b>2.1 Raise performance of pupils across the curriculum by driving the pace on high expectations particularly for the most able so that outcomes in GDS increase</b></p> <p><b>2.2 Set a fast pace of plan, do ,assess , review classroom learning to achieve targets through increasing teacher knowledge and accurate assessment of every child</b></p> <p><b>2.3 Track progress of all pupils using the school tracker. Identify underperforming children and implement focussed teaching provision, led by qualified teachers and skilled Tas.</b></p> <p><b>Priority three – Leadership and Management 3.3 LEAD GOVERNOR RACHEL RICHARDSON/ CHARLOTTE-SUE LUNUN</b></p> <p><b>3.3 Enhance the role of subject leaders to ensure children are enjoying and receiving a broad, progressive and exciting curriculum</b></p> <p><b>Priority four Quality of Curriculum 4.1,4.2 LEAD GOVERNOR VICKY PROCTOR/KATE WATSON ( READING)/ LAURA GOODWIN</b></p> <p><b>4.1 To monitor the quality of our curriculum for coverage and skills progression.</b></p> <p><b>4.2 Ensure that the foundation assessment tracking system is implemented and subject leaders use to monitor impact.</b></p> <p><b>Priority Five – EYFS Outcomes LEAD GOVERNOR / RACHEL RICHARDSON – ANDY GEE 5.1 Successfully lead the SSIF project to enhance communication particularly for those disadvantaged more able boy</b></p>	<p><b>Give the schools ofsted priorities here.</b></p> <p>To increase the amount of outstanding teacher so pupils make more rapid progress ( HJS) Teachers do not always tell pupils how to improve their work ( HJS) Not enough teaching is sufficiently challenging ( HJS)</p> <p>Improve teaching so that the most able pupils are challenged consistently in all classes and subjects ( SPS) Improve the proportion of pupils making accelerated progress ( SPS)</p> <p>Effective practice in meeting the needs of most-able pupils is identified within the school and its partner school and is shared more widely ( SPS)</p> <p>“Not enough teaching is sufficiently challenging to extend the thinking of the most-able pupils” ( HJS/SPS)</p> <p>“Teachers do not always tell pupils how to improve their work”</p> <p>Children’s progress is accelerated in the Nursery and Reception Years by making sure that the provision, teaching and assessment are of consistently high quality ( HIS)</p> <p>“pupils’ speaking, listening and concentration are well developed, particularly the boys’, so that spoken and written language skills are consistently good or better “ HIS</p>



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### Success Criteria/Outcomes/Impact Milestones (these should be quantitative wherever possible)

- Learning walks show that ALL classrooms have visible learning , current theme , good WAGOLL, are related targets being completed in books, well presented books with feedback to support progress
- Spring Impact – most classes across schools have this secured , improved environment , work collections, targets complete – not consistent in a few classes 4/14**
- Higher levels of engagement and involvement to be seen with more active learning, children are attentive and positive about learning ( v. low +ve attitudes to Reading from all groups of learners, pupils out of class and low level disruption common – July 18) **Spring Impact – most classes across schools attain increased engagement , better behavior and increased attention– minority of classes have been less focused and engaged 4/14**
- Subject leaders can talk sharply about provision and standards in their subjects – including foundation subjects and coverage of national curriculum – **Spring Impact English leads have strong analysis and impact at HJS/SPS, Foundation subjects have data, impact and analysis developing- good in Science, Arts mark, EYFS, PE potential – curriculum meeting held across subjects**
- Increased % of teaching that is consistently good across schools since April 18 ( Baseline start of Term 50% HJS, 75% HIS, 50% SPS) **Spring Impact T+L are frequently checked for triangulation, improving outcomes in data and work collections at HJS and SPS evidence this ( 67% HJS, 75% SPS, 75% HIS)**
- Staff to use socratic/open ended questioning and feedback to move children on during lessons ( plan as a feature for all learning sequences ) **Spring Impact – staff using questioning from destinations reader, blooms taxonomy – early stages**
- Use of Characteristics Of Effective Learning are referred to in lessons which are evident in planning , house assemblies and annotated in work -staff can start to give anecdotal evidence of progress for individual learners – **Spring Impact – books show use of COEL across schools and subjects, pupils enjoy receiving these for effort and improved learning attitudes in class**
- Assessments show that increased % of pupils are ontrack since EOY assessments through using ARE target sheets in books for RWM (Target 85% pupils - no EHCP included with expected and better progress for 90% pupils) **Spring Impact – attainment following spring data is 65%+ on track for all year groups, reading outcomes highest – Y1,4,5 have variable outcomes – progress needs to be more rapid with focus on live marking and pace**
- More able disadvantaged pupils experience same provision as non- disadvantaged children and are making good progress with 20% attaining GD

Aim	Specific Actions			Resources and Costs	Monitoring			Review and evaluation Evidence of impact on pupil progress inc current KPIs Future actions (RAG comments and future actions)
	Action (RAG actions as they are completed to show the status)	Lead	Date		Evaluation method (include KPIs here)	By	Date	
1.2 Teachers have increased knowledge and ability to plan and deliver consistently good lessons to engage and challenge learners	Plot key knowledge linked to whole school themes- KS1 Pirates, KS2 Shackletons Journey, Y6 Crime and punishment through collaboration in year groups across school to develop mid-term planner Maintenance actions – tchs continue to promote the principles of good T+L from Sept and Jan INSET	LJ TCH	Started March 2019	Mid term planner to organise knowledge and skills / Staff meetings £0  Staff meeting reminders £0	Y1-6 Mid term plans completed for KS1 and KS2 and uploaded on Gdrive. Each schools environment is alive with learning – displays make an impact  All plans detail key features of planning to engage children – WAGOLL included , wow starter, equality focus, sustainability links key vocabulary and facts , good broad curriculum coverage planned  Weekly monitoring of key year groups Y1,2 ,4,5 working walls checked for pace, pace of timetable to ensure coverage, environment arranged to support listening and attention, use visualiser to address misconceptions and marvellous mistakes , feedback through live marking	SLT/LJ monitor  Tch complete  CT =Y1,2  EJ = Y4,5  LJ/EH All classes	26 <sup>th</sup> April , 2019     Weekly drop in and book check	<b>Check for progression and avoid repetition – increasing expectations and application need to be evident</b>     <b>Refresh recording of impact by SLT – all update support given to Tch on rolling notes for each teach/TOAP- introduce to SLT</b>



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1.1b Target provision to meet needs of learners so that make better progress	Introduce School Science Vision following staff consultation in staff meeting and as part of our journey to achieve PSQM Year 6 to trial Science knowledge-based active retrieval questioning 1st half Summer term. ( links to destination reader and blooms taxonomy) Yrs 3-5 to follow this strategy from 2 <sup>nd</sup> half Summer term.  <i>Maintenance actions – tchs continue to promote the principles of good T+L from Sept and Jan INSET</i>	<b>MT</b> <b>TCH</b>	<b>Summer term</b>		Monitor impact each half term comparing baseline data to outcome scores.	All classes at HJS  SPS? HIS ? link with science leads and complete staff meets	Monthly book checks and learn walks	
1.4 Use short burst project in Maths to develop maths mastery principles	New maths lead working with DHT to use staff meetings to run CPD for all schools starting May 2019.	<b>GW</b> <b>JM</b> <b>EH</b>	<b>May 2019</b>	Bar modelling inset Maths helpdesk in classes Maths No Problem	Mathematics monitoring to show that maths teaching is improved through increased use of Concrete and Pictorial in books, working walls and lessons  Tch use bar modelling to support reasoning and support and ch are beginning to use it	GW EJ EH LJ JM	Weekly monitoring and book checks May-July	<b>Plan INSET days in 19/20 to continue Maths Mastery principles – whole school moderation of books and discussions about good progress in maths</b>
2.1 Set a fast pace of plan, do ,assess , review classroom learning to achieve targets through increasing teacher knowledge and accurate assessment of every child	Carry out pupil progress meeting to review the OBT/L QLA and ensure teachers are on track with moving children onto EXS/GDS - what gaps are they filling? Sharp understanding expected  Staff to have knowledge of key marginal and provision to support them- including GDS- pictorial charts in office / staff room to inform all staff – CONFIDENTIAL  Continue tracker for progress on PA and Y6 tracker , meet with Y6 weekly to discuss booster, easter school and	<b>LJ/CT/</b> <b>EH/EJ</b>	<b>23<sup>rd</sup>- 30<sup>th</sup> April 2019</b>	Time after school 3:15-4:15	SLT to meet with all year group teachers after school to review who key marginals are and assess gaps in provision  All t ch to use Pixl terms, identify target subject knowledge that must be covered in R/M and SPAG for Half term. Meetings at 3:15pm  Tch can	3.15 – 4.15 YN and YR ( CT at HIS ) Y1 ( 24 <sup>th</sup> LJ at Heacham Infant) Y2 ( 23 <sup>rd</sup> at Gaywood ) Y3 ( 24 <sup>th</sup> EJ at Heacham J) Y4 ( 25 <sup>th</sup> LJ at Snettisham ) Y5 ( 26 <sup>th</sup> EH at Heacham J )		<b>Expect staff to know what focus is – be able to talk about gaps and children that need attention to make accelerated progress</b>
3.3 Enhance the role of subject leaders to ensure children are enjoying and receiving a broad, progressive and exciting	Include sessions for subject leadership within staff meetings this term and teachers to arrange curriculum development meeting , learning walk and pupil discussion	LJ JM BS MT	May 2019  June release time	Release time ( see above)  Staff meetings	Subject leads are more confident and capable – there is evidence of impact  Subject leads take initiative to assess quality of	All teachers ( not SC)	May 19	<b>New SMT meetings with standing agenda start this term to include core leaders</b>



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curriculum	<p>Leaders implement NQMLS – use CPD to plan , deliver and measure</p> <p>Subject leads to gather data from PA</p> <p>Expectations are communicated (Pupil discussion, data gathered,work collection sample, coverage and progression , IMPACT)</p>	SW DS JM CH CE		x4	<p>learning in subject</p> <p>There is data across all subjects on Pupil asset including COEL</p> <p>There is evidence that all subjects are improving from baseline Summer 18 when SL lacked consistency and effectiveness</p> <p>Work collections have improved/pupils are positive about foundation subjects</p>		<p>June 19</p> <p>July 19</p>	and foundation pop ups to share improvement direction across curriculum
<p>4.1</p> <p>To improve the pace and quality of our curriculum inorder to support progress for all pupils across subjects</p> <p>Key focus – progress in lessons/work collections</p>	<p>Continue to look into knowledge rich curriculum with staff and Trust - visit West London Free School – meet Emma Lenard, 8<sup>th</sup> May. 3<sup>rd</sup> June INSET to introduce pace/timetable and content</p> <p>17th/18th June – T4V principles reviewed to increase extended writing and vocab. Emma Adcock</p> <p>Subject leaders- use curriculum development meetings to distribute knowledge and visions for subjects Science 2/5/19</p>	<p>Maths English SLT</p> <p>LJ SLT</p>	<p>Feb/March</p> <p>Fortnightly checks</p> <p>Spring Term</p>	<p>Trips to link with science</p> <p>Poetry spine and accelerated reader</p> <p>Art picture plan – language in writing ?</p> <p>Artsmark Exhibition</p> <p>Science STEM with High school</p>	<p>Increased evidence of poetry, inference, quality texts in English and in Maths increased use of reasoning, fractions, percentages and ratios ( QLA gaps)</p> <p>Better displays refreshed termly reflect breadth and quality- science, history, art</p> <p>Termly trips are purposeful and learning experiences that develop our curriculum offer</p> <p>Anecdotes from pupil discussion that demonstrate increased enjoyment and knowledge</p> <p>Completed curriculum development meetings for key subjects- science, PE,</p>	<p>EJ</p> <p>EH</p> <p>CE</p> <p>JM</p> <p>CT</p> <p>LJ</p> <p>VP gov</p> <p>AG gov</p>	<p>Jan 19</p> <p>Feb 19</p> <p>March 19</p> <p>April 19</p>	<p>Much work is taking place to enhance our curriculum – joining together with trust to develop knowledge rich content. Clearer progression is evident through key documents which underpin learning across years– new time table builds more time for learning. QLA gaps link to big themes that underpin understanding – vocab, reasoning – good work is starting on this and needs to be sustained. Trips are planned across the eastern region! Pupil surveys show a love of foundation subjects and this is especially true for those disadvantaged pupils – social justice!</p>
<p>5. I Successfully lead the SSIF project to enhance communication outcomes particularly for those disadvantaged more able boys.</p>	<p>Implement SSIF action plan</p> <p>Apply intervention from NELI for 11 schools</p> <p>Deliver network/conference CPD to 11 schools</p> <p>Enhance CLL provision – PP attain exceeding in all CLL</p> <p>Measure outcomes for cohorts</p>	LJ CT RS	4 terms starting Jan 2019	<p>Grant received for £289,000</p> <p>Claim income from trust for SLE work</p> <p>And project lead</p>	<p>Termly action planner completed and remains green RAG</p> <p>Feedback and evaluation remains positive</p> <p>Positive outcomes in pupil attainment ( more exceeding in CLL , particularly disadvantaged )</p>	<p>LJ</p> <p>CT</p> <p>RS</p> <p>RR - gov</p>		<p>SSIF is established with strong practitioners involved in supporting 11 schools ,LA involved and ELKAN training for language- excellent training and feedback.</p>

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	Termly DFE report							Schools tracking lower attainers and higher PP
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### Appendix 1 In school meetings and training SPRING TERM

Date	Staff Meetings	Bring?
Monday 29 <sup>th</sup> April <b>EYFS can meet apart ( invite Tas) – uplevel outdoors, how?</b>	<ul style="list-style-type: none"> <li>Live marking – bring some books that demonstrate good progress, how have pupil conferences gone? ( Emma)</li> <li>Learning behaviours – progress and impact, any anecdotes? – assemblies? Jigsaw? ( Ellie, Louise )</li> <li>Poetry Spine – introduction to monthly poetry assembly in each school to be presented in learning assembly</li> <li>Review of OBTL, QLA and Venn Diagrams – what are main areas of provision needed for year groups?</li> <li>Review progress documents for progress meetings last term</li> <li>Introduce subject leader report to be completed by 20<sup>th</sup> may ( Louise )</li> </ul>	OBTL and QLA documents completed last term  ½ Good progress books
Monday 6 <sup>th</sup> May EYFS can meet apart – start zoning outside – where is R,W,M KUW, CLL ROLEPLAY	<ul style="list-style-type: none"> <li>Maths Mastery – Intro to bar modelling with Gemma and Jo – <b>TASK</b> staff to add bar model examples to working wall and try in learning</li> <li>SATS week preparation – timetable and plan introduced Y6, Y2 ( Ellie, Clare)</li> </ul>	Timetable for Y6 SATS
Monday 13 <sup>th</sup> May SATS WEEK Y6 only (Y2 any day in May) EYFS continue and complete	<ul style="list-style-type: none"> <li>Maths Mastery – continue bar modelling with Gemma and Jo</li> <li>What resources do we have in class ?</li> <li>Work collection checks – bring examples of use of bar modelling</li> </ul>	Examples of using bar models in working wall and books
Monday 20 <sup>th</sup> May	<p>Subject Leadership Discussions - data gathering from pupil asset, update action plan and show impact with data samples</p> <p><b>Plan and Complete short report before this week that you will feedback to group – eg pupil discussion that reports impact, learning walk to check coverage, work collection check, progress made by pupils</b></p>	Bring completed short report Learning walk- pupil discussion KNOW your data!
3 <sup>rd</sup> June Reading review	Update on Reading plan so far- Include accelerated reader training so we can implement Sept 19 Are children making progress in reading ? How do we know? What are barriers? Next steps?	Reading skills books ( 1xHA/1xSEN/1xPP)

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	What intervention will work for SEN Y2/3/4 – link with SLE from Lionwood Junior	
10 <sup>th</sup> June ( Phonics check week )	Accelerated reader training New Teaching and Learning policy Work collection checks – PP and SEN – bring 3 collections from each group	.PP and SEN books All books for named children
17 <sup>th</sup> June /18 <sup>th</sup> June T4W in day Mon /Tue staff meet for alternate groups	Safeguarding updates – prevent, SEN pupils, county lines/knife crime – use NCC powerpoint Staff and Gobs invited	.
KS1 and EYFS data submitted 24 <sup>th</sup> June	<b>Assessment review</b> <b>Bring completed QLA</b> for next term therapies	.Data from Y1,R/2/6 Teacher assessments Y3,4,5 Pixl
1 <sup>st</sup> July	Complete and share final subject leaders report Bring report to staff meeting – find format in teachers doc- subject leader reports to be used  Whole Group Discussion of Teaching Policy and Subject leader next steps	

## 6 Appendix 2 Subject leader form

PUPIL Discussion      Subject Assessment Tool    JAN 2019

Name.....SUBJECT .....

Do you enjoy learning about this subject? How much?	
What is the reason for that?	



Describe what you know from learning about this subject?	
On a scale of 0-10 how much do you know about this subject?	
7 How can we improve the learning in this subject for you?	

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What have you implemented for your subject this academic year? <i>(bullet points)</i>				
What are standards like in your subject?	% on track Y3	% on track Y4	% on track Y5	% on track Y6
So what impact has it had? <i>(use the data, look for differences in pupil groups – eg PP, SEN)</i>				
What are your next steps?				

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