

**St Nicholas CE VA Primary School**  
**School Improvement Plan**  
**Review 2015-16**  
*Vision Statement*



‘At St Nicholas we nurture everyone *to be the best we can be*, in a caring and inclusive Christian environment.’

**UNCRC Article 29:** All children have the right to learning that allows you to become the best that you can be.’

### **Ethos Statement**

We recognise the historic foundation of our school and work in partnership with the Church to provide high quality education within the context of Christian beliefs and practice. We encourage an understanding of the meaning and significance of the teachings of Christ, alongside promoting tolerance and respect for other cultures and faiths, and those expressing no faith. The Christian values of Love, Hope and Trust are at the centre of all the experiences we provide and permeate all we do.

### **Aims**

**OUR CORE AIM: TO DEVELOP HAPPY, WELL ROUNDED, CONFIDENT INDIVIDUALS WHO ACHIEVE THEIR POTENTIAL AS A RESULT OF A WEALTH OF EXPERIENCES!**

We achieve this by:

- Working in partnership with parents , the church and wider community
- Building children’s self- confidence and self – belief by encouraging a ‘can-do ‘attitude and by celebrating their successes ( **Positive learning attitudes**)
- Promoting respect , tolerance and understanding for one another ( Rights respecting ethos)
- Delivering a relevant and inspirational curriculum that incorporates choice and creative thinking.

# Review of 2015 -2016 SDP

## 2015- 2016

### Priority 1: Leadership and Management

#### **Key Priority: to embed the New Curriculum and increase understanding of age related expectations**

- All leaders (at all levels) an have accurate picture of the schools current strengths, area development and a clear understanding of the steps being taken to maintain and improve the quality of our provision
- Continue to develop revised assessment and tracking procedures
- ensuring literacy and maths are rigorously monitored
- Ensure a high standard of provision is maintained in EYFS following a change in Leadership Church
- Our distinctiveness as a church school is sustained – particular focus on the changes to the RE curriculum

#### **Governors Monitoring:**

- Ethos Group to monitor Assessment in RE ; Quality of Collective Worship and School – community links  
Literacy and Maths termly – particular focus on Boys attainment and achievement

#### **Review /impact**

- >Core Subject Leaders have an increased understanding of the school's current strengths, area development and a clear understanding of the steps being taken to maintain and improve the quality of our provision (LIT / SENCO / MA Reports to FGB Summer 2016 SEP Reports)
- >Assessment Framework established and reviewed regularly; Revised Assessment Policy Drafted for September 2016
- >Moderation strengthened ( Moderation Report DCC) but will remain a priority
- >MA / Lit monitored inline with specific focus linked to SDP and Appraisal – greater consistency re assessment / marking and attitudes ( SEP REPORTS/Monitoring File / Lesson Observations )
- .Standards in Phonics at the end of KS1 and Spelling across the school has improved
- >Increased confidence and skills amongst staff regarding the teaching of maths ; greater consistency ; pupil motivation high ( Maths Report to FGB SEP reports / LO / Pupil Interviews )

## Review of 2015-16 SDP

- Good in year progress in maths across the whole school (MA Report to FGB JULY 2016)
- >Standards maintained in EYFS (SEE Achievement and Standards Section)
- >RE practise shared at RE conferences / other local schools – signposted by SIAMS Inspector Andrew Ricketts
- >Ethos group meets termly – Action Plan regularly reviewed – increased shared understanding of our distinctiveness as a Church School and the responsibility we collectively share in promoting the schools core values : Love Trust Hope
- >100% of parents report the school is well led and managed ( Parent Questionnaire 2016)

### Next Steps

- **Further develop Leadership at all levels**
  - Summary Reports to FGB communicate KEY messages
  - Accountability understood by ALL
  - Delegation to strengthen accountability and understanding of the school's strengths and weaknesses
- Rigorous Evaluation and next step planning ( External and internal data )
- Implement RWI scheme across KS1 and Lower KS2 AND Grammar Scheme across the school
- Evaluation of RAISE ( External and internal Data ) in conjunction with representatives from FGB
- Targeted CPD ( continued professional development ) to increase staff skills and confidence across the core subjects
- School Council to take an active role in communicating key messages and SDP priorities

### Priority 2: Teaching and Learning

#### **Key Priority: To develop effective formative and summative assessment**

The following actions are recommended to facilitate continuing improvement:

- Further developing 'High Quality Formative Assessment' – particular focus on questioning and effective feedback (*Appraisal Focus 2015-16*)
- Developing Pedagogy that promotes Mastery

- Ensure interventions are matched to the needs of the children and consistently delivered
- Summative assessment tools agreed by whole school

### **Governors Monitoring :**

Through School Development Meetings

- Regular updates on the quality of teaching and assessment
- Feedback from governors monitoring in LIT, MA

### **Review /impact**

➤As a result of effective planning , assessment , including marking- 10% increase in Pupils at ARE in Maths compared to last year

➤As a result of CPD staff have a shared understanding of what constitutes Outstanding Teaching / Mastery and Progress ( Planning for Progress Doc ; High Quality Formative Assessment )

➤ targeted support through Appraisal resulted in improvements

➤Phonic results at the end of KS1 have improved

➤Spelling across the school has improved ( Arkell Benchmarking / SENCO records )

Reading Attainment and progress Above NA 2016 at the end of KS2 ;

Lesson observations indicate improved questioning and effective feedback between T EACHER- PUPIL AND PUPIL -PUPIL pupils increasingly understand what they need to do to improve and are given opportunities to do this in a variety of contexts resulting in deeper understanding

Pupils display positive attitudes towards their learning and behaviour

Interventions impacted resulting in accelerated learning and gap closing - SENCO REPORT TO FGB

Assessment Policy and procedures drafted and summative and formative assessment agreed ( DRAFTASSESSMENT POLICY )

Parent feedback indicates

93% of parents felt their child was taught well ( Parent Questionnaire April 2016 )

### Next Steps

- Maintain the FOCUS on developing High Quality Formative Assessment to further enhance the quality of teaching and learning, with a particular focus on Marking /Effective feedback ( oral and written ) Teacher - Pupil ; Pupil to Pupil ( *Appraisal Focus 2016-17* )
- Continue to ensure planning reflects new expectations and key learning objectives are identified and repeated in several contexts to ensure a depth of understanding
- Continue to ensure planning is linked tightly to children's next steps to ensure at least good rates of progress for all groups ; expectations are consistently high
- Immediate intervention - begin to develop this across the school -'keep up not catch up'
- Embed the revised assessment procedures linked to the New Curriculum and ensure this is understood by all ( *Assessment Policy Drafted 2016* )

### Priority 3: Achievements and Standards

**Key Priority: To ensure ALL children achieve what they are capable of.**

- **Raise standards in Maths across the school , closing the gender gap**
- **Raise the achievement of boys , particularly in Reading and writing**
- Ensure- middle achievers – , particularly the lower end of average are making more than expected progress to ensure they reach expected levels of attainment by the end of KS2
- Spelling and phonics continue to be a focus in order to maintain and improve standards in Writing. Staff will use Key Performance Indicators to assess attainment and identify clear next steps in the children's learning.
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**Governors Monitoring :**

- Termly HT reports outlining attainment and achievement
- Achievement of PP SEND and AA children particular focus

**Review / Impact**

**Goal : Raise standards in Maths across the school , closing the gender gap**

**MATHS**

- There is still an attainment gap between boys and girls but this has been reduced (2014/15: boys 50%, girls 63%; 2015/16: boys 65%, girls 67%)
- 56 % of Pupil premium achieved ARE compared to 20% last year
- 20% of FSM children achieved ARE – same as last year
- 19% of SEN achieved ARE compared to 7% in 2014/15
- Of the 2016-17 cohort : in YEAR 1,2,3 and 4 ,65% are at ARE, just below the 2016 KS2 NA ( 70% ) – new curriculum is beginning to embed in ks1 moving into LKS2

**WRITING**

- Girls attainment is still higher than boys but the gap is closing ; Internal data shows 69% of girls are at ARE compared to 49 .3 % of boys
- The current attainment gap between boys and girls is 17.5% compared to a gap of 28.5% last year
- Of the 2016-17 cohort : 67% of Children in Y1 and 70% of children in Y2 AND 3 are at ARE ( ks2 NA 2016 74% )

**READING**

- Pupils at ARE in Reading across the school is similar to that of last year 69 % ( KS2 2016 66% )
- The current attainment gap between boys and girls is 5% compared to a gap of 11% last year-72% of girls are at ARE compared to 67% of boys
- Of the 2016-17 cohort :, children in Years 1 , 2 ,3 and 4 just above or BIL 2016 with the KS2 NA ( 66% ) – new curriculum is beginning to embed in ks1 moving into LKS2

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### % of children reaching ARE at the end of EYFS

- 76% of ALL children have reached ARE in RD; 67% in WR and 81% in MA;
- 100% Girls (8) at ARE in MA and RD and 88% in WR;
- 54% of Boys (13) at ARE in WR, 62% in RD and 69% in MA;

### % of children making expected or better progress at the end of EYFS

- Boys have made **outstanding progress** in RD (4.0), WR (3.9) and MA (3.8); Girls have made expected progress in MA and WR and good progress in RD
- SEND (2 children - both boys) - **outstanding progress** in MA RD and WR
- EAL (2 Children - both boys) - **Outstanding progress** in MA RD and WR
- ALL children have made at **least expected progress** in RD , WR and MA

### YEAR 1 PHONICS

- In the Year 1 phonics check, 75 % of pupils have met the standard. Data reveals that this is a 10 % 'drop off' from reading outcomes at the end of EYFS (2 children) When prior attainment at the end of EYFS is taken into account, progress from the end of EYFS to the end of Year 1 is likely to be at least good.

### **YEAR 2 Profile**

- 23 children; 13 boys, 10 girls
- 6 SEND -(26%- 4 boys / 2 girls) 1 Statement (EHCP- Educational Health Care Plan ) 2 further children who we are considering for Statements; 1 also Pupil Premium
- Young cohort - 5 Autumn born; 9 Spring, 9 Summer

**% of children making expected or better progress at the end of Year 2**

- All children made better than expected in year progress in MA and WR and just below expected in RD (Inference and deduction for our autistic children is problematic)
- Boys and Girls made similar progress in RD WR and MA
- SEND made better than expected progress in MA, just below expected in WR and well below in RD (inference / deduction)
- EAL child - Made Expected progress in MA and WR and outstanding progress in RD
- PP/FSM child: Expected Progress in WR and RD and less than expected in MA
- From the end of EYFS to the end of Year 2 there has been a 9% drop off (2 children) in RD; 18% drop off in MA (4 children) and 0% drop off in WR;
- Taking into context the profile of this cohort and the new standards they have done well to be above the governments floor target of 65% in RD WR and MA

**% of children making expected or better progress at the end of Year 6**

- This cohort have made very good progress since the end of Year 2 ; had they been on the old assessment criteria that would be reflected in the percentage of children reaching the expected standard ( see table above )
- Against national data this cohort were above in reading for attainment and progress ; In maths they were 10 % below the NA ( 70 ) - 2 children narrowly missed the standard
- IN YEAR PROGRESS - All children have made expected RD and WR and above expected in MA (3.5)
- Boys and Girlshave made similar progress in MA and WR but girls have made more progress in Rd than Boys
- SEND children have made outstanding progress in RD WR and MA
- PP/Service child (1 child) above the NA in MA and RD and below in WR.
- Against national data this cohort were above in reading for attainment and progress ; In maths they were 10 % below the NA ( 70 ) - 2 children



narrowly missed the standard

### **Next Steps/GOALS**

- Standards at the end of KS1 and 2 are at least inline with the NA
- Continue to close the gender gap in Maths and Writing ( Appraisal Focus 2016-17)
- Progress is at least good for ALL groups
- Very Able pupils – **increase percentage of children achieving higher standard in writing at the end of KS1 and 2**

### **Priority 4: Behaviour and Safety and Well Being**

**Key Priority: Further develop key learning attitudes and attributes resulting in pupils becoming increasingly responsible for their own learning and behaviour.**

- Development of family groups and buddy systems
- Develop Playground charter
- Ensure consistent delivery of the PSHE curriculum , including 'Sex and Relationships'
- Increase pupils understanding of how to stay safe, particularly on the internet and mobile devices.
- Further increase pupils responsibility for their own learning and behaviour

### **Governors Monitoring :**

- Oversee Safeguarding Audit and Action plan at FGB
- Receive Termly updates
- Monitor learning attributes and attitudes of pupils – visiting lessons / lunchtime etc
- Review E-safety Curriculum alongside IT Subject Leader

**Review /impact**

**Increased children's sense of belonging and collective responsibility**

**Level of Reported incidents of poor behaviour is low**

**100% of Parents reported that their children felt safe at school Questionnaire April 2016**

**100% of Parents reported that the school ensures behaviour is good**

**Pupils displaying positive attitudes and confidence ( LO / Monitoring File / SEP Reports)**

**Next Steps**

- Safeguarding Updates
- Move Safeguarding from good to outstanding
- Embed e-safety Curriculum – further raise awareness of cyber bullying
- Health & Safety Audit
- Further Embed Learning ATTITUDES to increase responsibility in relation to the pupils learning and behaviour