

The Willow School Improvement Plan 2016-18



Overall Objective: To improve progress and attainment so that the school's Outcomes are judged to be Outstanding against Ofsted criteria

Targets

At the end of KS2 children make expected progress which is in line with or better than National Average in Reading, Writing and Maths

At the end of KS2 children making more than expected progress is higher than the National Average in Reading, Writing and Maths

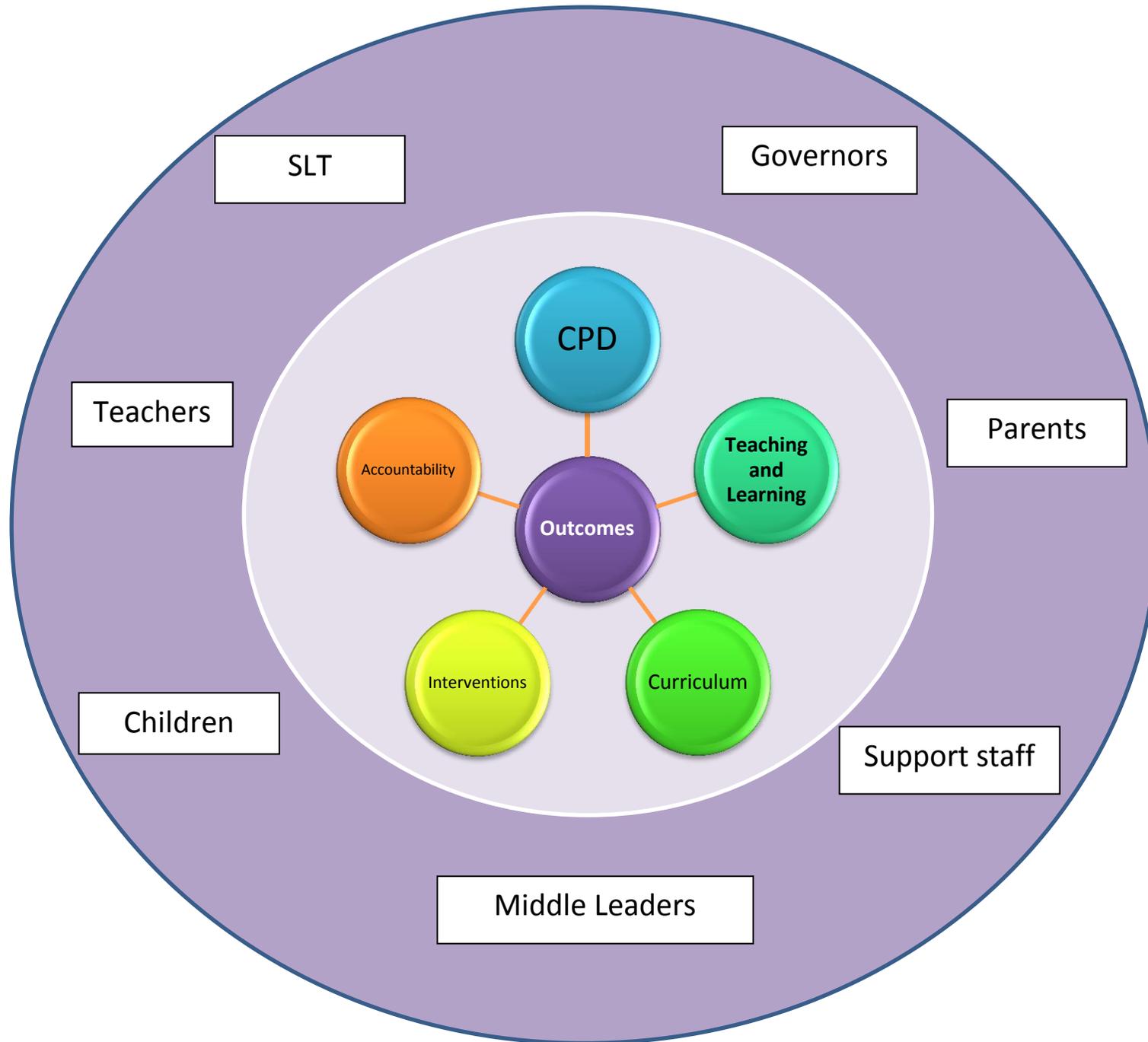
At the end of KS1 attainment is at least in line with National Average in Reading, Writing and Maths.

Phonic outcomes at the end of Year 1 are better than National Average

At the end of EYFS 65% of children achieve age related expectations

Progress in each year group is at least in line with national averages

More than expected progress in each year group is higher than national averages



SLT

Governors

CPD

Teachers

Parents

Accountability

Teaching
and
Learning

Outcomes

Interventions

Curriculum

Children

Support staff

Middle Leaders

	CPD	Accountability	Interventions	T&L	Curriculum
	To improve outcomes through high quality CPD	To improve outcomes through improved support and increased accountability.	To improve outcomes through effective interventions that target quickly identified individual and group needs	To improve outcomes through consistent outstanding teaching and learning.	To improve outcomes through a well-planned progressive curriculum which intently focuses on the core subjects
Governors	To improve knowledge, skills and understanding of outcomes through specific training in order to be able to appropriately challenge the leadership of the school.	To be held accountable for ensuring that analysis of outcomes are received, understood and used to hold SLT to account in an appropriate and timely fashion. Governors are held accountable for identifying where they have helped to improve the school.	To receive reports on the effectiveness of interventions and to suitably challenge the information given.	To take part in teaching and learning evaluation exercises in order to have first-hand knowledge of teaching and learning standards in the school and thus be able to confidently talk about the teaching and learning and the standards in the school.	To receive updates on the curriculum and be in a position to challenge why it is organised in the way that it is and the impact it is having on outcomes.
Senior Leaders	<p>To plan expected outcomes, for each INSET session and how & when they will be monitored.</p> <p>To improve teacher's skill in adapting lessons, making immediate changes to ensure maximum impact on children's learning, through a programme of CPD and peer observations/lesson study.</p> <p>To improve outcomes for identified groups of children through targeted & group</p>	<p>To be held accountable for ensuring that the vision is clearly communicated to all staff.</p> <p>To be held accountable for keeping the school focused on outcomes in the core subjects – key question – what difference is this going to make to outcomes?</p> <p>To be held accountable for conducting regular focused book looks and learning walks with clear expectations and</p>	<p>To define parameters & rationale for triggering an SEN concern.</p> <p>To develop best practice models for intervention through the 3 teacher model.</p> <p>To develop an intervention and monitoring cycle to support with quality assurance of interventions.</p> <p>To develop class specific targets by providing a breakdown of each class to</p>	<p>To raise teacher expectations through observing outstanding practice/books etc</p> <p>To provide a year overview of what are we asking staff to do, that is new, each term to ensure that teachers are not overloaded and thus reduce impact.</p> <p>To review non-negotiables in order to secure consistency in practice across the school, ie, Teaching and Learning the Willow Way.</p>	<p>To review target setting systems for greater impact - class target/year group target for priority area of need</p> <p>To engage parents in reading & homework to have more impact on outcomes.</p> <p>To make explicit expectations in the teaching of speaking & listening</p> <p>To review the timetable to ensure greater impact on outcomes.</p>

	<p>based INSET for teachers eg SEN, boys in writing. T&L?</p> <p>To provide a CPD programme which increases support staff competence and confidence in delivery of interventions.</p> <p>To provide a CPD programme which develops teachers subject knowledge in key areas identified eg reading skills, reasoning & problem solving</p> <p>To ensure EYFS teachers are trained in early development to better enable the early identification of need</p> <p>To ensure high quality induction for all new staff through structured mentor support and a comprehensive training programme.</p>	<p>feedback on what needs to improve and to follow up on any issues that arise.</p> <p>To be held accountable for frequent ½ termly pupil progress reviews with more regular follow up on any issues (ie, bring books for no/not enough progress with clearly focus on what each child needs to LEARN in order to move forward)</p>	<p>find underperforming class target groups.</p> <p>To ensure early implementation of support plan / alternative plan for children who are displaying challenging behaviour</p>	<p>To have more impact on the progress of low attainers by changing the approach to teaching these children (ie, scaffolding up rather than giving easier - getting rid of the mild and scaffolding the spicy)</p> <p>Alternative Curriculum Plan for gifted children</p> <p>To ensure that there is quick and timely intervention for any member of staff not performing at expected levels.</p> <p>To improve tracking and measurement of SEN children through CASPA in order to plot progress and raise expectations.</p>	<p>To review the yearly programme to ensure limited off core curriculum time.</p>
Phase Leaders	<p>To coach year groups with planning to ensure maximum impact on outcomes.</p> <p>To determine appropriate support and training plans for individual teachers based on their monitoring feedback on a termly basis.</p>	<p>To hold teachers in the phase group accountable for the progress seen in books.</p>	<p>To ensure interventions in their phase take place regularly and without unnecessary interruptions.</p>	<p>To hold regular teaching and learning conversations so that each teacher is aware of their strengths and defined areas to improve in their classroom practice.</p> <p>To raise the % high attainers - monitoring the hot - who is doing the hot, how many, is hot really hot?</p>	<p>To systematically teach core skills in EYFS</p>
Subject Leaders/TLRs	<p>To improve teacher's subject knowledge where there are</p>	<p>To hold teachers accountable for the progress seen in books</p>	<p>To make suggestions and monitor the quality of</p>	<p>To provide examples and expertise on the best possible</p>	<p>To develop systematic teaching of comprehension</p>

	<p>identified gaps</p> <p>Provide training in key areas such as reading, using & applying, higher order questioning.</p> <p>To train staff in 'coaching in the teaching of writing' through conferencing.</p> <p>To improve outcomes for identified groups of children (eg SEND, boys in writing, girl's maths, low attainers) through targeted & group based INSET for teachers.</p>	<p>in their core subjects.</p> <p>To hold teachers accountable for the application of core skills in non-core subjects.</p> <p>To be held accountable for the systematic teaching and learning of phonics in EYFS and KS1.</p>	<p>interventions in their subject to ensure maximum impact.</p>	<p>teaching methods for their subject.</p>	<p>skills</p> <p>To review the teaching of phonics from nursery and set higher expectations.</p> <p>To review the teaching and mental maths and it is timetabled.</p> <p>To ensure that there are high quality curriculum planning and resources which are accessible</p>
Class Teachers	<p>To continually reflect on and evaluate their own practice to ensure maximum outcomes for children.</p> <p>To take on board INSET and ensure expectations are implemented in classroom practice.</p>	<p>Teachers held accountable for monitoring quality and progress in their own books, identifying what's going well and what need to be improved and then meeting with their phase leader to discuss evidence and plan next steps.</p> <p>To ensure that there are clear expectations for all interventions and to ensure that all intervention teachers are held accountable for the progress children make in the intervention.</p>	<p>Through marking & AfL quick identification of misconception issues with immediate intervention at class or group level as appropriate.</p> <p>To ensure maximum outcomes for children who are put forward for intervention by make sure information is shared in a timely fashion, eg, regular closing the gap conversations.</p> <p>To ensure assessment information is regularly up to date so closing the gap interventions can take place.</p>	<p>To use assessment information to clear up misconceptions and to ensure gaps are systematically planned for and closed.</p> <p>To ensure that there is early identification of lower attainers and additional needs in EYFS and to put in place intervention</p> <p>To ensure that children are always selecting appropriately challenging work.</p> <p>To raising the % high attainers in the class</p>	<p>To produce high quality plans and resources for each lesson and to ensure that these are accessible for others.</p>

Support staff	To take on board training for running effective interventions and managing challenging behaviour.	To hold support staff in team to account for the children they work with (incl EAL & SALT TA)	To ensure they take responsibility for know what gap they are closing during the delivery of interventions.	To ensure that they take responsibility for knowing exactly who they are supporting and how they are providing the support during lessons for maximum impact.	To take responsibility for understanding the curriculum and improving their own skills in each curriculum area.
Children	To provide feedback to staff about their performance in order to help 'reflective practitioner' and self-evaluation.	To understand that learning is a 'choice' and that they are accountable for choosing to do their best in every lesson. To take on board the INCREDIBLE learning powers. To challenge their teachers when they feel that they could be getting more out of their learning experiences.	To understand that learning is a 'choice' and that they are accountable for choosing to do their best in every lesson. To take on board the INCREDIBLE learning powers.	To understand that learning is a 'choice' and that they are accountable for choosing to do their best in every lesson. To take on board the INCREDIBLE learning powers.	To increase their learning through additional home study of the core subjects.
Parents	To take an active role in workshops provided by the school to increase their skills, knowledge and understanding of the school curriculum.	To send their children to school every day and on time. To ensure that children have the correct uniform and equipment for school. To be accountable for their child's learning behaviour in school.	To ensure their child attends any additional classes either before, school after school or in the holidays (where appropriate). To be accountable for their child's learning behaviour in school.	To ensure their child completes any homework given in the required time and to a very high standard.	To support additional home study of the core subjects.
Resources	<ul style="list-style-type: none"> - External training costs or possible bespoke packages (eg CPD toolkit) - Cover to release staff for training or staff development activities - 	<p>Admin support time for preparation of recording proformas etc</p> <p>Time for SLT/Phase leaders/subject leaders to meet with teachers for monitoring and pupil progress reviews.</p> <p>Longitudinal planning for learning walks etc.</p>	<p>TIME:</p> <ul style="list-style-type: none"> - CPD Time – Input/modelling - Meeting Time - Task completion Time - Review of strategy - in year adjustment <p>Human resources:</p> <ul style="list-style-type: none"> - Book monitoring - Learning walks - PP/ Meeting 	<p>Observing outstanding practice – 3TP</p> <p>INSET – scaffold up rather than mild.</p> <p>Gifted children – curriculum and teacher</p> <p>CASPA</p> <p>Subject leader training</p>	<ul style="list-style-type: none"> • Subject leaders to ensure schemes of work for their subject are fully resourced, an inventory taken and accessible storage so highly effective teaching and learning can take place. • Additional costs for after school booster sessions

			Physical Resources: <ul style="list-style-type: none">- Interventions materials- Storage and management- Training space/ equipment		
	Cost	Cost	Cost	Cost	Cost

Section 2

Continual Development Plan – 2016-17

These targets address issues in the school where further development is needed.

	Targets	Person responsible	See action plan:	Mid-year RAG (Mar 17)
OUTCOMES				
Grammar	To achieve national standards in grammar in KS2 SATs at expected and better than expected.	Ruth	Writing	
Arithmetic	For all non-EHCP/high level need children to attain half marks and the majority of children to attain 75% in the SATs at KS1 and KS2	Sarina	Maths	
Writing	To improve outcomes for boys in writing so that the percentage on track increases by 8% across the school.	Ruth	Writing	
Reading	The percentage on track or above in reading, in school data, improves from 54% (sum'16) to 62% (sum'17)	Helen	Reading	
High Attainers	To match national average for reading at greater depth at the end of KS2	Helen	Reading	
RWI	To narrow the gap between the attainment of boys and girls in phonics – by at least 8%.	Linda	RWI	
Maths	The percentage of higher attainers in maths, in school data, improves from 12% (sum16) to 20% (sum17)	Sarina	Maths	
Pupil premium	To improve outcomes for pupil premium children in reading so that the percentage on track increases by 10% across the school.	Sarah	DHT	
Vulnerable children	LAC children achieve their ambitious targets by the end of the year in the core subjects.	Dawn	Headship	
SEN	To improve the progress and attainment of targeted high level needs children through the introduction of Otter class.	Natasha	Inclusion	
EAL and EMA	To improve the attainment and progress of white Turkish children in reading and writing throughout the school.	Natasha	Inclusion	
Teaching, Learning and Assessment				
Teaching and learning	To improve the quality of teaching through identification of key target areas for	Dawn/Sarah	Teaching and	

	development and action planning for support for individual teachers through effective professional development review meetings.		learning	
Reflective Practitioner	To continue to provide and encourage staff to reflect on their own practice	Edyta	Teaching & Learning	
AfL	95% of book monitoring in the summer term shows that children are regularly peer and self-assessing and that systems for doing so are consistently in place	Dawn/Sarah	Teaching & Learning	
Intervention	Teacher intervention is fluid and responsive to the needs of the class as seen through AfL and summative outcome; they impact on children's learning so that the majority of children make accelerated progress.	Sarah	Inclusion	
Homework	Whole school approach to homework linked to the curriculum which is embedded. The large majority of children engage with homework and enjoy.	Sarah	Homework	
Personal Development, Behaviour and Welfare				
PSHE&C	To re-establish circle time with a curriculum and vocabulary so that all children feel they have a place and an opportunity to voice their opinions and concerns.	Natasha	PSHE&C	
Healthy Schools	To achieve Gold Healthy Schools Award by summer 2017	Duwan	Healthy schools	
Pastoral Development and Behaviour	To improve the impact on peer on peer support through the introduction of peer mediation.	Natasha	Inclusion	
Pupil Voice	There is clear evidence of changes that have taken place as a direct outcome of pupil voice.	Natasha	Inclusion	
Attendance objective	To improve the attendance of targeted children, ie, any child under 92% - improvement by at least 5%.	Dawn	Headship	
Leadership and Management				
Reading	To improve comprehension across the school so that there is a structured approach to teaching comprehension skills and this can be seen through learning walks, lesson observations and books.	Helen	Reading	
Accelerated Reader	To improve the engagement of boys so the % regularly participating is more in line with girls (Actual figures & percentages TBC)	Sindy	AR	
Writing	To implement structured literacy unit so that by the end of the year there are clear quality English plans which are stored in an accessible way ready for next year.	Ruth	Writing	
Science	To be in a position to launch STEM curriculum throughout the school in 2017-18	Dhanny	Science	
Computing	Ensure high quality delivery of IT curriculum by both external providers and teachers and children are being assessed against the expected standards.	Michael	Computing	
RE	To ensure that the quality of writing in RE books matches that in English books. To ensure that the vast majority of written RE work monitored shows specific writing skills being at least one step to success.	Ruth	RE	

IPC	To ensure that the quality of writing in IPC books matches that in English books. To ensure that the vast majority of written IPC work monitored shows specific writing skills being at least one step to success.	Safiya	IPC	
PE	All PE lessons observed to be rated good and above Healthy Schools Silver Award.	Anthony	PE	
Inclusion/Brook	To improve the progress of children with statements or EHCPs through a carefully planned integrated curriculum.	Natasha	Inclusion	
Gifted and Talented	Clear evidence of additional provision for each child identified as G&T showing added depth and breadth to their learning experiences	Sarah	DHT	
Self-Evaluation	To ensure the self-evaluation cycle is fully implemented, robust and takes into account users' views. That the findings and issues raised through self-evaluation are systematically addressed with clear improvements made.	Edyta	SE	
Safeguarding	Safeguarding audit is updated termly and action taken to address any weaknesses in safeguarding procedures. Safeguarding is judge to be good to outstanding	Dawn	Headship	
Partnership working	To explore more formal collaboration with other schools, eg, academisation, co-operative trust, etc	Dawn	Headship	
Governors	To explore more formal collaboration with other schools, eg, academisation, co-operative trust, etc	Dawn/Marilyn	Governors	
Parental involvement	To engage parents through London Citizens membership so that they have a greater voice within the school.	Uma/Natasha/ Linda	Parents	
BESS	To continue to establish the extended service so that it is not only financially viable with the support of PP but also that we establish greater opportunities to use the site out of school hours, eg, holidays. To establish a vibrant holiday scheme.	Duwan	BESS	
Admin	To implement systems and provide professional development to admin staff to enable them to have a greater impact on the delivery of teaching and learning. To enable the admin team to be more efficient, effective and economical in the performance of the role in supporting teaching and learning.	Duwan	SBU	
Finance	To develop and implement more effective cash management systems and improve internal control systems for asset management. Improve financial staff confidence and efficiency through professional development.	Duwan	SBU	
Fund raising	Develop fundraising strategy and generate additional income to support the school to achieve its teaching and learning objectives.	Duwan	SBU	
IT infrastructure	To improve the IT infrastructure by upgrading wireless system and ensure that the school continues to use IT as a competitive advantage.			
Catering	To achieve silver food and healthy school awards. Expand the catering services to provide fruits and vegetable juice to staff. Improve staff confidence through professional development.	Duwan	SBU	

Early Years Foundation Stage				
EYFS – 4-5 year olds	To achieve 65% in GLD for all children by the end of Reception and to close the gap in writing attainment between the school and national average by 5%	Edyta	EYFS	
EYFS – 3-4 year olds	To narrow the gap between the attainment of boys and girls in maths – by at least 10%.	Edyta	EYFS	
CC Community CC childcare	Good to Outstanding Ofsted outcome. Attain all set targets 16-17 Maintain outstanding and respond to Ofsted issues	Cherri Effie	CC Community CC childcare	