

South Avenue Primary School



We discover, we learn, we grow

School Improvement Plan 2016 – 2019

South Avenue Primary School

Strategic School Improvement Plan 2016-2019



Vision

Our school has high expectations and a positive ethos giving equal opportunities to all children to excel in a progressive, creative curriculum, with the whole school community working collaboratively to maintain our vision

Core Values

- Collaboration
- Community
- Commitment
- Creativity
- Courage
- Challenge

Vision for the future

Within the next 3 years, we aim for our school to be one where children understand and demonstrate respect and tolerance for each other and everyone in the community regardless of role. Our curriculum will be inspiring and motivating through cross curricular activities and regular opportunities for child initiated learning to develop effective learning skills across the school. Children will be learning and valuing the social skills and values that they will need for their future lives as we recognise that developing and celebrating the holistic development of our children is vital. Parents will be engaged in their children's learning through collaborative projects and using the parent portal. The academic achievements of our children will continue to be on an upward trend.

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Full details of the action plans for Teaching, Learning & Assessment, Maths, Reading, Writing & SPaG and EYFS can be found in the school full SEF working document sections which are available for all stakeholders to read.

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Section 1 – Outcomes for pupils

Outcome: Outcomes for pupils to be graded by Ofsted as Good. At least 70% of children at age expected level+ by the end of the year in all year groups in line with the new National expectation.

Areas of strategic improvement	Lead by	Timescale	Monitoring	RAG
<ul style="list-style-type: none"> Key area of focus will be in KS2 to ensure progress accelerates and attainment rises to be at least in line with National Averages in all subjects 	TLA core group	Termly tracking	Data committee Strategy core group WLT monitoring GB monitoring	
<ul style="list-style-type: none"> All year groups across the school will be making consistently strong and improving progress to develop secure knowledge and understanding, considering their starting points. <i>This may be subject to additional target</i> All year groups targeted to be at least 70%+ age expected level (KS2 averages 15/16) Subject to confirmed progress measures, progress scores to be at least 0 (in line with national average of children with similar starting points). KS2: 15/16 R -2.1 W +1.0 M -1.2 	TLA core group	Termly tracking	Data committee Strategy core group WLT monitoring	
<ul style="list-style-type: none"> Rise in phonics screening in year 1 for 84% to pass the phonics screening check. 	LV MJ	June 16	TL&A core group Data committee	
<ul style="list-style-type: none"> Children are ready for their next stage of education so that their progress is not slowed 	HS TW	Reviewed termly	LL tracking – academic & learning/social skills tracking	
<ul style="list-style-type: none"> EYFS profiles will continue to be used as part of the South Avenue Good Level of Development and to demonstrate the quality of the EYFS provision. EYFS GLD is targeted for 80% to be above National and Local 14/15 levels In EYFS all children will make at least typical progress and at least 25% of children make better progress from their starting points 	LH	Termly tracking	Tracking of EYFS data TL&A core group EYFS leader monitoring Outcomes core group	
<ul style="list-style-type: none"> Raise levels of combined in all year groups (see individual appraisal targets) 	DB	Termly tracking	GB monitoring SLT monitoring WLT monitoring	

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Areas of strategic improvement	Lead by	Timescale	Monitoring	RAG
Disadvantaged children <ul style="list-style-type: none"> Ongoing process to Identify and address the root cause of the barrier to learning for Disadvantaged children so that they make at least in line or accelerated progress compared to their peers both in school and Nationally Continue to target PPG to address the barriers to reduce any difference and ensure all PP children achieve their best 	TLA core group JD - governor	Termly tracking	Data committee Strategy core group WLT monitoring GB monitoring	
Long term vision (2017-19) <ul style="list-style-type: none"> Rising levels in all year groups for age expected levels, along with continued strong performance in phonics screening and EYFS outcomes South Avenue GLD will be well established and demonstrate continued improvement in children's holistic development To be at least in line with National Averages in all subjects and key stage measures across the school. Maths & Science targeted to be above NA 				

Section 2 – Quality of teaching, learning and assessment

Outcome: Teaching, learning and assessment is graded as Good by Ofsted. 100% Teaching, Learning & Assessment to be triangulated Secure or better

See action plans for milestones

Areas of strategic improvement	Lead by	Timescale	Monitoring	RAG
<ul style="list-style-type: none"> Literacy <i>Reading:</i> Focus on inference, reading pace and vocabulary to move achievement in reading and phonics at least in line with NA <i>Writing:</i> Focus on SPaG to increase SPAG at least in line with NA in KS1 & 2. Improvements in presentation to be evident in books in all year groups 	NI MC	On-going monitoring	Weekly book scrutiny Lesson observations Learning Ladder progression Planning scrutiny	
<ul style="list-style-type: none"> Maths mastery curriculum (Kent) to embedded and lead to rise in proportion of KS2 results in Reasoning from 53% to at least 70% 	LV/NO	On-going monitoring	Weekly book scrutiny Lesson observations Learning Ladder progression Planning scrutiny	
<ul style="list-style-type: none"> Focus on lower KS2 to ensure consistent outcomes at triangulation so that progress continues to accelerate. 	TLA group	On going monitoring & support	Weekly book scrutiny Lesson observations Learning Ladder progression Planning scrutiny	
<ul style="list-style-type: none"> RAPs (Raising Achievement Plans) are used to focus support & CPD for all teachers to enable strong progress and increase levels of ARE in every year group 	TLA group	Termly PPM	RAPs monitored and updated in PPM's Strategy core group	

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Areas of strategic improvement	Lead by	Timescale	Monitoring	RAG
<ul style="list-style-type: none"> PoPs (Picture of Progress) sessions to be introduced to encourage professional dialogue and provide targeted support to teachers, ensuring that any child off track, or of challenge is identified and action is taken 	TLA group	Fortnightly	Weekly book scrutiny evidence demonstrating improvements Data committee	
<ul style="list-style-type: none"> Staff meeting times to be re-allocated to allow for targeted CPD for individual and groups of teachers, freeing time for marking & feedback workshops, PoPs and additional time for teachers to develop their subjects 	TLA group	Weekly	WL monitoring Strategy group	
<ul style="list-style-type: none"> Monitoring identifies areas for development for all teaching and support staff followed by rapid action which is monitored by the SL/WLT Continued at least bi-weekly monitoring (alternate key stages) book scrutiny to ensure that actions are rapidly followed up so progress can accelerate Internal and external moderation demonstrates assessment is robust 	TLA group	Ongoing	Strategic group Ongoing discussions with John Truman Governor monitoring	
<ul style="list-style-type: none"> Develop consistency across the school and share best practice in questioning to ascertain children's understanding and setting appropriate challenge for all groups of pupils through CPD and monitoring 	TLA group	Ongoing	Lesson observations Planning scrutiny Weekly book scrutiny	
<ul style="list-style-type: none"> Continued drive for increasing parental engagement to ensure parents are well informed about their child's progress and how well they are doing compared to end of year expectations and what their child needs to do to improve 	SD/ TLA group/ HL	Ongoing	Parent voice Use of parent portal via Learning Ladders at Home	
<ul style="list-style-type: none"> Pupil Premium 2 year action research project commencing T1 – to drive up progress and achievement in all PP children. Achievement for All programme aims to improve outcomes in literacy & numeracy, increase wellbeing, improve attendance and engage parents. 	TW	Ongoing	To be confirmed	
<ul style="list-style-type: none"> Science quality Mark to be awarded to raise the profile and explicit teaching of progressive skills. Science ladders to be embedded with rolling upwards of score over next 5 years 	LV	tbc Ongoing	Book scrutiny Learning walks Lesson obs LL	
<ul style="list-style-type: none"> PE ladders to be completed and embedded with rolling upwards of score over the next 2 years 	GM/TW	Termly monitoring	Book scrutiny Learning walks Lesson obs LL	
<ul style="list-style-type: none"> End of year testing to be in place for years 1/3/4/5 to ensure that all children are ready for their SATS with development of 'test taking' skills 	TLA group	T3	Strategy group Data committee	

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Areas of strategic improvement	Lead by	Timescale	Monitoring	RAG
<ul style="list-style-type: none"> Tracking of Learning Characteristics shows that children have the capacity to learn from their mistakes, embrace challenge and are committed to their learning 	TW HS	Termly tracking commencing T2	Learning Ladder progression Lesson observations Pupil voice Well being team	
<ul style="list-style-type: none"> South Avenue GLD to be in place with at least 40% in all year groups – this is targeted to increase to 66% (National GLD 14/15) in 2 years (subject to rise in NA GLD 15/16) 	TLA group	End 1617	Strategy group Data committee	
<ul style="list-style-type: none"> Building of exemplification documents to support all year groups to give clear guidance in assessment 	TLA group	T3	Strategy group	
<ul style="list-style-type: none"> Host assessment conference through support of Learning Ladders to share best practice and broaden moderation partner schools 	TW	T2	Strategy group	
<ul style="list-style-type: none"> Changes to intervention tracking demonstrate clear evidence of the success of interventions 	TC	Termly tracking	TLA group LGB	
<ul style="list-style-type: none"> Develop social media and use of online apps such as Minecraft to enhance online safety 	TC/MJ	Ongoing	Strategy group LGB	

Long term actions

17/18	18/19
<ul style="list-style-type: none"> Continue to implement mixed ability teaching groups in KS2 Rising proportion of Lead (Outstanding) practice to 30% Continue with development of shared teacher development where observations and professional dialogue is seen as developmental not judgemental to enable enhanced practice Continue to drive parental engagement 	<ul style="list-style-type: none"> Increase proportion of lead practice to 42% Continue to drive parental engagement
<p>Long term vision (2017-19)</p> <ul style="list-style-type: none"> Teaching will be consistently Secure or better across the school, leading to improved progress and attainment. Any underperformance closely monitored and supported to ensure improvement. Standards in teaching & learning will continue to be improved through growth plans so that an annually rising proportion of teaching and learning is graded as Lead (Outstanding) Mixed ability will be the norm in every class so that there are no limits on children's own ideas of learning Child initiated will be part of school practice in every class to provide opportunities for children to demonstrate and deepen their knowledge, skills and understanding Parental engagement to encourage and support reading at home as a high priority KS2 outcomes to be above NA KS1 outcomes to remain above NA along with EYFS and phonics 	

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Section 3 – Effectiveness of Leadership and Management

Outcome: To ensure all leaders at all levels, act swiftly on areas of improvement leading to rapid progress by all children. Judgement of Good by Ofsted

Actions	Lead person	Timescale	Monitored	RAG
1. Development of WLT through Senior school improvement leader for curriculum to develop capacity and succession planning	DB TLA group	Ongoing	Strategy group	
2. Development of strategic thinking of WL through coaching and mentoring with John Truman and TLA group	TLA group	Ongoing	Strategy group	
3. Streamlining of core groups to TLA and PDB&W to tighten focus and increase links across areas	DB	T1-	Strategy group	
4. Continued development on a cross curricular approach across the school to ensure the curriculum is broad and balanced and provides a wide range of opportunities for the needs of all children to learn.	TLA group - LV	Ongoing	Book scrutiny Lessons observations Pupil voice Strategic core group Governor monitoring	
5. Continued embedding of a culture of self-evaluation to encourage all stakeholders to contribute to school self-evaluation and plan for actions to secure improvements	Strategic core group	Termly update of SEF	Governor monitoring	
6. Focus on monitoring of foundation subjects to ensure a rich and balanced curriculum is provided for all children	TLA group - LV	Termly monitoring	Book scrutiny Lessons observations Pupil voice Strategic core group	
7. 1 member of staff to complete NPQML, 1 staff member to complete NPQSL and 1 staff member to start NPQH	DB	Ongoing	Mentor meetings	
8. Recruit additional governors to provide greater diversity of skills of capacity within LGB	AW	Ongoing	LGB	

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Long term actions

17/18	18/19
<ul style="list-style-type: none"> Apply for Pupil Premium Awards once gaps have been successfully closed 	<ul style="list-style-type: none"> Build a stronger presence within the Alliance
<p>Long term vision (2017-19)</p> <ul style="list-style-type: none"> There is effective system of leadership within the school resulting in improved progress and attainment for all children. High levels of wellbeing and involvement will be evident across the school The WLT will be an efficient and rigorous team in place with ownership of their areas and strong leadership of their team The school will have consistently good practice with strong elements of Outstanding, evidenced in monitoring and endorsed by Ofsted inspections Good practice in new assessment framework will be shared with other schools to support transition and share best practice Pupil voice will continue to be developed and embedded so children are consulted on all areas of school life such as development priorities (SEF) 	

Section 4 – Personal Development, Behaviour and Welfare

Outcome: Graded as Good for Personal Development, behaviour & welfare as Good by Ofsted. Attendance to be at least 96.1%

Areas of strategic improvement	Lead by	Timescale	Monitoring	RAG
<ul style="list-style-type: none"> Resilience to be targeted through 'Love to learn' weeks, PSHE and child initiated learning 	CT	Termly review	TLA group Strategy group	
<ul style="list-style-type: none"> Development of the 'silver curriculum' for our most challenging children to teach anger management, self esteem, collaboration and respect through nurture group provision 	PDB&W team	Ongoing	Strategy group LGB	
<ul style="list-style-type: none"> Attitudes to learning are positive through Learning Characteristics & Social Skills tracking leading to rapid progress made by all children 	PDB&W team	Termly review	Lesson observations LL tracking Pupil voice	
<ul style="list-style-type: none"> The school expectations and values are lived day-to-day by children to ensure that all children have respect for the environment, each other, their work and school adults. This will be improved further through SMSC projects & Child Initiated 	PDB&W team		LL tracking CI monitoring Lesson observations Book scrutiny Informal feedback from staff Parent, pupil & staff voice	
<ul style="list-style-type: none"> Developing the wellbeing team to ensure hard data can be used where possible, the referral system is streamlined and hard to reach parents are targeted to engage their support 	PDB&W team		Strategy core group Governor monitoring LL tracking	
<ul style="list-style-type: none"> Adaptations made to school term time dates to enable parents take a cheaper holiday without removing their children during the school year. 	DB/CT	Review T6	LGB	

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Areas of strategic improvement	Lead by	Timescale	Monitoring	RAG
<ul style="list-style-type: none"> Develop online safety as part of safeguarding throughout the school, delivered in all aspects of the curriculum CPD for staff and parents 	PDB&W team	T1-	Strategy group LGB	
<ul style="list-style-type: none"> Target attendance to 96.2% 	PDB&W team	By end of year	Strategy group LGB	

Long term actions

17/18	18/19
<ul style="list-style-type: none"> Consider opening Silver Curriculum to local schools 	<ul style="list-style-type: none"> Behaviour to be graded as Outstanding by Kent SIA
<p>Long term vision (2017-19)</p> <ul style="list-style-type: none"> Children use mobile technology safely and responsibly To manage behaviour and support children, using a range of strategies that will enable all children to stay in school and access learning Embed school ethos and core values into school life, so all pupils are ambassadors for the school – displays will celebrate the core values in action (SEF) Attendance levels will be consistently above national averages. Develop anti-bullying protocol, recording and awareness of bullying 	