

South Avenue Primary School – School Improvement Plan 2017-2019



	Area of strategic improvement	Who	When	Outcomes
1. Outcomes	Individual outcomes set for each year group, including PP and SEN Targets for phonics, EYFS GLD, year 4 multiplication check, summative testing in years 1/2/4/5, and key stage progress set	SLT TLA team	Termly reviews	All outcomes will be at least in line with National Averages.
2. Quality of Teaching, Learning and Assessment	Teacher development on formative assessment, challenge for all, feedback and career development to promote high levels of staff retention. 100% teaching to be secure+ with 50% to be Lead. Upskill TAs Reading: develop guided reading and oracy SPAG: CPD for staff and embed No Nonsense Spelling programme and assessment Writing: Target more children to reach greater depth Maths: Continue to embed mastery for all and match reasoning skills to arithmetic skills, and develop challenge for high attainers Focus on key classes and year groups where attainment is lower than expected by providing greater support and teaching capacity Continue to focus on Pupil Premium and SEN children Embed GLD tracking	TLA team SLT Subject leads	Termly reviews Regular LGB meetings	Teaching will continue to be developed to provide the highest quality teaching by both teachers and TAs leading to children being even more engaged in the learning and even higher rates of progress and attainment. Reading, Writing, Maths and SPAG to move at least in line with national averages in KS2 and remain above in KS1 and in phonics. Focus classes and year groups accelerate progress to increase levels of attainment so no child is left behind Pupil premium gaps will be reduced, with children performing in line with their peers from the same starting points Use GLD teaching to ensure the holistic child is developed
3. Personal Development , Behaviour and Welfare	Behaviour incidences recorded on red and amber slips are reduced through CPD and support for some staff Create individualised solution for key pupils to promote positive behaviour and share with staff at all levels. Address misconceptions of bullying by parents and pupils Continue to target attendance for all children and increase parental engagement Embed the good practice of the Silver Curriculum and resilience across the school; target independence skills. Continue to increase awareness and success of the House system Increase healthy eating, reduce obesity and increase health and activity levels.	SLT Wellbeing team	Termly reviews Regular LGB meetings	The reduction in poor behaviour choices and improving behaviour for learning leads to accelerated progress by identified pupils. Parent survey show improvement in parent opinions of behaviour and bullying Persistent absenteeism is reduced. Parents become more engaged in their child’s learning with improved perceptions about the school Resilience continues to increase, with improved independent learning and behaviour for learning. House system provides broad opportunities for children to engage in many extra-curricular activities. Children are active and well rounded with a good understanding of being healthy
4. Effectiveness of Leadership and Management	Continue to build capacity in middle and senior leaders through CPD Develop subject leaders further through collaboration with local Alliance schools Review the curriculum and design around STEM Embed SE+ self assessment tool to work with other local schools and share best practice Premises projects to investigate funding joining the sites, developing the use of The Secret Garden and investigate creating after-school wrap around care	Strategic group TLA team Subject leads	Termly reviews Regular LGB meetings	L&M will have increased capacity and sustainability for the future. Staff will have a greater strategic understanding, with increasing curriculum development and be outwardly facing through working with other local Primary schools. SE+ will enable further strategic planning, enhanced staff development, increased efficiency and wider voice contributing to self-evaluation. Premises will continue to be improved, providing greater opportunities for children to enhance learning