

NETTLESTONE PRIMARY SCHOOL SCHOOL IMPROVEMENT PLANS

1. Leadership & Management	2. Quality of Teaching	3. Behaviour, Safety & Welfare	4. Outcomes for children	5. EYFS
<p>Focused Priorities</p> <ul style="list-style-type: none"> a) To embed leadership at all level in order that effective monitoring leads to consistent approaches in Teaching, Learning and Assessment. b) Review specific systems (e.g. Recording of Pupil Progress Meetings, Otrack, Performance Management) to ensure that they are fit for purpose and impact on outcomes. <p>Supporting Priorities</p> <ul style="list-style-type: none"> ✓ Leading the school through a successful OFSTED ✓ Ensure Safeguarding remains highly effective with all stakeholders aware that it could happen here. ✓ Further develop a broad and balanced curriculum to promote challenge and to build resilience. ✓ Ensure continued effective use of the Sports Premium and Pupil Premium. ✓ Continue to ensure that the Governing Body have a deep, accurate understanding of the school effectiveness (explore Governor Mark Accreditation). 	<p>Focused Priorities</p> <ul style="list-style-type: none"> a) Embed learning culture of children the right kids being taught the right kids, the right time, the right way. b) Further embed quality assessment for learning to ensure it informs high quality inclusive teaching. <p>Supporting Priority</p> <ul style="list-style-type: none"> ✓ Improve standards of writing. Children to have stamina to extended regularly produce pieces of accurate writing. ✓ To develop accuracy in spelling across the whole school. Support children with the spelling rules and ensure skills are transferred into their independent writing across the curriculum. ✓ Improve problem solving and reasoning opportunities in Mathematics. ✓ To further develop children's handwriting style to achieve Greater Depth, children need a fluent cursive style. ✓ Marking and Feedback Policy is consistency applied across the whole school. 	<p>Focused Priorities</p> <ul style="list-style-type: none"> a) Ensure the culture, ethos and environment of the Federation influences the health and wellbeing of pupils and their readiness to learn. b) Continue to develop the resilience of learns. <p>Supporting Priority</p> <ul style="list-style-type: none"> ✓ Achieve attendance target. ✓ Children understand how to keep themselves and others safe in the real and on-line world. ✓ Further engage parents on ESafety agenda, including the use of mobile technologies. ✓ Establish positive relationship with new school meal provider - Caterlink. 	<p>Focused Priorities</p> <ul style="list-style-type: none"> a) Ensure that the percentage of children attaining ARE and GDS is aligned or above national averages in Reading, Writing and Maths and the combined measure (School target of 85% ARE with GDS at 30%). b) Ensure attainment and progress of identifies groups (gender/boys, disadvantaged, SEN) match or is improving towards that of others at the same starting point. <p>Reading Priorities</p> <ul style="list-style-type: none"> ✓ Improve upon Phonic outcomes from 2017. ✓ Improve whole school percentage for ARE (78.5% ARE 2017). ✓ Further promote engagement of Boys in Reading (Years 4/5/6). ✓ Monitor SEN children in Years 4 and 6. Tailor interventions so that they make slightly more progress. ✓ Monitor child's attendance in Year 6, this needs to improve so this has a positive impact on their progress. <p>Writing Priorities</p> <ul style="list-style-type: none"> ✓ Improve whole school percentage for ARE (65% ARE 2017). ✓ Further promote engagement of Boys in Writing (Years 3/4/5). ✓ Monitor child's attendance in Year 6, this needs to improve so this has an impact on their progress. <p>Maths Priorities:</p> <ul style="list-style-type: none"> ✓ Improve whole school percentage for ARE (65% ARE 2017). ✓ Ensure attainment across the school in Maths improves further with the engagement of phase specific CPD and participation in Maths Mastery Project. ✓ Support in Year 6 to achieve in line or above ARE in Maths. ✓ Improved school are achieved on the reasoning paper May 2018. ✓ Monitor child's attendance in Year 6, this needs to improve so this has a positive impact on their progress. 	<p>Focus priorities</p> <ul style="list-style-type: none"> a) Further develop the role of the adult to improve next steps in leaning. b) Ensure EYFS writing outcomes are comparable with other aspects. <p>Supporting Priority</p> <ul style="list-style-type: none"> ✓ Ensure the percent of children achieving GLD is 85% or above. ✓ Ensure effective transition into Year 1 with maintenance of continuous provision and establishment of an enabling environment.