



West Rise Junior School

School Improvement Plan



Priorities for Improvement

LEADERSHIP AND MANAGEMENT

- 1 **Safeguarding** – Ensure governors provide rigorous scrutiny and oversight and evidence critical challenge in respect of all safeguarding practices, procedures and reports presented to them.

BEHAVIOURS AND ATTITUDES

- 2 **Attendance** – To reduce persistent absence to be in line with or below National Average

QUALITY OF EDUCATION

- 3 **Maths** – To improve progress of children not currently 'on track' to meet age related expectations
- 4 **Reading** – To improve (reading comprehension across the school) progress of children not currently on track to meet age-related expectations
- 5 **Writing** – To improve progress of children not currently on track to meet age-related expectations
- 6 **Assessment** - To ensure that teacher assessments are accurate and can be used effectively to support pupils' progress

Plan for Terms Five and Six

Key Performance Indicators (KPIs) for the Priorities for Improvement for the end of term 6	Activities to evaluate progress towards KPIs	Led by
<p>Outcomes (pupils' attainment, progress, attitudes)</p> <ul style="list-style-type: none"> Data shows that pupils who are not on track in Maths make accelerated progress from their Term 4 data by the end of Term 6 Data shows that pupils not on track in Reading make accelerated progress from Term 4 to Term 6 Data shows that pupils not on track in Writing make accelerated progress from Term 4 to Term 6 	<p>Data analysis at the end of Term 5 and 6</p> <p>Data analysis at the end of Term 5 and 6</p> <p>Data analysis at the end of Term 5 and 6</p>	<p>Rebecca Standing</p> <p>Caroline Poore</p> <p>Caroline Poore</p>
Key Performance Indicators (KPIs) for the Priorities for Improvement for the end of term 6	Activities to evaluate progress towards KPIs	Led by
<p>Practice (teachers' practice, leaders' practice)</p> <p>QUALITY OF EDUCATION</p> <p>Maths</p> <ul style="list-style-type: none"> All teachers have identified children not on track and have planned targeted support and interventions All teachers use White Rose pre and post unit assessment tools to highlight gaps and planning is adjusted to take account of these with a specific focus on those children not on track Use of manipulatives is modelled by all teachers and they are used regularly by all pupils to support independent learning 	<p>Maths</p> <p>PPM forms completed with support and interventions – analyse at end of Term 5 to consider any changes needed</p> <p>Check assessment tools being used and planning adapted accordingly. Support provided as needed.</p>	<p>Helen Pentecost</p> <p>Rebecca Standing</p> <p>Rebecca Standing</p>

<ul style="list-style-type: none"> • Safeguarding Governor visits school to carry out termly safeguarding monitoring visit. - Safeguarding Governor visit report is circulated to all governors <p>BEHAVIOURS AND ATTITUDES</p> <p>Attendance</p> <ul style="list-style-type: none"> - Persistent absence percentage reduces 	<p>Governor report provided</p> <p>Governor report provided</p> <p>Data analysis a fortnight after letters sent</p>	<p>Helen Pentecost</p> <p>Helen Pentecost</p> <p>Jen Thomas</p>
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Key actions to meet KPIs	Led By
<p>Quality of Education</p> <p>Maths</p> <ul style="list-style-type: none"> • PPMs completed, interventions set by teachers • Teachers to use White Rose pre-assessment tools and adjust planning accordingly • Remind all Teachers of the expectation that manipulatives are used in all Maths lessons • Staff meeting to introduce use of NCTEM resources to complement White Rose <p>Reading</p> <ul style="list-style-type: none"> • Teachers to complete ‘Star’ reading assessment for all pupils, highlight those ‘not on track’ and identify action plan • End of Term 5 – analysis of data – has there been progress? Adjust action plan <p>Writing</p> <ul style="list-style-type: none"> • Introduction of key principles of ‘Talk for Writing’ to be introduced to teachers in Term 5 (week 5) • Teachers asked to adapt or re-write a unit of work to incorporate these principles ready for delivery at the beginning of Term 6. 	<p>Helen Pentecost</p> <p>Rebecca Standing</p> <p>Rebecca Standing</p> <p>Rebecca Standing</p> <p>Caroline Poore</p> <p>Caroline Poore</p> <p>Caroline Poore</p> <p>Caroline Poore</p>

<ul style="list-style-type: none"> • 'Cold task' at the beginning of the unit to be compared with end of unit 'hot task' to inform assessment and moderation 	Caroline Poore
<ul style="list-style-type: none"> • New assessment documents developed to support with tracking of knowledge and skills 	Caroline Poore
Assessment <ul style="list-style-type: none"> • Provide CPD moderation sessions in writing/maths led by EIP lead moderators 	Helen Pentecost
<ul style="list-style-type: none"> • Carry out whole-school moderation sessions 	Helen Pentecost
<ul style="list-style-type: none"> • Leaders to investigate/explore a range of commercial, standardised tests that could support teacher assessments 	Helen Pentecost
Leadership & Management	
<ul style="list-style-type: none"> • Provide DSL report prior to next Governor meeting and provide support with critical challenge. 	Helen Pentecost
<ul style="list-style-type: none"> • Acting Headteacher/DSL to support Governors in questioning the DSL report at the next Governor meeting 	Helen Pentecost
<ul style="list-style-type: none"> • Acting Headteacher to support Safeguarding Governor during a visit and provide a report template 	Helen Pentecost
<ul style="list-style-type: none"> • Coach/advise clerk to ensure this challenge is clear in the minutes 	Sue Poore
<ul style="list-style-type: none"> • Arrange for Safeguarding Governor to visit. Support during visit and provide template for report. 	Helen Pentecost
Behaviours and Attitudes	
<ul style="list-style-type: none"> • Letter to those between 85-90% to make aware of current attendance percentage and set a target of 100% 	Jen Thomas
<ul style="list-style-type: none"> • Letter to those below 85% to ask for an improvement - set a target of 100% - and meeting with Headteacher if no improvement – 2 week deadline for improvement. Continuous fortnightly monitoring. 	Jen Thomas