Hindley J and I School
School Improvement Plan
2018-19

Pupil Outcomes

Target: Pupil progress in Reading, from Year 3 to Year 6, ensures that prior attainment (end of KS1) is sustained for most pupils	Strategic Lead Jill Lucas Kath Wolfenden Karen Raffe		Link Governor	Estimated budget costs £7000 (RP) £1200 (books)
Outcomes: **1.1 Key Stage 2 pupils reach the expected standard of reading speed and fluency** **1.2 Key Stage 2 pupils demonstrate age appropriate inferential skills** **1.3 Pupils demonstrate increased enjoyment in reading** **1.4 Pupils' demonstrate age appropriate vocabulary** **1.5 Increased parent engagement and completion of reading homework**				

Targets	Actions	Timescale	Who	Monitoring/Evidence	Evaluation/Impact
1.1 Key Stage 2 pupils reach the expected standard of reading speed and fluency.	Establish school expectation for reading speed within each year group (130 wpm end of Y6).	Aut 1	JL/KW	Analysis of data half termly. Provision mapping.	
	Provide CPD and targeted coaching to raise staff awareness of teaching strategies to improve **reading fluency**.	Sept INSET day Staff Mtg. 11.9.18 RP training 18.09.18 Phase Wkshp 21.11.18 Booster Team training TBC	JL/KW	Lesson observations & work analysis (3x20 mins) 24.9.18 onwards.	
	Provide CPD and targeted coaching to ensure teaching staff select appropriate level of **difficulty in text type**.	Sept INSET day Staff Mtg. 11.9.18 RP training 18.09.18	JL/KW	Lesson observations & work analysis (3x20 mins) 24.9.18 onwards.	

	Complete baseline and half termly assessments of pupils' reading fluency. (Y3-6)	3.09.18, 15.10.18, 3.12.18, 11.2.19, 1.4.19, 20.5.19, 1.7.19	JL/KW	Completed assessments.	
	Analysis of half termly reading fluency assessments and provision map pupils.	3.09.18, 15.10.18, 3.12.18, 11.2.19, 1.4.19, 20.5.19, 1.7.19	JL/ KW	Analysis of baseline and half termly assessments. Provision mapping to be done.	
	Fluency Team work with identified pupils.	w/b 8.10.18 w/b 28.1.19 w/b 29.4.19 w/b 8.7.19	JL/KW	Informal drop ins	
	Create a parent friendly format to share data about pupil fluency at parents' evening.	24.9.18	KW/KR	Informal parent feedback.	
	Use 'Meet the Teacher' to share expectations for home reading and fluency.	Aut 1 w/b 10.9.18	Teachers		
	Subscribe to Reading Plus Y4-6 and organise baseline assessments and class presentations.	Aut 1	JL		
	Adapt timetable to incorporate Reading Plus sessions and existing reading lesson to incorporate fluency teaching and use of the RP programme.	11.09.18	JL	Learning Walk 29.11.18 5.11.18 Weekly monitoring of RP data.	
	Organise staff training on use of Reading Plus.	18.09.18	JL/KW		

	Raise profile of the RP programme by implementing system of rewards.	Spring 1	JL	Pupil interviews Aut / Sum	
	KS2 performance management targets relate to progress in Reading including fluency.	w/b 17.09.18	CN/JL	Mid-year reviews Weekly monitoring (Tues/Wed)	

Targets	Actions	Timescale	Who	Monitoring/Evidence	Evaluation/Impact
1.2 Key Stage 2 pupils display improved inferential skills	Establish a long term plan and resource pack for the teaching of reading (*Aut 1 – Retrieval, Aut 2 – inference, etc.*)	Staff Mtg 11.09.18	JL/KW	Lesson observations, monitoring of planning and work analysis (3x20 mins) 24.9.18 onwards	
	Deploy LSAs to support identified children to develop their inferential skills across school.	Aut 2 w/b 12.11.18	JL/KW	Learning walk (JL/KW)	
	Establish CPD needs and provide training accordingly.	w/b 12.11.18	JL/KW		
	Introduce pupil reading comprehension and fluency targets to be displayed in classroom environment; pupils' books, class newsletter and Class Dojo.	Staff Mtg 11.9.18 Half-termly	JL/KW Class teachers	Learning walk & book sampling 4.10.18	
	Use Triple A to analyse pupils' summative assessments and inform subsequent planning and teaching.	10.12.18 25.03.19 01.07.19	JL Class teachers	HT and DHT to monitor PPM documentation and subsequent planning.	
	Organise and lead phase workshops linked to the teaching of inferential skills.	21.11.18	KW Teachers	Leadership review	

Targets	Actions	Timescale	Who	Monitoring/Evidence	Evaluation/Impact
1.3 Pupils demonstrate increased enjoyment in reading.	Review and introduce new rewards for home-reading in all year groups ensuring they are motivational.	07.01.19	KR/KW	Pupil interviews Aut / Sum	
	Timetable regular reading for pleasure in all year groups.	10.09.18	Teachers	Check timetables 11.9.18	
	Re-establish class libraries including recommendations as appropriate.	September 2018	Class teachers	Learning walk 2.10.18	
	Launch competition for most innovative class library.	11.02.19	KW		
	Purchase quality books for class libraries incorporating awards lists and good practice.	20.09.18	JL/KW		
	Organise themed week including World Book Day (bee theme).	07.03.19	JL/KW/KR		
	Organise competition to encourage pupils to read recommended texts.	1.4.18	KR/KW	Pupil interviews - Sum	

Targets	Actions	Timescale	Who	Monitoring/Evidence	Evaluation/Impact
1.4 Improve pupils' vocabulary	Provide CPD for teachers introducing a range of teaching strategies for vocabulary (cohort file, Talk of the Town).	Spring 1 Summer 1	JL/KW/KR		
	Select vocabulary from age- appropriate spelling lists and create word bank for writing lessons. Explicitly teach word meanings as appropriate.	Spring 1	Class teachers	Learning walk Lesson observations w/b 21.1.19 28.01.19 04.02.19 11.02.18	
	Introduce the 'Vocabulary Vitamin' and pre-teach key vocabulary of the wider curriculum subjects. Display on working walls.	Spring 1	Class teachers	Learning walk	

Targets	Actions	Timescale	Who	Monitoring/Evidence	Evaluation/Impact
1.5 Increased parent engagement and completion of reading homework	Organise a SATs meeting for Year Six parents. Share crib sheet of expectations.	Aut 1	CH	SLT drop in; parental feedback	
	Establish a clear system of expectations, rewards and consequences for home reading.	Aut 2 SLT & Phase meetings	KW/KR	Phase meeting minutes	
	Establish a parent contract with clear steps, roles and expectation.	December 2018	Teachers		
	Organise RP consultant to provide parent workshops and visit on parent's evening.	Sept 2018 08.10.18 / 09.10.18	JL	Informal parent feedback	
	Organise targeted termly workshops to enable parents of catch up pupils to support their child's reading development.	07.01.19 22.05.19	Class teachers	Parent contact records	

The effectiveness of teaching, learning and assessment

Target: Accelerate progress for pupils, from Year 3 to Year 6, who have not made expected progress		Strategic Lead Jill Lucas		Link Governor	Estimated budget costs T Tracker £1100
Outcomes: **1.1 Identified pupils (catch up) make accelerated progress (more than 6 steps) in Reading, Writing and / or Maths**					
Targets	**Actions**	**Timescale**	**Who**	**Monitoring**	**Evaluation/Impact**
1.1 **Teaching ensures that identified pupils make accelerated progress (more than 6 steps)in Reading, Writing and/ or Maths**	Share, in Performance Management Meetings, end of year Pupil Progress Meeting documentation highlighting catch up pupils.	24.09.18 01.10.18	JL/KW	Document scrutiny by HT.	
	Highlight catch up pupils in Pupil Progress Meeting documentation.	15.10.18	JL	Feedback to HT	
	Create a balance of interventions for catch up and SEND pupils (3:2 afternoons).	05.10.18	AMc/JL/CI	SEND team to share with DHT	
	Raise LSA awareness of the pupils who need to catch up and what is required.	03.10.18 Phase workshop	Class teachers	Phase Workshop minutes	
	Identify on planning pupils who need to catch up to ensure that quality first teaching addresses their needs.	Spring 1	Class teachers	Weekly planning monitoring HT/DHT	

The effectiveness of teaching, learning and assessment

Target: Develop the breadth of the wider curriculum further raising standards and improving rates of progress with a particular focus on reading and writing.	Strategic Lead Adele McKeever	Link Governor	Estimated budget costs £250 (books) £500 (hooks) £500 (theme wks)

Outcomes:

1.1 Regular reading and writing opportunities make a contribution towards progress in English
1.2 Pupils benefit from a bespoke curriculum which builds on their interests and experiences

Targets	Actions	Timescale	Who	Monitoring	Evaluation/Impact
1.1 **Regular reading and writing opportunities make a contribution towards progress in English**	Adapt English long term plans to include termly cross-curricular writing opportunity.	25.09.18	Class teachers	English leads to monitor plans 04.10.18 JL/KW	
	Pre-teach and display subject specific vocabulary – "Vocabulary Vitamin' at the start of each unit or lesson as appropriate.	Spring 1	AMc		
	Establish a consistent approach to the short term planning of the wider curriculum	Aut 2 Spr 1	Teachers AMc/CN	Monitor plans on shared drive – AMc/CN	
	Ensure that class libraries promote, and are used to encourage, the reading of non-fiction texts linked to the current topic.	Aut 2 Spring 2 Sum 2	CN/AMc Teachers	Learning walk Aut 2 Spring 2 Sum 2	

Targets	Actions	Timescale	Who	Monitoring/Evidence	Evaluation/Impact
1.2 A bespoke curriculum is provided which engages pupils	Class teachers to plan a 'hook' and/or 'memorable experience' to launch and enrich their wider curriculum topic.	15.10.18	AMc/CN	AMc to monitor shared drive.	
	Class teachers to use KWL grids (What I know; What I want to learn; What I have learnt) at the beginning of each unit to personalise the curriculum and at the end to assess and reflect.	15.10.18	AMc/CN	Book sampling	
	Discuss the purpose and effective use of the Wider Curriculum display. Agree on a format that will have a positive impact on pupil's learning.	15.10.18	AMc/CN	Learning Walk	
	Subject Team Leaders to organise Themed Weeks which will enhance the wider curriculum.	Aut 2	Teachers	Themed weeks identified on School Planner. Evidence in Learning Journals.	
	Organise bi-annual parental open-door learning experiences / workshops	Spring 1	AMc/CN	School Planner. Parent Feedback forms.	
	Learning Journals which, celebrate and record enriching experiences to be shared with Curriculum and Standards Governors	17.12.18	CN	Governor minutes	
	Evaluate commercial schemes for the wider curriculum.	Summer '19	AMc/CN		

Leadership and Management

Target: Strategic leadership and management at all levels ensures that all pupils make the best possible progress in Key Stage Two.		Strategic Lead	Link Governor	Estimated budget costs £200 (staff wb)

Outcomes:

   1.1 A new team is established in Key Stage Two which supports the rapid progress of all pupils.
   1.2 Effective monitoring and evaluation at all levels secures pupil progress.
   1.3 Subject leaders have ensured that an enriched wider curriculum supports the rapid progress of all pupils.

Targets	Actions	Timescale	Who	Monitoring/Evidence	Evaluation/Impact
1.1 A new team is established in Key Stage Two which supports the rapid progress of all pupils.	Schedule and hold a series of induction workshops focusing on consistency in the following areas: • Planning and teaching of reading • Planning and teaching of writing including spelling • Behaviour management, communication and record-keeping • Learning environment • Marking and feedback • Assessment • Safeguarding • Planning and teaching of Maths • Wider Curriculum	Aut 1 & 2	SLT	HT to monitor that the meetings have taken place through Phase minutes and SIP updates.	
	Create a 'Charter of Agreed Behaviours' in conjunction with the whole staff team.	29.10.18	CN	Staff Meeting Minutes	
	Decide, as a team, an approach to celebrating the strengths of individuals	21.11.18	KR/KW	Minutes from Phase	

within the school team e.g. positive box, staff member of the week, secret angels etc.			Meetings	
Organise team-building activities e.g. Coffee & Cookies, quiz, mix up games, circle games.	05.12.18 Spring Summer	KR/KW	Minutes from Phase Meetings	
Enlist the support of a Leadership Coach to work on developing leadership and management.	Sept 2018	CN		
Use Themed Weeks as an opportunity to celebrate and make best use of the skills/ talents of all staff.	Termly	Curriculum Teams	Skills audit completed in Phase Meetings Monitor Curriculum Action Plans	
Take opportunities throughout the year to promote the well-being of all staff including: buddy staff; praise cards; staffroom board; sharing awareness of work : life balance.	27.09.18	Leadership Team	Minutes from Leadership Meeting	

Targets	Actions	Timescale	Who	Monitoring/Evidence	Evaluation/Impact
1.2 Effective monitoring and evaluation at all levels secures pupil progress. By Summer 2019: 81% of pupils make expected progress in reading (70% ARE, 10% GD). 81% of pupils make expected progress in reading (70% ARE, 10% GD). 87% of pupils make expected progress in Maths (73% ARE, 7% GD).	Schedule a regular weekly meeting to support NQT with : • Planning – correct pitch for catch up pupils • Triple A –test analysis • Meeting with Catch Up parents • Effective use of support staff • Joint work-scrutiny of pupil books • Using writing checklist to assess and set targets • Home reading systems inc rewards Organise regular observations of good practice. • KW – Teaching of writing • AMc – Behaviour management • KW – Teaching of reading • Teaching of maths Provide training in Read Write Inc. Spelling. Schedule moderation sessions focusing on effective use of writing checklist.	Weekly Monday mentor meetings Fortnightly Ongoing Tuesday AM Autumn 1 Week 2 20.12.18	KW KW/KH KW CH/CI/KH KW/JL	Planning & work scrutinies; monitoring forms; Progress Meeting data; termly NQT reports Termly NQT reports Drop ins 04.10.18	

Targets	Actions	Timescale	Who	Monitoring	Evaluation/Impact
Ensure Y6 pupils make accelerated progress towards sustaining their starting points. By Summer 2019: 81% of pupils make expected progress in reading (70% ARE, 10% GD). 81% of pupils make expected progress in reading (70% ARE, 10% GD). 87% of pupils make expected progress in Maths (73% ARE, 7% GD).	Provide additional senior teacher for the teaching of Reading and Writing each day. Establish professional relationship engaging in joint reflective discussion with Y6 staff. Monitor planning ensuring: • Correct pitch for catch up pupils • Use of agreed school approaches for Reading and Writing • Use of assessment to inform teaching –test analysis • Using writing checklist to set targets Provide regular Reading Plus Clubs for Catch Up pupils. Deploy members of staff to organise after school clubs focusing on enrichment. (RMc, KH, DE). Organise 2 x practise SATs week and subsequent progress meetings. During KS2 SATs week, deploy additional adults to maximise Access Arrangements. Use progress calculation (DfE) to create, share and track attainment / progress predictions for Year Six cohort.	Sept '18 Sept ' 18 Half-termly Aut 1 Aut 2 Aut 2 10.12.18 11.03.19 10.12.18 11.03.19 13.05.19 Aut 2	CN/JL JL/CH CN/JL JL/KW CI/KR KR CH/CN/JL JL/CI CN/JL	 Informal feedback to HT Weekly planning; monitoring feedback form Reading Plus data NQT termly reports Analysis of papers; drop ins during test weeks; PPM documents	

Targets	Actions	Timescale	Who	Monitoring/ Evidence	Evaluation/Impact
1.2 Subject leaders have ensured that an enriched wider curriculum supports the rapid progress of all pupils.	Establish teams to lead aspects of wider curriculum. • English • Maths • Well-being (PE & PSHE) • Knowledge of the World (History, Geography & Science) Re-assign governor links with new teams. Subject leader teams to create an action plan including: • learning walks • pupil voice • analysis of data • book scrutiny • theme week • subject leader report Teachers increase the amount of reading completed during wider curriculum lessons by including 1 lesson a week with a reading focus. Organise themed weeks throughout the academic year reflecting key subject foci. For example: • World Book Week – "Bee Amazing!" • Active Week – "Healthy, Happy, Hindley" • E-Safety Day	24.09.18 24.09.18 05.11.18 Half-termly Spr 1 Spr 1	AMc/CN CN Curriculum Teams Teachers AMc Curriculum Teams AMc	Overview of team leaders Governor Minutes Action plans; termly reports to governors / HT Planning on shared drive School planner	

Glossary of terms

RP – Reading Plus Programme
RWI – Read Write Inc Phonics programme
Catch up – pupils who have not sustained prior attainment
HT – Head teacher
DHT – Deputy Head teacher
CPD – Continued Professional Development
Twinkl – teaching resource