

Friars Primary Foundation School.
Improvement plan for 2013/14. Summary

Overall aim:			
<i>to improve leadership, teaching and behaviour to consistently good and then outstanding in order for all children to make better than expected progress and attain in line and above expected levels</i>			
Overall milestones:			
	By Au13 end	By sp14 end	By su14 end
Achievement	<i>Good+ in 100% of classes</i>	<i>Good+ in 100% of classes 25% outstanding</i>	<i>Good+ in 100% of classes 50% outstanding</i>
Teaching	<i>87% good 13% outstanding</i>	<i>100% Good 25% outstanding</i>	<i>100% Good 37% Outstanding</i>
Behaviour and Safety	<i>Good overall</i>	<i>Outstanding overall</i>	<i>Outstanding overall</i>
Leadership and Management	<i>Good</i>	<i>Good</i>	<i>Outstanding</i>

There is a more comprehensive version of this plan available. It details specific actions, staff responsible for those actions, what the actions will achieve and how we know whether we have been successful is detailed

The plan will be monitored, evaluated and reviewed (MER) on a regular basis to judge our successes by school leaders, the Governing Body and the Local Authority. MER activity will include lesson observations, work scrutiny, achievement data scrutiny, scrutiny of evaluative reports and outcomes of progress review meetings.

KEY PRIORITY 1:

INCREASE THE PROPORTION OF GOOD AND BETTER TEACHING TO RAISE PUPILS' ACHIEVEMENT (from OFSTED report June 2013)

1.1 make sure teachers match work closely to the learning needs of individuals

Overall impact: teaching targets of 87% good and 13% outstanding by Au13 end; 100% good and 25% outstanding by Sp14 end; 100% good and 37% outstanding by year end

1.2 ensure teachers' planning makes clear what additional adults are expected to do during lessons, particularly during whole-class teaching, so they play a full part in supporting pupils' learning

Overall impact: there will be no inadequate support for teaching and learning across the school and TA work will contribute to meeting overall teaching target

1.3 consistently encourage pupils to respond to teachers' comments and feedback on their work.

Overall impact: improved standards of marking will lead to improvements in children's recorded work in books and thereby be a significant factor in meeting the half termly pupil achievement targets

KEY PRIORITY 2:

IMPROVE THE EFFECTIVENESS OF LEADERS, MANAGERS AND GOVERNORS (from OFSTED report 2013)

2.1 increase the frequency of checks on teaching to make sure that priorities for development of teaching are addressed quickly and improvements are sustained

Overall impact: as a result of increased frequency of monitoring, professional development and evaluation teaching to be 87% good by end of Autumn term 2013, 100% good and 25% outstanding by Spring 2014, 100% good and minimum 37% outstanding by Summer 2014

2.2 set ambitious targets for improvement to make sure that all pupils fulfil their potential and reach the highest standards, and checking regularly how well these are being met

Overall: all achievement targets will be met and where not met provision will be evaluated and restructured accordingly

2.3 rigorously evaluate the quality of teaching and other aspects of the school's work by focusing on their impact on raising standards in English and mathematics

Overall impact: as a result of increased frequency of monitoring, professional development and evaluation teaching to be 87% good by end of Autumn term 2013, 100% good and 25% outstanding by Spring 2014, 100% good and minimum 37% outstanding by Summer 2014

2.4 provide training for governors, which will make sure they can analyse pupils' performance and challenge school leaders regarding pupils' achievement

Overall impact: Governors will be more informed about children's achievement and in a better position to challenge leaders on the information provided

2.5 enable parents to be more informed about expectations and age expected levels in English and Maths in order for them to develop further confidence in and engagement with their children's learning

Overall impact: as a result of improved engagement with parents, a higher percentage of parents will show satisfaction with all aspects of the school's work as evidenced by annual questionnaires and parental input will be a significant factor in contributing to overall milestones

2.6 ensure all statutory legislation is being met in terms of teachers' performance management and pay.

Overall impact: evidence from the relentless pursuit of improvements in teaching and learning will lead to an overall judgement of teaching being 100% good by the end of the autumn 2013 term with 37% outstanding by the end of the academic year.

2.7 To continue to strongly promote all pupils spiritual, moral, social and cultural development in order to maximise engagement and interest in all aspects of school life and to further develop pupils' behaviour and safety

Overall impact: pupil attitudes will be consistently positive leading to exemplary by the end of the spring term as evidenced by monitoring of exclusions, behaviour logs and attitudes in lesson observations

Appendix:

Headline Achievement targets for 2013/14

EYFS GLD
80%

Y1 phonics screening check (32/40 words or more scored correctly)
83%

KS1 (Y2)	R	W	M	Sc
L2+	90%	90%	97%	
L2b+	83%	80%	80%	
L3	20%	17%	20%	

KS2 (Y6)	R (test)	W (TA)	SPG (test)	M (test)
L4+	93%	93%	93%	90%
L5	69%	45%	45%	45%
L6	14%	14%	14%	14%

Reading, writing and Maths L4+ combined
90%

Reading writing and Maths L5 combined
34%

2 levels of progress from KS1 to KS2	
Reading	100%
Writing	100%
Maths	100%

3 levels of progress from KS1 to KS2	
Reading	65%
Writing	59%
Maths	38%