

Friars Primary Foundation School.
Improvement plan for 2015/16. Summary

Overall aim:

To ensure leadership and teaching move rapidly towards outstanding in order for children's personal development, behaviour and welfare to remain outstanding and learning and outcomes to become outstanding

Overall milestones:

	By Au14 end	By Sp15 end	By Su15 end
Leadership and Management	<i>Good/outstanding</i>	<i>Good/outstanding</i>	<i>Outstanding</i>
Teaching, learning and assessment	<i>100% Good+ 37% outstanding</i>	<i>100% Good+ 63% outstanding</i>	<i>100% Good+ 75% outstanding</i>
Personal development, behaviour and welfare	<i>Outstanding</i>	<i>Outstanding</i>	<i>Outstanding</i>
Outcomes	<i>Good</i>	<i>Good</i>	<i>Outstanding</i>
EYFS	<i>Good</i>	<i>Outstanding</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.

Improvement priorities to support overall aim, milestones and outcomes targets.
All priorities are linked to self-evaluation / OFSTED headings in red.

1. Continue to challenge the more able through planning, innovative teaching and ongoing assessment for learning (OFSTED ref: *teaching, learning and assessment; outcomes*)

Overall impact which applies to all actions in this target: teaching targets of 100% good and 37% outstanding by Au15 end; 100% good and 63% outstanding by Sp16 end; 100% good and 75% outstanding by year end

2. Further improve outcomes for FSM children across the school so that the gap is closed in all year groups (OFSTED ref: *teaching, learning and assessment; outcomes*)

Overall impact which applies to all actions in this target: achievement for all FSM children will match and/or exceed non FSM children and will be good/outstanding by Au15; good/outstanding by Sp16 end; outstanding by Su16 end

3. Strengthen pupils' achievement by ensuring that: opportunities are planned for pupils to develop their writing skills by writing at length in subjects across the curriculum (OFSTED ref: teaching, learning and assessment; outcomes)

Overall impact which applies to all actions in this target: teaching targets of 100% good and 37% outstanding by Au14 end; 100% good and 63% outstanding by Sp15 end; 100% good and 75% outstanding by year end. Also achievement targets as set out on P3 and 4 will be met

4. Strengthen pupils' achievement by ensuring that: pupils' handwriting is improved so that they write in a fluent, joined, legible style more (OFSTED ref: teaching, learning and assessment; outcomes)

Overall impact which applies to all actions in this target: teaching targets of 100% good and 37% outstanding by Au15 end; 100% good and 63% outstanding by Sp16 end; 100% good and 76% outstanding by year end. Quality of presentation will be improved across all year groups. Achievement targets for writing will be met.

5. Strengthen pupils' achievement by ensuring that: subjects other than English and mathematics are taught in sufficient depth. (OFSTED ref: leadership and management; teaching, learning and assessment; outcomes)

Overall impact which applies to all actions in this target: teaching targets of 100% good and 37% outstanding by Au15 end; 100% good and 63% outstanding by Sp16 end; 100% good and 75% outstanding by year end. Also national curriculum skills acquisition in different subjects will be evident in children's books

6. Ensure all pupil assessment is robust, accurate and in line with national expectations (OFSTED ref: teaching, learning and assessment)

Overall impact which applies to all actions in this target: teaching targets of 100% good and 37% outstanding by Au14 end; 100% good and 63% outstanding by Sp15 end; 100% good and 75% outstanding by year end. Also achievement targets will be met

7. Revisit school's vision and values (OFSTED ref: leadership and management)

Overall impact which applies to all actions in this target: The whole school community will be aware of and involved in articulating vision and values which will reflect the challenging targets set out in this plan enable suitably challenging future planning

8. Ensure that the close relationships with parents, successfully established in the early years, are more effectively sustained as pupils grow older, so that both pupils and their parents continue to feel a high level of engagement with their school. (OFSTED ref: leadership and management)

Overall impact which applies to all actions in this target: personal development, behaviour and welfare of pupils will remain outstanding and outcomes will move towards being outstanding by year end. Parental satisfaction will be evident through high levels of positive responses to 2016 parent questionnaire

9. Provide high quality PD for teachers and TAs. (OFSTED ref: leadership and management)

Overall impact which applies to all actions in this target: teaching targets of 100% good and 37% outstanding by Au15 end; 100% good and 63% outstanding by Sp16 end; 100% good and 75% outstanding by year end

10. Implement, monitor and evaluate effectiveness of new national curriculum (OFSTED ref: leadership and management)

Overall impact which applies to all actions in this target: evidence of application of the new curriculum will be in teachers planning and pupil's books and will result in achievement targets from P3-5 being met.

11. Prompt adult intervention in group activities to accelerate development of writing skills further in EYFS (OFSTED ref: EYFS)

Overall impact which applies to all actions in this target: EYFS achievement targets, particularly with writing will be met on a termly basis

Outcomes targets for 2015/16

EYFS GLD
87%

Y1 phonics screening check (xx/40 words or more scored correctly)
93%

From Summer 2016 the results of statutory national tests at the end of KS1 and KS2 will be reported as a scaled score, where 100 is the expected standard. End of key stage performance indicators have not yet been announced so it is difficult to set detailed targets.

KS1

As 75% of pupils achieved the GLD in Reception in 2014, we will aim for at least 80% of all pupils to meet the required standard (scaled score of 100) at the end of KS1 in 2016.

More able pupils: at the end of Y1 11% in reading, 7% in writing and 11% in maths attained at NC level 2b+ which was above national expectations. Therefore we expect at least the same proportions to achieve above 100 in the 2016 assessments.

FSM pupils: at the end of Y1 50% in reading and writing and 75% in maths attained at NC level 1a+ which is at national expectations. Therefore we expect at least the same proportions to meet the required standard (scaled score of 100) at the end of KS1 in 2016 with an aspirational target of 80% in line with all pupils.

KS2

In line with floor standards from 2016, at least 85% of all pupils will achieve at least 100 in both reading and maths tests, and being assessed as reaching the new expected standard in writing. In addition 100% of pupils will make sufficient progress in reading, writing and maths between reception and the end of KS2.

More able pupils: at the end of Y5 47% in Reading, 30% in writing and 33% in maths attained at NC level 4a+ which was above national expectations. Therefore we expect at least the same proportions to achieve above 100 in the 2016 assessments.

FSM pupils: at the end of Y5 79% in reading and 57% in writing and 64% in maths attained at NC level 4c+ which is at national expectations. Therefore we expect at least the same proportions to meet the required standard at the end of KS1 in 2016 with an aspirational target of 85% in line with all pupils.

Other year groups:

From 2015 we are assessing children against the new national curriculum and are using what are now known as steps rather than levels. This is not a national system but it is being used by many schools across the country and is produced by Target Tracker.

There is now a specific curriculum for each year group from Year 1 to Year 6. Our new assessment system takes account of this. All children are assessed every half term against the curriculum for their current year. How well they are doing within their year group is shown by being at different stages:

b= below the current year group's expectations

b+ = moving towards the current year group's expectations

w = working within the current year group's expectations

w+ = working towards being secure in the year group's expectations

s = secure in the current year group's expectations

s+ = being very secure and showing mastery of the current year's expectations

Expectations of progress are mapped out below. All children will be assessed using the steps system at the end of Au1 2015 and progress will be measured across 5 half terms rather than 6 for this year only.

	End of Au1	End of Au2	End of Sp1	End of Sp2	End of Su1	End of Su2
Y1	1b	1b+	1w	1w+	1s	1s+
Y2	2b	2b+	2w	2s+	2s	2s+
Y3	3b	3b+	3w	3w+	3s	3s+
Y4	4b	4b+	4w	4w+	4s	4s+
Y5	5b	5b+	5w	5w+	5s	5s+
Y6	6b	6b+	6w	6w+	6s	6s+

Outcomes targets for Y1 – 6 using steps this year are simply that we expect a minimum of **80% of pupils in each class to be secure in all subjects**. This target may be adjusted once national performance descriptors for KS1 and KS2 end are published and we can accurately align those descriptors with the steps requirements.