

Hazeldown School Improvement Priorities 2018-2019

When developing these areas, the maintenance of the aspects of our work, which we do well, is a high priority.

What does the school need to do to improve further? (From OFSTED June 2015)

- Improve the quality of teaching so that pupils make the best progress they can by:
 - teachers sharing the outstanding practice that exists in the school
 - teachers more frequently checking the pupils' understanding during lessons so they can be moved on to harder work and quicken their progress
 - ensuring that pupils more fully respond to the oral and written guidance they receive from teachers by making the required improvement in their subsequent work.

Pupil Performance Outcomes: This Includes:	RAG
Ensure that nationally reported pupil outcomes (FS GLD, Phonics, KS1 SATs and KS2 SATS outcomes continue to demonstrate an upward trajectory for the school.	
Improve attainment in Reading in Key Stage One compared to 2018	
Improve attainment in Reading at Key Stage Two compared to 2018	
Reading The children continue to make progress at least comparable to national progress rates where applicable (ie. at least within the average band at end of key stage 2)	
Writing The children continue to make progress at least comparable to national progress rates where applicable (ie. at least within the average band at end of key stage 2)	
Maths The children continue to make progress at least comparable to national progress rates where applicable (ie. at least within the average band at end of key stage 2)	
The progress of vulnerable pupils (those in receipt of SEN support or pupil premium funding) is comparable to the progress made by others at the school or, in the case of year 6 children, national measures	
The percentages of 'middle ability' and 'high ability' children (defined by end of reception and end of key stage 1 assessments) working at greater depth increase in each year group across the year	

1) Improve progress and attainment in READING across the school. This Includes:	RAG
Further raise attainment in reading for children across the school	
Increasing the progress in reading made by children across the school, from their starting points.	
Ensure that reading is an integral part of the curriculum, capitalising on opportunities for links to be made, deepening learning.	
Further increase parental engagement in reading, particularly for hard to reach parents.	

1) Improve progress and attainment in READING across the school. What will we do?	Introduce	Develop	Embed
Develop and embed reading tracker sheets to improve monitoring and subsequently teaching of reading.			
Analysis of prior attainment and current progress as part of the target setting process, clearly identifying focus children.			
Undertake question level analysis for PIRA reading tests on prior middle attainers who fall into 'low' column or just make 'middle' column. Findings from analysis to inform Guider Reading focus for group for next half term.			
Undertake question level analysis for PIRA reading tests on prior high attainers who fall into 'middle' column or just make 'high' column. Findings from analysis to inform GR focus for group for next half term.			
Undertake analysis of baseline September SATs testing to directly inform teaching.			
Explore the Babcock Re-Think Reading Programme with particular emphasis on inference and summarising (areas which were identified through QLA). Reading champion planning with Y5 and Y6 team to ensure coverage of these areas. Reading champion to trial in Y3/4.			
Regular focus in Guided Reading sessions on modelling responses to SATs style questions with follow-up tasks to consolidate learning. There will be a particular focus on inference, summarising and sequencing.			
All year groups to shift the focus on to past papers at the end of each half term.			
Explore whole class Guided Reading sessions as an alternative, when required, to group delivery. Y3 currently working in larger groups/longer session style – Monitor the impact on Reading?			
Alongside reading interventions by Teachers during assembly time and TA support, 5 th teacher in each team reading 1-1 with lower ability, least heard readers			
Invite 'hard to reach' parents and reluctant reading children to an 'Afternoon Tea' event in the library – twice each half term.			
Create a credit card style 'prompt card' for hearing your child read – give suggestions of questions to ask and comments to make in Reading Records.			
Set up a system for regular 'Have you heard your child read this week?' emails as a parental prompt.			
All staff to discuss reading with all parents at parents' evenings. Praising those who support and questioning those who don't. Include a comment about progress towards targets.			
Train and engage year six children as reading advocates for others through the school.			
Pre-empt previously experienced anxiety by parents about Oxford Reading Tree and how it works. Reissue letter in bullet point form and invite Y1 and Reception parents to a reading information event about ORT, progression and creating readers.			
SC to create information video for the website covering the key points of creating readers.			
SC, KHu and DQ to create demonstration video for parents about how to read with their child.			
Involve parents in the decision making about moving levels – parent to make note in reading record when they feel their child is ready to move up with the teacher checking the child's reading at that level to ensure that the decision made is a correct one before moving up. SC to write letter.			
Curriculum links – make sure opportunities for application of reading skills are maximized through learning journeys.			

2) Increase the percentage of middle and high ability pupils achieving above 'nationally expected' outcomes	RAG
This includes:	
A whole school focus on better meeting the needs of high attaining pupils so that greater numbers reach greater depth from relevant starting points – across 2018-2019	
The percentages of 'middle ability' and 'high ability' children (defined by end of reception and end of key stage 1 assessments) working at greater depth increase in each year group across the year	

2) Increase the percentage of middle and high ability pupils achieving above 'nationally expected' outcomes What will we do?	Introduc	Develop	Embed
Develop a whole school focus on high ability children, ensuring they continue to perform at a high level, making progress from their starting points.			
Extend ownership of tracking and recording progress based on prior attainment at EYFS			
Extend ownership of tracking and recording progress based on prior attainment at KS1			
Analysis of prior attainment and current progress as part of the target setting process, clearly identifying focus children. Tracking progress towards targets through the year.			
Further develop the provision map format to identify, monitor and adapt interventions for vulnerable pupils and those at risk of making slow progress.			
Review and improve the data drop points to ensure a heavier weighted focus on teaching and learning rather than assessing.			
Make better use of Question Level Analysis during the year to inform future teaching. [also in the reading priority]			
High prior attaining children identified and teachers held to account to ensure they make the required progress through appraisal and pupil progress meetings.			
KHa to support teachers to develop the use of purple pens to help more-able and talented children improve their reasoning and become more reflective. 'Purple Progress (Pens)'			
Share effective practice amongst teachers to make sure basket challenge tasks are used and the selection of activities encourage pupils to use their reasoning skills to decide the level of difficulty.			
KHa to continue to make connections with other schools and share effective practice.			
Providing opportunities for More Able and Talented children across the LLC or beyond to access a range of challenging and motivating activities. (E.g. Maths quizzes, story writing competition, science fair)			
Celebrate more-able learners using the status of 'Maths and Literacy Specialists'/'Expert on the Table' which encourages them to support others consequently, deepening their own understanding by re-articulating and teaching someone else. [also in other subjects]			
Greater depth Learning objectives embedded in day to day teaching- as a consequence, children aspire to achieve more and pupils are given an opportunity to deepen their learning			
Basket tasks are used as extension activities so that more -able and talented children can move themselves onto more challenging work			

3) Improve the quality of teaching and learning to be excellent, enabling pupils to make the best progress they can. This includes:	RAG
Ensuring the quality of teaching continues to be judged at least 'good' overall by internal and external sources.	
The percentage of teaching judged to be 'outstanding' continues to rise from the current figure of 25%.	
Teachers embed reading, writing and communication and mathematics <i>exceptionally well</i> across the curriculum.	
Further develop Home-learning to deepen learning experiences within the curriculum via pre-learning or project-based activities.	
Develop the understanding of Growth Mindset, our learning values and attitudes to learning with Parents.	

3) Improve the quality of teaching and learning to be excellent, enabling pupils to make the best progress they can. What will we do?	Introduce	Develop	Embed
All children partaking in Deep Learning with exposure to regular revisiting of knowledge, skills and understanding, connections between subjects and higher order thinking skills Revisit the forgetting curve as a way of learning.			
Revise the Homelearning Policy, with a focus on pre-learning, project-style work and the use of electronic systems for spelling and times tables.			
Use of the Hazeldown 'key things' list detailing preferred features of our approach, learning and practical application. In Particular:			
• Working walls (and the forgetting curve)			
• Colourful Semantics			
• ISPACE			
• Communicate in print - Use of year group words			
• Shades of meaning			
• Big Write – peer assessment/review			
• SOLE			
• The Learning Challenge			
• Growth Mindset			
• Use of Test Questions as a 'context'			
• Use of High Order Questioning			
Staff learning from each other, sharing the high quality practice within the school, facilitated by new leadership roles.			
Creation of TLR 3 posts with a focus on the development of teaching and learning through the development of teachers and support staff, alongside the curriculum. This will move to be an AHT responsibility in September 2019			
Creation of a School Business Manager role to free up HT and DHT time to re-focus on the quality of teaching and learning.			
Formal and structured use of lesson study style work between groups of staff to develop high quality practice with teaching and learning.			
Formal and structured accompanied visits to other classes to observe high quality teaching, identifying key, personalised development points.			
Teaching staff engaged in Exeter Consortium Teaching School Alliance career stage courses focused on professional learning and reading, making professional links and networking.			

<p>4) Further develop leadership at all levels and its impact across the school (to improve the quality of teaching and learning). Extend distributed leadership further across the staff team, with a focus on curriculum, and continue to develop strategic governance.</p> <p>This includes:</p>	<p>RAG</p>
<p>Develop aspects of team cohesion and 'efficient excellence' across the whole staff team (Floyd Woodrow)</p>	
<p>Further develop the understanding and practice of Growth Mindset within adults working across the school team</p>	
<p>Develop and extend the understanding of the direction of travel/preferred future/Super North Star for the school ensuring shared ownership and facilitating distributed leadership, empowering decision making within a deeply understood framework for our direction.</p>	

<p>4) Further develop leadership at all levels and its impact across the school (to improve the quality of teaching and learning). Extend distributed leadership further across the staff team, with a focus on curriculum, and continue to develop strategic governance.</p> <p>What will we do?</p>	<p>Introduce</p>	<p>Develop</p>	<p>Embed</p>
<p>Work together as a staff team to develop the School's Super North Star, ensuring understanding across the team.</p>			
<p>Support staff with developing confidence as leaders at every level, holding a common understanding of the direction of travel and their own 'super strengths' they bring to the team.</p>			
<p>Develop a stronger sense of accountability between individuals at all levels, working towards the 'excellent team' ideal (Floyd Woodrow)</p>			
<p>Develop a clearer finance link to the SIP given minimal funds available to support school improvement.</p>			
<p>Subject leaders to ensure that subject content is introduced progressively and constantly demands more of pupils. Develop a clearer model of recording and publishing the rolling programme of curriculum opportunities.</p>			
<p>Subject leaders support teachers in demonstrating deep knowledge and understanding of the subjects they teach and ensure that content is introduced progressively and that it constantly demands more of pupils.</p>			
<p>Make best and incisive use of the appraisal process to maximise efficiency and improve the quality of teaching and learning through encouraging, challenging and supporting teachers' improvement. Ensure targets are highly personalised across the team whilst contributing to the direction of the school and the SIP.</p>			
<p>Create and embed new leadership roles focused on improving the quality of teaching and learning and therefore outcomes through practical, focused, class based CPD activities</p>			

5) To develop strategic governance	RAG
This includes:	
Governors linking informed decision making clearly to information from the cycle of business and visits to school	
Reviewing the structural changes from summer 2018 and autumn 2018 in line with the schools vision and aim (Super North Star).	
The governing board is independently and professionally clerked, facilitating the provision of information and effective decision-making and agenda items focus upon the priorities for the school. [From the Governor Mark]	
Further embed key aspects from last year's SIP given new governor membership and structural changes within the school (in red italics below)	

5. To develop strategic governance			
What will we do?	Introduce	Develop	Embed
Review the structural changes from summer 2018 and autumn 2018, ensuring the structural plan for the coming five years meets the anticipated needs of the school.			
Ensure electronic record keeping and information accessing is migrated to onedrive and all governors have easy access and are confident in it's use.			
Ensure that minute taking records links between governor visits and monitoring and decision making to demonstrate the level of understanding and knowledge of the school that the GB holds.			
<i>Ensure governor Portfolio Holder visits contain elements of challenge and robust questioning whilst developing the supportive aspects of the role to empower leaders at different levels to undertake their duties with measurable impact.</i>			
<i>Ensure governor curriculum visits contain elements of challenge and robust questioning whilst developing the supportive aspects of the role to empower leaders at different levels to undertake their duties with measurable impact.</i>			
<i>Ensure that the new structure for 2017-2018 enables full coverage of the annual governor business through timely reporting, accurate recording and internal monitoring.</i>			
<i>Establish the School Improvement Committee as a routine element within the cycle of portfolio holder work, curriculum visits and FGB meetings, ensuring clear and appropriate delegation of duties and reporting to the FGB.</i>			
<i>Focus on governor recruitment, using a skills identification model to inform proactive appointments of new governors.</i>			
<i>Further develop use of The Governor Mark as a template for improvement and direction.</i>			