



School Improvement Plan 2017– 2018

End of Year Summary 2018

	Achieved
	Improved from 2017 but target not reached
	No improvement from 2017/target not reached
	Criteria/target changed

Priority 1: To develop innovative approaches to teaching and learning (including challenge) across the school	
<i>Article 29: Education must develop every child's personality, talents and abilities to the full.</i>	
➤ 90% of teaching across the school judged as good or better	93%
➤ 30% of teaching judged as outstanding	32%
➤ Coaching model established across the school for teachers and cover supervisors	
➤ Evidence of mastery (lava) embedded within the curriculum for each year group.	
➤ Evidence from observations and p management of innovative practice/research being used within the classroom.	

Priority 2: Increase the % of children achieving age related expectations in Reading by further developing reading for pleasure & narrowing gaps.	
<i>Article 29: Education must develop every child's personality, talents and abilities to the full.</i>	
➤ At least 80% of children achieve age related expectations by the end of KS1 (2017 NA= 76%)	73%
➤ At least 30% of children achieve greater depth (2017 NA =25%)	24%
➤ Aim for at least 82% Phonics Screening pass (NA=81%) with the gap narrowed between Disadvantaged and Other children (current gap is 26%)	83% 23%
➤ At least 92% (excluding dis-applied children) pass the Phonics Screening Check by the end of year 2 (2017 NA = 92%)	88%
➤ Narrowed gap in Reading between boys and girls by the end of Year 1 (there is a 31% gap at the end of EYFS for this cohort)	29%
➤ Narrowed gap in Reading between PPG and non by end of Year 2 (current year 1 gap is 18%)	25%
➤ Prediction exceeded for the % of Disadvantaged children achieving ARE in Reading (currently 60%)	54%

Priority 3: To increase the % of children achieving age related expectations in Writing, particularly for boys	
<i>Article 29: Education must develop every child's personality, talents and abilities to the full</i>	
➤ At least 72% of children achieve age related expectations by the end of KS1 (2017 NA= 68%)	64%
➤ At least 17% of children achieve Greater Depth (2017 NA = 16%)	13%
➤ Narrowed attainment gap between Disadvantaged and other children attainment in Writing by the end of Year 2 (current gap is 34%: it was 24% at the end of EYFS)	29%
➤ Prediction exceeded for the % of Disadvantaged children achieving ARE in Writing (currently 50%)	42%
➤ Narrowed gap between boys and girls by the end of Year 2 (there was a 16% gap between boys and girls for this cohort at the end of Year 1: it was 12% at the end of EYFS)	23%
➤ Narrowed gap between boys and girls by the end of Year 1 (there is a 38% gap at the end of EYFS for this cohort).	33%
➤ Attainment predictions exceeded for WOTH children at age related expectations by the end of Year 2.	50% EXS 8% GD (1)
➤ All the AOWB children targeted to achieve the ELG in Writing achieve this.	4 of the 5

Priority 4: To develop the use of Mastery and Lava challenges in Maths in order to raise standards, particularly for Disadvantaged pupils.	
<i>Article 29: Education must develop every child's personality, talents and abilities to the full.</i>	
➤ At least 80% of children achieve age related expectations by the end of KS1 (2017 NA=75%)	78%
➤ At least 25% of children achieved greater depth by the end of KS1 (2017 NA = 21%)	25%
➤ Narrow the gap at Greater Depth between boys and girls by end of Year 2 (gap in Year 2 as of Sep 017 is currently + but has been – by end of KS1 over past two years)	+1%
➤ Narrowed gap between PPG and other children by end of Year 2 (there was a 15% gap at the end of EYFS, predicted targets suggests this will increase to 24%)	25%
➤ Evidence of increased opportunities for children to tackle mastery/lava in maths lesson across the school.	
➤ Prediction exceeded for the % of Disadvantaged children achieving ARE in Maths (currently 57%)	58%

Priority 5: To narrow attainment gaps between specific groups by the end of KS1.	
<i>Article 29: Education must develop every child's personality, talents and abilities to the full.</i>	
<i>Article 27: You should not be disadvantaged so that you can't do many of the things other children can do.</i>	
See other sections for Success Criteria	

Priority 6 : Further develop the consistency of good practice across the EYFS	
<i>Article 29: Education must develop every child's personality, talents and abilities to the full</i>	
<i>Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i>	
➤ At least 62% of children achieve a Good Level of Development	59%
➤ At least 62% of children achieve the Early Learning Goal for Writing.	59%
➤ Evidence of: Purposeful use of the adventure playground throughout the year High profile of 'Writing on the move' opportunities across EYFS (and across the year). Pupil voice comments recorded to a consistently high standard across the EYFS.	
➤ Evidence shows that gaps between disadvantaged and other children do not widen across Reception when compared to their starting points.	Data changes as Year progresses, unreliable on-entry data for one class.
➤ 95% attendance for Reception children by the end of the year (compared to 94.3% in Summer 2017).	
➤ Evidence of new innovative themes introduced, to reflect the interests of the children.	

Priority 7 : To aim for Outstanding Personal Development, Behaviour and Safety	
<i>Article 29: Education must develop every child's personality, talents and abilities to the full.</i>	
<i>Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i>	
<i>Article 29: Education must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures and the environment.</i>	
➤ Achievement of 97% attendance across the school (excluding Religious Observance) 97% KS1 and 95% Reception	
➤ Achievement of Level 2 RRS	
➤ Achievement of Gold School Travel Award for a second year running	
➤ Behaviour Project in place with other schools and evidence of impact	
➤ Accreditation by the Anti Bullying Alliance	
➤ Work started on plans for Rights Respecting Gardens – pending the outcome of the application for a Greener City Grant.	

Priority 8: To further develop collaborative working with/between parents, governors and other schools and in doing so aim to generate income for the school.	
<i>Article 13: You have the right to find out things and share what you think with others.</i>	
<i>Article 3: All adults should do what is best for children.</i>	
➤ Evidence of the positive impact of partnership activities with other schools/community groups	
➤ Evidence that parental workshops on safeguarding issues have been delivered to parents	
➤ Improved online/paper feedback from parents about the value of homework when compared to 2016-17 data	
➤ Improved online/paper feedback from parents about the value of information regarding their child's progress when compared to 2016-17 data	
➤ Income generated for the school through, for example: Consultancy work, Increased focus on uptake for FSM by families, Fund raising by EHH, Extended services (ASC and BC), Greener City Fund, Broad Green Fund	

Priority 9: To further develop the quality of SEND provision across the school and by doing so accelerate progress for children with SEND	
<i>Article 3: All adults should do what is best for children.</i>	
<i>Article 29: Education must develop every child's personality, talents and abilities to the full.</i>	
<i>Article 27: You should not be disadvantaged so that you can't do many of the things other children can do.</i>	
➤ Year 1 children at SEN Support have made good progress relative to their starting point in Reading, Writing and Maths	TBC
➤ Year 2 children at SEN Support have made good progress relative to their starting point in Reading, Writing and Maths	TBC
➤ Evidence shows that EYFS children with SEND are identified early and support packages put into place to meet their needs.	
➤ Improved attendance of SEND pupils across the school when compared to the 2016-17 data	
➤ Almost all EHCP requests submitted to the StAG panel are agreed.	

Long Term Aims 2015-2018

➤ Much of the teaching over time to be outstanding and never less than consistently good.	
➤ To improve standards in Writing across the school so that they are in line with Reading and Maths, particularly at the higher levels.	
➤ All pupils, regardless of their starting point, to make sustained progress, leading to outstanding achievement by the end of KS1.	
➤ Improved outcomes for children in the Early Years, including the establishment of a highly stimulating outdoor learning environment.	
➤ To aim for 'outstanding' SEND Provision, Personal Development, Behaviour and Welfare across the school and in doing so, to have become a Level 2 Rights Respecting school.	
➤ Develop leadership across the school so that every leader and governor has a deep and accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff.	
➤ Maintenance and further development of a broad range of (successful) strategies for engaging with parents and providing guidance about how to support their child's learning and well-being.	
➤ Elmwood's curriculum has been updated to ensure it is broad, balanced, relevant and inspiring.	
➤ To use Computing innovatively as a tool for teaching and learning	