School Improvement Plan

2018– 2019

End of Year Summary 2019

	Achieved
	Improved from 2018 but target not reached
	No improvement from 2018/target not reached
	Criteria/target changed

Priority 1: Improve the quality of assessment and challenge within foundation subjects.

Article 29: Education must develop every child's personality, talents and abilities to the full.

➢ Evidence of LAVA challenges being planned across foundation subjects	
➢ Evidence of LAVA challenges in foundation subject books.	
➢ Evidence of foundation subject assessments being used to track progress across the year.	

Priority 2: Improve the quality of pupils' writing in all subjects so that it is as good as it is in English.

Article 29: Education must develop every child's personality, talents and abilities to the full.

➢ At least **70%** of children achieve age related expectation in Writing by the end of KS1 (2018 NA= 70%, end of Year 1 = 63%)	
➢ At least **16%** of children achieve Greater Depth (2018 NA = 16%, end of Year 1 = 19%)	
➢ Evidence of consistency in the quality of writing between children's literacy books and foundation books.	
➢ At least **62%** achieve the Writing ELG at the end of Reception.	

Priority 3: Introduce new strategies to support disadvantaged children (PPG) in order to accelerate progress and narrow gaps.

Article 29: Education must develop every child's personality, talents and abilities to the full

➢ Gaps between Disadvantaged and Other children have diminished in at least four areas when compared to the data below.

	R - EXS	R - GD	Wr - EXS	Wr - GD	M - EXS	M - GD
Gap between Dis and Other 2018 - school Gap between Dis and Other 2019 - School	26 7%	18 12	28 12	11 2	25 11	25 13
Gap at end of EYFS for Year 2 cohort Gap at end of KS1	30 7		24 12		30 11	

➢ Every child eligible for PPG has accessed a free club at least once across the year.	**Every child has been offered the opportunity**
➢ Evidence shows that the PPG passports have improved/increased opportunities for all Disadvantaged pupils.	

Priority 4: In Maths, develop teaching and assessment strategies, including the use of challenge, particularly for higher ability children. *Article 29: Education must develop every child's personality, talents and abilities to the full.*	
➢ To achieve at least **80%** EXS in Maths by the end of summer 2019	
➢ To achieve at least **22%** GD in Maths by the end of summer 2019	
➢ Increased number of children judged to be working at S1+ in Maths at the end of Year 1 (15% summer 2018)	***19%***
➢ Monitoring activities demonstrate that children are generally moved on to more challenging work quickly.	

Priority 5 : Develop outdoor learning opportunities across EYFS in reading, writing and number, with a particular focus on the engagement and achievement of boys and disadvantaged pupils. *Article 29: Education must develop every child's personality, talents and abilities to the full* *Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*	
➢ At least **62%** of children achieve a Good Level of Development (**68%** aspirational target)	**64%**
➢ External review of Early Years confirms good quality practice across the setting.	**Not completed**
➢ Evidence of increased opportunities to read, write and reason within the outdoor environment.	
➢ Evidence demonstrates the positive impact of strategies aimed at improving outcomes for boys in Reading and Writing. Overall GLD has improved and so too has the number of boys achieving the ELG for Writing when compared to 2018 (45% compared to 52% in 2019). Reading ELG has remained the same.	
➢ Evidence demonstrates the positive impact of strategies aimed at improving outcomes for Disadvantaged pupils in Reading and Writing. Overall GLD has improved and so too has the number of Disadvantaged achieving the ELG for Writing when compared to 2018 (44% compared to 54% in 2019). However, the % achieving the ELG in Reading has declined from 64% to 58%. The gap has improved in Writing and Maths when compared to the gap in 2018 but not for Reading.	

Priority 6 : Develop leadership opportunities and share good practice through strong, sustained collaboration with other schools/partnerships *Article 13: You have the right to find out things and share what you think with others.* *Article 3: All adults should do what is best for children.*	
➢ Evidence demonstrates the positive impact of partnership activities on outcomes for pupils at Elmwood.	

Priority 7: To develop the range of interventions across the school for children and families with additional needs (including SEND and Early Help). *Article 3: All adults should do what is best for children.* *Article 29: Education must develop every child's personality, talents and abilities to the full.* *Article 27: You should not be disadvantaged so that you can't do many of the things other children can do.*	
➢ Evidence of Clicker 7 being used well across the school as an intervention tool.	
➢ To have achieved 96% attendance by the end of the summer 019	95.7% (exc Nurs)
➢ Case studies demonstrate the positive impact of Early Help interventions for targeted families.	
➢ Evidence of the effective use of IT based interventions to support pupil progress in core subjects.	
➢ Increased number of interventions across the school, which support children's mental and physical health.	