



## **WILLIAM TORBITT PRIMARY**

### **SCHOOL IMPROVEMENT PLAN 2017-18**

#### **PRIORITY AREAS FOR 2017-18**

##### **PRIORITY 1:**

PROVIDE OPPORTUNITIES FOR LEADERSHIP CAPACITY AND IMPACT TO BE MAXIMISED ACROSS THE SCHOOL – INCLUDING NEW MIDDLE LEADERS

##### **PRIORITY 2:**

IMPROVE THE ATTENDANCE OF PUPILS ACROSS THE SCHOOL, PARTICULARLY THOSE IN EARLY YEARS/YEAR 1 AND DISADVANTAGED PUPILS

##### **PRIORITY 3:**

IMPROVE FURTHER PUPILS' OUTCOMES IN READING, ACROSS THE SCHOOL

##### **PRIORITY 4:**

ENSURE ALL TEACHING IS GOOD, AND AN INCREASED AMOUNT IS OUTSTANDING ACROSS THE CURRICULUM, SO HELPING TO IMPROVE THE PROGRESS OF LOWER ATTAINING PUPILS, BOYS AND MID-YEAR JOINERS ACROSS THE SCHOOL

##### **PRIORITY 5:**

FURTHER IMPROVE THE CURRICULUM, SO THAT PUPILS CONTINUE TO ATTAIN HIGHLY IN A BROAD RANGE OF SKILLS, KNOWLEDGE AND UNDERSTANDING

##### **PRIORITY 6:**

MAXIMISE OPPORTUNITIES FOR MORE PARENTS/CARERS TO GET INVOLVED IN THE SCHOOL AND THEIR CHILD'S LEARNIN

## What is the School Improvement Plan?

The School Improvement Plan is our means of achieving our aims and vision for pupils at William Torbitt.

Each year we produce a School Improvement Plan (SIP) that identifies how we can further improve and develop the work of the school in line with our longer term aims, how we will manage change, and how we can make best use of resources and new opportunities available to us.

### Our Vision Statement:

**We want William Torbitt Primary School to be:**

**A Learning Community** - a place of high expectations and excellence, where all children can achieve full potential in their academic, creative, personal, physical, moral and spiritual development

**A Caring Community** - where children and adults feel they make a positive contribution and are valued and respected

**A Working Partnership** - between children, parents, staff, governors and the community as a whole

## How are priorities for improvement identified?

These priorities have been drawn up following a number of school evaluation exercises carried out in the Summer Term 2017 – consultations with governors and staff, outcomes from monitoring and evaluations 2016-7, collection of views from parents/carers and pupils (face-to-face), parent/carer questionnaire analyses, as well as the evaluation of pupil outcomes, internal and external reviews and other school performance data. National strategies e.g. recently introduced assessments are also taken into account, as well as the financial position of the school and premises development.

## Priorities are identified in relation to the extent to which they:

- maintain and raises standards of achievement
- improve the quality of teaching and learning
- broaden and enrich children's educational experience
- develop children's safety, personal, social, cultural or physical well-being
- improve facilities/provision offered to pupils and their families and staff
- provide good value for money

## How will the School Improvement Plan be monitored?

The School Improvement Plan allows for ongoing evaluation by staff, governors and student council meetings with the inclusion of a 'How will we know we have been successful?' section, where measurable success criteria are included. Detailed plans and proposals will be discussed with the School Council, and progress on certain issues reported to parents through regular newsletters.

The Plan will be monitored regularly by the Senior Leadership Team / Leadership team and at Governors' sub-committee meetings, with written progress updates included in Headteacher reports to the full governing body. The relevant sub-committee / Link governor for each of the main SIP targets will also monitor progress towards targets and report back to full GB meetings. Governors will be expected to visit the school to ascertain the progress and impact of each SIP target, in order to report back to the full governing body, via their sub-committees to the full governing body.

## What are this year's School Improvement Plan targets, and why have they been chosen?

This year there are 6 targets.

**1. Build up and free up for greater impact – Provide opportunities for leadership capacity and the impact of this to be maximised across the school – including Middle Leaders**

The school took on a number of new governors in the previous academic year. It now wants to embed this newly formed team so that they can be of maximum benefit to the school's improvement. A number of new and enthusiastic middle leaders have been appointed internally; the school wants to ensure they are fully inducted/mentored into their role so as to have maximum impact on pupil outcomes and overall school improvement. The school also wants to maximise the use of its assistant heads and other key leaders, by freeing them up to work more strategically across the school.

**2. Get to 96.5 to progress and thrive! – Improve the attendance of pupils across the school, particularly those in early years/ Year 1 and disadvantaged pupils**

Overall absence rates are still too high across the school, but were particularly high again in Rec and Y1. What has changed for the school in the last 3 years, is that there are no classes with what could be considered very good attendance (*Highest was 97.1%. 10 classes had attendance rates below 95%*). The national average was 96.0% (2015-16)). This is also reflected in the % of pupils with persistent absence (<90%). Although this slightly reduced over the year, the final % is still far too high. Overall improvements have been seen for our disadvantaged pupils' attendance, but again, we want to see this further reduced.

**3. Got the reading itch? Let's be book-rich! - Improve further pupils' outcomes in reading across the school**

The school placed significant structures, systems and training in place which have ensured provision is far more consistent across the school. This is having an impact on pupil outcomes, however Reading continues to remain the least strong subject in KS1 and KS2, when compared with national averages. The school therefore wants to continue this as a focus, so that pupils' progress in reading over each key stage is further strengthened.

**4. Great teaching, so no-one's left behind – Ensure all teaching is good, and an increased amount is outstanding across the curriculum, so helping to improve the progress of boys, lower attaining pupils and those joining mid-year, across the school**

With a stable teaching staff, the school is in a good position to build on the quality training provided last year. Analysis of pupil outcomes indicate that whilst its higher attaining pupils, and its girls are making good/outstanding progress, the lower attaining pupils, boys (in English) and pupils joining mid-year are tending to make less progress. The school wants to address these. As a school, we believe that it is quality first teaching that is key to all pupils making good progress.

**5. Broadening minds, enriching communities – Further improve the curriculum, so that pupils continue to attain highly in a broad range of skills, knowledge and understanding**

Being able to talk, read and write alongside a solid understanding of maths is essential. But, this school believes that there is a broader knowledge required to provide the foundation for secondary, and indeed, for later life. At William Torbitt we believe our curriculum should endeavour to include high expectations of both the appreciation of, and achievement in, science, art, music, drama and sport, as well as basic literacy with technology and the understanding of our world and our history. Therefore, the school wants to continue to ensure that its curriculum is one in which addresses the physical, mental, spiritual, cultural and intellectual health of the child, in a joined-up and meaningful way.

**6. Focus on the family – Maximise opportunities for more parents/carers to get involved in the school and their child's learning**

We want to build on what was achieved in this area last year, as the school's parents and carers are an asset it wants to capitalise on further. Therefore, over the year they will be seeing more parent workshops, more opportunities for family learning, more chances to get involved with the life of the school, and gaining access to a new online learning cloud called dB Primary through which you will be able to link and be far better informed about your child's learning.

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