



WILLIAM TORBITT PRIMARY
SCHOOL IMPROVEMENT PLAN
SUMMARY 2016-17

PRIORITY AREAS FOR 2016-17

PRIORITY 1:

INCREASE LEADERSHIP CAPACITY AT ALL LEVELS AND AREAS OF THE SCHOOL

PRIORITY 2:

IMPROVE THE USE OF FORMATIVE AND SUMMATIVE ASSESSMENT THROUGH THE REVISED ASSESSMENT SYSTEM FOR ENGLISH, MATHS AND SCIENCE, TO ENSURE PUPIL ACHIEVEMENT IS SUSTAINED

PRIORITY 3:

ENSURE ALL TEACHING IS AT LEAST GOOD, AND AN INCREASED AMOUNT IS OUTSTANDING ACROSS THE CURRICULUM

PRIORITY 4:

FURTHER INCREASE OPPORTUNITIES AND SUPPORT FOR PARENTAL INVOLVEMENT IN THE SCHOOL AND THEIR CHILD'S LEARNING

PRIORITY 5:

IMPROVE PUPILS' ATTENDANCE ACROSS THE SCHOOL, PARTICULARLY THAT OF DISADVANTAGED PUPILS

PRIORITY 6:

FURTHER IMPROVE PUPILS' BEHAVIOUR, AND THEIR BEHAVIOURS FOR LEARNING SO THAT IT HAS A GREATER IMPACT ON THEIR ACHIEVEMENT

PRIORITY 7: IMPROVE ASPECTS OF PUPIL OUTCOMES IN ENGLISH (PARTICULARLY READING) AND MATHS

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?

This plan has been created following a number of school evaluation exercises carried out in the Summer Term 2016 – consultations with governors and staff, outcomes from monitoring and evaluations 2015-6, 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. New national curriculum, new 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 7 targets.

1. **'Share the load and grow our leaders' - Increase leadership capacity at all levels and areas of the school.**

With a school that is growing in size, but also one with budget limitations, it is looking at ways in which it can build leadership capacity in order to sustain school improvement and ensure consistency of at least good practice across all areas. It is looking to distribute responsibilities more effectively, strengthen its line management systems and create opportunities for new and aspiring leaders to develop their leadership experience/skills through coaching and mentoring.

There have been a number of changes to the membership of the governing body, and also a number of vacancies that require filling. The existing governors are committed to the school, and now need to build their knowledge and skill in strategically supporting its improvement.

2. **'Use F and S to achieve the best' - Improve the use of formative and summative assessment through the revised assessment system for English, Maths and Science, to ensure pupil achievement**

The school has spent the previous year carefully and systemically introducing a new system of assessing pupils without levels. This year, it wishes to look at ways in which the assessment of pupils can be strengthened, with the necessary adjustments made so that teachers are clearer, more confident and consistent in the processes and uses of assessment to support good pupil progress; pupils know exactly what they have achieved and what they can work on next; parents continue to know how well their child is doing throughout the year, and how they can best support them outside of school.

3. **'Outstanding Teaching comes from us learning' - Ensure all teaching is at least good, and an increased amount is outstanding across the curriculum**

The school has a team of committed and hardworking teachers and LSAs. The quality of teaching has decisively improved over the previous year, and the school wants to see this continue and be built on in 2016-7. It also wants to increase the amount of outstanding practice taking place across the school - and will be looking at ways to ensure that teaching staff can improve on their practice to achieve this right across the curriculum.

4. **'All aboard!' - Increase opportunities and support for parental involvement in the school and their child's learning**
The parents / families of the pupils at William Torbitt are a real asset to the school, and it wants to capitalise on this more – giving them more opportunities to see first-hand the work of the school and its pupils (special class activities, assemblies, family events, open mornings...). The school also wants to ensure it is providing the support parents are asking for re: home learning, more family and parent/carer workshops, now that it has the space and facilities to do so.
5. **'You've got to be in to win!' - Improve pupils' attendance across the school**
The School's overall attendance (95.1%), although improved on the previous year, should be better. Pupils with persistent absence below 90% has also increased, after what was a promising start. The attendance of disadvantaged pupils, and pupils in Reception and Year 1 still falls far below what is expected. Therefore, persistent absenteeism follow-up, EYFS/Year 1 attendance and the focus on pupils whose attendance is between 90 and 95% will be a priority.
6. **'Better Attitude, Better Achievement' - Further improve pupils' behaviour around the school, and their behaviours for learning so that it has a greater impact on their achievement**
School self-review has shown that incidents of low-level misbehavior in the classroom, playground and corridors are dealt decisively when all staff are consistent in making their expectations clear to pupils. The school also wishes to fully unlock the potential (in all areas) that its pupils clearly have. It is therefore looking at developing more of a growth mindset across the school, in the classrooms (and also at home) to enable this.
7. **'Maths and English: Ace Achievers' - Improve pupil outcomes in English (especially Reading) and Maths**
Overtime, reading achievement at KS1 and 2 is not as strong as Maths and Writing. The school is also looking to improve the achievement of its KS2 pupil premium pupils, boys' writing, lower attaining pupils (not SEN) and pupils for whom English is an additional language (EAL). In terms of writing, initial trials of Talk4Writing/Grammar, Punctuation and Spelling seminars have had a marked impact on the pupils' outcomes, so this will be rolled out across the school. The school also wants to see more pupils exceeding their age-related expectations in reading, particularly at KS1. With this in mind, a programme of training for individuals and whole teaching staff will support this.

The school also wants to see an increase in pupils' agility across the school in maths across the school. Therefore, raising the profile of maths fluency and improving the teaching and learning of reasoning skills will be a whole school priority.

These targets, along with clear, measurable success criteria are to be displayed in the school, and are also used to form the basis of targets for individual action plans and performance targets.

How will we know we have been successful?

1. 'Share the load and grow our leaders' - Increase leadership capacity at all levels and areas of the school.

- Overall target – Improved vigour in the addressing of underperformance (of pupils and staff)
- Overall target - Pupil outcomes (attainment and progress) improve across the school (See EYFS, KS1, KS2 Targets Set for 2016-2017)

2. 'Use Formative and Summative to achieve the best' – Improve the use of formative and summative assessment through the revised assessment system for English, Maths and Science, to ensure at least good pupil progress.

- Overall target - Internal and external moderation is accurate
- Overall target - Teachers develop, consolidate and deepen pupils' knowledge, understanding and skills to move them on, in each lesson, from their respective starting points.

4. 'Outstanding teaching comes from us learning' – Ensure all teaching is at least good, and an increased amount is outstanding across the curriculum.

- Overall target – 100% of teaching and learning is at least good by April 2017
- Overall target – At least 25% of teaching is outstanding by July 2017

3. 'All aboard!' – Increase opportunities and support for parental involvement in the school and their child's learning

- Overall target – An increase in the quantity and quality of opportunities for parents to be involved in school life have more opportunities to come into school
- Overall target – Parent/carer questionnaires show an improvement in how parents/carers feel they are given the information/support to help their child at home.

5. 'You've got to be in to win!' – Improve pupils' attendance across the school

- Overall target – Attendance is 96.5% or more by the end of the school year.
- Overall target – Persistent absence (<90%) is 8.5% or less, by July 2017
- Overall target – Absence rates of disadvantaged pupils improve term-by-term.

6. 'Better Attitude, Better Achievement!' – Further improve pupils' behaviour around the school, and their behaviours for learning so that it has a greater impact on their achievement

- Overall target – Observations during learning walks around the school , show an improvement over time, across the school, and different times of the school day (before and after school / playtimes and lunchtimes / movement around school)
- Overall target – Parent/Carer, pupil feedback show an improvement in behaviour seen at the above times.
- Pupils are systematically encouraged to foster a growth mindset towards their learning across the curriculum

7. 'Maths and English: Ace Achievers' – Improve pupil outcomes in English and Maths

- Overall target – EYFS Good Level of Development – 80%
- Overall target – KS1 Maths: 82% reaching expected standard / 20% exceeding expected standard
- Overall target – KS1 Reading: 80% reaching expected standard / 28% exceeding expected standard
- Overall target – Increased % of pupils making expected progress in maths across KS2
- Overall target – Increased % of pupils making expected progress in reading across KS2
- Overall target – Increased % of disadvantaged pupils working at greater depth or exceeding expected standard in KS1 and 2, so it is in line with the national averages
- Overall target – Improved attainment of boys in reading and writing at KS1/2
- Overall target - Increased progress across KS2 for pupils with EAL, in reading, writing and maths
- Overall target – Improved progress of disadvantaged pupils, so they are in line with national averages in KS2
