

## NETTLESTONE PRIMARY SCHOOL SCHOOL IMPROVEMENT PLANS

1. Leadership & Management	2. Quality of Teaching	3. Behaviour, Safety & Welfare	4. Outcomes for children	5. EYFS
<p><b>Focused Priorities</b></p> <ul style="list-style-type: none"> <li>a) To embed leadership at all level in order that effective monitoring leads to consistent approaches in Teaching, Learning and Assessment.</li> <li>b) Review specific systems (e.g. Recording of Pupil Progress Meetings, Otrack, Performance Management) to ensure that they are fit for purpose and impact on outcomes.</li> </ul> <p><b>Supporting Priorities</b></p> <ul style="list-style-type: none"> <li>✓ Leading the school through a successful OFSTED</li> <li>✓ Ensure Safeguarding remains highly effective with all stakeholders aware that it could happen here.</li> <li>✓ Further develop a broad and balanced curriculum to promote challenge and to build resilience.</li> <li>✓ Ensure continued effective use of the Sports Premium and Pupil Premium.</li> <li>✓ Continue to ensure that the Governing Body have a deep, accurate understanding of the school effectiveness (explore Governor Mark Accreditation).</li> </ul>	<p><b>Focused Priorities</b></p> <ul style="list-style-type: none"> <li>a) Embed learning culture of children the right kids being taught the right kids, the right time, the right way.</li> <li>b) Further embed quality assessment for learning to ensure it informs high quality inclusive teaching.</li> </ul> <p><b>Supporting Priority</b></p> <ul style="list-style-type: none"> <li>✓ Improve standards of writing. Children to have stamina to extended regularly produce pieces of accurate writing.</li> <li>✓ To develop accuracy in spelling across the whole school. Support children with the spelling rules and ensure skills are transferred into their independent writing across the curriculum.</li> <li>✓ Improve problem solving and reasoning opportunities in Mathematics.</li> <li>✓ To further develop children's handwriting style to achieve Greater Depth, children need a fluent cursive style.</li> <li>✓ Marking and Feedback Policy is consistency applied across the whole school.</li> </ul>	<p><b>Focused Priorities</b></p> <ul style="list-style-type: none"> <li>a) Ensure the culture, ethos and environment of the Federation influences the health and wellbeing of pupils and their readiness to learn.</li> <li>b) Continue to develop the resilience of learns.</li> </ul> <p><b>Supporting Priority</b></p> <ul style="list-style-type: none"> <li>✓ Achieve attendance target.</li> <li>✓ Children understand how to keep themselves and others safe in the real and on-line world.</li> <li>✓ Further engage parents on ESafety agenda, including the use of mobile technologies.</li> <li>✓ Establish positive relationship with new school meal provider - Caterlink.</li> </ul>	<p><b>Focused Priorities</b></p> <ul style="list-style-type: none"> <li>a) Ensure that the percentage of children attaining ARE and GDS is aligned or above national averages in Reading, Writing and Maths and the combined measure (School target of 85% ARE with GDS at 30%).</li> <li>b) Ensure attainment and progress of identifies groups (gender/boys, disadvantaged, SEN) match or is improving towards that of others at the same starting point.</li> </ul> <p><b>Reading Priorities</b></p> <ul style="list-style-type: none"> <li>✓ Improve upon Phonic outcomes from 2017.</li> <li>✓ Improve whole school percentage for ARE (78.5% ARE 2017).</li> <li>✓ Further promote engagement of Boys in Reading (Years 4/5/6).</li> <li>✓ Monitor SEN children in Years 4 and 6. Tailor interventions so that they make slightly more progress.</li> <li>✓ Monitor child's attendance in Year 6, this needs to improve so this has a positive impact on their progress.</li> </ul> <p><b>Writing Priorities</b></p> <ul style="list-style-type: none"> <li>✓ Improve whole school percentage for ARE (65% ARE 2017).</li> <li>✓ Further promote engagement of Boys in Writing (Years 3/4/5).</li> <li>✓ Monitor child's attendance in Year 6, this needs to improve so this has an impact on their progress.</li> </ul> <p><b>Maths Priorities:</b></p> <ul style="list-style-type: none"> <li>✓ Improve whole school percentage for ARE (65% ARE 2017).</li> <li>✓ Ensure attainment across the school in Maths improves further with the engagement of phase specific CPD and participation in Maths Mastery Project.</li> <li>✓ Support in Year 6 to achieve in line or above ARE in Maths.</li> <li>✓ Improved school are achieved on the reasoning paper May 2018.</li> <li>✓ Monitor child's attendance in Year 6, this needs to improve so this has a positive impact on their progress.</li> </ul>	<p><b>Focus priorities</b></p> <ul style="list-style-type: none"> <li>a) Further develop the role of the adult to improve next steps in leaning.</li> <li>b) Ensure EYFS writing outcomes are comparable with other aspects.</li> </ul> <p><b>Supporting Priority</b></p> <ul style="list-style-type: none"> <li>✓ Ensure the percent of children achieving GLD is 85% or above.</li> <li>✓ Ensure effective transition into Year 1 with maintenance of continuous provision and establishment of an enabling environment.</li> </ul>