

The Boleyn Trust  
Cleves School Development Plan 2017-2018

---

September 2017

## **School Improvement Plan Contents 2017-2018**

### **2. Cleves Key Priorities 2017-2018**

The school has undertaken a thorough Self Evaluation and as a result of this we have identified 4 key priorities to raise attainment further. We have four key priority areas this year with focus on-

- 1) Raising the standards of Teaching and Learning
  - Mastery and depth of knowledge
  - Cross curricular links
  - Teacher subject knowledge
  - Ensure challenge and rigor for children working at higher levels
  
- 2) Development of continuous assessment across the school
  - Tracking progress and attainment
  - Developing AFL
  - What mastery will look like for teachers and children
  - Development and training of new assessment tracking for children with SEN
  
- 3) Developing Mastery and depth of learning across all curriculum areas
  - Securing Teacher subject knowledge
  - Development of skills based curriculum that challenges and develops all especially key groups of children
  - Children developing independent enquiry and problem solving
  
- 4) Diminishing the differences
  - Children are able to read confidently at a greater depth.
  - Children are able to apply reason and inference confidently
  - Gaps are closing between groups of pupils

## Targets and Success Criteria 2015/2016

<p><b><u>Success Criteria</u></b></p> <p><b><u>EYFS</u></b> GLD to rise from 88% to 90% at expected level with 40% exceeding this.</p> <p><b><u>Year 1</u></b> <b><u>Phonics Screening</u></b> To sustain Phonics at 92%</p> <p>Overall 95% of all children in each group by summer should achieve age related expectation in all areas of learning Reading, Writing and Maths Year 1 targets-95% Year 3 targets-95% Year 4 targets-95% Year 5 targets-95%</p> <p><b>25% by the end of Autumn.</b> <b>50% by the end of Spring.</b> <b>95% by the end of Summer.</b></p>	<p style="text-align: center;"><b><u>Success Criteria</u></b></p> <p><b><u>To diminish the differences in RWM for focus groups of pupil with focus on 95% of PP children achieving above ARE</u></b></p> <p><b><u>KS1:</u></b> To increase from 90% to 95% achieving age related expectations in Reading To increase 90% to 95% achieving age related expectations in Writing To increase from 90% to 95% of all children achieve age related expectation in Mathematics To increase from 91% to 93% in achieving age related expectations in Science.</p> <p>To increase the level of deeper learning in ks1 with 40% exceeding age related expectations and recognised as achieving mastery skills within reading writing and maths</p> <p><b><u>KS2:</u></b> With overall combined of children to rise from 80% to 90% for RWM at end of the year To raise from 77% to 93% of all children to achieve age related expectations in GPS To raise 80% to 93% of all children to achieve age related expectations in Reading To maintain 92% of all children to achieve age related expectations in Writing To maintain 92% of all children to achieve age related expectations in Maths</p> <p><b><u>Higher Attaining Pupils</u></b> To increase attainment of HA children to 40% in reading, writing and mathematics. To increase attainment of HA children to 40% in reading. To increase attainment of HA children to 40% in mathematics.</p>	<p><b><u>Monitoring</u></b></p> <ul style="list-style-type: none"> <li>• Planning monitored weekly</li> <li>• Books monitored fortnightly</li> <li>• Extended leadership team meets termly with reports</li> <li>• Learning walks monthly with SLT</li> <li>• Teaching and Learning reviews termly</li> <li>• CPD – weekly for all staff including teaching assistants</li> <li>• Reporting to governors –Termly</li> <li>• Governor visit one per term.</li> </ul> <p>Moderation to be held termly for all subject areas with partner schools To look at</p> <ul style="list-style-type: none"> <li>• Breadth of curriculum delivery</li> <li>• Progression across year groups</li> <li>• Standards of work (with focus on 3/4/5)</li> </ul> <hr/> <p><b><u>Attendance target- 96%</u></b></p> <hr/> <p><b><u>Teaching and Learning Target</u></b></p> <ul style="list-style-type: none"> <li>• 95 % of all lessons to be good to outstanding by the end of the year</li> </ul>
--	--	--

TEACHING AND LEARNING			
Details of action to be taken:	Lead responsibility	Resource implications	Monitoring arrangements, timeline and outcome.
Raise standards of teaching and learning ensuring the curriculum is challenging through - staff training on differentiation, mastery and subject knowledge - Focused observations - monitoring of planning and teaching and learning -Assessment	SLT Co-ordinators	£32 000	Weekly – planning Monitoring Termly – moderation Termly overview with SLT
To improve the delivery of teaching strategies across all curriculum areas. <ul style="list-style-type: none"> <li>- School based training- with regular teaching and learning INSET’s addressing the key priorities of:</li> <li>- Pace</li> <li>- Policy</li> <li>- Assessment/Pupil voice</li> <li>- Pupil/teacher comments</li> <li>- Expectations</li> <li>- Key skills in foundation subjects</li> <li>• Monitoring of planning, specifically focussing on a four- part lesson.</li> <li>• Monitoring of teaching and learning- joint observations taking place (SLT)</li> <li>• Demonstration lessons, with emphasis on new members of staff (PGCE and NQT)</li> </ul>	SLT Co-ordinators	INSET/CPD	Lesson observations  Planning moderation
Policies to be updated:-IN LINE WITH Academy guidelines and formats Subject policies to be drawn up to compliment the T&L policy	DHT HT Subject Leaders		Annual updates  Ongoing updates in line with new regulations which may arise
Consolidation of Pupil Progress meetings to moderate and track progress through: - <ul style="list-style-type: none"> <li>• Moderation between year groups</li> <li>• Breadth of evidence across the Maths and English curriculums</li> <li>• Using School Pupil Tracker to support the assessment meetings with teaching staff/Phase leader/assessment manager.</li> </ul>	DHT SENCo EL	£3000 Timetabled slots for meetings	Termly progress meetings
To ensure AfL is embedded in all lessons and is used effectively through:- <ul style="list-style-type: none"> <li>- Ensuring teachers use AfL to assess and pull out further teaching points to maximise personalised learning, through: -</li> </ul> <b>Day-to-day assessment:</b> - Interactive Strategies Questioning Resources Peer assessment- with use of ‘Green Pen’ strategy. Self assessment – With use of ‘Green Pen’ strategy <b>Periodic review –</b> Marking which is used to provide next step opportunities and scrutinised by SLT.	DH SLT Subject Leaders	INSET/CPD	Effectively using the strategies day-to-day and monitored through planning and lesson observations.  Ongoing and assessed termly.

TEACHING AND LEARNING			
Details of action to be taken:	Lead responsibility	Resource implications	Monitoring arrangements, timeline and outcome.
Daily phonics programme throughout KS1 and years 3 and 4 for targeted children. Linking this to daily writing experiences	AH English Team SENCo	INSETS	Planning monitoring ELT reports Phonics testing
Continue and develop:- MyMaths Stars X Factor awards Writing awards Whole school approach to shared reading.	Subject Leaders	£2500  INSET/CPD	Weekly celebrations  Termly analysis
<b>To improve the quality of teaching and learning of mastery in all subjects</b> <ul style="list-style-type: none"> <li>Apply skills to real life contexts</li> <li>Senior teachers to model and support teaching in all subjects</li> <li>ELT and senior teachers to support planning</li> <li>Ensure teachers deliver 3 part lessons</li> <li>Opportunities for children to explore and investigate independently</li> <li>High quality resources</li> </ul>	SLT ELT	Resources	Observation cycle  Planning audit half termly  Book audit fortnightly (SLT) and half termly (EB)
<b>To continue to promote the skills of mental calculation and understanding of mathematical vocabulary through:-</b> <ul style="list-style-type: none"> <li>Vocabulary board in class which shares equal credence to the ambitious words/connectives)</li> <li>Continued promotion of calculation fluency in weekly homework.</li> <li>X- factor</li> <li>Quick Maths mental starters</li> <li>Mental maths tests</li> </ul>	Maths Team	Rewards	Update weekly for children to participate  Half-termly arithmetic tests  Monitoring of planning and books
<b>To develop understanding of spelling rules and applying these to new vocabulary:-</b> <ul style="list-style-type: none"> <li>Yearly Spelling Bee</li> <li>Rules to be taught weekly during English lessons</li> <li>Daily spelling activity starters to taught at the beginning of English lessons</li> <li>Half-termly spelling tests focused on spelling rules</li> <li>Spellings to be sent home weekly focused on the spelling rule for the week.</li> </ul>	English Team	Rewards	GAPS test  Half-termly spelling tests of rules  Monitoring of planning and books
<b>Raise standards of teaching and learning ensuring progression of more able children from Year 1 to Year 6 through:-</b> <ul style="list-style-type: none"> <li>Variation evident within lessons.</li> <li>Identify children in year 6 who need further support to reach expected and exceeded expectations.</li> <li>Each ELT member to identify their more able children within their topics and provide 1 project within the year that supports and challenges those pupils.</li> <li>Track more able children through analysis of PIRA and PUMA assessments to ensure progress</li> </ul>	SLT ELT Senco (MB)	Resources for projects	Monitoring of planning and books focused on more able children  Project outcomes  Analysis of assessments half-termly

**DEVELOPING MASTERY AND DEPTH OF LEARNING ACROSS ALL CURRICULUM AREAS**

Details of action to be taken:	Lead responsibility	Resource implications/ Timeline	Monitoring arrangements
<p><b>To implement consolidate depth of learning and teaching</b>                      To ensure each class has appropriate concrete resources</p> <ul style="list-style-type: none"> <li>• To provide CPD for differentiation of resources using a single task</li> <li>• To provide CPD for delivering basic skills and drills lesson.</li> <li>• To provide CPD for problem solving lessons</li> <li>• To provide CPD for assessment of all curriculum areas</li> <li>• To provide CPD for support staff to link with interventions.</li> <li>• To model sections of the programme</li> <li>• To strengthen Teachers' knowledge and understanding including identifying and correcting misconceptions.</li> </ul>	SLT ELT – co-ordinators	External agencies and Fees TBC.	Monitored through planning and lesson observations and books  On-going and assessed termly.  Staff audits and feedback in training  Teaching and learning reviews termly.
<p><b>To ensure that all staff have a clear vision of curriculum expectations in terms of content, knowledge and mastery through:</b></p> <ul style="list-style-type: none"> <li>• The systematics delivery of staff Inset for all subjects from core to foundations</li> <li>• Providing CPD from outside providers</li> <li>• To provide demonstration lesson on the curriculum and the mastery model.</li> <li>• Training on Variation as opposed to differentiation.</li> </ul>	SLT ELT	MAT to support CPD	Effectively using the strategies day-to-day and monitored through planning and lesson observations and books  On-going and assessed termly.  Teaching and learning reviews termly.
<p><b>To emphasise the important role that planning has when embedding a relevant and challenging curriculum.</b></p> <ul style="list-style-type: none"> <li>• Planning should be progressive and objectives should be skills based</li> <li>• Foundation planning should focus on the Blooms taxonomy verbs and developing skills within that subject.</li> <li>• Planning should focus on variation and AFL</li> <li>• More able to have opportunities to embed their skills and apply to other contexts</li> </ul>	SLT ELT	Resources to support lessons	Learning Walks by co-ordinators half termly  Planning and book monitoring half-termly  Teaching and Learning review termly

**DEVELOPING MASTERY AND DEPTH OF LEARNING ACROSS ALL CURRICULUM AREAS**

Details of action to be taken:	Lead responsibility	Resource implications/ Timeline	Monitoring arrangements
<p><b>To improve the quality of teaching and learning of mastery in all subjects</b></p> <ul style="list-style-type: none"> <li>• Apply skills to real life contexts</li> <li>• Senior teachers to model and support teaching in all subjects</li> <li>• ELT and senior teachers to support planning</li> <li>• Ensure teachers deliver 3 part lessons</li> <li>• Opportunities for children to explore and investigate independently</li> <li>• High quality resources</li> </ul>	SLT ELT	Resources	Observation cycle  Planning audit half termly  Book audit fortnightly (SLT) and half termly (EB)
<p><b>To continue to promote the skills of mental calculation and understanding of mathematical vocabulary through:-</b></p> <ul style="list-style-type: none"> <li>• Vocabulary board in class which shares equal credence to the ambitious words/connectives)</li> <li>• Continued promotion of calculation fluency in weekly homework.</li> <li>• X- factor</li> <li>• Quick Maths mental starters</li> <li>• Mental maths tests</li> </ul>	Maths Team	Rewards	Update weekly for children to participate  Half-termly arithmetic tests  Monitoring of planning and books
<p><b>To develop understanding of spelling rules and applying these to new vocabulary:-</b></p> <ul style="list-style-type: none"> <li>• Yearly Spelling Bee</li> <li>• Rules to be taught weekly during English lessons</li> <li>• Daily spelling activity starters to taught at the beginning of English lessons</li> <li>• Half-termly spelling tests focused on spelling rules</li> <li>• Spellings to be sent home weekly focused on the spelling rule for the week.</li> </ul>	English Team	Rewards	GAPS test  Half-termly spelling tests of rules  Monitoring of planning and books
<p><b>Raise standards of teaching and learning ensuring progression of more able children from Year 1 to Year 6 through:-</b></p> <ul style="list-style-type: none"> <li>• Variation evident within lessons.</li> <li>• Identify children in year 6 who need further support to reach expected and exceeded expectations.</li> <li>• Each ELT member to identify their more able children within their topics and provide 1 project within the year that supports and challenges those pupils.</li> <li>• Track more able children through analysis of PIRA and PUMA assessments to ensure progress</li> </ul>	SLT ELT Senco (MB)	Resources for projects	Monitoring of planning and books focused on more able children  Project outcomes  Analysis of assessments half-termly

**DIMINISHING THE DIFFERENCES**

Details of action to be taken:	Lead responsibility	Resource implications	Monitoring arrangements, timeline and outcome.
<p>To continue to address underachievement and extend personalised learning through the development of specific interventions.</p> <p><u>Intervention Groups established</u></p> <ul style="list-style-type: none"> <li>• Wave 3 English and Maths</li> <li>• Phonics (EYFS and KS1)</li> <li>• Sensory groups</li> <li>• Self-esteem groups</li> <li>• Speech and Language</li> <li>• Working with outside agencies</li> </ul>	<p>SENCO English Team Maths Team Pastoral Support Team</p>		
<p>Update the provision map so children and their specific learning need is supported by updated assessment so teacher can meet the needs of specific children considering their potential barriers to learning (if any).</p> <ul style="list-style-type: none"> <li>• Provision map, showing areas of need/provision</li> <li>• Up to date assessment for the children in the core subjects.</li> </ul>	<p>SENCO Class Teachers</p>		<p>Half-termly assessments PPM</p>
<p>Ensure that leaders can track progress of specific groups through:-</p> <ul style="list-style-type: none"> <li>- termly assessment analysis in each year group</li> <li>- training with how to analyse data</li> <li>- assessment criteria to be in place in all subjects.</li> </ul>	<p>SLT ELT SENCO</p>		<p>Half-termly assessments ELT reports Intervention put in place Monitor focus children are showing progress</p>
<p>Pupil progress meetings discussing the overview of each year/class and tracking against the end of year expectations.</p>	<p>SLT SENCO</p>		<p>Half-termly meetings Interventions to be evaluated during meetings.</p>
<p>To improve the attainment of key groups of children through direct access to the learning mentor and School Counsellor across the school.</p>	<p>DHT Pastoral Support Team</p>	<p>Links with outside agencies</p>	<p>Referral forms Updated evaluations of sessions Safeguarding meetings</p>
<p>To improve the outcomes for children who are identified as vulnerable to safeguarding concerns and issues.</p>			<p>Outcome: weekly dialogue within SLT and termly Safeguarding meetings with support agencies to monitor progress and issues arising.</p>

**Tracking the outcomes of pupils**

Details of action to be taken:	Lead responsibility	Resource implications	Monitoring arrangements, timeline and outcome.
<p>To develop a school based system that effectively tracks and monitors the progress of pupils, year on year.</p> <ul style="list-style-type: none"> <li>• Assessment lead to ensure that all teachers have a firm knowledge of children’s current attainment and through professional dialogue in regular pupil progress meetings all groups of learners are discussed, including:</li> <li>• More able disadvantaged</li> <li>• EAL</li> <li>• Gender</li> <li>• FSM</li> <li>• White British</li> <li>• Lowest 20% of cohort</li> </ul>	<p>DHT SLT SENCo ELT</p>	<p>License for Pupil Tracker</p> <p>INSET/CPD</p>	<p>Half termly whole school monitoring</p> <p>ELT reports</p> <p>Pupil Progress Meetings</p> <p>IEP monitoring</p>
<p>To provide a clear framework that allows teachers judge progress and plan for next steps in learning.</p> <ul style="list-style-type: none"> <li>• To ensure that all staff have a clear vision and understanding of the new assessment procedures</li> <li>• To ensure that all staff have an understanding of standardised scores. Staff need to know that the national expectation is 100, that anything above this is exceeding expectations and 90-99 in below national expectation.</li> </ul>	<p>DHT SLT English and Maths Teams</p>	<p>INSET/CPD</p> <p>£3000</p>	<p>Pupil Progress Meetings</p> <p>Termly ELT reports</p> <p>Half termly whole school analysis report</p>
<p>To ensure accuracy of teacher assessments, through moderation of judgements</p> <ul style="list-style-type: none"> <li>• Assessment lead to ensure that all classes have met their end of year expectation of 95% or above in all subjects through:</li> <li>• To develop and deliver bespoke training on the new focus groups for Diminishing the Difference which includes: <ul style="list-style-type: none"> <li>○ Gender</li> <li>○ Lowest 20% attainers or cohort</li> <li>○ Gender</li> <li>○ White British</li> <li>○ EAL</li> <li>○ Pupil Premium</li> <li>○ High attaining disadvantaged pupils including Gifted and Talented pupils</li> </ul> </li> </ul>	<p>DHT SENCo SU</p> <p>Subject Leaders</p>	<p>INSET/CPD</p> <p>More Able Project £300</p>	<p>Moderation between schools</p> <p>Termly ELT reports</p> <p>Half termly whole school analysis report</p> <p>More Able Projects feedback</p>

### Tracking the outcomes of pupils

Details of action to be taken:	Lead responsibility	Resource implications	Monitoring arrangements, timeline and outcome.
To report termly to parents on the progress that pupils are making.	SLT	Cost of report cards for whole school	Termly Parent Evening Half termly report cards Mid-year report
To ensure that pupils eligible for the Pupil Premium Grant make good or better progress across the core subjects. 90% of Disadvantaged pupils are at ARE or beyond in every year group with 33% at greater depth.	DHT SLT ELT	Pupil Tracker license  INSET/CPD	Pupil Progress Meetings Termly ELT reports Half termly whole school analysis report
To communicate systems of tracking pupils will all stakeholders and ensure that Governors can understand new formats of FFT and how tracking of progress and attainment has changed. <ul style="list-style-type: none"> <li>• Pupil progress meetings</li> <li>• Careful monitoring of planning and books to ensure that pitch and progress is apparent</li> <li>• Monitoring and analysis of standardised scores</li> <li>• Monitoring and analysis of the tracker</li> </ul> <p>Lesson observations ensuring that the big five are followed at all times including pace, variation, progress, questioning, and mastery.</p>	HT SLT Subject Leaders Governors	INSET/CPD	Termly Governor Meetings with Head teacher  Governor Meetings with link co-ordinators  Termly lesson observations