



# **Tanners Wood Primary School 2018 - 2019**

## **School Improvement Plan**

### **Vision**

Our vision at Tanners Wood Primary School is to provide an environment where all pupils succeed in their learning and personal development. We strive for excellence, preparing our pupils to become independent and resilient learners who are confident and show respect for themselves and others. We work in partnership with families to nurture each child as they grow into responsible members of society.

### **Aims**

1. Have high expectations of pupil learning and achievement.
2. Deliver a curriculum that inspires an enthusiasm for learning.
3. Provide a safe, secure environment where children feel valued and are respected.
4. Provide a structured and stimulating environment where pupils can develop independence, confidence, self-discipline and desire for learning.
5. Develop high standards of discipline, social awareness and consideration for others. Encourage all children to take responsibility for their actions and choices.
6. Through maintaining links with the local community, including stake holders, encourage the full involvement of parents and pupils in the life of the school.

### **Post Ofsted Priorities**

#### **Improve the teaching of history and geography and pupils' achievement in these subjects by:**

– raising teachers' expectations of what pupils can achieve in these subjects – ensuring teachers' marking of pupils' work in these subjects is as effective in promoting more rapid progress as it is in literacy and mathematics.

#### **Improve the quality of teaching so that more is outstanding by ensuring that teachers always:**

- make work challenging for all abilities throughout lessons so that pupils are always tackling work appropriate to their learning needs.
- check frequently how well pupils are completing a learning activity and challenge them further when necessary.

## Key Priorities

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| <p><b>Outcomes</b></p>                                   | <p><b>1. To maintain standards in English and maths for the end of each Key Stage</b><br/> 1.1 To improve percentage of children achieving greater depth at Key Stage 2 in maths<br/> 1.2 To accelerate progress in writing in Key Stage 2</p>   |
| <p><b>Teaching, Learning and Assessment</b></p>          | <p><b>2. To provide a high level of challenge through high quality teaching, expectations and feedback</b><br/> 2.1 To maintain/embed teaching standards so that the quality of teaching remains good to outstanding<br/> 2.2 To further develop strategies of high quality feedback within and after lessons so that pupils make rapid progress<br/> 2.3 To ensure pupil premium children continue to achieve in-line with other children<br/> 2.4 To provide appropriately pitched high quality lessons for all subjects within a broad and balanced curriculum.</p> |
| <p><b>Personal Development, Behaviour and safety</b></p> | <p><b>3 To ensure all children are self-assured and confident learners through a growth mindset culture</b><br/> 3.1 To develop staff understanding of the positive impact of growth mindset strategies on all pupils, particularly vulnerable groups<br/> 3.2 To continue to improve the attendance of all learners to 96% or better with a focus on vulnerable groups<br/> 3.3 To promote inclusivity, tolerance and respect to ensure all pupils feel safe and accepted</p>   |
| <p><b>Leadership and Management</b></p>                  | <p><b>4 To ensure that leaders demonstrate a deep and accurate understanding of the school's effectiveness informed by impact measures</b><br/> 4.1 To further develop subject leaders so that leadership is consistently outstanding<br/> 4.2 To further develop governance of the school so that it provides outstanding support and challenge</p>   |
| <p><b>EYFS</b></p>                                       | <p><b>5 To narrow the gap between different groups</b><br/> 5.1 To continue to narrow the gender gap in EYFS<br/> 5.2 To narrow the PPG/Non PPG gap in EYFS</p>  |

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| <b>Target</b>   | <b>1. To maintain standards in English and maths for the end of each Key Stage</b>   |   |   |   |  |
| <b>Outcomes</b>   | <b>1.1 To improve percentage of children achieving greater depth at Key Stage 2 in maths<br/>1.2 To accelerate progress in writing in Key Stage 2</b>  |   |   |   |  |
|   | <b>ACTIONS</b>   | <b>SUCCESS CRITERIA</b>   | <b>MONITORING/<br/>TIMESCALES</b>   | <b>LEADERSHIP</b>   | <b>RESOURCES</b>   |
| <b>1.1 To improve percentage of children achieving greater depth at Key Stage 2 in maths</b><br><br><b>Govs responsible-Teaching and Learning Committee</b> | <ul style="list-style-type: none"> <li>Ensure children develop fluency skills in number through a daily focus in lessons</li> <li>Provide regular opportunities to practise times tables through home learning and weekly 50 and 100 club</li> <li>Further use of PA Plus Planning to incorporate maths mastery within daily lessons</li> <li>Frequent use of NCETM activities to develop mastery and greater depth</li> <li>Track children with high prior attainment to ensure they stay on track to achieve greater depth</li> <li>Disseminate outstanding practice to all staff</li> </ul> | <p>Fluency and maths mastery skills are a key feature of weekly lessons</p> <p>Times tables club scores are improved</p> <p>Identified children remain on track to achieve greater depth</p> <p>Percentage of children achieving greater depth at KS2 will be in-line with National (23%)</p> | <p>Termly observations of maths lessons</p> <p>Monitor times tables club scores half termly</p> <p>Termly planning and book scrutiny</p> <p>Termly data tracking</p> <p>Half termly PPM meetings</p> <p>CPD- staff meeting, NQTs meetings and leadership time log</p> | <p>Maths Leader</p> <p>Assessment Leader</p> <p>SLT</p>   | <p>Leadership time</p> <p>SLT meetings</p>                         |
| <b>1.2 To accelerate progress in writing in Key Stage 2</b><br><br><b>Govs responsible-Teaching and Learning Committee</b>                                  | <ul style="list-style-type: none"> <li>Opportunities for speaking and listening are planned prior to writing</li> <li>All adults will use and model quality vocabulary so that pupils are encouraged to acquire an expanded vocabulary</li> <li>Ensure high quality spelling is</li> </ul>   | <p>All staff model high quality speech</p> <p>Learning shows handwriting policy consistently in use</p> <p>Learning show</p>  | <p>Termly observations of teaching with focus on writing</p> <p>Half termly Learning Walks</p> <p>Termly planning and book scrutiny</p>   | <p>English Leader</p> <p>Assessment Leader</p> <p>SLT</p> | <p>Leadership time</p> <p>SLT Meetings</p> <p>Cost of R, W Inc</p> |

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| <p><b>Learning Committee</b></p>   | <p>taught though daily Read, Write Inc lessons</p> <ul style="list-style-type: none"> <li>• Handwriting is taught as per policy and applied across the curriculum</li> <li>• Target cards provide SMART next step targets for writing</li> <li>• Extended writing opportunities are consistently applied to other subjects linked to English units</li> </ul> | <p>specific targets are applied to writing</p> <p>Writing skills are evident in other curriculum subjects</p> <p>Increase the percentage of children showing positive progress plus on attainment/progress grids compared to summer 2018 data</p> | <p>Termly data tracking</p> <p>Half termly PPM meetings</p> <p>CPD- staff meeting, NQTs meetings and leadership time log</p> <p>Monthly monitoring of Read, Write Inc books and target cards</p> |  | <p>books</p> <p>Cost of CPD</p> |
| <p><b>EVALUATION</b><br/><b>(How will this be reported to the GB?)</b><br/>Teaching and Learning Committee report<br/>HT report to governors<br/>Subject Leader link governor report<br/>Governor Day meetings<br/>HIP/Standards visit report<br/>Termly data analysis</p> |   |   | <p><b>IMPACT and NEXT STEPS</b></p>  |  |                                 |

| Target  | 2. To provide a high level of challenge through high quality teaching, expectations and feedback  |  |   |  |   |
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| Outcomes  | 2.1 To maintain/embed teaching standards so that the quality of teaching remains good to outstanding<br>2.2 To develop strategies of high quality feedback within and after lessons so that pupils make rapid progress<br>2.3 To ensure pupil premium children continue to achieve in-line with other children<br>2.4 To provide high quality lessons for all subjects to ensure a broad and balanced curriculum  |  |   |  |   |
|   | ACTIONS   | SUCCESS CRITERIA   | MONITORING/<br>TIMESCALES   | LEADERSHIP   | RESOURCES   |
| 2.1 To maintain / embed teaching standards so that the quality of teaching remains good to outstanding<br><b>Govs responsible-Teaching and Learning Committee</b>                 | <ul style="list-style-type: none"> <li>Outstanding teachers disseminate effective practice linked to priorities identified through monitoring</li> <li>All staff, including TAs, to receive regular CPD focused on questioning, challenge, active and independent learning</li> <li>Staff to undertake professional development e.g. NPQML, NPQSL, SENCO award, NQTs</li> <li>Learning will be differentiated so all groups of learners are supported and challenged</li> </ul> | Teaching, learning and assessment measures are consistently good 100% and at least 25-30% outstanding<br><br>Professional qualifications successfully achieved             | Termly observations<br><br>Termly book scrutiny<br><br>Termly data tracking<br><br>CPD- staff meeting, NQTs meetings and leadership time log<br><br>Appraisal cycle<br><br>Half termly Learning Walks | HT<br><br>DHT<br><br>SLT<br><br>NQT mentors                        | NQT induction costs and mentor costs<br><br>CPD costs- courses and leadership time  |
| 2.2 To further develop strategies of high quality feedback within and after lessons so that pupils make rapid progress<br><b>Govs responsible-Teaching and Learning Committee</b> | <ul style="list-style-type: none"> <li>Teachers to ensure work is challenging for all pupils through providing tailored and specific feedback within lessons</li> <li>KWL grids to be used as a personalised planning tool</li> <li>Verbal feedback to be given in lessons to move learning on</li> <li>Review the feedback and marking policy to improve the quality of feedback</li> </ul>  | Teaching and learning is informed by what children already know, where to go next and is effective in challenging pupils<br><br>KWL grids show how learning is planned for | Termly observations<br><br>Termly book scrutiny<br><br>Termly data tracking<br><br>CPD- staff meeting, NQTs meetings and leadership time log<br><br>Half termly Learning Walks                        | HT<br><br>DHT<br><br>SLT<br><br>NQT mentors<br><br>Subject Leaders | NQT induction costs and mentor costs.<br><br>CPD costs- courses and leadership time |

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| <p><b>Learning Committee</b></p>  |  | <p>Consistent use of the Marking and presentation policy</p> <p>Increase the percentage of children showing positive progress plus on attainment/progress grids compared to summer 2018 data</p> | <p>Planning matched to KWL grids</p>  |  |  |
| <p>2.3 To ensure pupil premium children continue to achieve in-line with other children at the end of KS1 and 2</p> <p><b>Govs responsible- PPG gov's, Paul Fuller/Rupesh Sachdev</b></p> | <ul style="list-style-type: none"> <li>Teachers are fully aware of the needs of this specific group through CPD/staff meeting and personalise support in line with needs</li> <li>PPMs continue to focus on quality first teaching and interventions</li> <li>PPG children continue to be the focus of SPOT interventions to ensure they catch up quickly</li> </ul> | <p>PPG progress measures for the end of the year are in line with their peers</p>  | <p>Termly review of PPG plan</p> <p>Pupil progress meetings</p> <p>Intervention folders monitoring</p> <p>Termly data analysis</p> <p>Pupil interview notes</p> | <p>PPG leader</p> <p>HT</p> <p>DHT</p> | <p>See PPG plan for breakdown of costs</p> <p>TA hours for interventions</p> <p>CPD costs</p> <p>Staff meeting costs</p> <p>Targeted resources for interventions</p> |
| <p>2.4 To provide appropriately pitched high quality lessons for all subjects within</p>  | <ul style="list-style-type: none"> <li>Curriculum subjects are taught weekly according to the curriculum map</li> <li>Lessons in all subjects will mirror the high quality provision in</li> </ul>   | <p>All staff have consistently high expectations for all subjects</p>  | <p>Termly observations</p> <p>Half termly book scrutiny</p> <p>Termly data tracking</p>   | <p>HT</p> <p>DHT</p> <p>Subject</p>    | <p>Subject Leaders release time</p>  |

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| <p>a broad and balanced curriculum<br/><b>Govs responsible-Teaching and Learning Committee</b></p>  | <p>English and maths</p> <ul style="list-style-type: none"> <li>• Learning will be well matched to pupil abilities to provide engagement and challenge</li> </ul> | <p>Timetable and books show coverage of a broad and balanced curriculum</p> <p>Book scrutiny will show the same high level of expectations as English and maths</p> | <p>Half termly Learning Walks</p>   | <p>Leaders</p> |  |
| <p><b>EVALUATION</b><br/>(How will this be reported to the GB?)<br/>Teaching and Learning Committee report<br/>HT report to governors<br/>Subject Leader link governor report<br/>Governor Day meetings<br/>HIP/Standards visit report<br/>Termly data analysis</p> |   |   | <p><b>IMPACT and NEXT STEPS</b></p> |                |  |



| Target  | 3 To ensure all children are self-assured and confident learners through a growth mindset culture  |  |   |   |   |
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| Outcomes  | 3.1 To develop staff understanding of the positive impact of growth mindset strategies on all pupils including vulnerable groups<br>3.2 To promote inclusivity, tolerance and respect to ensure all pupils feel safe and accepted<br>3.3 To continue to improve the attendance of all learners to 96% or better with a focus on vulnerable groups<br>3.4 To promote inclusivity, tolerance and respect to ensure all pupils feel safe and accepted |  |   |   |   |
|   | ACTIONS  | SUCCESS CRITERIA   | MONITORING/<br>TIMESCALES   | LEADERSHIP  | RESOURCES   |
| 3.1 To develop staff understanding of the positive impact of growth mindset strategies on all pupils particularly vulnerable groups<br><b>Govs responsible- Leah Waters</b> | <ul style="list-style-type: none"> <li>CPD on growth mindset strategies for all staff</li> <li>Consistent application of Behaviour and STEPs policy</li> <li>Learning Bs will continually be promoted within daily school life</li> <li>Hold all staff to account through challenging conversations which establishes a 'no excuses/ barriers' culture</li> </ul>  | <p>All staff to have a secure knowledge of how growth mindset strategies impact on positive outcomes for all children</p> <p>All staff to have the same high expectations for all children</p> <p>Learning Bs language and approach are embedded in staff practice</p> <p>All staff meet appraisal target 3 linked to growth mindset</p> | <p>Appraisal cycle process</p> <p>Half termly Pupil progress meetings</p> <p>Half termly learning Walks</p> <p>Termly behaviour monitoring</p> <p>Observations</p> <p>Records of staff discussion notes</p> | <p>HT</p> <p>DHT</p> <p>SLT</p> <p>PPG leader</p> <p>SENDCO</p> | <p>CPD costs</p> <p>Leadership release time</p>           |
| 3.2 To continue to improve the attendance of all learners to 96% or better with a   | <ul style="list-style-type: none"> <li>All staff are aware of and follow the school attendance policy, raising concerns with parents and SLT</li> <li>Staff to receive training on</li> </ul>  | <p>Attendance will remain at least in line with the national figure 96%</p>  | <p>Weekly attendance monitoring</p> <p>Half termly attendance reports</p>   | <p>Family Support Worker</p> <p>HT</p>                          | <p>Cost of incentives weekly and half termly for 100%</p> |

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| <p>focus on vulnerable groups</p> <p><b>Govs responsible- PPG gov, Paul Fuller/Rupesh Sachdev</b></p>  | <p>having difficult conversations so that attendance issues can be discussed and challenged</p> <ul style="list-style-type: none"> <li>• Weekly SLT / FSW attendance meetings continue to focus on pupils causing concern</li> <li>• Attendance to be monitored weekly for pupils causing concern</li> <li>• Parent support worker / SLT swiftly follows up concerns</li> <li>• Half termly 100% incentive raffle to be introduced</li> <li>• Individualised action plans to support improved attendance</li> </ul> | <p>Number of lates will be reduced from 2017-18 figure</p> <p>Case studies show improvement in attendance rates</p> <p>All staff feel equipped to have difficult conversations to improve attendance of pupils</p>           | <p>Half termly data analysis</p> <p>Pupil and parent voice analysis</p> <p>Minutes of meetings</p>   | <p>DHT</p> <p>School Attendance Officer</p>                  | <p>Training costs for challenging conversation inset/staff meeting</p> |
| <p>3.3 To promote inclusivity, tolerance and respect to ensure all pupils feel safe and accepted</p> <p><b>Govs responsible- Safeguarding gov, Paul Fuller</b></p>                                       | <ul style="list-style-type: none"> <li>• Continued reference to school values, aims and mottos through daily conversations by all staff</li> <li>• Assembly foci will promote school values, aims and motto – SLT weekly. Class teachers to follow up during class assemblies</li> </ul>  | <p>Children continue to report they feel safe at school</p> <p>Children have a secure understanding of how to keep safe and apply this both in and outside of school</p> <p>Behaviour incidents are reduced from 2017-18</p> | <p>Pupil voice through learning walks</p> <p>Behaviour records/merit charts - rewards and sanctions</p> <p>Assembly rota</p> <p>CPOMS monitoring of L3 incidents</p> | <p>HT</p> <p>DHT</p> <p>SLT</p> <p>Family Support Worker</p> | <p>Family Support worker costs</p> <p>Assembly resources</p>           |
| <p><b>EVALUATION</b><br/><b>(How will this be reported to the GB?)</b><br/>Teaching and Learning Committee report<br/>HT report to governors<br/>HIP/Standards visit report<br/>Termly data analysis</p> |   |  | <p><b>IMPACT and NEXT STEPS</b></p>  |  |  |

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| Behaviour records summaries<br>Governor visit reports<br>Pupil Voice<br>Assembly rotas |  |
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| <b>Target</b>   | <b>4 To ensure that leaders demonstrate a deep and accurate understanding of the school's effectiveness informed by impact measures</b>  |  |  |  |   |
| <b>Outcomes</b>   | 4.1 To further develop subject leaders so that leadership is consistently outstanding<br>4.2 To further develop governance of the school so that it provides outstanding support and challenge   |  |  |  |   |
|   | <b>ACTIONS</b>   | <b>SUCCESS CRITERIA</b>  | <b>MONITORING/<br/>TIMESCALES</b>  | <b>LEADERSHIP</b>                                      | <b>RESOURCES</b>  |
| 4.1 To further develop subject leaders so that leadership is consistently outstanding<br><b>Govs responsible- All Subject Leader govs</b> | <ul style="list-style-type: none"> <li>Develop induction support for new subject leaders through coaching and mentoring</li> <li>Subject leaders will further develop their subject through recognised quality marks (Herts Wellbeing Mark, Green Flag, Herts EYFS Quality Mark, Sports ...)</li> <li>Subject leaders to meet with linked governors termly to improve their understanding of strengths and areas for development</li> <li>Subject leaders to complete a cycle of monitoring and evaluation leading to improved teaching and learning outcomes</li> <li>Subject leaders to lead moderation to improve progression and understanding within their subject</li> </ul> | <p>Subject Leaders work impacts on improving standards and pupil outcomes</p> <p>Quality marks achieved</p> <p>Governors and subject leaders have secure knowledge of achievement in their subject</p> | <p>Termly book scrutiny</p> <p>Monitoring of subject leader work</p> <p>Termly review and evaluations of action plans including those for quality marks.</p> | <p>Subject Leaders</p> <p>SLT</p> <p>HT</p> <p>DHT</p> | <p>Subject Leader release time</p> <p>Leadership time</p> |
| 4.2 To further develop governance of the school so that it provides outstanding support and   | <ul style="list-style-type: none"> <li>Ensure relevant update training is attended</li> <li>Governors to work closely with subject leader to have an impact on standards in their linked subject</li> <li>Governors to prepare termly</li> </ul>   | <p>GB constantly focus on achievement and not on procedural/day to day matters</p> <p>Clear strategic</p>  | <p>GB minutes</p> <p>GB linked reports</p> <p>Training records</p> <p>Termly summaries</p>   | <p>Co-chairs GB</p> <p>All GB</p>                      | <p>Training costs</p> <p>Subject leader time</p>          |

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| <p>challenge<br/><b>Govs responsible-<br/>All gobs</b></p>   | <p>summaries to parents</p> <ul style="list-style-type: none"> <li>• Termly visits to monitor and assess the effectiveness of the school's impact on pupil outcomes and provision</li> </ul> | <p>direction and challenge drive school improvement</p> <p>Linked governors drive improvement in their areas</p> |                                     |  |  |
| <p><b>EVALUATION</b><br/>(How will this be reported to the GB?)<br/>HT report to governors<br/>CPD records<br/>Governor Body minutes<br/>Subject Leader link governor report<br/>Governor Day meetings/reports<br/>Action plan review and impact statement</p> |  |  | <p><b>IMPACT and NEXT STEPS</b></p> |  |  |

| Target   | 5 To narrow the attainment gap between different groups  |   |  |                                  |   |
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| EYFS   | 5.1 To continue to narrow the gender gap in EYFS in the prime areas<br>5.2 To continue to diminish the gap between PPG and non PPG groups  |   |  |                                  |   |
|  | ACTIONS  | SUCCESS CRITERIA  | MONITORING/<br>TIMESCALES  | LEADERSHIP                       | RESOURCES                                       |
| 5.1 To continue to narrow the gender gap in EYFS in the prime areas<br><b>Govs responsible- Early Years gov- Amanda Huggett</b>      | <ul style="list-style-type: none"> <li>Plan a curriculum that engages boy's interests through active learning</li> <li>Pre- learning activities are taught prior to teacher led literacy and maths lessons</li> <li>Parents are invited to observe how EYFS staff support and challenge children</li> <li>Drop in sessions for parents to observe Busy Fingers activities</li> </ul>       | Reduce the gender gap from 2017-18 figures.<br>CL – 17%<br>PD - 17%<br>PSED - 14% | Termly workshop analysis questionnaire<br><br>Termly data analysis   | EYFS leader<br><br>HT<br><br>DHT | Leadership time costs<br><br>Cost of resources  |
| 5.2 To continue to diminish the gap between PPG and non PPG groups<br><b>Govs responsible- PPG gov's, Paul Fuller/Rupesh Sachdev</b> | <ul style="list-style-type: none"> <li>Plan targeted interventions for specific pupils</li> <li>Provide workshops for parents to support them to help their children</li> <li>Pre- learning activities are taught prior to teacher led literacy and maths lessons</li> <li>Children to be heard reading four times a week</li> <li>Drop in sessions for Busy Fingers activities</li> </ul> | Reduce the PPG/non PPG gap (15%) from 2017-18 figures                             | Impact of interventions<br><br>Termly data analysis<br><br>Termly workshop analysis questionnaire<br><br>Phonic assessment records | EYFS leader<br><br>HT<br><br>DHT | Leadership time costs<br><br>Intervention costs |

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| <b>EVALUATION</b><br><b>(How will this be reported to the GB?)</b><br><b>HT report to governors</b><br><b>EYFS Leader link governor report</b><br><b>Action plan review and impact statement</b> | <b>IMPACT and NEXT STEPS</b> |
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