



**WNAT Priority Improvement Plan Spring Term 2019**  
**Quality of Teaching, Learning and Assessment / Snettisham, Heacham Junior and Infant School**

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Link to triennial strategic plan/ annual development plan/ trust priorities	Link to Ofsted priorities
<p>Priority One Teaching and Learning – 1.1,1.2,1.3 (Autumn Term Focus- continue to embed through weekly SLT drop in/learning walk/ support plans) <b>LEAD GOV- ROBERT DALE – ENGAGEMENT&lt; CHALLENGE&lt; FEEDBACK</b></p> <p><b>1.1 Ensure all staff understand their accountability to deliver high standards and expectations for teaching, learning and pupil outcomes that are above national averages so that we can raise standards across schools</b></p> <p><b>1.2 Teachers have increased knowledge and ability to plan and deliver consistently good lessons to engage and challenge learners</b></p> <p><b>1.3 All Staff to have focused CPD on proven and innovative methods to increase engagement, challenge and feedback and begin to implement</b></p> <p><b>1.4 Use short burst projects in Read/Write /Maths to raise standards for most able -Staff be highly informed about standards expected to meet Age Related Expectations</b></p> <p>Priority Two – 2.1,2.2, Pupil Outcomes <b>LEAD GOVERNOR ROBERT DALE/ ANDY GEE</b></p> <p>2.1 Raise performance of pupils across the curriculum by driving the pace on very high expectations particularly for the most able so that outcomes in GDS increase at each Key Stage</p> <p>2.2 Set a fast pace of plan, do ,assess , review classroom learning to achieve targets through increasing teacher knowledge and accurate assessment of every child</p> <p>2.3 Track progress of all pupils (<i>half termly</i>) using the school tracker. Identify underperforming children and implement focussed teaching provision and intervention groups, led by qualified teachers and skilled Tas.</p> <p>Priority three – Leadership and Management 3.3 <b>LEAD GOVERNOR RACHEL RICHARDSON/ CHARLOTTE-SUE LUNUN</b></p> <p>3.3 Enhance the role of subject leaders to ensure children are enjoying and receiving a broad, progressive and exciting curriculum</p> <p>Priority four Quality of Curriculum 4.1,4.2 <b>LEAD GOVERNOR VICKY PROCTOR/KATE WATSON ( READING)/ LAURA GOODWIN</b></p> <p>4.1 To monitor the quality of our curriculum for coverage and skills progression.</p> <p>4.2 Ensure that the foundation assessment tracking system is implemented and subject leaders use to monitor impact.</p> <p><b>Priority Five – EYFS Outcomes LEAD GOVERNOR / RACHEL RICHARDSON – ANDY GEE</b></p> <p>5.1 Successfully lead the SSIF project to enhance communication particularly for those disadvantaged more</p>	<p><i>Give the schools ofsted priorities here.</i></p> <p>To increase the amount of outstanding teacher so pupils make more rapid progress ( HJS)            Teachers do not always tell pupils how to improve their work ( HJS)            Not enough teaching is sufficiently challenging ( HJS)</p> <p>Improve teaching so that the most able pupils are challenged consistently in all classes and subjects ( SPS)            Improve the proportion of pupils making accelerated progress ( SPS)</p> <p>Effective practice in meeting the needs of most-able pupils is identified within the school and its partner school and is shared more widely ( SPS)</p> <p>“Not enough teaching is sufficiently challenging to extend the thinking of the most-able pupils” ( HJS/SPS)</p> <p>“Teachers do not always tell pupils how to improve their work”</p> <p>Children’s progress is accelerated in the Nursery and Reception Years by making sure that the provision, teaching and assessment are of consistently high quality ( HIS)</p> <p>“pupils’ speaking, listening and concentration are well developed, particularly the boys’, so that spoken and written language skills are consistently good or better “ HIS</p>



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able boys.	
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**Success Criteria/Outcomes/Impact Milestones (these should be quantitative wherever possible)**

- Learning walks show that ALL classrooms have visible learning , current theme , good WAGOLL, are related targets being completed in books, well presented books with feedback to support progress
- Higher levels of engagement and involvement to be seen with more active learning, children are attentive and positive about learning ( v. low +ve attitudes to Reading from all groups of learners, pupils out of class and low level disruption common – July 18)
- Subject leaders can talk sharply about provision and standards in their subjects – including foundation subjects and coverage of national curriculum
- Increased % of teaching that is consistently good across schools since Autumn 18 ( Baseline start of Term 67% HJS, 75% HIS, 75% SPS)
- Staff to use socratic/open ended questioning and feedback to move children on during lessons ( plan as a feature for all learning sequences )
- Use of Characteristics Of Effective Learning are referred to in lessons which are evident in planning , house assemblies and annotated in work -staff can start to give anecdotal evidence of progress for individual learners
- Assessments show that increased % of pupils are ontrack since EOY assessments through using ARE target sheets in books for RWM (Target 85% pupils - no EHCP included with expected and better progress for 90% pupils)
- More able disadvantaged pupils experience same provision as non- disadvantaged children and are making good progress with 20% attaining GD

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Aim	Specific Actions			Resources and Costs	Monitoring			Review and evaluation Evidence of impact on pupil progress inc current KPIs Future actions (RAG comments and future actions)
	Action (RAG actions as they are completed to show the status)	Lead	Date		Evaluation method (include KPIs here)	By	Date	
2.1 Set a fast pace of plan, do ,assess , review classroom learning to achieve targets through increasing teacher knowledge and accurate assessment of every child	Carry out pupil progress meeting to ensure teachers are on track with moving children onto challenging targets.	LJ	Wc 7 <sup>th</sup> Jan	Release staff – Ta cover  Pupil progress format - complete after meeting	<ul style="list-style-type: none"> <li>• All pupil progress documents completed across year groups</li> <li>• Pupils identified for targeted provision</li> <li>• Teachers have increasing knowledge and ownership of data</li> </ul>	LJ/EH/CT Paper work completed at staff meeting	LJ/EH/CT 14 <sup>th</sup> Jan	
2.2 Track progress of all pupils (half termly) using the school tracker. Identify underperforming children and implement focussed teaching provision and intervention groups, led by qualified teachers and skilled Tas.	Y6 tracker to be complete and analysed and current data on pupil asset  Focus on progress of PAG and the children targeted for further focussed teaching  Fortnightly meetings with Y6 to discuss progress- are there barriers? What can we do?	LJ (HJS) CT (HIS) and EH (SPS)	End Dec  Wednesdays Jan-9 <sup>th</sup> , 23 <sup>rd</sup> , 30 <sup>th</sup> Feb 6 <sup>th</sup> ,	Y6 tracker  Pupil Asset  Y6 time after school	<ul style="list-style-type: none"> <li>• Improvement shown in next test point (Jan/ Feb 19)</li> <li>• Increased Pixl scores , outcomes for disadvantaged aligned with comparable prior attainment peers</li> </ul>	All tchs  LJ/EH  LJ	Jan 19 (post Dec)  Feb 19	





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					consistency and effectiveness Work collections have improved/pupils are positive about foundation subjects			
4.1 To monitor the quality of our curriculum for coverage and skills progression	Core subject leaders to assess coverage in English and Maths – is there enough time and breadth given across classes  Use work collection checks against exemplification materials to judge quality of offer  Research a new curriculum map that plots solid progression and opportunity - knowledge rich but creative opportunities to enhance what we do – power of reading/ talk for writing cornerstones/inspire/ art/ science / local area/ COEL/forest schools all plotted into curriculum	Maths English SLT       LJ SLT	Feb/March  Fortnightly checks  Spring Term	Purchase of cornerstones For KS2  1,000 per school  Author visit £500  Art Environment Exhibition  Science STEM with High school	Increased evidence of poetry, inference, quality texts in English and in Maths increased use of reasoning, fractions, proportions and ratios ( QLA gaps)  Better displays refreshed termly reflect breadth and quality  Termly trips are purposeful and learning experiences that develop our curriculum offer  Anecdotes from pupil discussion that demonstrate increased enjoyment and knowledge	EJ EH CE JM CT  LJ VP gov AG gov	Jan 19  Feb 19  March 19  April 19	
4.2 Ensure that the foundation assessment tracking system is implemented and subject leaders use to monitor impact.	Set up pupil asset to take all subjects for KS1 and KS2 -Include a column on COEL  Tchs to make a best fit assessment each term for all subjects ( core half termly)  Subject leaders to analyse data and complete report to include groups	EH Tch DH	Jan 19  March 19	Overtime for DH to input historical outcomes for EOY 17/18 £100  Pupil asset payment to tidy up £500	All end Aut/ Spr data is entered across all subjects Including COEL  Subject leaders can talk about standards and make relevant analysis about children's learning	LJ All tchs  All SL	Jan 19  March 19	
5.1 Successfully lead the SSIF project to enhance communication outcomes particularly for those disadvantaged more able boys.	Implement SSIF action plan Apply intervention from NELI for 11 schools Deliver network/conference CPD to 11 schools Enhance CLL provision – PP attain exceeding in all CLL Measure outcomes for cohorts Termly DFE report	LJ CT RS	4 terms starting Jan 2019	Grant received for £289,000 Claim income from trust for SLE work And project lead	Termly action planner completed and remains green RAG  Feedback and evaluation remains positive  Positive outcomes in pupil attainment ( more exceeding in CLL , particularly disadvantaged )	LJ  CT RS  RR - gov		

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**Appendix 1 In school meetings and training SPRING TERM**

Date	Staff Meetings	Date	Assembly/ Class Focus for school improvement Reading 8 week Plan
INSET Wed Jan 2nd	KS2 Destination Reader – training at HJS led by Ellie AM KS1 and EYFS moderation against exemplification materials led by Catherine and Louise AM  PM – Review of QLA and Venn Diagrams – what are main areas of provision needed for year groups? Introduce progress documents for progress meetings wc 7 <sup>th</sup> Jan	Wc 7/1	Ellie/Clare/Cath launch reading short burst with children – staff attend. Letter home to families to introduce and invite to reading workshop  Learning celebration assemblies to be about reading until February lots of book talk
Tues 8 <sup>th</sup> Jan Staff meeting <b>5</b>	Ofsted briefing with Nick Butt at Smithdon 3:30pm – all teachers to attend  Staff sign up to reading a good childrens book this week – a review needs to be completed by 30 <sup>th</sup> Jan . Sign Up sheets displayed in hall please so ch can see Subject Leadership Time- data gathering from pupil asset, update action plan and show impact with data samples	wc14/1	Whole school reading displays start in hall – linked to topic and key text – needs to be WOW!  <b>Complete by 30<sup>th</sup> Jan please</b>
WC 14 <sup>th</sup> Staff meeting	<b>Plan and Complete activity before next week – eg pupil discussion that reports impact, learning walk to check coverage, work collection check</b>	Wc 21/1	SLT observe reading sessions through week in each school – is the quantity of evidence in reading skills books? Are the targets being completed? Is reading material of sufficient quality?  <b>Are teachers listening to children read? How often are ch reading?</b>
WC 21 <sup>st</sup> Staff meeting	Subject leadership discussions across schools in pairs – these may be recorded if you are willing ! Present impact of role so far and results of task from last week <b>Book observation sessions for each foundation subject leader over next two weeks</b>	Wc 30/1	Parents in schools? Reading with children? Exteme reading event?
WC 28 <sup>th</sup> – half term 3 weeks In School CPD Reading plan short burst Staff meetings across	Update on Reading plan so far- feedback from Jan launch and observations. Are children making progress in reading since start of term? What are barriers? Next steps?  Look at exemplification materials YR, Y2,Y6– what evidence do we have ? start to moderate for 3 ch in each class  What intervention will work – link with SLE from Lionwood Junior	WC 28  Wc 4  Wc 11	Listen to ch read!  Reading rangers begin again  Author visit  Dads invited into read stories?

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			Bedtime/Ghost stories at night? Invite into schools in PJs to listen to a good story over two nights
28/2	3:45 – 5:00	Phase meetings at Gaywood - take 3 expected childrens books and 1 GD must include a PP	
4 <sup>th</sup> March	Work collection checks – PP and Non PP – bring 3 collections from each group		28/2
11 <sup>th</sup> March	Analyse effectiveness of learning on key marginal children Mark outcomes on PP form / Venn Diagrams Review QLA for next term therapies		4/3
18 <sup>th</sup> March	<b>Bring completed QLA</b> for next term therapies		11/3
25 <sup>th</sup> March	Complete and share final subject leaders report Bring report to staff meeting – find format in teachers doc- subject leader reports to be used		18/3

## 6 Appendix 2 Subject leader form

PUPIL Discussion      Subject Assessment Tool    JAN 2019

Name.....SUBJECT .....

Do you enjoy learning about this subject? How much?	
What is the reason for that?	

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Describe what you know from learning about this subject?	
On a scale of 0-10 how much do you know about this subject?	
7 How can we improve the learning in this subject for you?	