

Oxley Primary School Improvement Plan Priorities 2018-19

Agreed by the Strategy, Performance and Standards Committee.

1. Teaching, Learning and Assessment (Rachel Roberts Lead; Jason Gilman Monitor; Jane Dudley Link Governor)

To improve the quality of teaching and learning so that progress is good throughout the school.

1a) To ensure there is greater consistency of high quality teaching and learning strategies deployed across the school.

Success criteria:

- Teaching ensures that pupils of all abilities are appropriately challenged.
- Evidence from planning, lesson observation and pupils' work will show consistency of implementation of agreed expectations of Teaching and Learning Policy (refer to Appendix 3).
- The rigorous Pupil Progress meetings will have provided appropriate challenge and support; agreed actions have been implemented effectively by staff.

1b) To ensure that assessment for learning strategies are executed appropriately for pupils of all abilities, particularly the most able.

Success criteria:

- Evidence of struggle in children's books, from pupils of all abilities.
- Lesson observations will show skilful use of questioning to promote deep thinking.
- Explanations and instructions given by adults deepen pupils' learning and move it on.

1c) To improve adults' understanding of the writing process.

Success criteria:

- Evidence from planning, lesson observations and pupils' work will show consistent use of the writing process.
- Children confidently use writing strategies to produce independent pieces of work of high quality.
- Children are given opportunities to respond to feedback in order to make improvements to their work.

1d) To embed strategies to develop pupils' fluency and reasoning skills in Mathematics are effectively deployed throughout the school.

- Evidence from planning, lesson observation and pupils' work will show consistency of implementation of agreed expectations in the Teaching and Learning Policy (refer to Appendix 3).
- Evidence of struggle in pupils' work, from pupils of all abilities.
- Lesson observations show that small steps in learning are effective in moving on pupils' learning.

2. Leadership and Management (Jason Gilman Lead; Rachel Roberts Monitor; Victoria Loffhouse Link Governor)

To develop leadership at all levels so that pupils make expected or better progress.

2a) To implement and embed a range of leadership strategies which support teachers to improve their practice and outcomes for pupils.

Success criteria:

- The DHT will have successfully coached all teachers individually to implement identified areas of developmental need.

- The DHT will have conducted lesson observations which result in teachers acting on feedback in order to improve the quality of teaching and learning.
- The DHT will have triangulated observations and coaching with evidence from pupils' work and progress data to evaluate improvements to overall performance.

2b) To develop further the effectiveness of subject leaders.

Success criteria:

- Teachers will have participated in subject leadership training.
- Teachers will have identified priorities and completed action plans related to their subject areas.
- Actions have been carried out as specified in action plans.
- Subject leaders can articulate the strengths and areas for development in their subject areas to governors.

2c) To strengthen further the Governing Body's ability to monitor and evaluate the school's performance.

Success criteria:

- Governors have a shared and accurate understanding of the school's performance, which they can clearly articulate to external parties (Parents, School Improvement Advisors, etc).
- Governors have contributed to, and evaluated, the School Improvement Plan (SIP) and whole-school self evaluation (SEF).
- Governors will have audited and evaluated their own effectiveness.

3. Community Development (Jason Gilman Lead; Rachel Roberts Monitor; Victoria Loffhouse Link Governor)

3a) To raise the profile of Oxley Primary School within the community

- A professional school prospectus will have been produced and distributed to stakeholders and the wider community.
- A new website will be launched which provides an engaging and interactive public face, and which increases the number of visits.
- Events held in school and classrooms will have provided more frequent opportunities for parental engagement.
- School leaders have explored the viability of a specific Community Development responsibility post within the school.

3b) To ensure number of pupils starting school in 2019-2020 has risen from our 2018-19 figures.

Success Criteria

- Increased number of applications for Reception intake.
- There is an improved level of engagement within Open Days.
- Representatives from the majority of local pre-schools have attended the liaison meetings.

3c) To create a new school library and community-based family learning centre.

Success criteria

- To have secured financial support from a range of companies and charities which enables the installation of the library and learning centre.
- A new school library and community-based learning centre has been created.
- The new facility is used regularly by pupils, parents and the local community.

4. Outcomes for Pupils (Jason Gilman Lead; Rachel Roberts Monitor; Scott Heath Link Governor)

To ensure that the proportion of pupils meeting and exceeding the expected standards in Reading, Writing and Maths in each year group (YR - Y6) are above (and at least in line with) National figures* in 2018.

4a) Numerical Targets

Figures in red = 2018 national results

Year Group	Reading		Writing		Maths	
Reception (24)	Exp+ 75% (18 pupils) Exceed 16% (4 pupils)		Exp+ 70% (17 pupils) Exceed 12.5% (3 pupils)		Exp+ 80% (19 pupils) Exceed 25% (6 pupils)	
	Achieving a Good Level of Development (GLD): 70% (17 pupils) GLD: 71.5%					
Y1 Phonics	2018: 83.3% 2018: 82.5%	85% (33 pupils)				
Y2 (43) end of KS1 Blue = EYFS 2017 Green = KS1 Oxley 2018	Exp 74% (32 pupils) Exceed 21% (9 pupils)	EXS+ 80% (34 pupils) GDS 28% (12 pupils)	Exp 65% (28 pupils) Exceed 4.7% (2 pupils)	EXS+ 72% (31 pupils) GDS 16% (7 pupils)	Exp 88% (38 pupils) Exceed 30% (13 pupils)	EXS+ 85% (36 pupils) GDS 30% (13 pupils)
	EXS 75.4% GDS 25.6%		EXS 69.9% GDS 15.9%		EXS 76.1% GDS 21.8%	
	Combined RWM: 65.3% Combined RWM: 64.9% (23 pupils)		Combined RWM GDS: 11.7% Combined RWM GDS: 10.8% (4 pupils)		Combined RWM: 70% (30 pupils) Combined RWM GDS: 15% (6 pupils)	
Y6 (40) End of KS2 Blue = KS1* outcomes <i>*these are the 2015 figures, not including any pupils who have left or joined this cohort.</i>	2B+ 88.4% (35 pupils) L3 37.2% (15 pupils)	EXS+ 80% (32 pupils) GDS 30% (12 pupils)	2B+ 76.7% (30 pupils) L3 18.6% (7 pupils)	EXS+ 78% (31 pupils) GDS 20% (8 pupils)	2B+ 88.4% (35 pupils) L3 30.2% (12 pupils)	EXS+ 80% (32 pupils) GDS 30% (12 pupils)
	EXS 75.3% GDS 28.1%		EXS 78.3% GDS 19.8%		EXS 75.6% GDS 23.6%	
	Combined RWM: 64.3% Combined RWM at EXS+: 75% (30 pupils)			Combined RWM GDS: 9.8% Combined RWM at GDS: 10% (4 pupils)		