

Meadow View Primary School



Developing Excellence Plan

2017-2018



"Enjoy Achieve Succeed"

RSIP (Rotherham School Improvement Partnership):

At Meadow View Primary School, the staff, governors and community wholeheartedly agree with and support 'The Rotherham School Improvement Partnership' mission;

- All students making at least good progress
- No underperforming cohorts
- All teachers delivering at least good learning
- All schools moving to at least the next level of successful performance

OFSTED July 2015:

What does the school need to do to improve further?

- **Further increase the progress pupils make and raise the standards they reach by:**
 - developing pupils' critical thinking and deeper reasoning skills, particularly those of the most able pupils
 - ensuring pupils' handwriting is consistently developed and applied across the subjects of the curriculum

The following Developing Excellence Plan aims to ensure that together we are achieving the mission for all Rotherham children together with the key areas for improvement identified by OFSTED July 2015.



Motto:

Enjoy Achieve Succeed

Mission:

Meadow View Primary School is a healthy, enjoyable and caring school where teachers aim high to provide quality teaching and learning for all pupils. Together, we are working hard to improve our school, one step at a time, ensuring children are more independent in their learning and have many opportunities to learn through first hand experience in an immersive, creative and rich environment. Parents are seen as partners in our learning and we are learning more about our local and wider community to gain a greater knowledge and understanding of how we fit into the world that we live.

Vision:

Our aim is to create a learning community that is safe, inclusive and enriching for all. A place that is child centred and intends to provide its pupils with a wealth of different and enjoyable experiences. Children will develop a pride in their work and achieve their full potential. Every child will have their talents and successes recognised and celebrated.

Meadow View Primary School takes an inclusive approach to developing children's attitudes and attributes, which are at the heart of what we do. We believe that by working together with parents and carers, we can nurture children to be;

•happy •independent •self-motivated •confident •flexible •respectful •positive

We will build on these to develop the skills they need for life, such as creativity, communication, teamwork, problem solving and using ICT confidently in order to be able to;

Enjoy Achieve Succeed

using these skills we aim to understand our local, national and global community more and contribute to its development to ensure we are making a difference for the better and prepared for a positive and successful future.

EMERGING ISSUES from DEP 2016/17

Effectiveness of Leadership in, and Management of, the school:

- Set agendas for SLT Meetings linked to annual calendar and Ofsted framework.
- To ensure that all actions are directly linked to outcomes.
- Develop Mindfulness for all staff.

Quality of teaching, learning and achievement

- To revisit TIPs more frequently.
- To develop buddies for teachers to further develop coaching model.
- Reading - Development of Focus Novel Study.
- Writing & GPS - Development of spelling scheme.
- Maths - to develop CPA in maths.
- AFL: Feedback - evaluate use of target table and impact of verbal feedback
- AFL: Questioning - embed Blooms Taxonomy higher order thinking questioning with support staff
- Assessment: Track and analyse Rising Star Assessments consistently

Personal development, behaviour and safety

- Review, tweak and develop attendance strategies to maintain upward trend.
- Regular assemblies and parents meetings creating more aspirational families reinforcing strong learning behaviours/careers etc.
- Focus on wellbeing for children following on from Workplace Wellbeing Charter.
- CPD for all staff: Attachment and Nuture.
- Continue use of PIVATs to identify PSD to develop in target children and introduce Boxall profiling and SDQs for children with specific needs identified through PIVATs.
- E Safety to continue to have high profile in school.
- Anti-bullying cadets to lead assemblies, have notice board and raise profile of anti-bullying further.

Outcomes

- Reading: Accelerating attainment and progress with reading in KS2.
- Writing: Embed handwriting and FMS interventions.
- GPS: Formalise whole school spelling approach.
- Maths: To develop CPA approach through Focus mastery.

Early year's provision

- Develop Forest Schools are further
- Outdoor learning: To explore more role play opportunities
- Develop mastery approach to EYFS

Priority 1: Effectiveness of Leadership and Management

Success Criteria: We will know we are successful when: <ul style="list-style-type: none"> we have clear and focused SLT Meetings agendas linked to annual calendar and Ofsted framework. all actions are directly linked to outcomes. we have developed Mindfulness for all staff. 							
	Objectives	Actions	Lead Person	Time	Resources	Monitoring	Milestones
1	Quality of Leadership in, and Management of, the school:						
1.1	To further develop the use of evidence trails to impact on School Improvement and outcomes	-set clear evidence trails following data scrutiny -revise plans following PPMs -act on outcomes of trails	KS	Ongoing	n/a	KS	Updates at SLT meetings and half term whole SLT/MLT meetings.
1.2	To ensure that all actions are directly linked to outcomes.	-All leadership actions to be directly linked to outcomes of children	SLT	Ongoing with specific focus end of terms	n/a	KS	Action plan actions to be checked by KS
1.3	Develop Mindfulness for all staff.	-develop link with Sheffield Mindfulness association -work in partnership to develop staff training programme	KS	Autumn Term	£2000	KS	T1: to have plan in place T2: start training T3: Staff evaluations
1.4	To develop all staff as leaders in their area	-focused leadership document -Staff to be accountable in Pupil progress Meetings - Staff to analyse data more rigorously	KS	Autumn Term	n/a	KS	T1: Evaluate after first PP meeting and reflect.
1.5	To ensure that Governors fully understand the Quality of Leadership and Management of the school and challenge this rigorously	-to further develop a Quality of Leadership and Management of the school priority 1 sub group from the School Improvement committee -governor training enable greater challenge	BV	Ongoing	n/a	Full Governors	Monthly meetings between CoG and HT. Full Governors meetings

Priority 2: Quality of Teaching, Learning and Assessment

Success Criteria: We will know we are successful when:

- actions impact on outcomes at the end of EYFS, KS1 and KS2

	Objectives	Actions	Lead Person	Time	Resources	Monitoring	Milestones
2	Quality of Teaching:						
2.1	Development of FACE TIPS for all staff.	-All teaching staff to have a Teaching Improvement Plan linked to FACE - Develop buddies for all staff to share and develop TIPS -Evaluate TIPS more regularly to ensure greater impact	JL	By October half term and reviewed half termly	JL Management time	KS	October half term and half termly reviews with termly profile update
2.2	To increase Reading outcomes at KS2	-Continue to embed Reciprocal Reading -Development of texts of lengths -teach more scan reading skills -focus novel study each half term. -Administer Rising Star Test half termly and analyse consistently -Promote reading across school -Develop Reading Club at UKS2 -Introduce reading characters to support children to answer reading questions -whole school 'push' on getting to age group colour book band in reading	HL – managed by HW	Within PPA	Literacy management time to monitor	Within literacy management time	T1: staff meeting and termly update T2: evaluate and update T3: evaluate and update
2.3	Writing & GPS – to develop whole school spelling approach	-complete termly Rising start GPS tests and track data and look for gaps in knowledge -development of whole school spelling approach -develop use of SPAG specific success criteria in literacy sessions and weekly plans -Review the impact of Big Write across school -relaunch talk for writing principles -implement moderation materials within year groups consistently	HW	Ongoing throughout year with support to staff at assessment times	Literacy management time to monitor	Monitor data with assessment leader	T1: Assessment staff meeting and KS check formative. Tests half termly. T2: KS to check test analysis. What are our gaps? T3: Review, check data and set focus for next year.
2.4	Writing – Handwriting – to further develop handwriting and to research handwriting for	-continue to have high expectations of writing (SLT and MLT to monitor frequently)	HW	ongoing	Literacy management time to monitor	Fortnightly monitor of books on a rota and feedback to staff	T1: high expectations from day 1 so SLT to monitor from Wk1. End of term report to

Success Criteria: We will know we are successful when:

- actions impact on outcomes at the end of EYFS, KS1 and KS2

	Objectives	Actions	Lead Person	Time	Resources	Monitoring	Milestones
	children with FMS	-to further develop bespoke interventions for children with FMS concerns in relation to handwriting - ensure all staff are consistently using cursive handwriting to model high expectations					Governors. T2: regular checks and report.
2.5	Maths – to further develop Mastery Maths	-use CPA (concrete, pictorial and abstract) approach within mastery maths - staff to use higher order questioning linked to Blooms Taxonomy - Administer Rising Star Test half termly and analyse consistently - ensure consistent approach to mental maths -development of year group expectations for mental maths skills -to further develop reasoning to explain why an answer is right and not just how to solve a maths problem	DH	Training		Fortnightly monitor of books and planning on a rota and feedback to staff	T1: Inset and implement mastery maths. Half termly test to analyse T2: monitor and tweak and report.
2.6	Feedback – evaluate marking policy and tweak for improvements	-review and update marking policy -all staff to be consistent with marking policy and practice -further development of peer and self-assessment -develop practice to ensure that worked marking and work used for evidence is not compromised	JL	Autumn Term	n/a	JL to review in planned management time	T1: Review policy and MLT to monitor and report at SLT mtg. T2: continue to monitor and report to SLT. T3: Within position statement.
2.7	Questioning – embed Blooms Taxonomy higher order thinking questioning	-continue to use questioning of higher order level -continue to use Bloom’s Taxonomy to support planning of reading -ensure TAs are using range of questioning when supporting children	KS	Review in Autumn & Spring	n/a	JL to monitor in lesson observations and planning	T1: within planning T2: Staff meeting and SLT to monitor in evidence trail. T3: Report to Governors
2.8	Track and analyse Rising Star Assessments	-Use Rising Star tests for Reading, Maths and GPS. -Analyse test scores.	KS	At the end of each term	Already purchased	Administer and evaluate at the end of each half term	T1,2&3: Track scores and test analysis: SLT to gather gaps and analyse.

Success Criteria: We will know we are successful when:							
<ul style="list-style-type: none"> actions impact on outcomes at the end of EYFS, KS1 and KS2 							
	Objectives	Actions	Lead Person	Time	Resources	Monitoring	Milestones
		-be consistent in school approach (see 2.2, 2.3 & 2.5)					
2.9	To work in partnership with parents to ensure Basic Skills enhance further.	-maths parent workshop -GPS parent workshop -reading parent workshop	DH HW HW/LW	Aut & Spr Aut & Spr Aut & Spr	Time to plan	KS	T1: Workshop 1&2 T2: Workshop 3
2.11	To ensure that Governors fully understand the Quality of Teaching and challenge this	-to continue and further develop a Quality of Teaching priority 2 sub group from the School Improvement committee -provide governors with more indepth training on the quality of teaching	BV	Ongoing	n/a	Full Governors	Half termly meetings between Govs (JW & JN) and JL. Govs to report to Full Governors meetings

Priority 3: Personal Development, Behaviour and Safety

Success Criteria: We will know we are successful when:							
<ul style="list-style-type: none"> Low level behaviour improves across all areas of school. Children are safe and feel safe and apply their knowledge in relation to E-Safety, anti-bullying and restorative practice. 							
	Objectives	Actions	Lead Person	Time	Resources	Monitoring	Milestones
3	Behaviour and safety of pupils:						
3.1	Develop opportunities for raising aspiration for children and families.	-Be the best you can be fortnight in September -focus on aspirational assemblies -displays around school raising aspiration	TK	Autumn	Community Café budget.	Pupil and parent voice collected at student council, parent council and community café.	T1: Evidence trail of the 1 st 2 weeks of term. T2: Assemblies focusing on aspirational opportunities/jobs and successful people. T3: Community Café to focus on family aspirations.
3.2	Focus on wellbeing for children following on from Workplace Wellbeing Charter.	-Inclusion team to work with wellbeing strands to support children	TK	Throughout the year. Reviewed in the Summer term.	Staff meetings for curriculum teams	Health and well-being Curriculum team meetings.	T1: Create an action plan and agree actions to be taken by staff. T2: Review action plan T3: Evaluate the action plan and consult parent and student council.
3.3	To develop Values Based	-develop whole school values through	KS	Autumn	Assembly time		

Success Criteria: We will know we are successful when:

- Low level behaviour improves across all areas of school.
- Children are safe and feel safe and apply their knowledge in relation to E-Safety , anti-bullying and restorative practice.

	Objectives	Actions	Lead Person	Time	Resources	Monitoring	Milestones
	Education across school to enhance values and behaviour across school.	assembly/ -whole school display		Term launch			
3.4	To develop Restorative Practice approach to Behaviour Management	2 hour staff meeting at the beginning of the Autumn term to look at Values and introduce restorative practise. Ongoing staff meetings led by TK to evaluate restorative practise in school. 2 hour staff meeting at the beginning to the spring term to look at values, restorative practise and children with trauma.	TK	Autumn and reviewed in the summer term.	Resources needed for nurture groups i.e art, gardening, cooking, craft, and lunch clubs.	Monitor Outcomes	T1: Identify children and assess needs, set targets. T2: Monitor interventions and review needs analysis. T3: assess progress towards targets and next steps.
3.5	E Safety to continue to be high profile in school	-ESafety hot spots on newsletters -notice board in school	TK	Throughout the year. Reviewed in the Summer term.		SLT	T1: Review ESafety audit with new ICT leader and agree actions from the action plan. T2: Review the action plan. T3: review schools position against audit criteria.
3.6	Anti-bullying cadets to lead assemblies, have notice board and raise profile of anti-bullying further	-Anti-bullying cadets -Meadow View Mates -notice board in school -assemblies led by cadets	TK	Throughout the year. Reviewed in the Summer term.	free	SLT	T1: Power day planned and delivered. T2: support Anti-bullying cadets with notice boards and assemblies. T3: Meet with student council to review.
3.7	To ensure that Governors fully understand the Behaviour and Safety and challenge this rigorously	-to continue a Behaviour and Safety priority 3 sub group from the School Improvement committee -governor training to enable greater challenge	T Keenan K Leyland C Flanagan	Throughout the year. Reviewed in the Summer term.	Time to meet each term	School Improvement sub committee	Half termly meetings between Gobs (DE & KB) and TK. Gobs to report to Full Governors meetings

Priority 4: Outcomes for Pupils:

Success Criteria: We will know we are successful when: <ul style="list-style-type: none"> • Ensure that GLD increases and continues to be inline with National • To embed phonics practice to ensure that results remain at or above National. • To ensure that the gap between KS1 End of Year results and National reduces. • To ensure that the gap between KS2 End of Year results and National reduces. 							
	Objectives	Actions	Lead Person	Time	Resources	Monitoring	Milestones
4	Achievement of pupils at the school:						
4.1	To embed practice to ensure that GLD increases and continues to be above National	-See EYFS action plan for actions.	JL	Ongoing		SLT	Data to be collected at the end of all terms and PPM with all staff. Data shared with Data Gov and reported to SIP.
4.2	To embed phonics practice to ensure that results increase and continues to be above National	-continue to apply phonics after letter and sounds sessions -continue to have high expectations in literacy to use known phonics -continue analyse of regular tests -continue RWInc phonics intervention	CF	Ongoing		SLT	Data to be collected at the end of all terms and Pupil Progress Meetings with all staff. Data shared with Data Gov and reported to SIP.
4.3	To ensure that the gap between KS1 End of Year results and National reduces.	-see section 2	HL, HW, DH, FH & NS	Ongoing		SLT	Data to be collected at the end of terms. Data shared with Data Gov and reported to SIP.
4.4	To ensure that the gap between KS2 End of Year results and National reduces.	-see section 2	HL, HW & DH	Ongoing	RWInc resources at KS2	SLT	Data to be collected at the end of terms. Data shared with Data Gov and reported to SIP.
4.5	To continue the tracking of PSED from EYFS through	-see section 3	TK	ongoing		SLT	Data termly. Monitored by TK.
4.6	To ensure that Governors fully understand the achievement of pupils and challenge this rigorously	-to continue an Achievement of Pupils priority 1 sub group from the School Improvement committee -provide governors with indepth data and information on expected and actual achievement, broken down for different cohorts and groups -governors to keep up to date with developments including training on ASP which is to replace Raise Online.	K Smith F Carter T White			School Improvement sub committee	Half termly meetings between Gobs (TW & KB) and KS. Gobs to report to Full Governors meetings

Priority 5: Early Years Quality and Standards

	Objectives	Actions	Lead Person	Time	Resources	Monitoring	Milestones
5	Achievement of pupils at the school:						
5.1	To further develop our EYFS Mastery Maths approach	<ul style="list-style-type: none"> - Develop Mastery Maths in the Outdoor area - Ensure that cardinal, ordinal and nominal numbers are evident in all bays and outside. - Audit all area of the unit half termly to ensure maths is well represented. - Use alpha blocks within planning and promote the watching of alphablocks at home with parents. - Use the South Yorkshire Maths Hub planning tool and S plans to ensure aspects of mastery are covered within the curriculum. -JL to continue to develop own subject knowledge of mastery Maths and re-deliver training to ensure the subject knowledge of others is high. 	JL	Ongoing Throughout the year		SLT	Termly audits to inform the next steps. New Planning tool to be used from September. Impact to be monitored termly at data collection points.
5.2	To develop a new approach to writing called Helicopter Stories.	<ul style="list-style-type: none"> - Read the princesses, dragons and helicopter stories book. - encourage other staff to read the book. - deliver training on the new approach - introduce a new helicopter stories writing book and free writing book. - consider backing the children's helicopter books in paper of their interests to create excitement. - Plan 2 sessions of helicopter stories each week. - Ensure helicopter stories are acted out at the end of each session. 	KT	Ongoing Throughout the year	Princesses, Dragons and Helicopter Stories.	SLT	Initial staff training to be delivered in September. JL to observe as F2 session. Impact to be monitored termly at data collection points.
5.3	To implement child focussed 'In the Moment Planning' (ITMP)	<ul style="list-style-type: none"> -read 'the nursery Year in Action' and 'The Reception year in Action' by Anna Ephgrave. -replace focussed activities during free flow with focussed children. -Attend ITMP training -Deliver ITMP training -identify 5 F2 children per week and 3 F1 children per week to plan for their next steps. -join the Rotherham ITMP group with Lilly Hall, St 	JL	Ongoing Throughout the year	The Nursery Year in Action The Reception Year in Action Alistair Bryce Clegg training or books	SLT	Planning to be monitored by JL Impact to be monitored termly at data collection points.

	Objectives	Actions	Lead Person	Time	Resources	Monitoring	Milestones
		<p>Josephs and Kiveton Park Infants</p> <ul style="list-style-type: none"> -Develop provision to ensure it is continuous both inside and out. -Research Alistair Bryce Clegg's approach to continuous provision and enhancements. - implement changes following research - visit other settings to develop staff knowledge of continuous provision. 					
5.4	To further develop the children's characteristics of effective learning (CoEL)	<ul style="list-style-type: none"> - adapt the structured conversation sheets to include the CoEL. - to include Characteristics to be developed on ITMP/ - Explore EMAG to see how CoEL are recorded and how this can be used to share information with parents. -deliver staff training on the CoEL and how to develop these. -Introduce a parent workshop on the Characteristics of effective learning 	JL	Ongoing Throughout the year	Emag	SLT	
5.5	To ensure that Governors fully understand the achievement quality and standards in EYFS	<ul style="list-style-type: none"> -to establish an EYFS sub group from the School Improvement committee -provide governors with more indepth training on quality and standards in EYFS -governor training to enable greater challenge 	JL	Ongoing Throughout the year		SLT	Sub-committee to meet once every half term. (Dec, April, July)