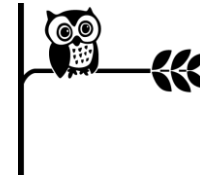


# Oswald Road Primary School Improvement Plan 2018/19

## Achieving Success



### Key priorities based upon analysis of data and evidence from monitoring

- Diminish the difference for our EAL children to a gap of no more than 15%
- To ensure over 80% of each year group achieves all the handwriting targets.
- To ensure 80% of each year group achieves all of the spelling targets.
- To deepen knowledge and understanding across curriculum subjects.

If we are successful in our plan, the achievement outcomes for pupils in July 2019 will be:

### End of EYFS targets for 2018/19

GLD (Good level of development) 71%

#### Phonics

Year 1 – 89%

Year 2 – 92%

### End of KS1 targets for 2018/19

	<b>% reaching Expected Standard</b>	<b>% working at Greater Depth</b>
<b>Reading</b>	79% (75%)	17% (26%)
<b>Writing</b>	78% (70%)	14% (?)
<b>Mathematics</b>	83% (76%)	12% (22%)

### End of KS2 targets for 2018/19

	<b>% reaching Expected Standard</b>	<b>% combined</b>	<b>% working at Greater Depth</b>
<b>Reading</b>	85% (75%)	79% (64%)	30% (28%)
<b>Writing</b>	82% (78%)		28% (20%)
<b>Mathematics</b>	84% (76%)		26% (24%)

Progress to outcomes will be checked half termly. Termly pupil progress meetings will also be in place, where the attainment and progress of all pupils including focus on attainment and progress of all groups will be checked and actions put in place as needed and reviewed.

**Progress through the plan will be monitored by the Governor's Teaching and Learning Committee on the following dates:** 5<sup>th</sup> November, 28<sup>th</sup> January, 13<sup>th</sup> May and 9<sup>th</sup> July

**Achieving Success 2018/19**

**Priority 1 – Diminish the difference for our EAL children to a gap of no more than 15%.**

<p><b>Co-ordinator: S. Turner – Achieving Success Lead</b></p> <p><b>D Howard</b></p>	<p><b>Year 2018/19</b></p>	<p><b>Cost of plan: £1200</b></p>		
<p><b>Action(for each action include briefly 'how' and what the intended impact on the provision will be)</b></p>	<p><b>Lead person accountable for the action</b></p>	<p><b>Time Scale Start and End dates (W/C)</b></p>	<p><b>CPD</b></p>	<p><b>Resources/Costs/Time</b></p>
<p><b>ACTION: EAL</b></p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• <b>Vocabulary pre-teach each week for maths, English and topic</b></li> <li>• <b>Mr Word in KS1 – to be used each week to develop an understanding of new vocabulary and related words.</b></li> <li>• <b>Context of topic in topic and science – to ensure the context and background of a topic is discussed in depth.</b></li> <li>• <b>Closing the vocabulary gap – through pre teaching of new vocabulary and ensuring resources</b></li> <li>• <b>Maths vocabulary discussed the week before and real life situations used.</b></li> <li>• <b>Role play areas- talk tins</b></li> <li>• <b>First 1000 words – to discuss everyday situations and settings to ensure names of objects are known.</b></li> <li>• <b>Data analysis - Thorough analysis of data to provide an EAL data report – produced each term</b></li> <li>• <b>EAL assessment team lead.</b></li> <li>• <b>Tracking system used to identify specific support to be put into place to ensure Expected Standard is met.</b></li> <li>• <b>All teachers have Target Group report – EAL children not on track to make expected progress or to attain Expected standard highlighted and planned for as appropriate</b></li> <li>• <b>Teachers have a clear picture of each EAL pupil and their gaps in learning.</b></li> </ul> <p><b>IMPACT: The gap will be diminished to no more than 15%</b></p>	<p>ST/DH</p> <p>ST/Phase leaders</p> <p>ST/DH/Topic Team</p> <p>ST/DH/Phase Leaders</p> <p>ST/DH</p> <p>ST/DH/Phase leaders</p> <p>ST/DH/Phase leaders</p> <p>ST/DH</p> <p>ST/DH</p> <p>ST/DH</p> <p>ST/DH</p> <p>ST</p> <p>ST/DH</p>	<p>Autumn 1 Week 3</p> <p>Autumn 2 Week 1</p> <p>Autumn 1 Week 5</p> <p>Autumn 1 Week 3</p> <p>Autumn 2 Week 2</p> <p>Autumn 1 Week 2</p> <p>Each term</p> <p>Each term</p> <p>Each term</p> <p>Each term</p> <p>Autumn 1 week 2</p> <p>Autumn 1 week 2</p>	<p>CPD in this area is staff meetings / professional dialogue</p>	<p>Time Shared at INSET</p> <p>Teachers' salary</p> <p>Staff meetings</p>
<p><b>ACTION: To diminish the difference between our AOPK and</b></p>				

<b>WBR children</b>  <b>HOW:</b> <ul style="list-style-type: none"> <li>• <b>Vocabulary pre-teach each week for maths, English and topic</b></li> <li>• <b>Mr Word in KS1 – to be used each week to develop an understanding of new vocabulary and related words.</b></li> <li>• <b>Context of topic in topic and science – to ensure the context and background of a topic is discussed in depth.</b></li> <li>• <b>Closing the vocabulary gap – through pre teaching of new vocabulary and ensuring resources</b></li> <li>• <b>Children’s experiences</b></li> <li>• <b>Maths vocabulary discussed the week before and real life situations used.</b></li> <li>• <b>Role play areas- talk tins</b></li> <li>• <b>First 1000 words – to discuss everyday situations and settings to ensure names of objects are known.</b></li> <li>• <b>Data analysis - Thorough analysis of data to provide an Ethnicity data report – produced each term</b></li> <li>• <b>Ethnicity assessment team lead.</b></li> <li>• <b>Tracking system used to identify specific support to be put into place to ensure Expected Standard is met.</b></li> <li>• <b>All teachers have Target Group report – Ethnicity children not on track to make expected progress or to attain Expected standard highlighted and planned for as appropriate</b></li> <li>• <b>Teachers have a clear picture of each EAL pupil and their gaps in learning.</b></li> </ul> <p><b>IMPACT: The gap will be diminished to no more than 15%</b></p>						ST/DH	Autumn 1 Week 3	CPD in this area is staff meetings / professional dialogue	Time Shared at INSET Teachers’ salary Staff meetings
ST/Phase leaders	Autumn 2 Week 1								
ST/DH/Topic Team	Autumn 1 Week 5								
ST/DH/Phase Leaders	Autumn 1 Week 3								
ST/DH	Autumn 2 Week 2								
ST/DH/Phase leaders	Autumn 1 Week 2								
ST/DH/Phase leaders	Autumn 1 Week 2								
ST/DH	Each term								
ST/DH	Each term								
ST/DH	Each term								
ST/DH	Each term								
ST	Autumn 1 week 2								
ST/DH	Autumn 1 week 2								
<b>Monitoring</b>									
<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>				
SLT	Work books Data/progress measures Intervention records	*Staff meetings *Pupil progress meetings *Half termly data collections *SLT meetings *T&L committee *SLT learning walks	PP meeting end of each term Half termly data collections Learning walks (Tuesdays) Book looks – (See QAC)	Evaluation of differentiation. Evaluation of progress in RWM Learning walks and pupil voice Reports to GB	QA report				
<b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>									

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
<ul style="list-style-type: none"> <li>• <b>EAL tracking is robust and effective.</b></li> <li>• <b>EAL pupils make accelerated progress to meet Expected Standard</b></li> <li>• <b>We will diminish the difference between our EAL and non-EAL pupils to 15% or less</b></li> </ul>	<p>By December 2018 Gap no wider than 25% per cohort</p> <p>By March 2019 Gap no wider than 20%</p> <p>By June 2019 Gap no wider than 15% per cohort</p>	

END OF YEAR EVALUATION	NEXT STEPS

**Achieving Success 2018/19**

**Priority 2 - To ensure over 80% of each year group achieves all the handwriting targets.**

<p><b>Co-ordinator: Sarah Turner – Achieving Success Lead</b></p> <p><b>English Team</b></p>	<p><b>Year 2018/19</b></p>	<p><b>Cost of plan: £1953</b></p>		
<p><b>Action(for each action include briefly 'how' and what the intended impact on the provision will be)</b></p>	<p><b>Lead person accountable for the action</b></p>	<p><b>Time Scale Start and End dates (W/C)</b></p>	<p><b>CPD</b></p>	<p><b>Resources/Costs/Time</b></p>
<p><b>ACTION: All teachers use the new handwriting scheme consistently</b></p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• <b>PenPals handwriting scheme purchased from year 1 – 6.</b></li> <li>• <b>Expectations set out at INSET day in September of how many days a week handwriting will be taught.</b></li> <li>• <b>Staff training on how to use Pen Pals.</b></li> <li>• <b>Photocopied examples of what the handwriting looks like in each class. Samples taken from a range of abilities.</b></li> <li>• <b>Photocopies and book scrutinies to be carried out each term to see progress and next steps.</b></li> <li>• <b>Data analysis of the trackers to see how many handwriting targets have been achieved each term.</b></li> <li>• <b>Handwriting targets to be linked to spelling targets.</b></li> <li>• <b>Phase meetings to discuss next steps and share good practice.</b></li> <li>• <b>Writing moderations to look at handwriting expectations.</b></li> <li>• <b>Handwritten signs and adult marking to follow the PenPals joins.</b></li> <li>• <b>Pen licences to extend into KS1.</b></li> <li>• <b>Pen Licence certificates to go in books when they receive their licence.</b></li> </ul> <p><b>IMPACT: Handwriting targets are achieved and significant improvement is observed in books.</b></p>	<p>D Howard</p> <p>D Howard</p> <p>D Howard D Howard</p> <p>English Team</p> <p>English Team</p> <p>Phase Leaders</p> <p>DH, ST and teachers</p> <p>English Team</p> <p>English Team English Team</p>	<p>September 1<sup>st</sup></p> <p>3/4<sup>th</sup> September</p> <p>3/4<sup>th</sup> September 10<sup>th</sup> September</p> <p>Linked to English scrutinies – See QAC Week 4 of each half term. Week 4 Autumn term 24<sup>th</sup> September</p> <p>Each term – See QAC</p> <p>Spring 1 – Check week 2 Autumn 1 – Week 1 Autumn 1 – Week 1</p>	<p>CPD in this area is staff meetings / professional dialogue</p>	<p>Time Shared at INSET Teachers' salary Pen Pals scheme –£1953 Staff meetings Mentor</p>
<p><b>Action: To exceed national averages in writing at the end of KS1 and KS2.</b></p>				

<p><b>How:</b></p> <ul style="list-style-type: none"> <li>• <b>PenPals handwriting scheme purchased from year 1 – 6.</b></li> <li>• <b>Expectations set out at INSET day in September of how many days a week handwriting will be taught.</b></li> <li>• <b>Staff training on how to use Pen Pals.</b></li> <li>• <b>Photocopied examples of what the handwriting looks like in each class. Samples taken from a range of abilities.</b></li> <li>• <b>Photocopies and book scrutinies to be carried out each term to see progress and next steps.</b></li> <li>• <b>Data analysis of the trackers to see how many handwriting targets have been achieved each term.</b></li> <li>• <b>Handwriting targets to be linked to spelling targets.</b></li> <li>• <b>Phase meetings to discuss next steps and share good practice.</b></li> <li>• <b>Writing moderations to look at handwriting expectations.</b></li> <li>• <b>Handwritten signs and adult marking to follow the PenPals joins.</b></li> <li>• <b>Pen licences to extend into KS1.</b></li> <li>• <b>Pen Licence certificates to go in books when they receive their licence.</b></li> <li>• <b>Extra gap teaching for children who are not on track.</b></li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>• <b>72% of year 2 children will achieve the handwriting standard.</b></li> <li>• <b>78% of Year 6 children will achieved the handwriting standard.</b></li> </ul>	<p>D Howard</p> <p>D Howard</p> <p>D Howard D Howard</p> <p>English Team</p> <p>English Team</p> <p>Phase Leaders</p> <p>DH, ST and teachers</p> <p>English Team</p> <p>English Team English Team DH/ST/Phase Leaders</p>	<p>September 1<sup>st</sup></p> <p>3/4<sup>th</sup> September</p> <p>3/4<sup>th</sup> September 10<sup>th</sup> September</p> <p>Linked to English scrutinies – See QAC Week 4 of each half term. Week 4 Autumn term 24<sup>th</sup> September</p> <p>Each term – See QAC</p> <p>Spring 1 – Check week 2 Autumn 1 – Week 1 Autumn 1 – Week 1</p> <p>Wave 2 intervention maps each term – See QAC</p>	<p>CPD in this area is staff meetings / professional dialogue</p>	<p>Time Shared at INSET Teachers' salary Pen Pals scheme – £1953 Staff meetings Mentor</p>
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**Monitoring**

<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
SLT	Work books Data/progress measures Intervention records	*Staff meetings *Pupil progress meetings *Half termly data collections *SLT meetings *T&L committee *SLT learning walks	PP meeting end of each term Half termly data collections Learning walks (Tuesdays) Book looks – (See QAC)	Evaluation of differentiation. Evaluation of progress in writing Learning walks and pupil voice Reports to GB	QA report

**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points?*

<b>SUCCESS CRITERIA</b>	<b>MILESTONES</b>	<b>EVIDENCE OF IMPACT FROM MONITORING</b>
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<ul style="list-style-type: none"> <li>• Clear improvement of handwriting through book moderation.</li> <li>• Handwriting targets achieved by the end of the year</li> <li>• Consistent approach to teaching of handwriting achieved.</li> </ul>	<p>By December 2018: ¼ of the handwriting targets achieved</p> <p>By March 2019: ½ of the handwriting targets achieved.</p> <p>By June 2019: All the handwriting targets achieved.</p>	

<b>END OF YEAR EVALUATION</b>	<b>NEXT STEPS</b>

**Achieving Success 2018/19**  
**Priority 3 - To ensure 80% of each year group achieves all of the spelling targets.**

<b>Co-ordinator: Deborah Howard – Headteacher</b>		<b>Year 2018/19</b>	<b>Cost of plan: £600</b>		
<b>English Team</b>					
<b>Action(for each action include briefly 'how' and what the intended impact on the provision will be)</b>	<b>Lead person accountable for the action</b>	<b>Time Scale Start and End dates (W/C)</b>	<b>CPD</b>	<b>Resources/Costs/Time</b>	
<p><b>ACTION: Spelling are taught consistently from years 1 - 6</b></p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• <b>No-Nonsense Spelling to be used from Years 1 - 6 to teach spellings.</b></li> <li>• <b>5 sessions of 15 minutes to be taught each fortnight.</b></li> <li>• <b>Refresher training sessions for No-Nonsense spellings curriculum.</b></li> <li>• <b>Weekly spelling tests from years 1 – 6</b></li> <li>• <b>Weekly spelling homework set from years 1 – 6.</b></li> <li>• <b>SEND spellings are differentiated for the year group they are working in.</b></li> <li>• <b>NESSY interventions are to be used for children with specific spelling difficulties.</b></li> <li>• <b>Book scrutinise to see how consistent spellings are being taught and applied.</b></li> <li>• <b>Common exception words and spelling rules to be displayed in all classrooms and easy to access.</b></li> <li>• <b>Dictionaries are readily available to use to edit spellings.</b></li> <li>• <b>Writing moderations to look at spelling expectations.</b></li> </ul> <p><b>IMPACT: 78% of children in each year group will achieve all of the spelling targets.</b></p>	<p>English Team</p> <p>English Team English Team</p> <p>English Team English Team English Team</p> <p>SEND Team</p> <p>ST/DH/English Team</p> <p>English Team/SLT</p> <p>English Team/SLT</p> <p>ST/DH/English Team</p>	<p>Autumn 1 Week 2</p> <p>Autumn 1 Week 2 24<sup>th</sup> September/8<sup>th</sup> October</p> <p>Autumn 1 Week 2 Autumn 1 Week 2 Autumn 1 Week 2</p> <p>Autumn 1 Week 4</p> <p>English scrutinise each half term – see QAC</p> <p>Autumn 1 Week 5 Autumn 1 Week 3</p> <p>Each half term – see QAC</p>	<p>CPD in this area is staff meetings / professional dialogue</p>	<p>Time Shared at INSET Teachers' salary Staff meetings Mentor</p>	



<b>Action: To exceed national averages in spellings at the end of KS1 and KS2.</b>					
<b>How</b> <ul style="list-style-type: none"> <li>• <b>No-Nonsense Spelling to be used from Years 1 - 6 to teach spellings.</b></li> <li>• <b>5 sessions of 15 minutes to be taught each fortnight.</b></li> <li>• <b>Refresher training sessions for No-Nonsense spellings curriculum.</b></li> <li>• <b>Weekly spelling tests from years 1 – 6</b></li> <li>• <b>Weekly spelling homework set from years 1 – 6.</b></li> <li>• <b>SEND spellings are differentiated for the year group they are working in.</b></li> <li>• <b>NESSY interventions are to be used for children with specific spelling difficulties.</b></li> <li>• <b>Book scrutinise to see how consistent spellings are being taught and applied.</b></li> <li>• <b>Common exception words and spelling rules to be displayed in all classrooms and easy to access.</b></li> <li>• <b>Dictionaries are readily available to use to edit spellings.</b></li> <li>• <b>Writing moderations to look at spelling expectations.</b></li> <li>• <b>Extra gap teaching for children who are not on track.</b></li> </ul>					
<b>Impact:</b> <ul style="list-style-type: none"> <li>• <b>72% of year 2 children will achieve the spelling standard.</b></li> <li>• <b>78% of Year 6 children will achieved the spelling standard.</b></li> </ul>					
<b>Monitoring</b>					
<b>Who</b>	<b>What</b>	<b>Where</b>	<b>When</b>	<b>How</b>	<b>External Validation</b>
SLT	Work books Data/progress measures Intervention records	*Staff meetings *Pupil progress meetings *Half termly data collections *SLT meetings *T&L committee *SLT learning walks	PP meeting end of each term Half termly data collections Learning walks (Tuesdays) Book looks – (See QAC)	Evaluation of differentiation. Evaluation of progress in writing Learning walks and pupil voice Reports to GB	QA report
<b>Impact: Evaluation</b> <i>Have the intended outcomes been achieved? What are the key strengths and development points?</i>					
<b>SUCCESS CRITERIA</b>		<b>MILESTONES</b>	<b>EVIDENCE OF IMPACT FROM MONITORING</b>		

<ul style="list-style-type: none"> <li>• Clear improvement of spelling through book moderation.</li> <li>• Spelling targets achieved by the end of the year</li> <li>• Consistent approach to teaching of spelling achieved.</li> <li>• Increase in spelling test results.</li> </ul>	<p>By December 2018 1/4 of the spelling targets achieved</p> <p>By March 2019 1/2 of the spelling targets achieved</p> <p>By June 2019 All the spelling targets have been achieved</p>	
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<b>END OF YEAR EVALUATION</b>	<b>NEXT STEPS</b>

**Achieving Success 2018/19**  
**Priority 4 – To deepen knowledge and understanding across curriculum subjects.**

Sarah Turner – Achieving Success Lead		Year 2018/19		Cost of plan: £ 500	
Sarah Millward and Kat Rowe					
Action(for each action include briefly 'how' and what the intended impact on the provision will be)		Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
<p><b>ACTION:</b> Depth in topic planning to ensure a deeper understanding of a topic</p> <p><b>HOW:</b></p> <ul style="list-style-type: none"> <li>• <b>A big question to start each topic rather than a title.</b></li> <li>• <b>Blooms taxonomy for greater depth, including marking questions.</b></li> <li>• <b>Staff training – What does greater depth look like and how can we plan for it.</b></li> <li>• <b>Trial of planning with big questions in KS1 and KS2</b></li> <li>• <b>Enquiry based learning planned from Spring term</b></li> <li>• <b>Marking questions developed for each year group.</b></li> <li>• <b>Development of teacher subject knowledge.</b></li> <li>• <b>Use websites for planning and resources. Purchase subscriptions.</b></li> <li>• <b>Explore the school's library service to ensure children are given a range of resources to explore a topic in depth.</b></li> <li>• <b>Book scrutinise each half term following training.</b></li> </ul> <p><b>IMPACT:</b> Children are exploring a topic in a deeper way. 15% of each cohort will achieve greater depth in history and geography.</p>		<p>ST/KR/SM ST/KR/SM</p> <p>ST/KR/SM</p> <p>ST/KR/SM ST/KR/SM ST/KR/SM ST/KR/SM ST/KR/SM</p> <p>ST/KR/SM</p> <p>ST/KR/SM</p>	<p>Autumn 2 – Week 2 Autumn 2 – Week 4</p> <p>Spring 1 – See QAC</p> <p>Autumn term Spring 1 – Week 2 Spring 1 – Week 2 Autumn 2 – See QAC Autumn 1 – Week 1</p> <p>Autumn 2 – Week 1</p> <p>Each half term – see QAC</p>	<p>CPD in this area is staff meetings / professional dialogue</p>	<p>Time Shared at INSET Teachers' salary Staff meetings Mentor Bought resources £57</p>
Monitoring					
Who	What	Where	When	How	External Validation
SLT	Work books Data/progress measures Intervention records	*Staff meetings *Pupil progress meetings *Half termly data	PP meeting end of each term Half termly data collections Learning walks (Tuesdays)	Evaluation of differentiation. Evaluation of progress in topic books	QA report

		collections *SLT meetings *T&L committee *SLT learning walks	Book looks – (See QAC)	Learning walks and pupil voice Reports to GB	
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**Impact: Evaluation** *Have the intended outcomes been achieved? What are the key strengths and development points?*

<b>SUCCESS CRITERIA</b>	<b>MILESTONES</b>	<b>EVIDENCE OF IMPACT FROM MONITORING</b>
<ul style="list-style-type: none"> <li>• Increase in depth of topics through moderation</li> <li>• 15% of pupils in each year group will achieve greater depth</li> <li>• Increase in teacher subject knowledge</li> <li>• Marking questions are used consistently.</li> </ul>	<p>By December 2018</p> <p>By March 2019</p> <p>By June 2019</p>	

<b>END OF YEAR EVALUATION</b>	<b>NEXT STEPS</b>