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

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

End of KS2 targets for 2018/19

	% reaching Expected Standard	% combined	% working at Greater Depth
Reading	85% (75%)		30% (28%)
Writing	82% (78%)	79% (64%)	28% (20%)
Mathematics	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: 5th November, 28th January, 13th May and 9th July

Achieving Success 2018/19 Priority 1 - Diminish the difference for our EAL children to a gap of no more than 15%.					
Co-ordinator: S. Turner – Achieving Success Lead Year 2018/1		9	Cost of plan: £1200		
D Howard					
Action(for each action include briefly 'how' and wintended impact on the provision will be)	/hat the	Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
ACTION: EAL			, , ,		
HOW: • Vocabulary pre-teach each week for math and topic	s, English	ST/DH	Autumn 1 Week 3	CPD in this area is staff	Time Shared at INSET
Mr Word in KS1 – to be used each week to understanding of new vocabulary and rela		ST/Phase leaders	Autumn 2 Week 1	meetings	Teachers' salary Staff meetings
 Context of topic in topic and science – to e context and background of a topic is discu depth. 	ensure the	ST/DH/Topic Team	Autumn 1 Week 5	profession al dialogue	Stall Meetings
Closing the vocabulary gap – through pre new vocabulary and ensuring resources	teaching of	ST/DH/Phase Leaders	Autumn 1 Week 3	alalogue	
Maths vocabulary discussed the week befolige situations used.	ore and real	ST/DH	Autumn 2 Week 2		
 Role play areas- talk tins First 1000 words – to discuss everyday sit settings to ensure names of objects are kr 		ST/DH/Phase leaders ST/DH/Phase leaders			
 Data analysis - Thorough analysis of data EAL data report – produced each term 		ST/DH ST/DH	Each term Each term		
 EAL assessment team lead. Tracking system used to identify specific sput into place to ensure Expected Standar 		ST/DH ST/DH	Each term Each term		
All teachers have Target Group report – E/not on track to make expected progress of Expected standard highlighted and planned appropriate	AL children r to attain	ST	Autumn 1 week 2		
 Teachers have a clear picture of each EAL their gaps in learning. 	pupil and	ST/DH	Autumn 1 week 2		
MPACT: The gap will be diminished to no more t	han 15%				
ACTION: To diminish the difference between our	AOPK and				

WBR children				
HOW:				
 Vocabulary pre-teach each week for maths, English and topic 	ST/DH	Autumn 1 Week 3	CPD in this area	Time Shared at INSET
Mr Word in KS1 – to be used each week to develop an	ST/Phase leaders	Autumn 2 Week 1	is staff	Teachers' salary
 understanding of new vocabulary and related words. Context of topic in topic and science – to ensure the 	ST/DH/Topic Team	Autumn 1 Week 5	meetings /	Staff meetings
context and background of a topic is discussed in depth.			profession al	
 Closing the vocabulary gap – through pre teaching of new vocabulary and ensuring resources 	ST/DH/Phase Leaders	Autumn 1 Week 3	dialogue	
Children's experiences	ST/DH	Autumn 2 Week 2		
 Maths vocabulary discussed the week before and real life situations used. 	ST/DH/Phase leaders	Autumn 1 Week 2		
 Role play areas- talk tins First 1000 words – to discuss everyday situations and 	ST/DH/Phase leaders			
settings to ensure names of objects are known. • Data analysis - Thorough analysis of data to provide an	ST/DH ST/DH	Each term Each term		
Ethnicity data report – produced each term	ST/DH	Each term		
 Ethnicity assessment team lead. Tracking system used to identify specific support to be 	ST/DH	Each term		
 put into place to ensure Expected Standard is met. All teachers have Target Group report – Ethnicity 	ST	Autumn 1 week 2		
children not on track to make expected progress or to				
attain Expected standard highlighted and planned for as appropriate	ST/DH	Autumn 1 week 2		
 Teachers have a clear picture of each EAL pupil and their gaps in learning. 				
IMPACT: The gap will be diminished to no more than 15%				
Monitoring				

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

SUCCESS CRITERIA	MILESTONES	EVIDENCE OF IMPACT FROM MONITORING
EAL tracking is robust and effective. EAL pupils make accelerated progress to meet Expected Standard We will diminish the difference between our EAL and non-EAL	By December 2018 Gap no wider than 25% per cohort By March 2019 Gap no wider than 20% By June 2019 Gap no wider than 15% per cohort	
pupils to 15% or less		

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.					
Co-ordinator: Sarah Turner – Achieving Success Lead	Year 2018/1	.9	Cost of plan: £1953		
English Team					
Action(for each action include briefly 'how' and w intended impact on the provision will be)	hat the	Lead person accountable for the action	Time Scale Start and End dates (W/C)	CPD	Resources/Costs/Time
ACTION: All teachers use the new handwriting so consistently	heme				
HOW:					
 PenPals handwriting scheme purchased fr 6. 	om year 1 –	D Howard	September 1 st	CPD in this area	Time Shared at INSET
Expectations set out at INSET day in Septe how many days a week handwriting will be		D Howard	3/4 th September	is staff meetings	Teachers' salary Pen Pals scheme –£1953
 Staff training on how to use Pen Pals. Photocopied examples of what the handw 	_	D Howard D Howard	3/4 th September 10 th September	/ profession	Staff meetings Mentor
like in each class. Samples taken from a rabilities.	_		·	al dialogue	
 Photocopies and book scrutinies to be care term to see progress and next steps. 	ried out each	English Team	Linked to English scrutinies – See QAC		
 Data analysis of the trackers to see how mandwriting targets have been achieved expression. 	ach term.	English Team	Week 4 of each half term.		
 Handwriting targets to be linked to spelling. Phase meetings to discuss next steps and practice. 		Phase Leaders	Week 4 Autumn term 24 th September		
 Writing moderations to look at handwritin expectations. 	ıg	DH, ST and teachers	Each term – See QAC		
 Handwritten signs and adult marking to for PenPals joins. 	ollow the	English Team	Spring 1 – Check week 2		
 Pen licences to extend into KS1. Pen Licence certificates to go in books wh receive their licence. 	en they	English Team English Team	Autumn 1 – Week 1 Autumn 1 – Week 1		
IMPACT: Handwriting targets are achieved and si improvement is observed in books.					
Action: To exceed national averages in writing at KS1 and KS2.	the end of				

How:				
D. D. L. J. W. J.	B.11.	Control of the	CDD :	T
 PenPals handwriting scheme purchased from year 1 – 6. 	D Howard	September 1 st	CPD in this area	Time Shared at INSET
Expectations set out at INSET day in September of	D Howard	3/4 th September	is staff	Teachers' salary
how many days a week handwriting will be taught.		S/ 1 SSP 10.1.25.	meetings	Pen Pals scheme – £1953
 Staff training on how to use Pen Pals. 	D Howard	3/4 th September	/	Staff meetings
Photocopied examples of what the handwriting looks	D Howard	10 th September	profession	Mentor
like in each class. Samples taken from a range of			al	
abilities.Photocopies and book scrutinies to be carried out each	English Team	Linked to English	dialogue	
term to see progress and next steps.	Lingiisii reaiii	scrutinies – See QAC		
Data analysis of the trackers to see how many	English Team	Week 4 of each half		
handwriting targets have been achieved each term.		term.		
Handwriting targets to be linked to spelling targets.	Disease Landaus	Week 4 Autumn term		
 Phase meetings to discuss next steps and share good practice. 	Phase Leaders	24 th September		
Writing moderations to look at handwriting	DH, ST and	Each term – See QAC		
expectations.	teachers			
 Handwritten signs and adult marking to follow the 		Spring 1 – Check		
PenPals joins. • Pen licences to extend into KS1.	English Team	week 2 Autumn 1 – Week 1		
Pen licences to extend into KS1. Pen Licence certificates to go in books when they	English Team	Autumn 1 – Week 1		
receive their licence.	English Team	Addini 1 Week 1		
 Extra gap teaching for children who are not on track. 	DH/ST/Phase	Wave 2 intervention		
	Leaders	maps each term –		
Impact:		See QAC		
 72% of year 2 children will achieve the handwriting standard. 				
• 78% of Year 6 children will achieved the handwriting				
standard.				
Monitoring				

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

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

SUCCESS CRITERIA **EVIDENCE OF IMPACT FROM MONITORING MILESTONES**

 Clear improvement 	By December 2018:
of handwriting through	1/4 of the handwriting targets
book moderation.	achieved
 Handwriting targets 	
achieved by the end of the	By March 2019:
year	½ of the handwriting targets
Consistent approach	achieved.
to teaching of handwriting	
achieved.	By June 2019:
	All the handwriting targets
	achieved.

END OF YEAR EVALUATION	NEXT STEPS

Achieving Success 2018/19 Priority 3 - To ensure 80% of each year group achieves all of the spelling targets.							
Co-ordinator: Deborah Howard – Headteacher English Team Year 2018/1		.9	Cost of plan: £600				
Action(for each action include briefly 'how' and w 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		
ACTION: Spelling are taught consistently from yet HOW:	eas 1 - 6						
 No-Nonsense Spelling to be used from Years 1 - 6 to teach spellings. 5 sessions of 15 minutes to be taught each fortnight. Refresher training sessions for No-Nonsense spellings curriculum. Weekly spelling tests from years 1 - 6 Weekly spelling homework set from years 1 - 6. SEND spellings are differentiated for the year group they are working in. NESSY interventions are to be used for children with specific spelling difficulties. Book scrutinise to see how consistent spellings are being taught and applied. Common exception words and spelling rules to be displayed in all classrooms and easy to access. Dictionaries are readily available to use to edit spellings. Writing moderations to look at spelling expectations. IMPACT: 78% of children in each year group will achieve all of the spelling targets.		English Team English Team English Team English Team English Team English Team SEND Team ST/DH/English Team English Team/SLT English Team/SLT	English scrutinise each half term – see QAC Autumn 1 Week 5 Autumn 1 Week 3	CPD in this area is staff meetings / profession al dialogue	Time Shared at INSET Teachers' salary Staff meetings Mentor		

Action: To exceed na	ational averages in sp	ellings at the end of					
ASI aliu KSZ.							
How							
 No-Nonsense 	Spelling to be used f	rom Years 1 - 6 to	English Team	Autun	nn 1 Week 2	CPD in	Time
teach spelling						this area	Shared at INSET
	15 minutes to be tau		English Team			is staff	Teachers' salary
 Refresher tra 	ining sessions for No	-Nonsense spellings	English Team	24 th		meetings	Staff meetings
curriculum.					mber/8 th	/	Mentor
	ing tests from years 1		English Team			profession	
	ing homework set fro		English Team		Autumn 1 Week 2 al		
	gs are differentiated f	or the year group	English Team		Autumn 1 Week 2 dialogue		
they are wor				Autun	nn 1 Week 2		
	entions are to be use	d for children with	SEND Team				
	ing difficulties.		CT/DIVE " T	Autumn 1 Week 4			
	se to see how consist	ent spellings are	ST/DH/English Team	English constinits			
being taught			For Political Transport (CLT	English scrutinise			
	 Common exception words and spelling rules to be displayed in all classrooms and easy to access. 		English Team/SLT	each half term –			
			Fralish Tagra (CLT	see QAC			
Dictionaries are readily available to use to edit		English Team/SLT	Autumn 1 Week 5 Autumn 1 Week 3				
spellings.		CT/DU/English Tages	Autun	nn 1 week 3			
Writing moderations to look at spelling expectations.		ST/DH/English Team ST/DH/Phase Leads	Each	half term –			
 Extra gap teaching for children who are not on track. 		31/DH/Filase Leaus		see QAC			
npact:				See Q	AC		
	2 children will achiev	e the snelling					
standard.		c the spennig					
	6 children will achiev	ed the spelling					
standard.	o cimaren ivin demer	ca the spenning					
onitoring							
/ho	What	Where	When		How		External Validation
.T	Work books	*Staff meetings	PP meeting end of ea	ch	Evaluation of	f	QA report
	Data/progress	*Pupil progress	term	differentiation.		n.	
	measures	meetings	Half termly data colle			f progress	
	Intervention records *Half termly data			Learning walks (Tuesdays) in writing			
		collections	Book looks – (See QA	C)	Learning wa	lks and	
		*SLT meetings			pupil voice		
		*T&L committee			Reports to G	В	
		*SLT learning walks					
npact: Evaluation	Have the intended outco		hat are the key strengths	and de	velopment poi	ints?	

Clear improvement	By December 2018
of spelling through book moderation.	1/4 of the spelling targets achieved
Spelling targets	By March 2019
achieved by the end of the	1/2 of the spelling targets achieved
year	
Consistent approach	By June 2019
to teaching of spelling achieved.	All the spelling targets have been achieved
Increase in spelling	demeved
test results.	

END OF YEAR EVALUATION	NEXT STEPS	

Achieving Success 2018/19 Priority 4 - To deepen knowledge and understanding across curriculum subjects.							
Sarah Turner – A	Sarah Turner – Achieving Success Lead Year 2018/1				plan: £ 500		
Sarah Millward a	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 So Start ar dates (\	nd End	CPD	Resources/Costs/Time
ACTION: Depth i understanding of	n topic planning to ensur f a topic	e a deeper					
HOW:							
 A big question to start each topic rather than a title. Blooms taxonomy for greater depth, including marking questions. Staff training – What does greater depth look like and how can we plan for it. Trial of planning with big questions in KS1 and KS2 Enquiry based learning planned from Spring term Marking questions developed for each year group. Development of teacher subject knowledge. Use websites for planning and resources. Purchase subscriptions. Explore the school's library service to ensure children are given a range of resources to explore a topic in depth. Book scrutinise each half term following training. IMPACT: Children are exploring a topic in a deeper way. 15% of each cohort will achieve greater depth in history and		ST/KR/SM ST/KR/SM ST/KR/SM ST/KR/SM ST/KR/SM ST/KR/SM ST/KR/SM ST/KR/SM	Autumn 2 – Week 4 Spring 1 – See QAC		CPD in this area is staff meetings / profession al dialogue	Time Shared at INSET Teachers' salary Staff meetings Mentor Bought resources £57	
geography. Monitoring							
Who	What	Where	When		How		External Validation
SLT			PP meeting end of term Half termly data co Learning walks (Tu	ollections	Evaluation o differentiation Evaluation o in topic book	n. f progress	QA report

Impact: Evaluation <i>Have t</i>		collections *SLT meetings *T&L committee *SLT learning walks nes been achieved? V	What are th	, ,	<u> </u>	
 Increase in depth of topics through moderation 15% of pupils in each year group will achieve greater depth Increase in teacher subject knowledge Marking questions are used consistently. 	By March 2019	18	EVIDEN	CE OF IMPACT FROI	M MONITORING	
END OF YEAR EVALUATIO	N			NEXT STEPS		