



Focus for improvement 1: Leadership and Management		
School targets: <ul style="list-style-type: none"> • Leaders and governors have an accurate and comprehensive understanding of the quality of education in the school; • Governance is improved so that they systematically challenge senior leaders; • Rigorous and robust quality assurance processes are in place; • Performance management is in place for all staff which is directly linked to improving outcomes for children; • Leaders at all levels (including subject, middle and senior) are held accountable for impact on pupil outcomes. 		
Where do we want to be?	How do we get there?	What will have changed? How will it impact?
Higher expectations for quality of education so all children achieve potential. Leaders and governors set high expectations of pupils and staff. Ambitious expectations lead to improved outcomes.	1.1 Governing Body elect a new Head Teacher, Chair and Vice Chair and recruit new Governors with School Improvement and Resource Management experience and attributes.	Revised and enhanced structure for GB, full commitment to school with regular Governor attendance, challenge prevalent and consistent.
2017 - Attainment and progress at each Key Stage is improved Governors actively involved in determining strategic direction of the school and deploying staff skillfully and cost effectively to improve outcomes for all pupils	1.2 LA supported Governor self- evaluation and skills analysis. Action Plan in place to ensure that Governors have appropriate skills and experience to challenge and support school leadership. Governor roles agreed based on expertise, clear protocol for involvement in strategic planning, monitoring and evaluation. Governor termly review of Pupil Premium strategy with focus on impact on outcomes and value for money.	GB rigorously focused on improvement agenda Gov CPD plan in place linked with school improvement agenda. Associate Gov appointed to fill gap in school improvement Future Gov appointment linked to skills gap analysis Gov key role in determining direction for the school in partnership with HT/SLs, as evidenced through direct involvement in monitoring and evaluation. This will facilitate challenge to improve outcomes. Regular Governor involvement in monitoring and evaluation to ensure accurate analysis of strength and developments and next steps
	Gov termly review of Sports Premium –wider impact	

Kerr Mackie Primary School Development Plan – Focus for Improvement 2016-17



<p>Rigorous and robust quality assurance processes are in place for performance management</p> <p>Performance management is in place for all staff which is directly linked to improving outcomes for children;</p>	<p>1.3</p> <p>Governor and SIA involvement in determining HT's PM targets</p> <p>Layered approach for all teachers and support staff PM based on HT's targets and in line with SDP, with tailored CPD based on staff need for improvement.</p>	<p>Gov monitor and evaluation to inform rigorous PM processes.</p> <p>HT held to account for impact on outcomes for all pupils</p> <p>All staff held to account for impact on outcomes for all pupils</p>
<p>Devolved leadership implemented across school with clarity and rigor.</p> <p>Leadership across school will raise aspiration and expectation and facilitate drive for leadership having impact on outcomes at all levels</p>	<p>1.4</p> <p>Staffing structure devised with clear roles, responsibilities and accountabilities.</p> <p>Creation of Phase leaders and operational subject leaders across school.</p> <p>Rigorous monitoring and evaluation, with leaders spending regular time in class, supporting, modelling and providing feedback</p>	<p>Revised staffing structure in place</p> <p>Performance Management, linked with role, responsibility and accountability in place for all staff with a focus for improvement pupil outcomes.</p> <p>Cycle of CPD, assessment and moderation needs tightly coordinated.</p> <p>Quality assurance cycle in place.</p>
<p>Outward facing, quality assurance of actions to address improvements and moderation of assessment judgements</p>	<p>1.5</p> <p>External partnerships through cluster –focused on moderation across school, core skill improvement (reading first).</p> <p>Focused Learning Alliance support with quality assurance of T+L, Raise analysis to inform priorities, assessment systems and processes subject leadership, and progression in phonics from EY to KS1.</p> <p>Leeds based networking to share assessment practice, EAL provision, and EYs outdoor provision.</p> <p>Country wide links to share good practice of skill progressive wider curriculum practice (PBL)</p>	<p>External quality assurance of practice to moderate and verify actions and impact</p>



Focus for improvement 2: Teaching, learning and assessment

School targets:

- To raise standards so consistently good or better across school
- End of year 2016/7 85% of teaching to be consistently good or better
- End of year 2016/7 20% to be outstanding
- End of 2017-18 100% consistently good or better

Where do we want to be?	How do we get there?	What will have changed? How will it impact?
<p>86% of teaching will be consistently good or better by Summer 2017 with 24 % outstanding.</p> <p>Over time, 100% of teaching is good or better.</p> <p>As a result of consistently good and increasingly outstanding teaching over time, outcomes for pupils will improve.</p> <p>Robust ongoing external review confirms the accuracy of the school’s judgements of the quality of teaching.</p>	<p>2.1 Ofsted criteria shared to raise expectations. Impact on outcomes the focus</p> <p>Expectation for learning strategies and environment shared and regularly reviewed Informal ,followed by in depth (observation, data, all monitoring) reviews of T, L and A and appraisal linked judgements</p> <p>SEN review (see 2.3)</p> <p>Provision for core skills in PBL and Impact of PBL on core skills reviewed</p> <p>LA assisted T+L review -Project Based learning and Core Skills (SIA/Senior Advisor)</p> <p>Request LA moderation for EYFS, KS1 and KS2.</p>	<p>Local Authority moderation at EYFS, KS1 and KS2 will have verified that the school’s assessments are accurate.</p> <p>Judgements more rigorously based on broad range of evidence (data, observation, planning, books, environment and pupil voice), most teaching to be good or better over time, with increasing amount of outstanding</p>
<p>Outward looking... Core skill focused... Clear use of good practice examples/ research and outcome improvement driven strategies though core skill leader training and internal monitoring outcomes to inform next step CPD.</p>	<p>2.2 Based on outcomes from T+L reviews in Autumn term, commission LA consultancy support for: Reception and Y1 to plan effectively to meet all children’s needs in focused activities and using areas of provision based on assessment information.</p> <p>2.3 LA commissioned reviewed of leadership plan for Early Years</p> <p>Based on Autumn term outcomes commission a LA review of provision for historical vulnerable groups –SEN and learners</p> <p>Planning reviewed for differentiation and impact on improved outcomes</p>	<p>Provision and focused group learning tailored to meet individual needs based on assessment outcomes</p> <p>Progress accelerating</p> <p>Data driven action plan improving provision to accelerate progress</p> <p>Gaps between vulnerable groups and ‘other’ children diminished</p> <p>Learning for all groups supported to improve progress</p>

Kerr Mackie Primary School Development Plan – Focus for Improvement 2016-17



	<p>2.4 Commission SIA to review assessment systems and processes to ensure awareness and use of data aligns with gap plans and provision maps</p>	<p>Progress measure used to track progress closely for individuals, cohorts, key stages and school</p>
	<p>2.5 Training for core skill leaders -3 staff, 4 days.</p> <p>CPD for whole staff team on core reading, writing, maths skill improvement – provision, assessment and moderation.</p> <p>Use of partner school HT and Assessment leader to externally verify judgements. Use of half termly cluster based year group moderation session.</p> <p>Reading leader project with Learning Alliance Schools –strategies for higher order reading skill development and assessment.</p>	<p>Tight half termly focus on pupil progress link directly to teachers’ short term teaching and learning and intervention strategy.</p> <p>Rigorous pupil progress meetings</p> <p>As a result of CDP, staff feel confident when teaching core skills, assessing attainment, setting useful next steps and assured of judgments through moderation.</p>



Focus for improvement 3: Personal Development and wellbeing, including attendance

School targets:

- 96%+ for whole school Attendance with vulnerable group attendance in line with peers
- Reduction in Persistent Absentees

Where do we want to be?	How do we get there?	What will have changed? How will it impact?
<p>Above national average whole school attendance</p> <p>Consistently good punctuality</p> <p>Reduced PAs</p> <p>Increased attendance for children in Early Years</p> <p>Ensure attendance for vulnerable group children - SEN, PP, EAL and are BME is in line with peers</p>	<p>1.1</p> <p>Continue to tweet weekly results to celebrate 100% or best attendance in school; Continue to distribute certificates to classes to mark their attendance.</p> <p>Meet with the team to discuss ways to move forward.</p> <p>Move forward with the recommendations from the attendance review from the Leeds Review from Autumn II</p> <p>Good practice observed in governor visit and external visit – build on this practice.</p>	<p>Children will 'feel' more urgency to have good attendance. Punctuality promoted within school. Less lates recorded and less late letters needed.</p> <p>Class teachers will be more aware of attendance issues in class due to new recommendations about sharing info</p> <p>Parents will be aware of attendance of pupils at parent's evenings and meetings/letters will be swifter.</p>
<p>Level 2 achieved</p> <p>Good practice embedded across the school and across the curriculum</p> <p>Good practice shared with other schools –by Leader and</p>	<p>1.2</p> <p>Action plan and Level 2 audit completed Attend Level 2 training Staff CPD Assembly timetable based on UNCRC and RRSA Steering group meetings</p>	<p>Improved self-esteem and wellbeing Improved relationships and behaviour</p> <p>Improved engagement in learning</p> <p>More involvement in decision making in their school</p>

Kerr Mackie Primary School Development Plan – Focus for Improvement 2016-17



<p>children</p>	<p>Take assembly to other local schools Work to galvanize pupils about issues important to them linked to the SDGs (Sustainable Development Goals) Share best practice with other schools – Manston Primary School Continue to monitor class charters and develop charter for lunchtime and the playground</p>	<p>More positive attitudes towards diversity in society and reduced prejudice</p> <p>Enhanced moral understanding</p> <p>A greater understanding of global justice.</p> <p>Local pupils and schools will be more aware of RRSAs and want to take it up</p> <p>Calmer lunch hall and playground – empowers staff to refer to the charter.</p>
<p>Promoting confidence and self-belief as characteristic for learning</p> <p>Target support for emotional literacy, wellbeing and mental health</p> <p>Preventative learning within PSHE curriculum, to include ESafety, CSE, FGM, Prevent agenda, anti-bullying</p> <p>Ensure children are safeguarded, are safe and feel safe</p>	<p>1.3 Introduce additional ethos – ‘can be, can do, can change, can achieve’ through assemblies and link with new characteristics for learning :confidence for independence, nurturing respect for all, resilient, collaborative, inquisitive and reflective.</p> <p>Enhanced Pastoral Team Local Area Inclusion Partnership to support wider range of interventions</p> <p>Set up Nurture provision</p> <p>Introduce new PSHE curriculum, linking with RRSAs and delivered through Key Stage assemblies and class curriculum</p>	<p>Positive attitudes to learning impacting on improved outcomes for pupils</p> <p>Barriers to learning addressed and progress for vulnerable children improved</p> <p>Boxhall profiles assess on entry and exit of provision</p>



Focus for improvement 4: Outcomes for pupils

School targets: To accelerate progress and raise attainment for all children across school so at least in line with national

GLD: 72%

Y1 Phonics 80%

%	KS1	KS2
Reading	75	87
Writing	68	87
Maths	77	90
Combined	68	87

Where do we want to be?	How do we get there?	What will have changed? How will it impact?
<p>An assessment system facilitating improved outcomes.</p> <p>Outcomes showing consistent rising trajectory above national in progress and attainment across school</p> <p>In year achievement data reviewed for accelerated progress to increase expected and greater depth attainment</p> <p>Consistency in outcome across all core subjects</p> <p>Gaps between groups diminished across school</p>	<p>1.1 Review use and effectiveness of Assertive Mentoring and O Track so 'fit for purpose' -SIA supporting Liaise with Leeds schools using Positive Mentoring and Otrack</p> <p>Pre Key stage outcomes, historical and end of year (2015-16) data used alongside FFT data/Raise to set aspirational targets across school</p> <p>Expectations for Progress and Attainment Measure devised to secure achievement in line with national by the end of the year</p> <p>1.2 Half termly data outcomes rigorously analyzed at individual, class, cohort KS and school End of Key Stage Progress review so at least in line with national expected progress and attainment for all cohorts and groups</p> <p>System for tracking DP children and those with SEND separately devised using B</p>	<p>Staff aware of where pupils need to be both by the end of their year but the end of Key Stage. Targets are used by core skills leaders to focus support. Interventions matched carefully to targets where necessary.</p> <p>Staff working with a clearer focus on diminishing the difference between vulnerable groups. EAL-focused Quality First teaching to impact progress.</p> <p>Inclusion Leader tracking data a monitoring intervention by Teaching Assistants and Teachers leads to more rapid progress for these pupils. Staff more accountable for pupil outcomes</p> <p>Pupil Premium Funding being used effectively to improve outcomes for children</p> <p>Pupil Premium Strategy in place based on best practice from evidence-based research.</p> <p>Phase leaders, Core Skills leaders and DHT producing reports with thorough analysis of data at class, cohort, KS and school level. Gobs feel well informed about the position the school is in and where we are aiming to get to by the end of the school year.</p>

Kerr Mackie Primary School Development Plan – Focus for Improvement 2016-17



	<p>Squared and number of Assertive Mentoring statements</p> <p>Clearer use of assessment and needs, especially key vocabulary and concepts, used to plan for differentiation to meet the needs of all children</p>	
	<p>1.3 CPD layered as universal for all, with focused direction through sharing internal and external good practice for those teachers identified in full reviews of T+L (informal support plan) moving into focused support plans, if required, following Spring Term T+L reviews. Capability procedures implemented if required.</p>	<p>As a result of CPD, staff are clear about teaching of Core Skills</p> <p>Consistency throughout core skills and expectations</p> <p>Bespoke support in place for weaker teachers</p> <p>Best practice shared.</p>
	<p>1.4 Following in depth reviews of teaching, adjustment to strategies not impacting on outcomes: Introduction of more ability group learning Adult determining level of learning based on AfL, Flexible use of support staff to facilitate pre and post teaching, same session/day intervention</p> <p>Expectations for presentation of learning reviewed and higher expectations</p>	<p>Pupils' outcomes improved – progress within lessons and over time improved. Increased attainment</p>



Focus for improvement 5: Early Years		
<p>School targets: GLD 72% APS increased and in line with national GLD and APS for disadvantaged pupils in line with non-disadvantaged</p> <ul style="list-style-type: none"> • Provide a language rich environment across the foundation stage (inside and outside), to support and develop the language skills of EAL pupils. • Develop a consistent approach across the foundation stage. Provision inside and outside provides a range of challenging opportunities. Progression and consistency are evident between nursery and reception. • All staff have confidence in their assessment judgements, through training and moderation opportunities. • All staff are aware of school, EYFS, group and individual priorities and have the skills to adapt their teaching and interactions accordingly. This will require staff training in quality interactions, staff contributing to planning in response to pupil needs and interests. • Parents are more involved in their child’s development in the EYFS. They have opportunities to contribute to their child’s initial and ongoing assessments. 		
Where do we want to be?	How do we get there?	What will have changed? How will it impact?
<p>By 2018, outcomes for all pupils will be above their peers nationally.</p> <p>In 2017, EYFS profile GLD will be in line with national.</p> <p>In 2017, the difference between disadvantaged pupils and other pupils at the school will be narrowed.</p> <p>Build an effective EYFS team will clear understanding of improvement agenda.</p> <p>External validation judges the quality of Early Years to be good or better.</p> <p>Provide a language rich, varied and stimulating environment (inside and outside) which provides challenge and meets the learning needs of all pupils</p> <p>Develop ‘effective’ interactions with pupils.</p> <p>Involve parents in the ongoing development and assessment of their child.</p>	<p>1.1 Clear expectations for improved outcomes shared with whole team, roles and responsibilities clear</p> <p>Previous year data shared, baseline conducted, targets set and assessment analysed on a half termly basis</p> <p>Monitoring and evaluation calendar devised and embedded</p> <p>Commissioned LA consultant to review leadership plan</p> <p>Time facilitated for whole team CPD, assessment and moderation</p> <p>1.2 Commissioned LA consultant to review progression in provision from Nursery to Y1 and outdoor provision</p>	<p>Teamwork established, high expectations and focus on progress.</p> <p>Clarity over progressive starting points following assessment cycle to ensure actions in place to address specific gaps in learning for each child.</p> <p>Leader clear about quality of provision to ensure targeted appropriately and impacting positively</p> <p>Provision linked to curriculum needs. Impact on pupil outcomes as a result of more rapid progress following learning in provision areas.</p> <p>More effective use of the outdoors increase engagement of BME boys and DPs in particular, and to increase pupil outcomes.</p>

Kerr Mackie Primary School Development Plan – Focus for Improvement 2016-17



	<p>1.3</p> <p>ECAT audit</p> <p>Strategies for promoting effective interactions shared, opportunities for child initiated learning developed</p> <p>Use of full time Speech and Language TA, along with NHS Therapist 1 day a week to provide individual/small group targeted interventions</p>	<p>Adults fully aware of how to model language structures effectively in order to increase speed of language acquisition and impact on pupil outcomes.</p>
	<p>1.4</p> <p>Regular 'stay and learn through play' sessions</p> <p>Open morning, open afternoon, open evening for parents of nursery children.</p> <p>Tapestry training provided for parents</p>	<p>Parent body are confident to enter school, more aware of how the curriculum is delivered and are able to support both in and out of school.</p> <p>Increased parental contribution to evidence gathering which supports outcome judgements.</p>