




Targeted Improvement plan – Updated June 2015

Area for improvement	What we have already in place since September 2014	Actions still to take	Time expected to be complete.
Improve the quality of teaching throughout the school so that it is at least good in order to increase the rates of pupils' progress by making sure that:			
Work promotes consistently good challenge to pupils of all abilities, especially the most able, in order for them to achieve their potential.	<ul style="list-style-type: none"> • Staff training on new end of year expectations including exceeding statements. • Long term and medium planning revisited to ensure that all children will be challenged appropriately. • Staff training on short term planning to ensure that learning is personalised to groups of children in the class. • Short term planning to include effective differentiation that challenges all abilities especially the more able children. 	<ul style="list-style-type: none"> • Constant monitoring of lessons, work produced by children and pupil interviews to ensure sufficient challenge. 	Main work to be completed by July 2015 then embedding of improvements September 2015 – July 2016. 
All marking adheres to the school's policy, including that pupils respond to the advice given by the teachers.	<ul style="list-style-type: none"> • Staff training of impact of feedback marking on pupil progress. • New marking policy written by all staff. 	<ul style="list-style-type: none"> • Marking and feedback to be led by a middle leader in school. • Lead teacher to work with another school to coach and mentor staff in implementing policy consistently. • Policy needs constant review and any changes made immediately. • Dedicated staff meeting time to be given to improve marking. • Monitoring of marking and feedback ongoing by senior leadership team. 	
There are consistently high expectations by all staff of pupils' learning and progress and the presentation of their work.	<ul style="list-style-type: none"> • Expectations of head teacher communicated to all staff in September. • New assessment procedure rolled out across school which has raised 	<ul style="list-style-type: none"> • Non negotiables to be decided by all staff for each year group on expectations of output, presentation standard and spelling, grammar and 	



<p>Questioning from the Reception class onwards encourages pupils to think hard and explore further what they find out.</p>	<p>expectations of all pupils.</p> <ul style="list-style-type: none"> • Staff training on introduction to questioning. • Dedicated staff meeting time to implement effective questioning to impact on pupil progress. • Short term planning format to include planned key questions. 	<p>punctuation expectation.</p> <ul style="list-style-type: none"> • Monitoring of questioning through work scrutinies, planning scrutinites and lesson observations. 	<p>Main work to be completed by July 2015 then embedding of improvements September 2015 – July 2016.</p>
<p>Strengthen and extend pupil's literacy and especially their writing skills by:</p>			
<p>Pupils are expected to write very regular at length in order to practice and refine their grammatical skills.</p>	<ul style="list-style-type: none"> • Star writer established to raise the profile of writing across the school. • Minimum expectation of one extended piece of writing per week set. • Dedicated spelling, grammar and punctuation session per week to be timetabled. • Writing to be a focus when children completing a morning task, during registration time. 	<ul style="list-style-type: none"> • Literacy co-ordinator to work with another school to be supported in raising pupil progress in writing. 	<p>Main work to be completed by July 2015 then embedding of improvements September 2015 – July 2016.</p>
<p>The policy for teaching spelling is adopted throughout school.</p>		<ul style="list-style-type: none"> • Spelling policy reviewed in light of new curriculum and rolled out across school. 	
<p>Pupils have set times daily to read for enjoyment and understanding.</p>	<ul style="list-style-type: none"> • Library refurbished and able to be used by all children. • Library time given to all classes to choose book to share at home. • Dedicated time given for children to read for enjoyment in class. • Literacy to be taught through a key text each week/fortnight. • Dedicated comprehension session timetabled weekly. 	<ul style="list-style-type: none"> • Continued monitoring of all reading time and teaching of reading. Feedback given to individual members of staff to improve practice. 	<p style="text-align: center;">↓</p>
<p>Increase the impact of leaders and managers on improving teaching and raising achievement by making sure that:</p>			
<p>The assistant head teachers and middle leaders have the training and skills to</p>	<ul style="list-style-type: none"> • Training of AHT through local partnership on monitoring and 	<ul style="list-style-type: none"> • Continue to mentor and train AHT and middle leaders through working 	<p>Completed by July 2016</p>



<p>monitor and evaluate teaching, achievement and the curriculum effectively and are accountable for acting on their findings.</p>	<p>evaluating teaching.</p> <ul style="list-style-type: none">• Middle leaders completed a middle leaders course run by Bradford LEA.	<p>with effective leaders from other schools.</p>	
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