

Targeted Improvement plan – Updated July 2015

Area for improvement	What we have already in place since September 2014	Actions taken since Ofsted	Actions still to 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. • Individual staff have been coached and mentored to improve their practice from either practitioners within school or from another school. • Staff training delivered on using blooms taxonomy to increase challenge across all year groups. 	<ul style="list-style-type: none"> • Continue with a robust monitoring cycle to ensure teaching and learning is as good as can be. • Continue to tackle any underachieving of staff through structured plans.
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"> • Dedicated staff meeting time to be given to improve marking. • Monitoring of marking and feedback ongoing by senior leadership team. • Introduction of bespoke maths feedback and marking method lead by a senior teacher in school • Literacy marking expectations given to all staff with examples of good practice. 	<ul style="list-style-type: none"> • Continuous monitoring and mentoring of staff to ensure marking and feedback is at least good.
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 expectations of all pupils. 	<ul style="list-style-type: none"> • Minimum end of year standards set for each year group on expectations of writing, reading and maths. This then feeds into assessing the children each term. 	<ul style="list-style-type: none"> • Begin to use new end of year standards and review regularly.
Questioning from the Reception class onwards encourages pupils to think hard and explore further what they find out.	<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. 	<ul style="list-style-type: none"> • Implementations of questioning expectations in each classroom and sessions using blooms taxonomy to ensure that the children are sufficiently challenged. 	<ul style="list-style-type: none"> • Continuous monitoring and mentoring of staff to ensure good quality questioning.

Strengthen and extend pupil's literacy and especially their writing skills by:			
Pupils are expected to write very regular at length in order to practice and refine their grammatical skills.	<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"> All literacy taught through a text based approach. Build on learning environment work to ensure that classroom is a model of good practice and that displays support the children's learning. New planning strategy introduced so that staff and children understand what they are working towards 	<ul style="list-style-type: none"> Continuously monitor children's learning to ensure it is at least good.
The policy for teaching spelling is adopted throughout school.		<ul style="list-style-type: none"> Research into spelling policies, procedures and successful methods of teaching spelling. Discussions of good practice with other schools on how successful spelling is taught. 	<ul style="list-style-type: none"> Finalise the spelling procedure and roll out across school. Continuously monitor and review spelling policy and procedure.
Pupils have set times daily to read for enjoyment and understanding.	<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. Literacy to be taught through a key text each week/fortnight. Dedicated comprehension session timetabled weekly. 	<ul style="list-style-type: none"> 'Everyone read in class' is well established after lunchtime every day. Discussion time ensures that children recommend books, discuss story plots, characters and authors style. Story time at the end of the day is re-established in every classroom. 	<ul style="list-style-type: none"> Continue to monitor impact of actions.
Increase the impact of leaders and managers on improving teaching and raising achievement by making sure that:			
The assistant head teachers and middle leaders have the training and skills to monitor and evaluate teaching, achievement and the curriculum effectively and are accountable for acting on their findings.	<ul style="list-style-type: none"> Training of AHT through local partnership on monitoring and evaluating teaching. Middle leaders completed a middle leaders course run by Bradford LEA. 	<ul style="list-style-type: none"> Continue to mentor and train AHT and middle leaders through working with effective leaders from other schools. New Acting assistant head teacher appointed for September 2015. AHT's given clear expectations of monitoring and mentoring other staff. Training delivered to AHT's on lesson observations, book scrutiny and learning walks. 	<ul style="list-style-type: none"> Continue to mentor and coach leaders at all levels. Measure impact of AHT's monitoring and present to governors.

