

Westgate Primary School

Improvement Plan Overview

January 2014

PRIORITY 1: THE QUALITY OF TEACHING IN THE SCHOOL

FOCUS

SUCCESS CRITERIA

Improve the quality of teaching to at least good by:

- 1.1 making better use of time in lessons to enable pupils to complete work that challenges them and increases their knowledge, understanding and skills
- 1.2 making sure that lessons are sufficiently challenging and engaging for pupils of all abilities
- 1.3 Improving marking so that teacher's comments make it clear to pupils how to improve their work, and providing time for them to make improvements.
- 1.4 raising teachers expectations of what pupils should achieve and the rate at which learning should proceed

In order to be judged good, the following criteria will need to be met:

- 'learning for all' is structured so that 'sufficient learning gains for all' are made during lessons by ensuring that pupils have time to complete challenging work and understand what they have learned
- all pupils demonstrate 'good learning gains' over time through exciting and engaging lesson that are challenging
- teachers' marking is clear and developmental. Children feedback and demonstrate 'sufficient learning gains' from feeding back and applying their learning in future work.
- teachers demonstrate regularly that work is well matched to children's ability and that progress over time is good

PRIORITY 2: THE ACHIEVEMENT OF PUPILS AT THE SCHOOL: ATTAINMENT AND PROGRESS

FOCUS

SUCCESS CRITERIA

Rapidly accelerate progress in reading, writing and maths, particularly for boys, by:

- 2.1 providing opportunities for pupils to write well and at length, to apply and develop their mathematical skills in meaningful contexts in subjects other than English and Mathematics
- 2.2 closing the gaps in achievement between pupils supported through pupil premium and those who have special educational needs and other pupils
- 2.3 ensuring that pupils in Key Stage 2 use phonics skills systematically to read difficult words.

In order to be judged good, the following criteria will need to be met:

- contextualised learning is established through the use of cross- curricular topics and individualised targets. Maths skills and extended writing is used and applied in real contextualised contexts
- the achievement of pupils for whom the pupil premium provides support at least matches that of other pupils in the school or is rising, including in English and mathematics
- pupils in key stages 1 and 2 read widely and often achieving higher levels of attainment.

PRIORITY 3: THE BEHAVIOUR AND SAFETY OF PUPILS AT THE SCHOOL	
FOCUS	SUCCESS CRITERIA
<p>3.1 Improve pupils' behaviour for learning:</p> <ul style="list-style-type: none"> improving quality of teaching so that behaviour for learning is good involve the pupils in planning the curriculum learning journey. <p>3.2 Make sure that safeguarding procedures ensure pupils are safe at all times by ensuring that:</p> <ul style="list-style-type: none"> statutory safeguarding requirements are met all staff are trained in safeguard so that their knowledge is up to date. 	<p>In order to be judged good, the following criteria will need to be met:</p> <ul style="list-style-type: none"> good learning and teaching result in good behaviour for learning children are excited and enthusiastic improved attendance to 96% all points relating to safeguarding are met evidence of regular monitoring of schools safeguarding policies pupil voice indicates that children feel safe at all times.
PRIORITY 4: THE QUALITY OF LEADERSHIP IN AND MANAGEMENT OF THE SCHOOL	
FOCUS	SUCCESS CRITERIA
<p>Improve the effectiveness of Leadership and Management including governance by:</p> <p>4.1 using assessment information about pupils' progress more accurately and quickly to identify gaps in pupils learning and to ensure that teachers address these</p> <p>4.2 increasing the accuracy of monitoring and evaluation of progress in those areas where pupils underperform most significantly and hold subject leaders and phase leaders more effectively to account for bringing about improvement</p> <p>4.3 ensuring that staff pay increases are linked to better performance</p> <p>4.4 ensuring that governors hold the school robustly to account.</p>	<p>In order to be judged good, the following criteria will need to be met:</p> <ul style="list-style-type: none"> all staff are able to use assessment data to accurately identify vulnerable groups so as to close the gaps in achievement subject leaders lead strategies in securing the closure of the achievement gap and are held to account through rigorous procedures and robust challenge from the leadership and governance performance related pay procedures improve the quality of learning and teaching leading directly to good/accelerated progress robust challenge is recorded and evidenced in minutes leading to direct impact on the quality of learning and teaching and progress.

These areas of focus have been drawn together from the school's recent OFSTED report and have been developed to create a comprehensive action plan that will continually be monitored by the school leadership, governors and local authority.