

School Improvement Plan 2020-2021

Pilling Primary School



'To have a passion for learning and be proud of our achievements'

The purpose of this School Improvement Plan is:

- To be proactive in response to Directorate priorities and school priorities identified through self review and evaluation;
- To identify the role and responsibilities of key staff in ensuring that the priorities are addressed and objectives achieved;
- To support and embed the school's vision statement and aims through practical action in response to the priority areas;
- To be an accessible and user-friendly guide to our school development priorities in the coming year.

Date

Student Population	Term 1			Term 2			Term 3		
	Year Group	Total	Girls	Boys	Total	Girls	Boys	Total	Girls
Nursery	8	2	6	12	3	9			
Reception	11	5	6	11	5	6			
1	15	7	8	14	7	7			
2	14	7	7	14	7	7			
3	15	8	7	15	8	7			
4	14	6	8	13	5	8			
5	17	12	5	17	12	5			
6	8	4	4	9	5	4			
7									
8									
9									
10									
11									
12									
13									
Total	102	51	51	105	52	53			

Date

Student Data	CAT Scores (Group Average)					
Year Group	Verbal	Quantitative	Nonverbal	Spatial	Mean	KS2 % Level 4
4						
6						

Student Data	Intake		Term 3	
	PTE	PTM	PTE	PTM
Year Group	Avg SAS	Avg SAS	Avg SAS	Avg SAS
3	93.6	99.1		
4	98.7	92.3		
5	97.9	94.3		
6	96.6	95.9		

Average: 89-111

Date

Key school targets – 2020/21			End of Year Outcomes – August 2021		
Nursery	50% at ARE in 3 prime areas of learning		Nursery	Literacy : Maths Physical Development : Overall average in all 7 areas:	
Reception	78% at ARE in 3 prime areas of learning		Reception	Literacy : Maths : Physical Development : Overall average in all 7 areas:	
	Progress Test English	Progress Test Mathematics		Progress Test English	Progress Test Mathematics
Year 1	75% (Teacher Assessment Reading and Writing)	75% (Teacher Assessment)	Year 1		
Year 2	57%	57%	Year 2		
Year 3	64%	71%	Year 3		
Year 4	75%	58%	Year 4		
Year 5	70%	60%	Year 5		
Year 6	80% Science : 70%	70%	Year 6		

Date

Key school targets – 2020/21			Key School Outcomes – August 2021	
	English	Mathematics	English	Mathematics
Year 7				
Year 8				
Year 9				
Year 10				
Year 11				
Overall GCSE				
	Targets		Outcomes	
Year 12				
Year 13				

Date

PRIORITIES 2020-21

School priority 1 (Mathematics)

**To raise the attainment of all children and to accelerate all pupils' progress including making good use of assessment data.
To improve standards in number work and in mental maths strategies through effective differentiation.
To improve skills in data handling with particular focus on graphs**

Success criteria (evidence of impact)

- 75% + pupils to make expected or greater progress in Maths (measured through PTM results)
- % Of children at ARE (see targets below)
- Numicon adopted in the in Early Years Maths Curriculum/EYFS Timetable
- Mental Maths/Word Problems incorporated in daily Maths lessons
- Focused attention given to analysing graphs across the school/Data Handling – (+ Theme day)
- To evidence in planning and lesson delivery, effective differentiation, using Steven Powell's resources where appropriate.

Objective	Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation (who, how, when?)
To further raise attainment in Maths, in particular in mental Maths and problem solving.	From Sept 20 – Aug 20	Evidenced on overviews Effective use of extended maths sessions Evidenced on starter activities/SODA <ul style="list-style-type: none"> • Pupil progress meetings to monitor maths data and to assess progress and attainment in maths –using PTM data, topic tests and teacher assessment. Attainment: <ul style="list-style-type: none"> • 70% of pupils to make expected or greater progress in Maths- measured through PTM results. • % of pupils at ARE as follows: Yr. 1 – 69% Yr. 2 –57% 	Inspire Maths resources/Mental Maths resources. PTM data + Inspire Maths test results/Maths trackers Maths evaluations/reflection sheets/overviews	<ul style="list-style-type: none"> • Learning walks, work scrutiny, lesson observations by Leadership team, • Teachers/Maths Lead/ADS • Discussions at Year Group meetings • PTM results. • Provision Map • SEN Register • Maths assessment grids • Steven Powell

Date

<p>To incorporate effective differentiation for all learners.</p> <p>To be able to analyse and interpret data more effectively through Graphs/Data Handling</p>		<p>Yr. 3 – 71% Yr. 4- 58% Yr. 5- 60% Yr. 6 – 70%</p> <p>Nursery – 50% of children to exit EYFS with the expected 3 ELGs) Reception –78% of children to exit Reception with expected 6 scale points</p> <p>Evidenced in overviews Steve Powell Resources evidenced in planning Identification of needs on Provision Map</p> <p>Data handling evidenced through Cross curricular links Theme day/s – Data Handling Interactive wall boards Specific focus in Lesson modules.</p>	<p>EYFS planning/EYFS assessment tools</p> <p>Steven Powell resources Inspire Maths Supplementary resources</p> <p>Inspire Maths resources/Mental Maths resources. PTM data + Inspire Maths test results/Maths trackers Maths evaluations/reflection sheets/overviews</p>	<p>Cross curricular lessons</p>
<p>Evaluation:</p>	<p>Class teachers did some sessions with Maths Advisory Teacher, Steven Powell, looking at additional Maths resources. Steve was also able to come in to observe some Maths sessions, observing teachers at practise and was very pleased with what he saw happening in the classroom and so too with the variety and use of resources/teaching material to support the teaching of Maths – one lesson in particular was rated as outstanding practise. Piling continue to use the Inspire Maths scheme as its primary scheme and to use supplementary materials as necessary to support differentiated teaching.</p> <p>Data Handling, in particular, the interpretation of graphs, was recognised through PTM results, as an area needing particular attention. Teachers have given this extra emphasis and will continue to do so in preparation for upcoming PTMs. A theme day, to give this special recognition, is planned also.</p>			

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	<p>Extended Maths sessions continue to be timetabled and utilised effectively for the teaching of basic number skills and is evidenced to be effective. Times Tables continues to be a prime area of focus that has impact on all other areas of Maths.</p> <p>Teachers continue to analyse Maths results very closely and to identify gaps in learning through PTM reports and other assessments..</p> <p>Reception continues to use the Numicon strategies to raise attainment in number skills. A revised scheme of work has been compiled by the EYFS teachers (in EYFS Year Group meetings) that is also a good guide to curriculum coverage.</p> <p>Our Maths Leader (Senior Teacher) continues to be very proactive in monitoring standards in Maths across the school supported by the School Leadership Team and there is a passionate approach about raising attainment in Maths and seeing progress each year. Mid Year results are encouraging (see graphs attached) and evidence that we are heading in the right direction.</p>
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Date

School priority 3 : English

To raise the attainment of all children and to accelerate all pupils progress including making good use of assessment data.

To improve standards of handwriting across the school.

To maintain pace and momentum in delivery of the Letters and Sounds program as per NC requirements (EYFS to Yr 3) so that a larger percentage of pupils are at ARE

To develop pace and momentum of reading stages/bands as per NC requirements (Nursery to Yr 6) so that a larger percentage of pupils are at ARE.

Success criteria (evidence of impact)

- 75%+ of pupils to make expected or greater progress in English – indicated in PTE results
- 70% Of children at ARE (see targets below)- evidenced in PTE.
- EYFS to Yr 3 following recommended lessons for Letters and Sounds to sustain pace and momentum and to meet ARE
- All year groups following NC (2016) Reading Bands to sustain pace and momentum and to meet ARE
- All classes (Reception to Yr 6) making Handwriting a focused, taught lesson on timetable in English/extended English lessons (minimum 10-15 mins daily)
- All classes (Reception to Yr 6) implementing Guided Reading/Literature Circles – minimum twice per week (each session minimum of 30 mins)

Objective	Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation (who, how, when?)
To continue to raise attainment in English with specific focus on phonics teaching (though Letters and Sounds) and Reading attainment.	Sep 20-Aug 21	<p>Letters and Sounds – Follow phase as prescribed in National Curriculum</p> <p>Recommendations and strategies for the effective teaching of phonics/vocabulary by Rose Brooks. (Inclusive Teaching</p> <p>Reading Bands – Follow as prescribed in National Curriculum</p> <p>All Class teachers delivering Guided Reading sessions a minimum of twice per week, adopting the Literature Circle strategy where relevant.</p> <p>Attainment:</p>	<p>PTE data + English test results/Criterion scales</p> <p>Literacy evaluations/reflection sheets</p> <p>Read/Write/Inc. Scheme</p> <p>National Curriculum Reading Scheme</p>	<ul style="list-style-type: none"> • Learning walks, work/book scrutiny, lesson observations by Leadership team. • Discussions at Year Group meetings • PTE results • Provision map • Teachers/English lead/ADS • Lesson planning • Data analysis: progress and attainment data; PTE results.

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<p>Improve standards of handwriting across the school.</p>		<p>70%+pupils to make progress in English.</p> <p>% of pupils at ARE in PTE as follows: Yr. 1- 77% Yr. 2 – 57% Yr. 3 –64% Yr. 4 – 75% Yr. 5 – 70% Yr. 6 – 80% Early Years -</p> <p>Make explicit presentation and letter formation expectations and adopt Nelson scheme throughout the school to ensure correct cursive script is taught. Pupils form letters and numbers correctly from an early age; Pupils develop a confident, cursive script by the time they leave Y6; Standards of presentation are high in all subjects</p>	<p>Nelson Scheme Lesson Planning</p>	<ul style="list-style-type: none"> • Rose Brooks • Homework diaries • Reading journals/diaries • Parents
<p>Evaluation:</p>	<p>Pilling continues to use the Read Write INc English scheme as the core scheme in horizontal group settings and it is now well embedded with staff being much more confident and competent in its delivery. Consistency of staff has aided this confidence and competence also. We can see good results in both reading and writing and in particular it teaches a ‘build up’ approach to effective story writing skills. It also exposes children to different genres. SPaG continues to be focused on hugely in extended English sessions and we are seeing improvement here. This year we have focused particularly on ensuring that pace and momentum is sustained in the teaching of Reading and Phonics in the lower school ie Nursery through to Yr 2. This has been done through rigorous monitoring particularly on the part of the Deputy/Subject Leader (English) and supported by the School Leadership team. This has involved closely monitoring on how children access the Reading bands, the length of time they spend on each band,</p>			

Date

effective use of Reading time etc. It has also involved closely monitoring the teaching of phonics and ensuring that pace and momentum is sustained ie that teaching follows the phases as prescribed. There has been an improvement as such this year with more children meeting age related expectations in Reception/Key Stage One – This will have a positive knock- on effect at Key Stage Two.
Hand Writing is improving in the lower school but these skills are to be sustained in Key Stage two – still an area of attention. Mid-Year results (see attached graphs) shows an upward trend in English outcomes which is positive.

School priority 4 : (Focus Geography Skills and Geographical Enquiry)

- Performance management is used as a tool to improve teaching
- Staff have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings

Success criteria (evidence of impact)

Objective	Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation (who, how, when?)
Staff have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings with particular focus on Geography skills	2020-21	<p>Staff training sessions on Geography skills and geographical enquiry as relevant.</p> <p>All subject teachers to receive one to one support with lesson planning and delivery. (as per timetabled sessions)</p> <p>Lesson observations and feedback on Geography lessons (half termly)</p>	<p>NC Curriculum Scholastic Schemes of work Internet /TV Teacher Training Advisor/ Subject specialists</p>	<p>Lesson observations/Reflective practise/Learning walks/CPD and training sessions/Year Group meetings/Assessments/Progress meetings</p>

Date

Evaluation:	<p>Some work /CPD has been done with class teachers, led by Head teacher, but still more to do/learn. Geography skills was an area identified through classroom observations/staff monitoring that needed attention generally. It was observed that staff tended to either 'shy away from' or were less skilled with the teaching of Geography skills/investigation/enquiry approach and focussed mostly on Geographical knowledge. A staff training session was done on interpretation of OS maps (St Helena) that staff and pupils generally enjoyed and these skills were applied/referenced in an outdoor learning day to Sandy Bay recently. This has only been a starter and there is much more to do with the anticipation that there will be further focused training/workshops related to OS map skills/investigation/enquiry. In addition, Geography lesson plans are monitored half termly by the Head and relevant comments/suggestions/ideas advised to improve lesson delivery/knowledge/skills. Teachers follow the National Curriculum schemes but there is a tendency to teach the geographical knowledge and sometimes ignore or substitute the teaching of geographical skills/enquiry. Staff are also encouraged to inject local content into NC schemes where appropriate to do so. Geography training will be ongoing for the remainder of this academic year and is more than likely to remain as a focus on our SIP for the next academic year.</p>
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School priority 5 : Inclusion

To implement and review recommended strategies gleaned from training/input with SEN Advisor, Speech and language Therapist, Educational Psychologist and Inclusion Team so that 'no child is left behind' because 'every child matters'.

Success criteria (evidence of impact)

Pupils with special needs identified on Provision map 2020-21

Evidence of strategies in practise in classrooms for pupils showing dyslexic/autistic traits.

Screening for pupils showing traits of dyslexia/autism – data recorded on provision map.

Screening/identification of pupils with Speech and language difficulties with communication passports in place for those who need them and followed up by Ed Tac meetings with parents involved.

100% of staff to receive training by SEN Advisor on autism/dyslexia/special needs.

All 1:1 TAs to receive relevant training with Speech and language Therapist, Educational Psychologist, SEN Advisor and Inclusion Team

All pupils screened by using 'Speech and language link' assessment tool.

3 TAs trained in using the Speech and Language Link assessment tool and analysing results for succession planning.

All necessary pupils have an IEP (identified through Speech and language Link assessments) and followed up with an ED Tac meeting as appropriate

ELSA to receive relevant training with Educational Psychologist.

All pupils identified as needing Emotional Literacy support/intervention as necessary are identified on Provision Map and ELSA sessions timetabled weekly.

Date

Objective	Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation (who, how, when?)
<p>To implement and review recommended strategies gleaned from training/input with SEN Advisor, Speech and language Therapist, Educational Psychologist and Inclusion Team so that 'no child is left behind' because 'every child matters'.</p>	<p>Sept 20- Aug 21</p>	<p>Identify children with SEND and log on Provision Map. Relevant screening for pupils who display cause for concern IEPs written and reviewed for relevant cases (SEN Register) Relevant training for staff by Inclusion Sector/Specialists. Strategies evidenced in practice in the classroom and through daily lesson planning. Speech and Language Link assessment completed and relevant staff trained in its administration.</p>	<p>Training Resources/Staff IEPs Provision map SEN Register Speech and Language Link resources Screening tools</p>	<p>Inclusion Team/SL Therapist/Education Psychologist/Parents Teachers/TAs/Leadership Team/Rose Brooks/Safeguarding Team through: Learning Walks/ Observation of classroom practise/Lesson Planning/Daily dialogue/staff meetings/training sessions. /Ed Tac meetings/Children Support Team meetings SEN Register Provision map</p>
<p>Evaluation:</p>	<p>Provision Map and SEN registers continue to be updated on a termly basis in close liaison with the Inclusion Manager and Inclusion Team and all children on the SEN Register have 'live' IEPs that are evaluated termly. The new Sen Advisor has done some work with staff generally on identification and support for children with special needs with specific focus on Autism. There has also been some support by the SEN Advisor working alongside staff and pupils with Autism in the classroom and whilst this has been helpful, we need this to be regular practise for effectiveness. Staff expertise is also utilised in school. (The SEN Advisor is shared between the other primary schools and is also doing some work at secondary level). We also have the support of an Additional Needs Teacher and the SENCo – again one day per week. Recommendations have been made to have a SENCo per school due to the demands on SEN expertise. The SEN Advisor comes with a wealth of knowledge on testing for special needs/disabilities and has conducted screening tests accordingly to identify these needs. These are time consuming but the data gathered from these tests will move us in the right direction to ascertain effective support and hence in the long term to close gaps in learning. A specific language/communication intervention, that was also identified by a previous Advisor, Rose Brooks, is now up and running and will address barriers in language and communication. Three TAs have been trained accordingly with input by the SEN Advisor and the SENCo to administer and interpret these tests. Phonics phases (Letters and Sounds) are revisited as interventions also for those who need it and we have been fortunate to have the help of a volunteer worker to give additional support with reading (priority readers) and spelling/phonics support. We continue to have the support of the Speech and Language Therapist and Educational Psychologist who work closely with the school on specific areas of need. The school's ELSA (Emotional Literacy Support Assistant) also receive relevant training and support from the Educational Psychologist and continues to deliver programmes in social and emotional literacy. 'Bubble Time' is ongoing with the Learning Mentor and the school Chill Den and Sensory Room are valuable resources for</p>			

Date

	support work. Childrens Support Team meetings continue and so too, the involvement from Safeguarding when necessary, where there is good teamwork/liaison with the school.
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School priority 6: Improve CPD for Teachers to improve the quality of teaching and learning.
• Performance management is used as a tool to improve teaching

Success criteria (evidence of impact)

100% of teaching staff to attend weekly Year Group meetings.
3 new staff trained in Safeguarding either Level 2 or Level 3 (HJ/AO/RW)
 1 school leader to enrol on Cambridge L5 Diploma in Leadership and Management (EB)
1 staff members to acquire Cambridge L4 leadership certificate (WT)
 1 staff member to acquire Cambridge L5 teaching and learning certificate (SP)
5 Teaching Assistants to acquire L3 Teaching Assistant qualification. (JA/CG/CH/RW/AO)
 1 Teaching Assistant to participate in-on line course on Downs Syndrome.
 3 Teaching Assistants to participate in on-line course on Autism. (RW/HJ/AO)

Objective	Date	Specific Actions and Responsibility	Resources	Monitoring and Evaluation (who, how, when?)
Improve CPD for Teachers to improve the quality of teaching and learning.	2020/21	Enrolment/participation on courses indicated above. The school has a clear vision of the import and impact of all staff being engaged in continuous professional development	Training Materials/Tutors	Performance Appraisals Certification Assistant Director Schools Programme Leaders School Leaders.
Mid-Year Evaluation:	Three TAs have enrolled to date on L3 TA course (Stone Bridge) ad we await budget for other placements. One TA has successfully completed the L3 TA course (from group above)			

Date

	<p>One Classroom Instructor to start Level 4 Teaching and Learning Course pending budget. On line courses in Autism/Down Syndrome await budget approval. Deputy has started the L5 Teaching and Learning course (Diploma) Deputy currently overseas but the school is proud to evidence succession planning /'grow your own' model in practise – hence to cover this vacancy, the Auxiliary ha stepped up to a TA position,; a TA has taken on a HLTA position; a HLTA has stepped up to a Class Room Instructor position and the Senior Teacher has taken on the role of Acting Deputy – hence the school not been disrupted and there has been no hold up in recruitment. This has been attributable to staff training, exposure, team work and consistency in staffing that is something the school can celebrate.</p>
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Other:

The school hosted yet another successful Christmas programme of activities (Xmas 2020)

Vocational activities progressing and children continue to enjoy these activities but we are looking to employ an experienced Gardener. We have a volunteer worker teaching Woodwork which is progressing well. A member of staff who has done some training under Mrs Wanda Isaac is teaching sewing skills. PTA has agreed to dedicate some funds to this area for progress and development.

PTA has ring-fenced funding to upgrade our school library which should hopefully be up and running for the new school year.

Pupil numbers remain stable and staffing is consistent.

No interruption to schooling through COVID 19.

Date

EXTERNAL SUPPORT REQUIRED

Who	Support needed	Details
Inclusion Team (includes Inclusion Manager, Additional Needs Teacher, SENCO and SEN Advisor)	For IEPs/interventions/ additional support/Training	
Safeguarding Directorate/Police	Regular meetings to discuss relevant cases and keyworkers engaged as necessary. L3 Safeguarding Training	
Overseas SEND Advisor (Rose Brooks)	For severe SEND cases	
Educational Psychologist/Speech and Language Therapist/ Clinical Psychologist	For IEPs/interventions/additional support/Training	

Date

ATTENDANCE TARGETS

Group	Target	Achieved
Student Attendance %	95%	
Staff Attendance %	95%	

Note significant issues:

Date