

## Bawtry Mayflower Primary School

### School Improvement Plan: 2018 - 2021



School Improvement Priorities	Academic Year		
	2018-19	2019-20	2020-2021
Implement a challenging maths curriculum	Sustain	Sustain	
Strengthen the culture of research across the school	Sustain	Sustain	
Implement a challenging reading curriculum	Deliver	Sustain	
Strengthen leadership across the curriculum	Deliver	Deliver	Sustain
Develop effective assessment procedures across the curriculum	Explore/prepare	Deliver	Sustain
Develop children's vocabulary & spelling	Explore/Prepare	Deliver	Sustain
Develop children's metacognitive skills	Explore/Prepare	Explore/prepare	Deliver

Note – pale blue – summer 2019 notes.

Improvement Priority:	Action/Intervention	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria
Implement a challenging maths curriculum	Continue to work with the KS2/3 EEF maths group and share practice	Summer 2019	SW	SW – maths programme???	JJ/BW Termly	Progress outcomes at the end of KS1 and KS2 to be above national  New staff to be confident to teach maths leading to at least good teaching  Children to demonstrate a positive attitude to maths
	Review strategy for teaching multiplication tables. Needs to be on SW action plan and part of monitoring	January 2019	SW	Time to monitor and plan changes.  TT rock stars New tablets	JJ/SW	Plans in place for TT strategy
	Specific CPD as identified through teacher development plans, observation or work scrutiny.	ongoing	SW	CPD based on identified need. New calculation policy.  TA training to supplement whole school training	SW/JJ	Support for individuals and groups as required

	<b>Action plan for improvement - (plan to include Intent, Implementation, Impact)</b>	October 2018	SW	Intent, Implementation and Impact – evident in action plan.  Evaluate autumn 2019	JJ	Plan monitored and evaluated

Improvement Priority:	Action/Intervention	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria
<b>Strengthen the culture of research across the school</b>	<b>New Research Lead role developed through work with RS.</b>	Summer 2019	JJ/CD	Time for CD and JJ to attend RS training as required – Note: school receives payment for RS work  PD for all staff  Time for staff to work together  JJ and CD continue to work with RS. Impact – CPD in school/ learning from and with others. Whole school DI for Spelling in place.	JJ/CD/RS	All staff to be confident in using research evidence to support teaching and learning.
	<b>RS lead to support all staff with involvement in Disciplined Inquiry – whole</b>	Autumn 2019	CD/all staff	Impact of work on DI & curriculum reviewed by STEP -very complimentary "curriculum design is marketable"		

	<b>school focus on vocabulary and spelling</b>			Learning from the RS practitioner enquiry to be used in September 2019		
	<b>Support EEF trials: Easy Peasy and Rosendale Metacognition trial</b>	Summer 2019	JM SD	What has happened to EP? Next steps with rosendale?		
	<b>Action plan for improvement - (plan to include Intent, Implementation, Impact of role)</b>	Spring 2019	CD			Clear plan for improvement in place – review Autumn 2019

<b>Improvement Priority:</b>	<b>Action/Intervention</b>	<b>Timescale</b>	<b>Person responsible</b>	<b>Budget/resource implications</b>	<b>Monitoring (who by and how often)</b>	<b>Success criteria</b>
<b>Implement a challenging Reading curriculum</b>	<b>Evaluate current provision and outcomes and implement any changes required.</b>	Nov 2018	L.Pickersgill C.Dunn J. Mundy	Purchase of books  CPD and monitoring ongoing. LP – confident in role  LP – highly effective reading leader.  Work to improve reading – positive comments in spring	JJ - termly BP - termly CD – ½ termly  SPP	Progress outcomes at the end of KS1 & KS2 above National   Children to demonstrate a

				STEP report – visiting HTs from Leeds to see practice.  School invited to share work on graphic organisers at OA25 training.		positive attitude to reading
	<b>Action plan for improvement - (plan to include Intent, Implementation, Impact. Also steps to further develop LP's role.</b>	Nov 2018	L. Pickersgill		LP/JJ	Monitored against reading outcomes summer 2019
	<b>Specific CPD as identified through teacher development plans,</b>	ongoing	LP	CPD – planning and delivery	JJ	New staff to be confident to teach reading leading to at least good teaching
	<b>observation or work scrutiny. Y3 fluency project Next steps</b>	Termly  Summer 2019	LP/CD	Time for LP/CD  Time for training LP + TA for fluency project	LP/CD	Children more fluent as measured by YARC

Improvement Priority:	Action/Intervention	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria
<b>Strengthen leadership across the curriculum</b>	<b>Develop whole school understanding of Intent, Implementation and Impact of curriculum</b>	October 2018	All subject leaders	CPD time Intent – back to whole school strategic planning work in Jan 2018. See curriculum book, concept Orgnaiser file, phase planning docs, CPD for staff and Govs. Concept organisers developed	JJ, BP, CD	
	<b>All subject leaders evaluate current provision and develop plan for improvement (plans to include – Intent, implementation and impact) Plans to include use of knowledge organisers</b> How are we going to develop SL?	October 2018	All teachers	Time to review provision. Time for SL to evaluate	Jj, BP, CD	Clear plans in place - Changes?
	<b>Develop roles for staff new to school</b>	Sept 2018	JJ, CD. BP	PP training for BP and JR Time for JR to do PP review work  EW - arts	JJ	
	<b>Participation in SPP programme</b>	Sept 2018	JJ, CD All staff	£1900 – PP money Ongoing +ve impact in terms of support and challenge	EEF	

				SW and JR to train for 2019-2020		
	<b>Improve teacher understanding of how memory works – Memory training from Huntington RS</b>	October 2019	JJ – all staff	Funded by RS Follow up sessions in school	CD	
	<b>JJ and CD to attend the Huntington memory and metacognition training sessions – Doncaster RS</b>	Spring term 2019t	JJ/CD	£ from PP budget – time for JJ/CD to participate in the programme. <b>No cost to school as RS work - £ used for PP training for BP and JR</b> Day 2 completed. JJ and CD likely to deliver this as part of RS offer for 2020. CD delivered day 1 as part of CPD to all staff – also delivered at TE, Next term – follow up days.	JJ CD RS	
	<b>Review teaching of the “bread and butter” skills and knowledge - focus on spelling and multiplication tables using memory techniques.</b>	January 2019	CD, BP, LP, SW	Leadership time Time reduced from feb 2019 - More time required for the wider curriculum – less time available.	JJ BP CD	

	<b>Participation in the Artsmark programme</b>	Jan 2019	BP, EW	<p>£2000 - CPD for visual arts</p> <p>Project in the autumn term</p> <p>EW - training at DARTS – feeding into CPD</p> <p><i>Impact??</i></p> <p>Artsmark award begun</p> <p>Drama training, EW planned arts week. EW involvement in curriculumplnning</p>	EW JJ	
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Improvement priority	Action/intervention	Timescale	Person responsible	Budget/resource implications	Monitoring (who by and how often)	Success criteria
<b>Develop effective assessment procedures across the curriculum</b>	<b>Investigate the DOL system for assessing the wider curriculum</b>	Summer 2019	BW	<p>Cost of upgrade to DOL <b>No longer feel this is appropriate –</b></p> <p>Time to review - curriculum review – Agreed not to use DOL – More use of LC's - teacher and SLT</p>	JJ	Ensure the system is fit for purpose
	<b>Investigate effective formative assessment for wider curriculum –e.g. learning conversations.</b>	Spring term	Subject leaders		Spring term Summer term	<p>Robust assessments across the whole curriculum</p> <p>Improved outcomes in all</p>



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<b>Develop children's vocabulary &amp; spelling</b>	<b>Investigate current thinking around effective teaching of vocabulary and spelling:</b> <b>A. Quigley book</b> <b>Research papers – spelling</b>	Summer 2019	J. Mundy (LFTM project) C.Dunn L.Pickersgill	Time to read and share. <a href="#">Project ongoing – review due in autumn term</a> Purchase books for all staff – <a href="#">purchased</a> <a href="#">Has ZAP been successful?</a> Training for subject leaders  <a href="#">Training for all teachers</a>  <a href="#">JM - NPQML &amp; work with Y3/4 – report to Govs Autumn</a>	JJ – termly	Full programme ready for implementation in Autumn 2019.  Short term strategies in place December 2018

	<b>Focus of whole school Disciplined Inquiry</b>	Autumn 2019	All teachers	Time for staff to work together	CD SPP - Not covered as SPP – change of focus	Evaluations of strategies and plans for next steps in place  DI – more focused support and training for autumn 2019 from CD

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<b>Develop understanding of metacognition and impact on learning</b>	<b>Further research and CPD</b>	Summer 2019	C.Dunn JJ	<p>Attendance at Metacognitive 3 day training</p> <p>Time for whole school CPD, - this will be in autumn term 2019 - in conjunction with KL. &amp; TE.</p> <p>See curriculum plans for impact of learning and research by SLT</p> <p>CPD time for all staff – see CPD file</p>	Jj CD	<p>Better understanding of metacognition and how it meets our needs.</p> <p>Full programme ready for implementation in Summer 2019</p>
	<b>Research with Rosendale school, London</b>	Autumn 2019	S. Davies	<p>Time for completion of docs in line with MOU</p> <p>School – control group. Paperwork completed and returned. All training offered in London – not attended.</p>	SD JJ	

	<p><b>NQT:</b></p> <p>NQT programme &amp; mentor training</p>	<p><b>All teachers:</b></p> <p>Working memory          Diagnostic assessments</p>
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<b>Support &amp; Resources</b>	York St John support Dedicated NQT time and time with mentor.	Role of self testing Leadership Matters	EEf CCoT	Research School Network
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