

## **West St Leonards Primary Academy Improvement Plan 2019.2020**

**The key focus areas for the academy to further improve are outlined below.**

### **1. Quality of Education**

**Description:**

- Develop further the consistency and provision in Quality First Teaching so that all pupils make progress at least in line with national from their starting points and/or make or exceed national standards

**Strategy:**

- Ensure all staff have a clear understanding of teaching and learning approaches and how these feed into assessment protocols, including the transition of core subjects skills into the wider curriculum.
- Continue to Embed successful strategies, including RIME and 'Talk for Reading' to improve overall teaching and learning of reading in all year groups.
- Teachers develop and use highly effective questioning to support the mastery of key skills in English and Mathematics Mastery.
- Monitoring of teaching and data driven pupil progress meetings, challenge teachers to target and adapt wave one teaching including effective AFL strategies.

### **2. Further Improve EYFS (Reception)**

**Description:**

- Review and ensure that EYFS is challenging for the children in the cohort including the progression in the seven areas of learning.
- Continue to focus on the acquisition of language and systematic teaching of reading and phonics.

**Strategy:**

- Embed Talk for Writing as a tool for building a love of writing and storytelling within EYFS across the curriculum.
- Review the medium term plan and progression as it applies to children with differing starting points and adjust planning to meet needs and provide challenge.
- Further develop the teaching of reading and the use of Mathematics Mastery so more pupils reach GLD and acquire basic skills.

### **3. Improve Provision for disadvantaged and SEND pupils including developing well-being and PSED**

#### **Description:**

- Leader to review and adapt provision for SEND pupils to widen experiences and build life skills.
- Pupils with SEND achieve the best possible outcomes.
- Inclusion Lead identifies, assess and meets the needs of the children

#### **Strategy:**

- Plan curriculum learning and life skills for pupils across the week.
- Deploy staff to better meet the needs of pupils and engage learners.
- Enrich the provision to include practical and life skills learning to improve well-being and PSED.
- Identify common areas of need for the children and funding is used to implement provision appropriately.

### **4. Further Improve Leadership**

#### **Description:**

- Leaders at all levels including those responsible for governance focus on areas from POI and areas identified in outcomes for 2019 to have increased impact on the quality of education provided by the academy.

#### **Strategy:**

- Leaders set high expectations through the shared vision and clearly communicated strategic planning published to the whole community.
- Leadership at all levels target those who need additional support so that for vulnerable groups gaps continue to narrow over time.
- Leaders support teachers both within the academy and more widely too improve pedagogy and use of assessment to further impact on outcomes whilst being mindful of reducing teacher workload.

#### **Operational Plans/ Raising Attainment Plan**

- The academy also has targets for outcomes, measurable key performance indicators and a week by week operational plan to support leaders to measure impact and progress.
- Termly schedule produced for Leadership Staff

## **5. Further Improve Teaching and Outcomes in Reading**

### **Description:**

- Continue with the successes of RIME (reading scheme) across the school
- Consider the ways in which the 'Talk for Reading' research project could provide fresh insight into new strategies to support reading across the school.
- Further sustain the 'Reading for Pleasure' strategies to promote seven times readers.

### **Strategy:**

- Provide prompt CPD opportunities for new staff and personalise accordingly dependant on level of teaching experience.
- Review staff confidence in the teaching of reading through regular reviews, lesson observations and book scrutiny
- Use the above information to formulate a supportive cycle to create precise staff CPD based on needs of the school.

## **6. Further Improve Teaching and Outcomes in Writing**

### **Description:**

- The recent validations from external agencies that West St Leonards continue to show strongly the values of a training centre, now these expectations need to remain high.
- SLT continue to monitor and provide CPD whilst experienced teachers continue to provide high quality teaching. Newer members of staff will be supported through regular CPD to ensure their skills match those of experienced staff.

### **Strategy:**

- Review staff confidence in Talk for Writing strategies to ascertain CPD needs.
- Induction for new staff to be regular and tailored to needs of the staff, thus bringing their confidence up to the level of experienced teachers for the next academic year.
- Presentation code to work alongside this to ensure expectations in presentation remain high, supported by handwriting lines in exercise books.

## **7. Improve Teaching and outcomes in Maths**

### **Description:**

- Continue to use the Maths Mastery framework to support teaching and learning in maths. Staff to use this model, supported by leaders who will ensure the provision and engagement of staff.

### **Strategy:**

- Use the tools available through the Maths Mastery framework to support teaching and learning overall.
- Training with SLE and support to be implemented including online resources with support from the SLE for all teachers and teaching assistants.
- New assessment tools to be used to inform future planning and to present for pupil progress meetings.

## **8. Further Improve Teaching Learning and Assessment**

### **Description:**

- Embed and consolidate additional strategies within subjects (reading, writing and arithmetic) where improved progress has been seen over the previous academic year.
- Restructure teaching, learning and assessment within subjects where additional external support is being provided.
- Further develop the precision and consistency in quality first teaching so that all pupils meet the expected standards and/or make progress at least in line with national measures.

### **Strategy:**

- Ensure that all staff have a clear understanding of both existing and new teaching and learning approaches and how these feed into assessment protocols. This includes the transition of core subjects skills into the wider curriculum and how this can be implemented.
- Promptly embed strategies that stem from Hastings Opportunity Projects to provide early consistency and thus support teaching, learning, and pupil confidence in these new systems.
- Embed successful strategies acquired from the 'Talk for Reading' research project to improve overall teaching and learning of reading in all year groups.

## **9. Improve the Wider**

### **Curriculum Description:**

- Science now incorporates a number of maths targets into the learning which staff are becoming more proficient in embedding. The focus is to incorporate more of the strengths in writing into the wider curriculum and therefore also into Science.
- Wider Curriculum Leader to review provision and plan further support and development – widening the curriculum experience for pupils.

### **Strategy:**

- With the findings from the previous academic year, create a framework for embedding more writing opportunities into the wider curriculum, including Science.
- Provide the relevant support for teachers to incorporate this into their teaching and learning ready for, leadership monitoring and assessing impact.
- Planning of development and support for the teaching of music and drama through PDMs and modelling of teaching.
- Further plan skills progression in all subjects to balance the curriculum and build both knowledge and cultural capital for pupils.