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| **HAGUE SCHOOL IMPROVEMENT PLAN 2017 – 2020**  **Summary of Key Objectives** | |
| **Objective 1** | **Aiming for ‘Wildly Important Goals’ Progress and Attainment 2017- 2018**   * **Increase the number of pupils who achieve combined ARE/ Greater Depth for Reading, Writing and Maths.** * **National 66.6% RWM Combined. Hague WIG 89% 2017 Hague combined 59% RWM.** |
| **Objective 2** | **Teachers refining a ‘Mastery Approach’ to teaching so that pupils don’t fall behind.**  Pupils develop secure knowledge and application skills.  **New Curriculum Focus**  RE Syllabus and Philosophy for Children P4C |
| **Objective 3** | **School has 3 key concerns**   1. **Improving attitudes to learning so that they would be considered to be outstanding**. Children learning to take greater responsibility for thinking, reasoning, making connections and remembering. *(Mastery and P4C linked to RRS) E1P World of Work* 2. **pupils’ health and wellbeing.** Too many children have diet and weight related issues with insufficient physical activity to balance. Children need to be able to make healthy lifestyle choices, see and feel rapid improvements in their fitness through play and sport/PE. 3. **Improving attendance of all including vulnerable groups so that it is in line with others.** |
| **Objective 4** | **Building Capacity and Future School Leaders**   * Develop future leaders of learning in middle and senior roles across the curriculum and phases to inspire expertise within, career development or progression and succession planning. |
| **Objective 5** | **Development Projects**   * **Fundraising to redevelop the Early Years Playground so that children are better able to achieve GLD across the curriculum with a particular focus on physical challenge and self-management of risks.** * Design, plan and cost the options to support fundraising activities. |

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| **School Improvement Priorities 2017 – 2018 (Year 1 of 3)** | | | | | |
| **Objective 1**  **Standards and Progress** | **Aiming for ‘Wildly Important Goals’ Progress and Attainment 2017- 2018**   * **Increase the number of pupils who achieve combined ARE/ Greater Depth for Reading, Writing and Maths.** * **National 66.6% RWM Combined. Hague WIG 89% 2017 Hague combined 59% RWM.** | | | | |
| **Actions and Rationale** | | **Time Scale** | **Person Responsible** | **Finance and Implications** | **Evaluation/ Next Steps** |
| 1. **Outcomes for pupils**   **Leadership & Management introduce PiXL from September 2017 - 2020**  **Leadership work with PiXL and Hague Core Team so that there is long term capacity within Senior Management, Subject Leaders and Inclusion Teams to sustain progression and drive up standards.**  **Partners in Excellence to secure improvements in pupils’ combined attainment.**   * **Targets pupils at risk of not attaining ARE** * Leadership set ambitious but realistic targets with class teachers based on PiXL Principles of identifying the ‘wildly important goal’ (WIG) for each year group. This takes account of SEN/D and prior attainment/ progress. * School deploys teaching resources, intervention strategies, pupil premium and SEN funding to ensure all pupils are ‘on track to secure’ ARE. * Leadership and governors review impact of teaching and interventions to narrow the gap between Hague and National   **.** | | 3 year strategy  Year 1: 2017-18  Introduction to SMT/ Year 6 Core Team.  Year 2: 2018-19  Embedding and extending practice across the school  Year 3: 2019-2020  Consolidating and refining for sustainable practice. | 2017-18  Deputy Head  Assessment and Standards  Year 6 Core Team  SMT /Subject leaders  upskilling | Pupil Premium  Initial cost  £2,500  E10  Pupil Progress  Review Days  E26 – Agency/ internal cover  £200 per day  Intervention Therapies included in PiXL package | Narrow the gap between Hague and LA/ National averages.  100% secure personal progress targets from EYFS/KS1 to KS2. |

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| **School Improvement Priorities 2017 – 2018 (Year 1 of 3)** | | | | | |
| **Objective 2**  **Quality of Teaching, Learning & Assessment** | **Teachers refining a ‘Mastery Approach’ to teaching so that pupils don’t fall behind.**  Pupils develop secure knowledge and application skills.  **New Curriculum Focus**  RE Syllabus and Philosophy for Children P4C. | | | | |
| **Action: Leaders of Learning to plan and coordinate action plans for professional development meetings to impact on standards and progress relating to:** | | **Time Scale** | **Person (s) Responsible** | **Finance and Implications** | **Evaluation/ Next Steps** |
| **Reading -** Ensure all children can decode **effectively and read fluently.**   * **Explicitly teaching and modelling reading comprehension skills and strategies:** * **Teach:** vocabulary, scanning and skimming, inference skills to ensure pupils are able to articulate their understanding more precisely*. (Links to P4C)* | | Age specific action plans  Autumn Term Focus with interventions throughout the year. | LOL English  Sam Fish | Reading Review Days with Nicole  SIP Silver Package  10 days £6850 |  |
| **Writing – Ofsted: pupils to strengthen their writing skills in different**  **genres in science and topic work. Judicious use of writing frames. Don’t ‘put a cap’ on quality and quantity of writing.**  Working with SIP Nicole Gurivadi Reading Writing Focus Curriculum Planning | | Moderation  4days Spring 1  4 days Summer 2 | LOL English Sam Fish | E1P writing  8 Monitoring/ moderation days  £1600  PP |  |
| **Mastering Maths –Pupils (& adults) to strengthen mathematical subject knowledge to facilitate mental, written and reasoning skills.** Increase opportunities for pupils to reason and explain thinking. *(Links to P4C)*  *LOL Maths team teaching, supporting, coaching for impact.* | | Autumn/ Spring/ Summer PDM  Autumn/ Spring Lesson observations | LOL Maths Sue Walsh – shadowed by Sanzida Khanom | INSET / PDM  Time within school day.  Cover tba or agency. |  |
| **Assessment:** Refining the use of OTrack to support tracking, subject gaps analysis and reporting progress to parents. | | 2nd year embedding use of OTrack in light of DfE adjustments to Assessment. | HT & LOL Eng & Maths | £900 p/a Otrack Subscription  PDM - PP |  |
| **New Curriculum and Learning Skills:**  **Introduce and establish New LBTH SACRE RE Scheme and ‘Philosophy for Children’ (P4C) across the school** so that pupils develop the skills of enquiry, debate, reasoning and self-questioning in the context of RE broadening to English/ Maths/ Science and the wider curriculum over time. | | Autumn 2017 introduction.  Spring monitoring  Summer evaluating and action planning for 2018/19 | SMT – Alison Goodliffe - P4C  DH Sue Walsh - RE | INSET 0.5 day  PDM  £500 Ambassador training for P4C Lead  Resources - £200  EEF PP |  |

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| **School Improvement Priorities 2017 – 2018 (Year 1 of 3)** | | | | | |
| **Objective 3 Personal Development Behaviour & Welfare** | **School has 3 key concerns**   1. **Improving attitudes to learning so that they would be considered to be outstanding**. Children learning to take greater responsibility for thinking, reasoning, making connections and remembering. *(Mastery and P4C linked to RRS) E1P World of Work* 2. **pupils’ health and wellbeing.** Too many children have diet and weight related issues with insufficient physical activity to balance. Children need to be able to make healthy lifestyle choices, see and feel rapid improvements in their fitness through play and sport/PE. 3. **Improving attendance of all including vulnerable groups so that it is in line with others.** | | | | |
| **Actions & Rationale** | | **Time Scale** | **Person Responsible** | **Finance and Implications** | **Evaluation/ Next Steps** |
| All children to have positive attitudes to learning so that they can get the most from physical fitness, having fun whilst learning. Links to the development of resilience, character and ambition to do well for themselves and others. The introduction of P4C to the curriculum gives models for regular structured thinking and processing skills. It builds on existing promotion of positive attitudes to personal and academic development, spirit of enquiry and ‘Growth Mind-set’.  **East 1 Schools Partnership Focus: Promoting Aspiration through learning about the World of Work.**  **Identifying talents** – computing, music, sport, drama linked to the World of Work – Jobs for the future supported by Hague Star Values, resilience, determination and grit. | | Year 1 introduce P4C  make links with existing practice Growth Mindset  Review and embed in years 2 & 3. | SMT Alison Goodliffe cross references to objective 2.  HT Strategic Lead for  E1P  Learning Mentor – support World of Work | As per objective 2.  Projects to be funded from existing curriculum allocated budgets or fund raising. |  |
| **Health and Wellbeing** – Additional Sports Premium Funding  All adults to prioritise children’s personal physical fitness and wellbeing so that they are more active and fitter: develop coordination, speed, agility and balance within active play and PE. Class tracking.  Support staff allocated classes/ break time responsibilities.   * **Teachers develop the role of children as Monitors in class, Volunteers around school** i.e. Digital leaders and Young Sports Leaders in the playground so that they can use initiative. Ambassaors Beyond School. RRS. * **Adults deepen children’s understanding of UNCRC Articles assemblies & ‘Golden Charter. ’** Maintain rights respecting language and behaviour across the school, promote community cohesion, knowledge and understanding of world affaires | | Autumn Term  Support Staff INSET | HT Judy Coles  PE/ Sports training focus for staff  RRS – Fiona Lowther | School is committed to using Pupil Premium Funding and Sports Premium Funding to target resources and strategies which build on existing frameworks but also introduce new elements to inspire and track personal improvements.  Support Staff INSET  PDM Time £400 |  |
| **Safeguarding – Personal Safety, E Safety & Anti Bullying, Attendance**  **Attendance Target 97%– Ofsted Governors and Leaders rigorous monitoring to reduce persistent absence particularly for SEN/D and vulnerable groups.**  Promoting expectation that all children will be in school every day on time except for exceptional circumstances related to illness, injury family circumstances.  AWA & attendance officer working with families. | | Termly monitoring, analysis and reporting. | HT Judy Coles  & Admin Attendance  Minara Begum | AWA SLA £5300  Admin Attendance Officer  2 days per week. |  |

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| **School Improvement Priorities 2017 – 2018 (Year 1 of 3)** | | | | | |
| **Objective 4 Effectiveness of Leadership & Management** | **Building Capacity and Future School Leaders**   * Develop future leaders of learning in middle and senior roles across the curriculum and phases to inspire expertise within, career development or progression and succession planning. | | | | |
| **Action & Rationale** | | **Time Scale** | **Person Responsible** | **Finance and Implications** | **Evaluation/ Next Steps** |
| * **Identify staff opportunities for Leadership and Management within Hague and across E1S Partnership through Appraisal Process. Succession planning for English/ Maths and wider curriculum responsibilities.** * Individuals develop expertise: subject, data analysis, action planning, ability to implement and drive projects monitor, observe and give feedback. * Accountability communicating impact of TLR/ management time/ action plans and funding, on standards and progress across the school to governors. * Work in partnership with Hague Leaders of Learning and the wider East 1 Schools Partnership of school leaders to drive up standards and progress. | | Staff are at different points | HT Judy Coles oversee Appraisal Process | Training and agency cover costs to be considered over 2 years. |  |

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| **School Improvement Priorities 2017 – 2018 (Year 1 of 3)** | | | | | |
| **Objective 5**  **School Premises and Resources** | **Development Projects**   * **Fundraising to redevelop the Early Years Playground so that children are better able to achieve GLD across the curriculum with a particular focus on physical challenge and self-management of risks.** * Design, plan and cost the options to support fundraising activities. | | | | |
| **Action** | | **Time Scale** | **Person Responsible** | **Finance and Implications** | **Evaluation/ Next Steps** |
| **School**  **Premises:**   * **Tower Hamlets Health and Safety Audit Pending Autumn Term.** * **Building maintenance and development**: programme of systematic , repair, refurbishment, redecorate across classrooms, offices, teaching and communal spaces.     **Curriculum Resource Management**   * Effective resource management to secure savings – Stock Management, & photocopying. Recycle, Re-use and Reduce. SAVE £££ * Effective Storage Systems, improved labelling & communicating new stock needs.   **Development of Learning Environment**   * Maintaining Green Spaces for Growing Food and Flowers – Roof Top and ground floor allotments * Teaching and learning displays to be of high standard and well maintained.   More children’s work to be celebrated so they feel proud of their achievements. | | October 2017  Nov/ Dec 2017  Spring 2018  Summer 2018 | Lyall Elwin Premises Manager  Finance Manager  Tracy Webster  Leaders of Learning | 2018-19 budget  Savings from TH Library PDC  £3471  Projects funded from within E19 budget.  PDM for TAs and Teachers. |  |

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| **RAISING ATTAINMENT PLAN 2017-2020** | **School Leaders and Governors to effectively use Pupil Premium and school resources to increase the % of pupils in each year group who achieve: EYFS Good Level of Development or KS1/2 ARE and Greater Depth in Reading, Writing and Maths Combined.** Class teachers to teach all groups within the class. TAs to facilitate teaching through pre teach/ catch up interventions and extension. | | |
| **Based on national /local research and analysis of school data** | **Maintain - teachers, learning support & pupils** | **Improve - teachers, learning support & pupils** | **Change - Leaders of Learning** |
| **Reading Comprehension - Explicit teaching, modelling & practise** | * **EYFS/KS1** Rigorous consistency of teaching for Phonics & Shared/Guided Reading: * Use of, ‘Whatever it Takes’ On Line Phonics CPD Resources. * **High expectations that pupils read daily at home for pleasure and learning.** * **EYFS-Y6 Modelling of reading comprehension skills use of ‘Think out loud.’** To support teaching of vocabulary & strategies which ensure pupils reading for meaning   **Balance of Teacher Assessment ‘v’ Test to ensure consistency of judgments.** | * **Impact of Reading Interventions**   i.e. Rapid Reading Y2/Y3  Refine use of Accelerated Reader Y2-6  Training for TAs. 3x less than 80% triggers conference intervention.   * **All adults’ promotion of ‘Must Reads’ and reading to children. Adults read and know the books.** * Children’s confidence and ability to make connections between their reading and personal experience / knowledge. * **Reading aloud skills**- **Fluency** expression, presentation skills i.e. in assemblies. * **SEN/D access to phonics and reading strategies – catch up programmes.** * **Strategies to promote parental involvement reading at home for pleasure.** * **Skills in answering reading comprehension questions.** | * **SIP Priority Whole School Approach to ‘Philosophy for Children’ P4C to** develop self-questioning and reasoning skills. * **KS1/2 Refined Mid Term English Curriculum Planning for Reading** to ensure better coverage of genres, strategies and NC ARE. * **Greater emphasis on whole class teaching of reading skills** through class texts with interventions for SEN/D. * **KS1 Daily Story/Poetry Time. KS2 read to class more often.** * **EYFS New Topic Focus books** – introduce greater level of challenge. * **LoL English &** THEP English Consultant working with HT to monitor impact of teaching and progress in reading skills. |
| **Writing Across the Curriculum**  **Ofsted March 2017**  **Next Steps**  Governors & Leaders to ensure that in their science and topic work, pupils have opportunities to strengthen their writing skills in different genres. | * **ETHCAT/ Helicopter Stories** * Identification of writing opportunities across continuous provision / curriculum for independent writing. * High expectations by adults, pupil, parents’ for greater technical and secretarial accuracy when writing independently. * **Physical development/practise that contributes to writing skills**. * Writing Review Process & Talk Partners | * **Pupils’ evidence base of genres.** * **Effectiveness of feedback** for more rapid impact on progress in writing/ presentation. * **Handwriting and presentation skills** so that vast majority of pupils are able to join letters and develop cursive style. * Increased vocabulary, ‘don’t dumb down’. * **Pace of learning for Lit Lang. Class expected to complete the unit + mid term objectives.** | * **KS1/2 Refined Mid Term English Curriculum Planning for Writing** to ensure better coverage of genres, strategies and NC ARE. * The expectation that all children will do a short piece of independent writing each week from a foundation subject. * **Introduce opportunities for debating linked to P4C to inform writing.** * Judicious use of writing frames for higher achievers. |
| **Mathematical Confidence in Reasoning and Written Calculations** | * **EYFS maintain continuous maths provision that challenges & inspires children to solve problems and support parental involvement**. * Maths is connected to real experiences. Continuous AFL & mini plenaries to ensure errors and misconceptions addressed asap. * **Expectations for pupils to regularly engage with Mathletics at home.** | * **Further develop EYFS provision for mathematical challenge and problem solving.** Use of White Rose Curriculum – Lancashire for EYFS. * **Greater emphasis on class teaching ARE counting +-x-:- facts (phonics style)** * **Adults to further improve personal subject knowledge of maths and confidence in teaching tricky concepts.** | **2017-2019 Mastering Maths**   * **Developing the whole class approach with targeted interventions for pre teach SEND/ catch up.** * LOL Maths Monitoring |
| **Teacher Assessment**  **Refining the AFL, the Tracking system and** | Target Setting for each class  Use of O’Track across the school.  Pupil Progress Meetings  High expectations for progress  Share ARE at Parents’ Meetings. | Strategies for efficient tracking based on teacher experience and initiatives. | Leadership Team working with Pixl Education Consultant. Pupil Premium Funded to forensically track and identify pupils at risk of not securing combined RWM End of Y6.  TAs target Pixl interventions which close gaps and ensure that vulnerable pupils secure combined age related expectations.  New: Year 6/ main priority with best practice applied to other year groups.  O Track Objectives to be refined so that progress can more easily be tracked – core subjects. |