



West Minster Primary School Quality Improvement Plan 2015-16 Review and evaluation

April 2016

PRIORITY AREA	Review comments	REVIEWED BY:
1-Teaching to be consistently good or better		
(i)Appraisal	Milestones have been met and the process although needs to be refined, is now in place and being followed to ensure standards of performance are raised	All teaching staff and SLT
(ii)-Middle leaders to complete classroom observations and SLT to complete learning walks every two weeks	This is now happening in line with milestones for success and impacting well on the improvements to teaching and learning Shared accountability for improvement and better devolved leadership	“
(iii) All teachers planning to ensure that there is good match to ability	EYFS is more structured with better differentiated activities KS 1 is more structured but introduction of INSPIRE programme has had to be embedded KS 2 made comment about the new curriculum now about broadening and deepening rather than ability etc.	“
(iv) Impact of the new curriculum to embed skills and content	New curriculum is now being taught and embedded but AHOS s responsible for KS 1 and KS 2 leadership are refining and ensuring this continues to develop and impact on children’s learning Subject knowledge has improved with good CPD	“
2-Comments in pupils books and verbally enable pupils to understand how to improve their work and they are supported to do this.		
(i) Marking for improvement revisited to help children to move on in their learning	Book scrutiny evidence in all KSs shows increasing confidence both in teachers moving	“

		on comments and in the children's own self assessment Book scrutiny by middle leaders needs to continue and develop further	
(ii)	Revisit marking policy and discuss ideas to improve marking and intervention	Policy in place guides practice well and specific and relevant marking protocols are embedded now in all KSs	"
(iii)	Book Scrutiny and work levelling	This is highly improved and devolved to all leaders EHT and HOS conduct two weekly focussed scrutiny of PP children across all core areas and middle leaders monitor standards and progress in maths and Writing. This is helping to improve teaching	"
(iv)	Peer self assessment	This needs to develop further as still not embedded Leading learners and pupil ambassadors need to develop further here to show mastery of learning and to show case what each year group is learning	"
(v)	Analyse and act upon the results of the parents survey	EYFS especially have responded well to this Parents surveys need to be conducted on more regular basis and actions as a result need to be publicised better	"
3-More able pupils given work that takes into account of what they can do already			
(i)	Level of challenge in planning will allow accelerated progress	EYFS use interventions to ensure this happens KS1 Planning is now taking account of the level of challenge needed here and results have improved as a result KS 2 now emphasise the emerging, expected and exceeding aspects to ensure there is relevant	"

		challenge and we also have the brilliant Club in Year 5 for more able PP children	
(ii)	Teachers to discuss targets with children in order for them to meet and then exceed to next level of learning	EYFS is child initiated and use next steps to drive this In KS 1 system is in place but needs further development and embedding In KS 2 need to get children to use relevant vocabulary eg emerging, expected exceeding EHP children have steps but also need to be able to verbalise correctly	“
(iii)	To identify more able pupils	A list of more able pupils is kept and a member of MLT has been appointed to monitor this aspect Data analysis is good now and is able to identify such children and teachers can use this to plan effective learning ops for them	“
	4-Provide ops for improving writing across the school		
(i)	Federation staff to meet to plan learning ops and more effective writing lessons	All staff are now released for joint PPA sessions in age phases across the federation This is having a real impact on the consistency of writing across both schools	“
(ii)	Jonny Allams commissioned to work with teachers to plan improved writing ops for children	Staff are welcoming this and it is having an impact on the quality of the writing the children can now produce. Corridor displays clearly show progress from term to term Staff felt this is essential strategy for improving writing and continued bespoke sessions with Jonny should now be commissioned	“
(iii)	Teachers to ensure rigorous use of reading strats, vocab, comprehension and grammar	In KS 1 this needs to be refined and embedded although phonics scores are above national	“

	punctuation and spelling to accelerate improvement of writing	In KS2 Literacy leader has introduced SPAG observations and deeper monitoring to ensure the good successes we have previously had continue and are improved still further	
(iv)	Ensure more writing ops within topics	Observations, learning walks and book scrutiny is showing that this is improved and there are now many examples of this happening throughout the school	“
(v)	Teachers to share egs of what their class have done each half term	Corridor class display board chart progress term on term But we could introduce class performance assemblies each term to show case this for parents and other children	“
(vi)	Review talk for writing	Jonny Allams approach has superseded this.	
(vii)	Raise standards in writing by improving speaking and listening	EYFS have now introduced Blast training programmes for all staff to ensure there is consistency in approach to this IN KS 1 the Boost SandL programme has been introduced and needs to be embedded	“
(viii)	Teachers to be confident about levels for writing and can effectively use newly introduced tracking system for monitoring pupil progress	CPD on this has been given and all teachers now using with confidence	“
5-Strengthen leadership, management and governance			
(i)	Inclusion manager to complete national qualification	Completed	“
(ii)	MLT to complete NPQML	All completed or still attending	“
(iii)	To use coaching model to develop CPD	This is ongoing and works on various levels from Head of School through to all leadership	“
(iv)	To share the new code of practice	Needs to be ongoing as is updated	“

(v)	Understand the new tracking system for data analysis	System in place and being used to inform data analysis, targeting and pupil progress discussions	“
(vi)	Govs to agree an annual timetable for monitoring visits and link champion visits	This is now established and working well with govs providing evidence of challenge through notes of visits which are filed and kept in the federation school office Govs now conduct learning walks with SLT on occasions and link well now with Subject leaders	“
(vii)	School monitoring programme links to QIP	Starting to but needs to be tighter and after the review new plan to be tied to this	“
(viii)	Termly update of SEF following monitoring and data analysis triangulation	HOS now report on this to govs at the Teaching and learning committee	“
(ix)	Executive HT reports to full govs body meeting on school improvement priorities	This now happens and EHT uses an agreed format for this and is held to account more effectively by challenging questions on this report at the meeting. Govs minutes show this.	“
6-Monitoring and challenging to ensure children make at least expected progress			
(i)	Identify pupils at risk of not making expected progress	Regular Pupil progress meetings each half term ensure data is shared with teachers and they can identify using the tracking system which children they need to provide additional support to ensure that they make expected progress Interventions are planned to narrow and close achievement gaps throughout the school	“
(ii)	Target vulnerable groups	Provision maps are used to identify where we need to target support and we have appointed well qualified and experienced additional teachers to target PP gaps.	“
(iii)	Use data to plan interventions	As above	“

