

Developing Excellence Planning



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- **Overview of short term priorities (Autumn 2017 – Summer 2018)**

School context

Brinsworth Whitehill Primary School strives to be an outstanding school where pupils have a highly positive educational experience that prepares them well for the next stage of education and provides them with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. The climate for learning is characterised by embedded inclusivity and high expectations from the whole learning community for the whole learning community. Pupils in our care are happy, enthusiastic resilient and purposeful learners. All staff are supported thoroughly in their professional development through the dissemination of best practice and collaboration, and through reflecting and debating on their practice. All pupils are supported to reach their full potential and those pupils who fall behind are helped to make rapid progress through effective action ensuring all pupils make at least good progress. School is closing the gap for all groups of pupils and national figures rapidly.

Our school has 307 children and serves a diverse community culturally, ethnically and socially and all aspects of diversity have risen in the last few years. A third of the school population are children from ethnic minority backgrounds, including 18% categorised as Asian. The school has 12 of the 17 ethnic groups but predominantly the population is Asian or Asian British Pakistani or White British. 20% of children currently are classed as having English as an additional language but many other children are in families where other languages are spoken on a regular basis. We also have an increasing number of refugee families with a significant proportion of these children placed as part of the Vulnerable Persons Resettlement Scheme. These children come to school with no English and sometimes significant care needs. Our schools sits on the border between Rotherham and Sheffield and a proportion of children do not come from the school catchment or local authority.

Our school proportion of pupils known to be eligible for free school meals has been around 26% in recent years but is currently at 14%. This can be attributed to the advent of universal free school meals in KS1 and also reflects the fluctuation of children 'on and off' benefits. FSM data no longer accurately represents the cohort of pupils from deprived areas or near the poverty line in our community.

Under the revised SEN code of practice, the percentage of children identified as 'formal' is 12% and a significant proportion of children are under review and classified as vulnerable learners due to identified learning difficulties. 7 children in school have an EHCP. Children at Brinsworth Whitehill Primary School begin their education working below average in all areas and leave broadly in line with national.

In August 2016 the school became an academy and part of Wickersley Partnership Trust. Through perceptive and accurate self evaluation and a staunch commitment to school improvement the school has tackled underperformance and continues to raise standards.

Together we will:

- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Provide active, co-operative and independent learning through dynamic and high quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self discipline and respect for others
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future
- Provide a welcoming, secure, stimulating and enriched learning environment
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles
- Celebrate our rich diversity and work in partnership with parents, children and the wider community

Priorities are identified in relation to the extent to which they:

- maintains and raises standards of achievement
- improve the quality of teaching and learning
- broadens and enriches children’s educational experience
- provide for children’s social development and self-esteem
- improve facilities offered to pupils and staff
- improve facilities for families
- provide outstanding value for money.

We have considered priorities for the school year ahead in the light of:

- outcomes from monitoring and evaluations 2017 - 2018
- consultations during summer term evaluations
- the financial position
- national statutory changes – changes to assessment
- existing pupil cohorts

OFSTED FEEDBACK

SECTION 5 INSPECTION March 2015
SECTION 8 HMI monitoring visit June 2015

OFSTED KEY ISSUE 1

Increase the amount of good and outstanding teaching so that pupils make rapid progress and standards continue to raise in reading, writing and maths;

- Sharing the most effective practice that exists within school
- Ensuring teachers' marking clearly shows pupils how they can improve their work, particularly so they are aware of errors in spelling and punctuation
- Giving pupils sufficient time in lessons to respond to marking
- Ensuring work is not too easy for pupils and that it fully engages their interest
- Raise teachers expectations of what the most able pupils are capable of doing
- Implementing a whole school policy for the teaching of handwriting.

OFSTED KEY ISSUE 2

Improve the quality of teaching and learning in the early years to accelerate children's progress and raise their achievement by

- Making more use of the outside area to promote further learning
- Involving parents more in their children's learning.

OFSTED KEY ISSUE 3

Strengthen the impact of leadership and management at all levels by;

- Increasing the contribution made by middle leaders to monitoring the quality of teaching and pupils' progress and thus supporting the drive for improvement
- ensuring governors have clearly defined roles and responsibilities and have a greater sense of accountability for school improvement.

HMI

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- develop the skills of all governors so that they can interpret and use school data to compare the school's performance against other schools nationally
- ensure governors regularly check the school is on course to become a good school at its next inspection.

OVERVIEW OF LONG TERM MAINTENANCE PLAN

Outcomes for Pupils	Leadership and Management	Quality of Teaching, Learning and Assessment	Effectiveness of Early Years Provision	Personal Development, Behaviour and Welfare
Context: Standards have risen but still need more children at higher standards. APKN and EAL are increasingly vulnerable groups.	Context: Developments in middle leadership remain a focus for school. Governors programme of development continues to ensure clear focus on impact of leadership actions.	Context: Sharing of best practice is now a feature of school. New teachers in post are being supported. Marking and feedback continues to be embedded but must remain a focus. Assessing without levels and new statutory assessments and foundation subjects are focus.	Context: Outdoor area vastly improved as planned. Recognised by HMI. Work continues to develop area further with introduction of new areas each year dependent on needs of cohort and extension of this into KS1.	Context: Safeguarding outstanding. School to continue to build on this and respond to new initiatives. Attendance needs to be improved to meet national at least.
<p>1.1 To ensure throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points. (K11)</p> <p>1.2 To ensure pupils read widely and often across subjects with fluency and comprehension</p> <p>1.3 To ensure all targets set for pupils in all key stages demonstrate increased challenge towards meeting national expectations. (K11)</p> <p>1.4 To ensure the progress of more able, disadvantaged pupils and vulnerable groups of pupils matches or is improving towards that of pupils nationally. (K11)</p> <p>1.5 To further promote fundamental British values through the spiritual, moral, social and cultural development of the curriculum</p>	<p>2.1 To ensure governors have an accurate understanding of the school's effectiveness and that this is used to keep the school improving by focusing on the impact of the actions of leaders and governors in key areas. (K13/HMI)</p> <p>2.2 To ensure other leaders in school contribute to the deep and accurate understanding of the school's effectiveness and use this to focus on the impact of their actions in key areas. (K13)</p> <p>2.3 To continue to develop the curriculum and to develop the range of opportunities in scientific, technical and physical learning.</p> <p>2.4 To extend training for all staff to protect pupils from radicalisation and extremism and to develop staff confidence and competency to challenge pupils' views' and encourage debate.</p>	<p>3.1 Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p> <p>3.2 To ensure that teachers sustain the focus on providing pupils with incisive feedback, about what pupils can do to improve their knowledge, understanding and skills and that pupils use this feedback effectively. (K11)</p> <p>3.3 To ensure that highly successful strategies are employed to engage parents and carers and provide them with information about how to support their child to improve (K12)</p> <p>3.4 To ensure school is a 'reading school' and pupils read widely and often across subjects and for pleasure.</p> <p>3.5 To provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.</p>	<p>4.1 To ensure that all groups of children make consistently high progress in relation to their starting points (K11)</p> <p>4.2 To ensure that the reception baseline is rigorous and is used to ensure every child undertakes challenging activities</p> <p>4.3. To ensure that highly successful strategies are employed to engage parents and carers and provide them with information about how to support their child to improve. (K12)</p> <p>4.4 To further improve the quality of teaching and learning provision in all the outside areas (K12)</p>	<p>5.1 To continue to work with pupils and families to prevent all forms of bullying, including how to stay safe online and the dangers of inappropriate use of mobile and social networking sites. (K12)</p> <p>5.2 To further develop system for celebrating and raising attendance to be in line with national figures.</p>

Outcomes for pupils – long term maintenance plan

Priority	Key Actions	Timescales	Success Criteria
1.1 To ensure throughout each year group and across the curriculum, including in English and mathematics , current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points. (K11)	Diagnostic evaluation of whole school data analysis to identify vulnerable learners and progress profiles and provide intervention to respond to underachievement.	September	Pupils make rapid and sustained progress throughout all year groups (including EYFS) in reading, writing and mathematics. Increased percentage of children achieving higher standards in EYFS, KS1 and KS2.
	Effective target setting process in place to increase challenge and set high expectations. Pupil targets set for all pupils, shared with pupils and parents.	September	
	Intervention plans completed for vulnerable learners with agreed actions and support identified by class teachers and support staff.	October	Increased % of children achieving higher levels in reading and maths in all key stages.
	Targeted children invited to join booster clubs which develop reading, writing and maths in an interactive and exciting way.	November	
	Smaller class sizes created in Y6 to allow for targeted provision and challenge for more able pupils	September	
	Whole teacher termly review of progress towards targets – whole staff progress meetings	December	
	Ability grouping used across key stage groups to allow for targeted intervention and challenge	September	
	Targeted action plan for subject development by team leaders	December	
Phonics; monitoring of planning across all classes in KS1, ability grouping, interventions and targeted support.	May		

	RMcD (KS1 and KS2), HR (KS2) and CO(EYFS) to continue to be LA moderators.	All Year	Children in Year 1 achieve highly in phonics screening. Work is standardised and moderated through school inline with national expectations.
1.2 To ensure pupils read widely and often across subjects with fluency and comprehension to a high standard.	Development of reading for pleasure initiatives throughout school year	September	Attainment in reading is improving at a faster rate than national. Higher % number of children reading at a 'higher lever' 110 points +
1.3 To ensure all targets set for pupils and vulnerable groups in all key stages demonstrate increased challenge towards meeting national expectations. (K11)	Staff CPD on setting targets following analysis of data and progress comparison.	September	Key leaders consistently communicate high expectations and ambition. The culture of the school is characterised by high expectations and aspirations for all pupils. Targets set for all cohorts show increased challenge towards national benchmarks
1.4 To ensure the progress of more able, disadvantaged pupils and vulnerable groups of pupils matches or is improving towards that of pupils nationally. (K11)	Smaller class sizes created in Y6 in the morning to allow for targeted provision to support vulnerable learners and challenge for more able pupils in maths and reading. Ability grouping used across key stage groups to allow for targeted intervention and increased challenge for more able pupils in maths and reading. Targeted children invited to join booster clubs which develop reading, writing and maths.	September September November	Achievement of groups of learners (including boys, SEN, APKN, those who pupil premium provides support and More able) is rising in line with other pupils in the school. Increased percentage of children achieving higher standards in KS1 Increased percentage of pupil premium children achieving higher standards in writing in KS1 Increased percentage of APKN achieving in KS1 in reading, writing and maths
1.5 To further promote fundamental British values through the spiritual, moral, social and cultural development of the curriculum.	Programme of PSHE/Healthy Schools delivered by HLTAs to all year groups using the Rotherham Scheme.	September – July	Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values , are at the heart of the school's work.

Leadership and management – long term maintenance plan

Priority	Key Actions	Timescales	Success Criteria
2.1 To ensure governors have an accurate understanding of the school's effectiveness and that this is used to keep the school improving by focusing on the impact of the actions of leaders and governors in key areas. (K13/HMI)	<p>Leadership and management and teaching and achievement committees set up for half termly meetings to ensure governors regularly check the school is on course to become an outstanding school at its next inspection.</p> <p>Governors reports produced and shared with governors and staff re areas of responsibility</p>	<p>October</p> <p>October</p> <p>Half termly</p> <p>Following governor visits</p>	<p>Governors, have an accurate understanding of school's effectiveness and can interpret and use school data to compare the school's performance against other schools nationally. As a result they systematically challenge leaders</p> <p>The school's actions have secured improvement in achievement which is rising, including in English and mathematics.</p>
2.2 To ensure other leaders in school contribute to the deep and accurate understanding of the school's effectiveness and use this to focus on the impact of their actions in key areas. (K13)	<p>Year group colleagues work as peer coaches to focus on:</p> <ul style="list-style-type: none"> • Challenge for more able • Vulnerable groups – Summer born/boys/APKN/ • Writing at length • Vocabulary – reading • Problem solving • SEND <p>Peer coaching takes place every term</p> <p>To ensure subject leaders in school share their expertise and deliver CPD, monitor planning and offer support in their curriculum area.</p> <p>Impact reports to be produced and subject leaders to present at FGB. Impact to feed into following action plan review.</p> <p>SLT complete lesson observations for quality assurance and individual teacher action plans updated accordingly.</p> <p>SLT to complete work scrutiny for literacy, maths and topic work. Feedback presented to staff in staff meeting and action plans updated accordingly.</p>	<p>September - July</p> <p>Begins Sept</p> <p>Half termly</p>	<p>All SLT are responsible for the monitoring, evaluating and leading of learning and school development.</p> <p>Evaluation by all leaders is thorough and accurate and the schools actions are carefully planned and effective.</p> <p>Teaching is improving strongly as a result of accurate monitoring, effective performance management and professional development</p>

<p>2.3 To continue to develop the curriculum and to develop the range of opportunities in reading, mathematical, scientific, technical and physical learning.</p>	<p>Staff CPD and on-going support from other colleagues and outside professionals</p> <p>SLA for physical education, music and MFL from WPT to continue to develop staff confidence</p> <p>Staff CPD on identified areas of need</p> <p>Re- development of any policies where necessary</p>	<p>Begins September</p> <p>July</p> <p>Full year</p> <p>Full year</p>	<p>The school's curriculum encourages a thirst for knowledge and understanding and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence. It contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters.</p> <p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education and for their adult life.</p> <p>All staff are clear on policies. Policies are revamped to meet new criteria.</p>
<p>2.4 To extend training for all staff to protect pupils from radicalisation and extremism and to develop staff confidence and competency to challenge pupils' views' and encourage debate.</p>	<p>Member of SLT registered to provide safeguarding training in school and learning community.</p>	<p>Full year</p>	<p>The school continues to find ways to work well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.</p> <p>Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted.</p> <p>Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.</p>

Quality of teaching, learning and assessment – long term maintenance plan

Priority	Key Actions	Timescales	Success Criteria
3.1 Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. (K11)	Lesson observations by SLT – whole school feedback shared with staff and governors.	See evaluation schedule	Key leaders consistently communicate high expectations and ambition. The culture of the school is characterised by high expectations and aspirations for all pupils
	Work scrutiny – focus on differentiation and challenge with a focus on: <ul style="list-style-type: none"> • Challenge for more able (reading and maths) • Vulnerable groups – Summer born/boys/APKN/ • Writing at length • Vocabulary – reading • Problem solving • SEND 	Half termly	
	Staff CPD using outstanding staff to develop teaching and learning profile and ensure relentless pursuit of learning.	Termly	Achievement of groups of learners (including boys, SEN, BME, those who pupil premium provides support and More able) is rising in line with other pupils in the school.
	Teacher action plans link to performance management and are updated regularly following feedback from work scrutiny and lesson observations.	Termly	The standards of attainment of the large majority of groups of pupils are likely to be at least in line with national averages for all pupils. Where standards of any group of pupils are below those of all pupils nationally, the gaps are closing.
	Develop immersive curriculum throughout school. Use 'mantle of the expert' planning format for idea structure.	Termly	% of teaching rated good or better increased to 100%
	Plan the use of the outdoor areas for learning		Teachers have high expectations. They plan and teach lessons which deepen pupils' knowledge
	Booster groups set up for high achieving pupils in reading and maths.		Targets set for pupils in all key stages demonstrate increased challenge towards meeting national expectations.

			<p>Pupils are interested and engaged.</p> <p>School curriculum is broad and balanced and inspires pupils to learn</p>
<p>3.2 To ensure that teachers sustain the focus on providing pupils with incisive feedback, about what pupils can do to improve their knowledge, understanding and skills and that pupils use this feedback effectively. (K11)</p>	<p>Marking and feedback policy to be reviewed and revised with new assessment structure.</p> <p>Thorough staff CPD for new staff by peer support from experienced members of staff.</p> <p>An adapted approach for the marking of writing focussed on genre specific guidance. Staff given time to embed and focus on issue through staff meeting agenda.</p> <p>Work scrutiny by SLT to take place in each term in literacy and numeracy to identify if the new policy is being used and giving the children a clearer understanding of their achievement and what they need to do to progress. Feedback to be shared to teaching staff, with examples of good practice.</p> <p>Reflection and correction' time used as appropriate to allow pupils to complete R&C</p> <p>To ensure staff provide opportunities for children to write for a sustained period of time.</p>	<p>September</p>	<p>Pupils know what to do to improve and respond to marking.</p> <p>The marking policy is implemented consistently through school.</p> <p>Assessment is consistent and robust and is used to inform planning.</p> <p>Teachers assess learning confidently, regularly and accurately at all key stages</p> <p>Teachers share accountability for pupil progress.</p> <p>Appropriately targeted support and intervention are matched well to pupils' individual needs (including more able pupils)</p>
<p>3.3 To ensure that highly successful strategies are employed to engage parents and carers and provide them with information about how to support their child to improve (K12)</p>	<p>Organise family learning programmes in FS and KS1 as well as develop 'Parents Charter' through school.</p> <p>Relevant staff and parental representatives to attend Parent Charter training.</p> <p>Parental consultations for KS1 and KS2 to be held termly.</p> <p>Termly parent consultations for ALL year groups</p>	<p>September</p> <p>Weekly</p> <p>Termly</p> <p>Termly</p>	<p>School is accredited with 'Gold' status Parents charter.</p> <p>The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.</p>
<p>3.4 To ensure school is a 'reading school' and pupils read widely and</p>	<p>Appointment of TLR for reading</p>	<p>Review half termly</p>	<p>Reading for pleasure is encouraged throughout school</p>

often across subjects and for pleasure.	Development of reading for pleasure initiatives throughout school year. Revise reading policy by middle leaders Re-development of reading action plan to meet the ramping up of statutory assessment criteria by middle leaders.		Children read widely and often. Attainment in reading is improving at a faster rate than national. Higher % number of children reading at a 'higher lever' 110 points +
3.5 To provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.	Programme of PSHE and Healthy schools delivered by HLTAs to all year groups. World affairs assemblies each week in each key stage	Review termly Ongoing	Children understand where they are within the world Children debate and reflect on issues beyond their community

Personal development, behaviour and welfare – long term maintenance plan

Priority	Key Actions	Timescales	Success Criteria
5.1 To continue to work with pupils and families to prevent all forms of bullying, including how to stay safe online and the dangers of inappropriate use of mobile and social networking sites. (K12)	<p>Pupil voice collated and analysed Parent voice collated and analysed Key assemblies for pupils and parents Fire safety assembly and Road Safety assembly</p> <p>School to hold an anti-bullying week</p> <p>School to continue with links with Bernardos</p> <p>Programme of PSHE and Healthy Schools delivered by HLTAs to all year groups.</p> <p>Y6 visit to crucial crew.</p> <p>Develop the role of learning mentor in school</p> <p>SENcO to be allocated time</p>	<p>Termly</p> <p>November</p> <p>All year</p> <p>All year</p> <p>November</p> <p>All year</p> <p>All year</p>	<p>Parent and child assembly delivered regarding safety. Pupils are safe and feel safe at school and understand what constitutes unsafe situations and are aware of how to keep themselves and others safe, including in relation to e-safety.</p> <p>Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.</p> <p>Crucial crew attended for Y6</p>
5.2 To further develop system for celebrating and raising attendance to be in line with national figures.	<p>'Study Bug' used monitor attendance and illness partners. SLT to monitor attendance figures Review system for raising attendance figures</p>	<p>Review half termly</p>	<p>Attendance figures are in line with LA target and closing the gap with national</p>
5.3 To develop awareness of pupils spiritual, moral, social and cultural development to equip them to be thoughtful, caring and active citizens in the wider community	<p>Develop Archbishop's Youth Trust programme Y5s to undertake 'Real Love Rocks' with Bernardos</p>	<p>Summer term</p>	<p>Children complete programme and achieve award.</p>

Effectiveness of early years provision – long term maintenance plan

Priority	Key Actions	Timescales	Success Criteria
4.1 To ensure that all groups of children make consistently high progress in relation to their starting points (K11)	<p>Diagnostic evaluation of foundation stage data analysis to identify vulnerable learners and progress profiles and provide intervention to respond to underachievement.</p> <p>Effective target setting process in place to increase challenge and set high expectations.</p> <p>Stimulating environment in FS will be developed further and provide opportunities for consolidating learning and independent use in all areas</p>	<p>Termly</p> <p>October</p> <p>Ongoing</p>	<p>Pupils are interested and engaged</p> <p>A range of opportunities for learning including physical dev and sporting excellence in the learning environment.</p> <p>The school's curriculum encourages a thirst for knowledge and understanding and a love of learning. This contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters.</p> <p>As a result all characteristics of learning will be enhanced resulting in an increased percentage of children achieving a good level of development when exiting FS2.</p>
4.2 To ensure that the reception baseline is rigorous and is used to ensure every child undertakes challenging activities	<p>Moderation of results against development matters.</p> <p>C. Oxborough to moderate for LA in foundation stage</p>	September	<p>Baseline completed for all F2 by September</p> <p>Moderation completed</p> <p>CO continues to be FS moderator for LA</p>
4.3. To ensure that highly successful strategies are employed to engage parents and carers and provide them with information about how to support their child to improve. (K12)	Parent consultation meetings held termly for parents in FS-giving parents more information about their child's individual learning and allowing them to contribute to their child's learning journey.	<p>Termly</p> <p>Summer</p>	The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.

	<p>Extended Stay and Play sessions in FS unit for the morning sessions with parents receiving hand-outs about helping their child at home.</p> <p>Family learning organised by AHT. Relevant staff and parental representatives to attend Parent Charter training.</p> <p>Parental workshops to be planned through year for core subjects</p>	<p>Termly</p> <p>Termly</p>	
4.4 To further improve the quality of teaching and learning provision in all the outside areas	<p>Continuous development of outside areas to follow PLODS and replace materials.</p> <p>Further development of provision for KS1 and FS1 to aid transition (water play / mud kitchen / sand / music / development self-serve shed)</p> <p>Development of the woodland setting to create an outdoor classroom and bug hotel.</p>	<p>Summer</p>	<p>The outside areas promote further learning and help to raise achievement</p> <p>Development of a range of opportunities for learning including physical devt and sporting excellence in the learning environment</p>

Overview of Short Term Priorities 2017-2018

In addition to the **Key Actions** identified in the **Long Term Maintenance Plan**, the school has identified the following areas for short term development priorities. Each of these priorities is addressed in further detail in the dedicated curriculum excellence plans.

Outcomes for Pupils

<p>Context: Attainment in maths at KS2 at expected level is above national and progress is broadly in line with national. However, school is still below national in maths at KS2 in greater depth attainment and this is reflected throughout current KS2 cohorts in particular. Girls in particular do not attain GDS maths throughout school.</p>	<p>Short Term Priority: 1A To ensure throughout each year group, current pupils make sustained and substantial progress with increased numbers of children achieving greater depth in maths.</p>
<p>Context: Despite reading attainment at KS1 and KS2 being broadly in line or above national, the number of children achieving greater depth did not reflect school targets in 2017. A weakness in vocabulary skills across school has been identified. The increasing percentage of EAL and non-bloodline pupils in KS2 has had impact.</p>	<p>Short Term Priority: 1B To ensure throughout each year group, current pupils make sustained and substantial progress with increased numbers of children achieving greater depth in reading.</p>
<p>Context: Despite children making good progress in reading and phonics at KS1, school has not met national for phonics for last two years. School has an increasing number of arrivals with English as a third language or no English at all and significant numbers of children with SEND.</p>	<p>Short Term Priority: 1C To ensure all pupils with English as an additional language, make accelerated progress towards that of pupils nationally 1D To ensure that highly targeted interventions and resources are used to engage pupils with English as an additional language and pupils with SEND</p>

Leadership and Management

<p>Context: New members of the governing body</p>	<p>Short Term Priority: 2A To ensure governors have an accurate understanding of the school's effectiveness and know how to focus on the impact of the actions of leaders (KI3/HMI)</p>
<p>Context: Current headteacher will now be supporting West Melton on a regular basis as consulting head teacher. Governors are considering the structure of the current leadership team in order to ensure robust leadership is in place.</p>	<p>Short Term Priority: 2B To ensure the leadership structure continues to ensure leadership in school has a deep and accurate understanding of the schools effectiveness and this knowledge is used to focus in on the impact of their actions in key areas.</p>

Quality of Teaching, Learning and Assessment

<p>Context: 2 new teachers in post (not NQTs)</p>	<p>Short Term Priority: 3A To ensure all teaching is reflective of school policy and that teachers demonstrate highly effective teaching in all year groups</p>
<p>Context: Development of new curriculum plan has led to need for new robust effective assessment system for foundation subjects and topic teaching. Staff have received input on the use of knowledge organisers as an assessment tools and are developing these within the long term plans.</p>	<p>Short Term Priority: 3B To continue to develop the assessment of foundation subjects to use knowledge organisers to support assessment of pupils achievement in foundation subjects.</p>
<p>Context: Need Emag or alternative system to be streamlined to allow focus and fit for purpose</p>	<p>Short Term Priority: 3C To ensure assessment of core subjects is fit for purpose, sustainable and allows for subject level analysis and analysis of attainment of pupil groups.</p>

Personal Development, Behaviour and Welfare

<p>Context: Attendance needs to improve for minority of pupils. Several families have taken school holidays in term time but do not fall within LA fining rules. Some severe social care cases have impact on children's attendance to school. Policy is not trust wide at present. DHT to liaise with MTurton to ensure trust data is collated and shared.</p>	<p>Short Term Priority: 4A To ensure attendance of pupils in improving to be above National for all pupil groups 4B To ensure policy demonstrates increased challenge for parental holidays, using all rewards and sanctions available</p>
<p>Context: School behaviour rewards system does not currently reflect school focus on friendship skills, resilience, manners and kindness. The system does not reflect a corporate rewards system for trust. A corporate identity is not yet incorporated into the day to day running of the school. Due to staff absence the Archbishop project was not completed.</p>	<p>Short Term Priority: 4C To further develop behaviour system to reflect the school focus on friendship, resilience, manners and kindness 4B To provide pupils with opportunity to understand how they can support the local and global community 4B To work alongside trust to develop whole trust behaviour rewards and sanctions to supplement school system.</p>
<p>Effectiveness of Early Years Provision</p>	
<p>Context: Boys attainment continues to lag behind girls, although progress is good. Each cohort has specific vulnerabilities but often where boys do not achieve GLD, they are also EAL or summer born.</p>	<p>Short Term Priority: 5A To ensure that highly targeted interventions and resources are used to engage boys with English as an additional language and remove barriers to learning.</p>
<p>Context: Outdoor provision has developed well. The focus this year is to build on the success of the literacy environment and begin to further develop the maths environment outdoors and moving into KS1.</p>	<p>Short Term Priority: 5B To further improve the quality of teaching and learning provision in the outside areas for maths and extend outdoor learning into KS1 (K12)</p>

