



**SOUTH HILL PRIMARY SCHOOL**  
**SCHOOL IMPROVEMENT PLAN 17/18**

**PRIORITY ONE: PROGRESS**

The majority of all pupils will achieve at least good and many will make better than expected progress in Reading, Writing and Maths

**Success Criteria**

- All TL judgements from any monitoring will be judged as good or better.
- Summative and formative assessments at termly intervals will demonstrate improvement in progress for the majority of pupils.
- All staff – teachers and teaching/learning support assistants will be monitored as part of lesson obs and learning walks, and will demonstrate accelerated progress for PP/SEN children

**How:**

NQT support.  
 To address any requiring improvement teaching immediately.  
 APP meetings.  
 Team Teaching and shared observations for learning and CPD opportunities.  
 CPD on teaching and learning – specific areas such as:  
 challenge/questioning/AfL/use of TA/expectations.  
 LA support from TLA and HIP for all teachers and Subject Leaders and TA/LSA  
 “no pupil to fall behind AND diminish the difference”  
 All staff to attend and moderate learning – r/w/m  
 MATHS SPECIFIC TRAINING ON NEW SCHEMES OF WORK FROM HfL or CPD within CPA approach.  
 INCO to lead several CPD opps for all staff over the year.  
 INCO to lead with all staff and implement a benchmarking tool for SEN.

**PRIORITY TWO: ATTAINMENT**

At KS1/KS2 nearly all pupils are attaining ARE standards in R/W/M  
 Year 6: 85% or above in reading, writing and maths  
 Year 2: 85% or above in reading, writing and maths

**Success Criteria**

- AS TARGET NO 1 PLUS
- Improved reading attainment levels for all children.
- Evidence of increased children/parent engagement with reading at home
- Attainment levels increase for all year groups for ARE and ARE+ due to higher expectations and increase of challenging activities for R/W/M evident on plans and in books
- Attainment (and progress) levels increase due to higher quality of learning environment with a learning focus in classrooms and around the school

**How?**

Phonic, Reading Maths workshops.  
 Home School Agreement; including reading with child expectations.  
 New Library launched for children in school and families in wider community  
 RWI reviewed with TLA and EYFS/KS1 staff  
 Trials of CC approach for mixture of Yr groups over KS1/KS2; sequence of planning, editing and feedback -to include – hooks into learning, workshops, trips, enquiry based topics, learning journey displays, assemblies.  
 Outside/inside LE is utilised -Storytelling circle is used/Forest school / celtic camp/pond/fitness trail/playgrounds and apparatus/learning walls/ Classrooms are inspiring environments – not full of published schemes/posters.  
 A school Newspaper to be launched for the community to raise the profile of writing/School vision and values agreed and shared and began to embed / Assembly themes share and disseminate vision and values.

**PRIORITY THREE: EYFS**

EYFS is judged as good with outstanding features for data (attainment and progress), environment and teaching and learning

**Success Criteria:**

- EYFS judged as good or better – including the data, environment and the standards of Teaching and Learning.
- Any monitoring of EYFS is judged as good or better at any time.
- Data of GLD is measured at 75% plus for the end of the year.

**How?**

Analysis of data throughout the year and monitor progress – aut/spr/sum Progress measures across the year. – FOCUS ON LOW ATTAINMENT /PROGRESS AREAS  
Engage parents – workshops, drop ins, communication –parents have a better understanding of their role to enable best partnership with the school.  
Developing outdoor provision with parent help, caretaker input and team building activities.  
Continue to audit the EYFS against the ECERS (Early Childhood Environmental Rating Scales) – weekly meetings.  
Have an area of ECERS as a focus - use EYFS meeting schedule. Continue to share video interactions/observations in EYFS meetings –  
Ensure new members of staff are inducted thoroughly and are aware of routines and procedures – specifically for EYFS/ Developing transition between Nurseries and Reception and KS1 – agree an action plan for the Spring term onwards for the cohort.  
EYFS resources £500 plus any fundraising opportunities

**PRIORITY FOUR: LEADERSHIP AND MANAGEMENT**

To ensure that Leadership and Management are graded and judged as good or better.

**Success Criteria:**

- Subject Leaders have a thorough and rigorous understanding of their subject or area of learning – including data (attainment and progress, TL, breadth of the curriculum and next steps)
- GB have a thorough understanding of the school’s strengths and areas of – data/TL/LM
- All staff to have their PM targets closely linked to the four priorities of the SIP for 17/18.

**How?**

SL have their own Monitoring Schedule in place.  
GB have their own Monitoring Schedule in place.  
Training and support given with CPD and relevant PM targets.  
PM targets are linked to progress measures, SL responsibilities and TL standards of teachers and support staff.  
Subject Leads have met with their Link Governor termly for updates.  
SL write action plans to inform the development of their subject over the year and for the next SIP  
PROJECTS FOR:  
ART – ARTS AWARD  
FS – ECO AWARD  
PSHE – HEALTHY SCHOOLS  
Use of the SL toolkit for Lit/Num for monitoring.  
West Herts School – bespoke course for SL – developing middle leaders etc –from a grant.  
Workshops to be run:  
Numeracy – mental maths/ mastery  
Literacy – SPAG/Reading with your child  
Assessments for Y2/6Phonics for EYFS/RWI

