



Summary of Impact of the School Improvement Plan 2017-2018

“As a result of leaders’ actions, pupils’ progress has accelerated rapidly. The vast majority of pupils, make excellent progress in reading, writing and mathematics”

“A high number of pupils, ..., achieve standards above those expected for their age.”

“... everyone is clear about how the school can improve further, and leaders are taking the right actions to make these improvements.”

Ofsted Inspection Report March 2018

Ofsted: Achievement / Teaching & Learning	Highlights of annual achievement	% achieved	Impact of Achievements
<p>Priority 1: To ensure all pupils make at least expected progress with some making rapid progress across all year groups.</p>	<ul style="list-style-type: none"> • Y1 – 90% at EXP for Maths. • EOKS – 42% at GDS for Reading vs 45% target. • All Diverse Groups make very good progress from end of EYFS with many making rapid progress. All bar one pupil in each diverse group achieved the expected standard in Reading, Writing and Maths. • Writing improvement vs Wokingham – 27% GDS, 96% EXP (Wokingham figures not yet known). • GDS writing gap between boys and girls narrowed – now 4% (9%) 	95%	<ul style="list-style-type: none"> • Strong outcome and preparedness for KS2. • Gaps have been narrowed. • Zero slip back in progress which has improved in all sectors. • Slightly missed our own ambitious targets, but still made excellent progress.
<p>Priority 2: To ensure opportunities for deeper learning are offered across the wider curriculum.</p>	<ul style="list-style-type: none"> • Staff trained in DL – main focus for staff in 2017/18. 5 TA’s completed Mastery and Depth course. • Clear evidence in pupil books • Governors noted evidence of deeper learning during visits. • TA knowledge and ability to use higher order questioning improved. • GDS maths and Reading improved. 	100%	<ul style="list-style-type: none"> • OFSTED complemented and suggested continuation. • Achievement is in advance of expectation. • Deeper Learning evident in school displays. • Children relish the challenge and an opportunity for demonstrating deeper learning growth (OFSTED inspection report). • Preparation for KS2.
<p>Priority 3: To embed the teaching of the Core Values through the curriculum</p>	<ul style="list-style-type: none"> • Faiths and Celebrations books clear evidence • Public displays across the school 	100%	<ul style="list-style-type: none"> • Pupils confident talking to the OFSTED inspector about core values and tree. • Instilling the same ethos and culture – whole school community.
Ofsted: Early Years Foundation Stage	Highlights of annual achievement	% achieved	Impact of Achievements
<p>Priority 4: To ensure the quality of teaching over time is</p>	<ul style="list-style-type: none"> • Discovery club introduced to widen learning across all early learning goals. 	100%	<ul style="list-style-type: none"> • Staff highly responsive to implementing ideas and techniques.

outstanding and never less than consistently good; it is highly responsive to children's needs.	<ul style="list-style-type: none"> • Constant tweaks to improve timing and curriculum. • All 6 teachers work as a team continually. 		
Ofsted: Leadership & Management	Highlights of annual achievement	% achieved	Impact of Achievements
Priority 5: To continue to develop leadership capacity at all levels within the school.	<ul style="list-style-type: none"> • All 3 core subject reviews successfully completed. • Foundation leads complete book looks and monitor planning – and feedback to Link Governors and hold staff to account. • Lead TA established cycle of TA training and TA induction pack. • New Y2 SEN lead successfully inducted. • Middle leader increased skills, knowledge and confidence evident. 	100%	<ul style="list-style-type: none"> • Closer monitoring by those delivering. • Topic books are monitored, and rich curriculum evidenced. • SLT now trust and empower team to deliver messages, which relieves pressure on SLT. • Increased leadership capacity of the whole school which means more effective teamwork.
Priority 6: To support the learning and development of other schools in the local and wider community.	<ul style="list-style-type: none"> • External peer reviews completed. • Delivery of NQT training. • Head/Deputy supporting other boroughs. 	100%	<ul style="list-style-type: none"> • Deeper local community needs are better understood. • Recognised in the OFSTED inspection as a facet to add value to the local community of schools. • Regular contact with other schools has improved confidence in self-evaluation and assessment of standards and spreads knowledge of effective strategies.
Priority 7: To ensure school governance is outstanding	<ul style="list-style-type: none"> • Introduction of governor-built 'subject on a page' summaries. • Subscription and sharing of NGA external documents and all governors are using nga Learning Link training • Creation of focused working groups on strategic items. • 'Compliance' responsibility formalised as a Governor role. 	100%	<ul style="list-style-type: none"> • Providing clear strategic direction for the school enables the Head Teacher to focus on operational leadership. The GB are increasingly long-term focused, rather than just tactical. • Comprehensive training, re-organisation & SOAPs have built knowledge and capacity – new governors have taken on responsibilities sooner and enabled secure succession.
Behaviour & Safeguarding	Highlights of annual achievement	% achieved	Impact of Achievements
Priority 8: To ensure the dining hall is a calm, orderly and quiet place to eat at lunchtimes	<ul style="list-style-type: none"> • New lunchtime supervisor who has implemented vision. • Conversations not shouting. • Core values demonstrated at lunchtimes 	100%	<ul style="list-style-type: none"> • Calm, respectful and developing social skills. • Help each other. • Reinforces school ethos

Progress against our School Improvement Plan is reviewed at all governor meetings. The impact against the SIP priorities is reviewed and agreed at the end of the academic year in consultation with members of the Governing Body. This ensures that the SIP is relevant and implemented.