

# Courthouse Green Improvement Plan 2019 - 2020



**COURTHOUSE GREEN PRIMARY SCHOOL**  
***'Doing our best to be our best'***



**The aim of this plan:**

The School Improvement Plan is a live document, constantly monitored against and reviewed. Impact of actions taken are reported to governors in the Headteacher's report each term. As a result of whole school evaluation of progress, these are the targets for the forthcoming year. To work together with the whole school community in order that the outcomes for our pupils are the very highest that they can be. We expect all our pupils to make good progress in order to increase the % working at Age Related Expectation (to be at least in line with end of KS National outcomes) by July 2020.

The school Improvement Plan sets out our strategy for improvement, this plan was developed through discussion and consultation with staff and governors and is informed by our rigorous process of self and external evaluation and driven through school based CPD.

**School Vision:**

Every child in our school will receive the very best of learning opportunities to enable them to achieve academic excellence and personal growth.

**2019 PRIORITIES:**

- 1. Through the learning experiences that we provide we want to excite our learners so that they want to be in school, want to work hard, are motivated to engage and learn the knowledge and skills relevant to their year groups curriculum.**
- 2. Our curriculum needs to be pitched well so that it challenges our learners building on prior learning experiences so that our children develop the skills and knowledge necessary to progress well.**
- 3. Ensure that all of our children can read fluently and confidently, understanding what it is they are reading and developing a love of reading**
- 4. All our teachers need to have a clear understanding of how to teach well and with a strong subject knowledge to ensure that our children are learning effectively.**
- 5.**

**Expected IMPACT OF PLAN:**

- Curriculum is fully embedded and provides learners with rich, exciting learning experiences that builds their cultural capital
- Outstanding progress across EYFS, KS1 and KS2
- Increased % working at AE standards in EYFS, Y1, Y2 and across KS2
- Children have a real love of reading and read regularly and with good understanding.
- Quality of teaching is consistently strong across school

**School Improvement Targets 2019 – 2020**

- Priority A** Improve the teaching of Reading so that it challenges all learners whilst promoting a love of reading in order that children choose to read regularly and with fluency increasing the % of pupils working at national standards and at greater depth.
- Priority B** Provide a high quality, challenging curriculum which excites and intrinsically motivates children to learn deepening their understanding in all subjects.
- Priority C** Teachers use a range of strategies that allow children to think critically, reason and challenge their thinking, showcasing their understanding in a range of imaginative ways.
- Priority D** All children and families will be supported to develop and demonstrate our core values ensuring that we work in partnership to enable our children to attend 96%+ and make the very best progress.
- Priority E** Ensure that leaders at all levels demonstrate an accurate understanding of the effectiveness of the school to drive school improvement.

**School Mission:**

*Provide learning experiences that enable our children to be curious about theirs and the world beyond, to create lasting memories for them to treasure as a result of rich, real life*

experiences, to enable them to emotionally connect with their learning, being aware of the importance of learning and experience and value the arts in their lives, achieving highly, becoming confident in their own ability and to try their best and be keen to aspire.

## Core Values:

Because we want the best for each and every child we expect everyone in school to:

- *Act with kindness,*
- *Work with pride*
- *Be resilient*
- *Collaborate together*
- *Strive to improve*
- *Take responsibility*

### Programme of CPD to support staff

<b>Staff Training</b>	<b>Observation of Best Practice</b>	<b>Sharing of Best Practice</b>	<b>Collaborative</b>
<p>Skills Knowledge enhancement in Science, Reading, Art, History and Geography.</p> <p>Use of Action research groups and learning Partners to develop and improve own practice.</p> <p>Metacognition to develop learning strategies and to check for understanding so that learning is secured.</p> <p>Dialogic Talk and questioning to ensure that at the heart of all of our teaching, children develop the language of learning.</p> <p>Modelling best practice</p>	<p>All staff have the opportunity to visit and observe best practice once per half term in relation to their own Growth Plan and also in relation to all subjects from the national curriculum.</p>	<p>Book evaluations each half term across school, weekly with YGL, fortnightly with SLT</p> <p>With learning Partners visit each others classrooms to share improvements</p> <p>Coaching support from Senior leaders</p>	<p>Sharing of practice across the network</p> <p>Feedback on own practice and review of impact</p> <p>Working in action research teams to develop practice</p>

**RAG evaluations to take place on a termly basis with the Governing Body against the identified milestones. Plan approved Sept 19**

**Green = good progress Amber = satisfactory progress Red = Inadequate progress**

<b>Priority A</b> Improve the teaching of Reading so that it challenges all learners whilst promoting a love of reading in order that children choose to read regularly and with fluency increasing the % of pupils working at national standards and at greater depth.		<b>Strategic Lead:</b> Chloe Pennicott Sharma and Jennie Spare <b>Lead Governor:</b> Karen Parsons			<b>Est</b> <b>£5,000</b>	
<b>A1. Leaders ensure reading books and a love of literature is shared systematically by all staff to increase children’s attainment.</b>	<b>Actions</b>	<b>Success Criteria/Milestones</b>	<b>Time</b>	<b>Who</b>	<b>RAG</b>	
					<b>Feb</b>	<b>Sum</b>
Targets set with each class teacher and year group leader for 70+% pupils at AE in Reading against KS1 or EYFS outcomes for all and DP.	<ul style="list-style-type: none"> <li>• Up to date RWI training for all staff to ensure practice and principles are being taught.</li> <li>• Literacy lead to monitor impact of reciprocal reading sessions and coaching to be used where needed to ensure consistency of approach.</li> <li>• Interventions lead to track children receiving reading intervention to ensure correct provision, quality of provision, impact and DP entitlement.</li> <li>• All staff to have engaging reading areas in classroom following guidance given by SLT.</li> <li>• All staff to ensure that new purchased texts are displayed purposefully and read daily.</li> <li>• Timetabled expectation for a class story at the end of each day.</li> <li>• All staff to use new curriculum to plan engaging cross curricular texts with fiction as well as non-fiction opportunities to read.</li> </ul>	<ul style="list-style-type: none"> <li>• 75%+ of all pupils (including DP) at AE standard July 20</li> <li>• Increase by 3% of pupils achieving GDS at end of key stage July 20</li> <li>• Pupil voice shows an intrinsic motivation to read more regularly with increased enjoyment.</li> <li>• Pupils reading at home increases with all reading 3 or more times a week.</li> <li>• Consistent high quality teaching of reading impacts comprehension skills.</li> <li>• Pupils able to summarise texts with increasing accuracy.</li> </ul>	YGL 1hr p/wk  PPA ½ day per week  Subject Leaders ½ day per term  Tues staff meet CPD	SLT  LM  CP-S  YGL  EM  SLT		
RWI lead will ensure consistent practice across EYFS and KS1 following the RWI principles to ensure sound phonetical knowledge and fluency.						
Literacy lead will monitor the delivery of reciprocal reading to ensure consistent practice and that this approach is challenging all learners at all times.						
YGL will use data and pupil progress meetings to effectively target intervention to help underachieving children bridge the gap to expected attainment.						
Intervention lead will quality assure reading interventions to ensure pitch is always appropriate and expectations are high in order for children to make accelerated progress.						
Alongside their SLT lead YGL will conduct fortnightly book looks with regular focus on cross curricular links, accuracy of reading comprehension responses, parity across a year group and quality of literacy texts to provoke children’s interests.						
YGL will ensure their teams classroom environments demonstrate the importance and love of reading with engaging reading areas, quality texts and home reading incentives.						
SLT share love of reading and promote reading as a part of the whole school agenda.						

<p><b>A2 Teaching of reading is pitched with high expectations for all to achieve potential.</b></p>	<ul style="list-style-type: none"> <li>• Children’s reading progress is rapid across the school year resulting in significantly increased% of pupils working at AE standards and GD across all KS.</li> <li>• Pupil voice demonstrates children’s increased love of reading, list of authors that are key to them. This is evident in classrooms, the wider school building and during lunch/break times.</li> <li>• Talk prompts are displayed in every classroom to support children in their discussion, reasoning and metacognitive strategies.</li> <li>• Planning sufficiently extends HAP to ensure they are challenged in every lesson thus achieving GDS at end of KS.</li> <li>• Learning walks focus on children reading with increased stamina as well as understanding, and using, a wide range of vocabulary.</li> <li>• Oxford press E-Book scheme is effectively rolled out across school, children are able to access this at home and as a result home reading increases for all.</li> </ul>			CP-S	JS	
<p>RWI is taught consistently by all adults delivering. Adults have appropriate training in the scheme and therefore teaching is at least good or better.</p>						
<p>The progression of reading through EYFS, KS1, lower and upper KS2 is clear and expectations at all stages is high to ensure 70%+ reach AE and the proportion of children achieving GDS rises.</p>						
<p>All available texts in the classroom mirror year group AE expectations and those chosen for reciprocal reading lessons allow for further challenge for HAP.</p>						
<p>Texts used across the curriculum are chosen for their high interest level for the reader. Planning is then systematic in providing the most rich, engaging and purposeful learning opportunities for all abilities.</p>						
<p>Metacognitive strategies are used throughout all reading opportunities with teachers being explicit to help children make links in their learning.</p>						
<p>Purposeful talk is used to model quality questioning, summarising and retrieval skills which children can then explore and mirror independently.</p>						
<p>All interventions have fluency in reading as a key target with children increasing the speed and accuracy at which they can access a text.</p>						
<p>Disadvantaged children have intervention entitlement and read weekly with an invested adult in school to encourage their love of reading and intrinsic motivation to read.</p>						
<p>Teachers use the IT resources at their disposal to engage all learners. E-Books are shared and the reading of them at home is tracked and challenged when not regular enough.</p>						

<b>Priority B</b> Provide a high quality, challenging curriculum which excites and intrinsically motivates children to learn deepening their understanding in all subjects.		<b>Strategic Lead:</b> Jennie Spare			<b>Est</b> <b>£4000</b>	
<b>A1. Leadership and Management</b>		<b>Lead Governor:</b> LJ Winterburn				
	<b>Actions</b>	<b>Success Criteria/Milestones</b>	<b>Time</b>	<b>Who</b>	<b>RAG</b>	
					<b>Feb</b>	<b>Sum</b>
All leaders ensure that the curriculum is ambitious and is designed to give all learners the knowledge and skills they need for life.	<ul style="list-style-type: none"> <li>All staff implement curriculum effectively resulting in significantly increased% of pupils working at AE standards across all KS.</li> <li>Children are able to clearly articulate what they are learning and how they best learn.</li> <li>Teachers have good subject knowledge and use it to challenge learning across all curriculum areas.</li> <li>Learning interests and engages pupils and is appropriately pitched and challenging of all abilities</li> <li>IT is used effectively as a tool to engage and motivate learners.</li> <li>CORE values and THRIVE is used across the whole school to ensure children's social and emotional needs are met and they can access learning.</li> <li>Emotional coaching is used by all staff to regulate children enabling them to access all learning opportunities</li> </ul>	75%+ of pupils and DP at AE standard July 20	Sept 19	JS		
All leaders ensure the curriculum is coherently planned and develops a progression of skills, building on what the children already know.		Attendance in line with national.	Termly	JS		
All leaders ensure that the curriculum is real, relevant and has a purpose that will improve children's engagement and intrinsic motivation.		PA Targets met for all pupils.	Termly	JS		
Leaders ensure that British Values, PHSCE and the use of IT are woven through all aspects of the curriculum.		Reduction in behaviour logs and FTE 2019-20 particularly for DPs.	Termly	JS		
All leaders regularly monitor provision and progress through lesson observations, book looks, learning walks and pupil conversations to ensure that children are learning it and developing in cultural capital.		All books demonstrate good progress, coverage and presentation throughout.	Sept 19	JT		
		Showbie and Seesaw demonstrate children's ownership of their learning and a rich and purposeful curriculum.	Ongoing	JS		
<b>A2 Teaching and Learning</b>						
All Teachers and LSAs have good subject knowledge and teach with clarity that deepens children's understanding and allows new knowledge to be integrated into larger concepts.		Consistent high quality teaching of the curriculum impacts on acquisition of knowledge and skills which builds on prior learning.	Termly	JS		
CPD supports teacher's knowledge in specific subject areas including the use of IT.		Pupil voice demonstrates increased recall of prior learning.	Termly	JS		
Teachers create an environment that provides a rich context and purpose and that allows children to take ownership, focus on learning and develop their confidence and enjoyment			Sept 19	JS		
The curriculum supports learners to develop their resilience, confidence and independence equipping them to be responsible, respectful and active citizens.			Sept 19	JS		

<b>Priority C</b> Teachers use a range of strategies that allow children to think critically, reason and challenge their thinking, showcasing their understanding in a range of imaginative ways.		<b>Strategic Lead:</b> Louise Reeves			<b>Est</b> <b>£25,000</b>	
<b>A1. Leadership and Management</b>		<b>Lead Governor:</b> Sally Anne Bloom				
	<b>Actions</b>	<b>Success Criteria/Milestones</b>	<b>Time</b>	<b>Who</b>	<b>RAG</b>	
					<b>Feb</b>	<b>Sum</b>
Leaders ensure that teachers receive focused and highly effective professional development linked to personally identified targets and Professional Growth Plans.	<ul style="list-style-type: none"> <li>Plan and implement a programme for CPD to develop teacher's pedagogical skills</li> </ul>	75%+ of pupils including DP at AE standard July 20	Oct 19	SM		
Leaders use a coaching model to develop highly effective teaching across school linked to 360 and Professional Growth Plans.			All teachers have good subject knowledge and skills.	Oct 19	LR	
Leaders regularly monitor the quality of teaching and the impact on outcomes, in line with the school monitoring cycle.	<ul style="list-style-type: none"> <li>Plan and implement a coaching programme to improve the quality of teaching</li> </ul>	Behaviour for learning is strong in all classrooms and children talk excitedly about their learning.	Termly	SLT		
Leaders track data and work in books to ensure that all groups of children are making good or better progress.			Pupils can recall and articulate their learning, making links between key concepts and using precise vocabulary	Termly	SLT	
<b>A2 Teaching and Learning</b>		<ul style="list-style-type: none"> <li>Fortnightly monitoring of books</li> </ul>	Sept 19	SLT		
Teachers build positive relationships with all the children in their class, understanding the barriers that individual children face. Teachers develop strategies that overcome these so that all children are motivated to learn and succeed.	<ul style="list-style-type: none"> <li>Termly pupil progress meetings to identify vulnerable children</li> </ul>		Children's work across the curriculum is of consistently high quality	Sept 19	LR	
Teachers design learning sequences which introduce new knowledge & skills, building on previous learning and ensuring key concepts are embedded.		<ul style="list-style-type: none"> <li>All feedback is specific and improves outcomes. Children are able to give peer feedback on how to improve</li> </ul>		Sept 19	LR	
All learning is in line with the school's Teaching & Learning intent of Talk, Feel, Question, Reflect. Lessons will include recall of previous learning; concrete, scaffolded models; opportunities for guided practice and independent application.				Sept 19	LR	
Teachers increase challenge for all pupil, setting high expectations by questioning all children, regardless of prior attainment, to formulate their own ideas and explain to others to deepen understanding			Sept 19	LR		

Teachers provide timely and precise feedback which addresses misconceptions and ensures children understand key concepts. Feedback is personalised to the learner.			Jan 20	LR		
Teachers use technology to enhance learning and support children to develop independence when showcasing their learning.			Sept 19	RS		

<b>Priority D</b> All children and families will be supported to develop and demonstrate our core values ensuring that we work in partnership to enable our children to attend 96%+ and make the very best progress.		<b>Strategic Lead: Jenny Tegerdine</b>			<b>Est £5,000</b>	
		<b>Lead Governor: Justine McKim</b>				
<b>A1. Leadership and Management</b>	<b>Actions</b>	<b>Success Criteria/Milestones</b>	<b>Time</b>	<b>Who</b>	<b>RAG</b>	
					<b>Feb</b>	<b>Sum</b>
Communication with parents is positive, easy to understand and reaches all.	Set up text messaging to parents for al Leaders	Attendance will be improved and in line with national	Ongoing	JT		
Improve parental engagement with learning by inviting parents each half term for children to showcase learning	Weekly message home to be created for Friday class celebrations	Attendance of DP will significantly improve & meets target of 95.6	Termly			
Leaders to prioritise building positive relationships with hard to reach families through a personalised approach	Create a calendar for parental events for the year	Parents termly questionnaires will give positive feedback	Ongoing			
Implement and monitor the new attendance strategy to ensure attendance targets are met	Share, implement & monitor new attendance strategy with all staff	Attendance at parents evening of historically hard to reach families will increase	Sept 19			
Provide CPD for all staff in strategies to promote positive communication with parents	Meet all PA parents by end of week to establish a positive way of working together	Fixed term exclusions and amount of negative behaviour incidents will decrease	Sept 19			
Promote our Core Values with parents through Core Value challenges at Parent’s Evening, sharing weekly Core Value Champions on newsletters & Twitter & regular text messaging	Plan & deliver CPD for staff on effective communication with parents: SEND meetings, parents		Termly			
<b>A2 Teaching and Learning</b>						
Teachers to celebrate weekly successes through post cards home for TTRS, reader of the week & Pride Box						
Teachers to promote high expectations for attendance through classroom displays & conversations with parents and children						

Teachers to develop positive relationships with all children & parents through following the behaviour policy	evening & delivering difficult messages					
Embed Core Values through the teaching of new PSHE curriculum, developing individual responsibility and self-regulation	Regular CPD on implementation of behaviour policy					

<b>Priority E</b> Ensure that leaders at all levels demonstrate an accurate understanding of the effectiveness of the school to drive school improvement.		<b>Strategic Lead: Sarah Malam</b>			<b>Est £2,000</b>		
		<b>Lead Governor: Carmen Hibbert (Chair)</b>					
<b>A1. Senior and middle leaders ensure all pupils receive a high quality education achieving good outcomes.</b>	<b>Actions</b>	<b>Success Criteria/Milestones</b>	<b>Time</b>	<b>Who</b>	<b>RAG</b>		
					<b>Feb</b>	<b>Sum</b>	
Targets set with each class teacher and year group leader for 75+% pupils at AE in Reading, Writing and Maths against KS1 or EYFS outcomes for all and DP.	<ul style="list-style-type: none"> <li>Leadership programme supporting and coaching of colleagues to embed curriculum effectively</li> <li>Leadership programme develop consistent drive and accountability at all times across school for all outcomes.</li> <li>All staff implement curriculum effectively.</li> <li>Curriculum and DP Funding used effectively to increase the % working at AE.</li> <li>Progress of DP is greater than the expected 1 step per term.</li> <li>Leaders are confident in effectively driving improvement and holding others to account.</li> <li>All available time is maximised to ensure pupils make progress.</li> </ul>	75%+ of pupils at AE standard July 20	½ day p/term	SM			
Leaders have effective job plans to hold their teams to account to deliver sustained and substantial improvement across school ensuring the curriculum enables pupils to make good progress.		75%+ of DPs at AE standard July 20		SM			
<b>A2. Subject leaders ensure the delivery of a quality curriculum</b>		All books demonstrate good level of presentation throughout.	½ day p/term	YGL			
Use of best practice and research to ensure clear subject intent and that curriculum plans reflect this, are engaging, focus on core learning which builds on prior learning.		Attendance Targets met for all pupils.		JS			
All leaders ensure medium term plans have sharp, measurable targets which track progress made and deepen understanding.		Reduction in behaviour logs and FTE 2019-20	YGL 1hr p/wk	SL			
<b>A3. Governors ensure the effectiveness of the school</b>				YGL			
SLT and governor monthly monitoring evaluates progress against milestones and hold others to account in order to achieve the end of year targets.				Subject Leaders ½ day per term	JS		