



School Improvement Plan 2018-19



Linked to SIP Priority 1/ Ofsted Report 2018	Issue	Action	Impact Autumn Term 2018	Impact Spring Term 2019	Impact Summer Term 2019																																													
<p>In mathematics, more pupils achieve the higher standard by the end of Key Stage 2</p> <p>Continue the drive for improvement in the quality of maths teaching throughout the school to meet the demands of the more challenging curriculum, especially ensuring more pupils achieve GD.</p> <p>Ensure reasoning skills are fully embedded across the school, including Year 1.</p> <p><i>As part of this target introduce a more systematic and effective way to learn tables, in particular for those who find this challenging</i></p>	<p>% of pupils achieved the Expected Standard or higher in July 2018 (scaled score = 100+) (% than National)</p> <p>% of pupils achieved Greater Depth (scaled score = 110+) (% than National)</p> <p>Pupils at Glebe School should be achieving higher than pupils nationally both at Expected and Greater Depth</p>	<p>Danielle and Jenny as DHTs will lead Maths for the year. JG will focus on KS1 and DJ will focus on KS2.</p> <p>Performance Management targets will be set and include 75% of pupils achieving E in each class. Additionally, teachers will have a new target set for at least 25% of the pupils in their class achieving GD in maths.</p> <p>Setting in Maths to continue across KS2 from the start of the year.</p> <p>Phase Monitoring to continue to focus on the planning and delivery of high quality maths lessons with ample challenge for all pupils but particularly more able pupils. SLT to follow this up by interviewing more able mathematicians to see if the pupils themselves feel challenged.</p> <p>'How to...' videos to be uploaded to the school's website and workshops for parents to demonstrate new strategies to aid them in supporting their children with homework.</p> <p>Teaching Times Tables INSET delivered and follow up actions set for staff.</p>	<p>Subject leaders have delivered an INSET on reasoning. This has led to teachers having greater confidence and an increase of reasoning in maths lessons across all key stages.</p> <p>Resources, such as a booklet demonstrating how different methods are taught, are available on the school website. Teachers have directed parents to these resources to aid them supporting homework and revision.</p> <p>Autumn Term Maths Results:</p> <table border="1"> <thead> <tr> <th>Yr</th> <th>Exs</th> <th>GD</th> <th colspan="2">Nat (2018)</th> </tr> <tr> <th></th> <th></th> <th></th> <th>Exs</th> <th>GD</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>91%</td> <td>0%</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>78%</td> <td>17%</td> <td>76%</td> <td>22%</td> </tr> <tr> <td>2</td> <td>80%</td> <td>34%</td> <td>76%</td> <td>22%</td> </tr> <tr> <td>3</td> <td>84%</td> <td>30%</td> <td>76%</td> <td>24%</td> </tr> <tr> <td>4</td> <td>80%</td> <td>41%</td> <td>76%</td> <td>24%</td> </tr> <tr> <td>5</td> <td>81%</td> <td>36%</td> <td>76%</td> <td>24%</td> </tr> <tr> <td>6</td> <td>90%</td> <td>33%</td> <td>76%</td> <td>24%</td> </tr> </tbody> </table> <p>As you can see, Year 1 is a focus for us in terms of attainment in maths at both the expected standard and at greater depth.</p>	Yr	Exs	GD	Nat (2018)					Exs	GD	R	91%	0%			1	78%	17%	76%	22%	2	80%	34%	76%	22%	3	84%	30%	76%	24%	4	80%	41%	76%	24%	5	81%	36%	76%	24%	6	90%	33%	76%	24%	<p>Across KS1 & KS2 lesson observations and book monitoring shows that children working at the expected are being consistently challenged in lessons.</p> <p>Subject leaders have delivered an INSET on problem solving. Already monitoring reveals that this is being taught more regularly and children are being able to practise this skills.</p> <p>A whole school focus on maths during phase monitoring has led improvement in target setting and marking.</p> <p>Year 5 and 6 YouTube video resource, explaining how to tackle SATs questions are available on the school website.</p> <p>We are continuing to build a bank of resources on reasoning and problem solving.</p>	<p>This has been selected as the focus of our Good to Outstanding Peer Network Challenge Review (5th June).</p> <p>During the review we will be focussing on key lines of enquiry to assess how far we have come towards achieving this priority. The questions to answer include:</p> <p>How effective is our teaching of maths in ensuring that more pupils achieve greater depth?</p> <p><i>How effective are leaders in ensuring that more pupils achieve greater depth in maths?</i> Highly Effective</p> <p><i>How effective is the teaching and learning of more able pupils in maths?</i> Securely Effective</p> <p><i>To what extent have outcomes improved for more able pupils in maths?</i> Securely Effective</p>
Yr	Exs	GD	Nat (2018)																																															
			Exs	GD																																														
R	91%	0%																																																
1	78%	17%	76%	22%																																														
2	80%	34%	76%	22%																																														
3	84%	30%	76%	24%																																														
4	80%	41%	76%	24%																																														
5	81%	36%	76%	24%																																														
6	90%	33%	76%	24%																																														

Linked to SIP Priority 2/Ofsted Report 2018	Issue	Action	Impact Autumn Term 2018	Impact Spring Term 2019	Impact Summer Term 2019
<p>Expectations of pupils' writing are consistently high in all subjects.</p> <p>To ensure the standards of writing are as high in foundation subjects as they are in literacy.</p>	<p>Writing in foundation subjects could be of better quality and match the standards seen in literacy books.</p>	<p>Teachers and Subject Leaders to look into what we do well in terms of writing in Literacy and use the same techniques in other subjects, e.g. prompts, success criteria, expectations of grammar, punctuation and ambitious vocabulary. Marking of writing in other subjects will need to be of the same standard to ensure the quality of work is high. Teachers to think about writing tasks in other subjects, and although there is no need to do more writing, we need to cover a range of genres. Share on the website 'What makes a good piece of writing?' for parents to access so they can support their children's writing at home.</p>	<p>All lesson observations focused on the quality of teaching and learning of writing.</p> <p>Staff have had INSET from the History, Geography and English subject leaders on developing high quality, extended writing opportunities within their subjects.</p> <p>Book monitoring shows a good variety of tasks across different genres and pupils engagement is evident through the writing.</p> <p>The implementation of the 'Write Off' sessions is growing and feedback has been positive – with teachers seeing noticeable improvements in the quality of the pupils' writing already.</p>	<p>Writing assessment folders contain work from both literacy and foundation subjects.</p> <p>There is clear evidence that teachers are using the universal assessment tick sheet for any piece of extended writing including foundation subjects.</p> <p>SLT are undertaking another book scrutiny this term to assess the quality of writing in foundation subject books.</p>	<p>Following the book scrutiny that was undertaken by all class teachers the strengths were identified as: Consistency in the quality of handwriting and presentation across books. Spelling was also consistent between English and foundation subject books in almost all cases. A range of writing genres were evident in most books seen. Clear evidence of progress over time in English and foundation subjects both in terms of volume in sustained pieces but also in content. Marking adhering to the Glebe policy in most cases. High volume of work across the books seen Opportunities for extended writing in subjects such as History and Geography are plentiful.</p>

Linked to SIP Priority 3/Ofsted Report 2018	Issue	Action	Impact Autumn Term 2018	Impact Spring Term 2019	Impact Summer Term 2019
<p data-bbox="107 248 315 512">Parent View Survey results: The two questions around behaviour were noticeably lower scoring than all other questions.</p> <p data-bbox="107 560 315 639">78% agree school makes sure the pupils are well behaved</p> <p data-bbox="107 671 315 799">66% agree (22% don't know due to lack of experience) that the school deals well with bullying.</p>	<p data-bbox="349 248 573 448">An increasing number of pupils with high profile behaviours joining the school.</p> <p data-bbox="349 488 573 791">Lack of consistency from staff in dealing with behaviours in class, on the playground and around the school building.</p>	<p data-bbox="595 201 1005 440">Split the 3 areas of behaviour as specified in the Behaviour Framework and focus on one area per term. Teaching staff agreed on the priority being the children's behaviour on the playground.</p> <p data-bbox="595 480 1005 616"><u>Autumn:</u> We are looking into splitting playtimes so there is more space for the children to play.</p> <p data-bbox="595 655 1005 927">Zoning the playground – creating areas of activity on the playground which will give the children more to do. School staff to interact with the children and in some cases explicitly teach them how to play.</p> <p data-bbox="595 967 1005 1134">Pupils with high profile behaviour issues to have 'social stories' prior to playtime to remind them of what is expected.</p>	<p data-bbox="1028 201 1364 376">Focus: <u>Playground Behaviour</u> All staff have had input into updating the Behaviour Framework.</p> <p data-bbox="1028 408 1364 679">The re-arrangement of playtimes has made a big improvement to behaviour on the playground. We have seen a 55% reduction in behaviour incidents over the year.</p> <p data-bbox="1028 711 1364 815">Playtime 1: EYFS KS1 LKS2</p> <p data-bbox="1028 855 1364 887">Playtime 2: UKS2</p> <p data-bbox="1028 919 1364 1126">We have also painted a line across the playground to demarcate KS1 and KS2 play areas for safety reasons.</p> <p data-bbox="1028 1158 1364 1366">SMSAs and Year 6 Play Leaders have received training in playground games and these have proved successful and popular with the pupils.</p>	<p data-bbox="1386 201 1722 408">Focus: <u>Classroom Behaviour</u> This has been observed during learning walks as well as more formal classroom observations.</p> <p data-bbox="1386 448 1722 791">Attitudes to learning are strong at Glebe and most staff deal well with low level disruption. Support and advice is given to staff who find this more challenging. This has been followed up and the outcomes have been pleasing.</p>	<p data-bbox="1744 201 2080 1126">Focus: <u>Conduct Around School</u> Assembly at the start of term focused on this element of the behaviour framework. Children are coming into assembly calmly and quietly. The teaching staff and LSAs are regularly reminding their classes of the expectations and sanctioning pupils who do not adhere to the rules. There is far more consistency between teachers and LSAs in terms of dealing with conduct around school issues. Conduct around school during lunchtimes is less consistent and further training for SMSAs has been delivered.</p>

Linked to SIP Priority 4	Issue	Action	Impact Autumn Term 2018	Impact Spring Term 2019	Impact Summer Term 2019
<p>Ensure all staff have training to best support the needs of pupils with SEND/Behavioural difficulties.</p>	<p>Inconsistency in how certain members of staff manage and support pupils with diagnoses of ASD, ADHD and associated behavioural difficulties.</p>	<p>Allison (SENCO) to provide both in-house, and source external, training for staff in dealing with the behaviours of children with ASD and ADHD.</p> <p>Teachers to ensure that their classrooms are engaging and supportive environments for the pupils.</p> <p>Staff to feel able to pre-empt negative behaviours, de-escalate them if they do occur and follow a Glebe-agreed process to ensure consistency.</p>	<p>Links have been made with Pentland Field School so we can share good practice between both schools.</p> <p>Regular bespoke advice and support from the Inclusion Team (ASD specialists) and the Behaviour Support Team for individual teachers relating to pupils within their class is having a really positive impact.</p>	<p>Deaf Awareness and Autism training have taken place this term.</p> <p>Staff have reported that they feel better informed and supported in dealing with the behaviours related to SEND.</p>	<p>Further training has taken place for individual teachers from members of the Behaviour Support Team to help with the individual needs of the pupils within their classes.</p> <p>This has had a positive impact as it has helped the teachers to better understand the needs of their pupils' behavioural needs.</p> <p>We have a number of pupils starting with us in September with a range of SEND so we will source further training for staff to better understand the needs of these pupils in the next academic year.</p>

Linked to SIP Priority 5	Issue	Action	Impact Autumn Term 2018	Impact Spring Term 2019	Impact Summer Term 2019
Provide a clear programme of further development for NQTs and NQT+1s	To ensure that recently qualified staff continue to receive support to develop and improve their practice.	<p>Senior Leaders to devise a modular programme that will include:</p> <ul style="list-style-type: none"> • guidance on building and maintaining positive relationships with parents • engaging parents in their child's learning • dealing with difficult conversations • guidance on monitoring, including what we look for on a learning walk • preparation for/support in subject leadership • understanding data and moderation • understanding the standards expected in own year group and others. • NQTs & NQTs+1 will also have the opportunity to request bespoke support and intervention 	<p>The first session focussed on monitoring and what we look for in learning walks as well as observing a lesson and establishing what was effective practice and what potential development points could be. It was a great success and we were impressed with the insightful comments the staff made.</p> <p>We were pleased to see the elements of good practice that they had identified during our mock lesson as well as strong classroom features were incorporated into their practice when we subsequently observed them.</p>	<p>The first session of this term focussed on how to manage difficult conversations with parents and colleagues. We looked separately at conversations we would have as a class teacher with parents but also from the perspective of a school leader with staff. The feedback from the session was extremely positive with those involved saying it gave them confidence and further skills to deal with the upcoming parents evenings. They also reported that it helped them with their subject leadership roles and any potential awkward conversations they may have with colleagues.</p>	<p>This programme has proved very successful. Two of our NQT+1 staff members are moving schools to take on more leadership roles.</p> <p>Out of the remaining NQTs/NQT+1s, one is training to be a Teacher of the Deaf, another has applied for the vacant KS1 Phase Leader role. Two of the others are taking on subject leadership roles within school from September.</p> <p>We will be running the same programme again next year and are considering opening it up to other LBH schools.</p> <p>Having this opportunity has definitely helped us to recruit NQTs this year.</p>

Linked to SIP Priority 6	Issue	Action	Impact Autumn Term 2018	Impact Spring Term 2019	Impact Summer Term 2019
<p>To have a more stringent approach to termly assessment.</p>	<p>Not all staff have a clear understanding of 'what expected looks like' for their year group and so it is difficult for us to securely gauge attainment and progress.</p>	<p>Purchase of PIRA (Progress in Reading Assessment) and PUMA (Progress in Understanding Maths Assessment) which give termly scaled scores.</p> <p>The tests are term-specific so will ensure that pupils are being assessed on what they have learned that term and will provide 'real time' attainment information. Staff to ensure that the planning links to the topics covered.</p> <p>Scaled scores mean that we easily identify progress termly.</p> <p>Staff will be required to do a gap analysis and take appropriate steps, e.g. plan interventions or re-visit in class.</p>	<p>Each child from Year 1 to Year 6 now has a standardised score which has led to greater consistency when analysing data.</p> <p>Shorter, more manageable tests have led to staff being able to conduct a gap analysis and refine planning and interventions as necessary. This is particularly evident in Year 2 and 6.</p> <p>Pupil progress meetings showed confident and accurate assessments.</p>	<p>From the current data available (Year 2 and Year 6), tests show that children are making progress.</p> <p>In KS2 we are using the scaled scores they are achieving in each termly test and comparing this to the FFT predicted grade generated by their KS1 scores. We can examine how close (or not) the pupils are to achieving their predicted grade and take action as necessary.</p>	<p>Using the framework linked to the assessments as a basis for planning has had a positive impact. It means we can assess the pupils on what they have been taught each term rather than relying on the end of year tests.</p> <p>End of year data is not available at the time of distributing this report.</p>

Linked to SIP Priority 7	Issue	Action	Impact Autumn Term 2018	Impact Spring Term 2019	Impact Summer Term 2019
<p>Continue to improve the programme of professional development for all staff including the sharing of best practice</p> <p>To share best practice within the school to ensure that all pupils make progress</p>	<p>To ensure that we maintain high standards of performance from all staff at all levels of the school.</p>	<p>Continue to use video technology to support improvements in teaching in class and in groups.</p> <p>Roll this out to include LSAs so all staff who work directly with pupils are encouraged to be self-reflective and identify, through a coaching culture, ways to improve their practice.</p>	<p>The staff who are new to Glebe this year have been really responsive to the use of video as a tool to self-assess their practice.</p>	<p>Use of video technology is now fully embedded as part of our drive for an improvement in standards.</p> <p>Use of shadowing for LSAs new to the role with a more experienced practitioner has proved very effective and staff have said it has helped them to develop in their role.</p> <p>All staff meetings include opportunities for staff to share best practice, including what has worked well for them in the specific area we are focusing on that week.</p>	<p>All staff meetings have a pedagogical focus and all sessions aim to improve and develop teachers' practice.</p> <p>The most impactful elements of the NQT+1 programme to also be shared with all teaching staff.</p> <p>This term we are introducing the practice of LSAs attending Phase Meetings. The meetings will have a specific agenda which the LSAs can add to. Not only will this help to develop consistency in practice and expectations, but will also help all staff within the phase share good practice.</p>