

## Glebe Primary School Improvement Plan 2019-20

SIP Priority 1/ Ofsted Report 2018/ Peer Challenge Network Feedback 2019	Action	Impact Autumn Term 2019	Impact Spring Term 2020	Impact Summer Term 2020
<p><b>In mathematics, more pupils achieve the higher standard by the end of Key Stage 2</b></p> <p><b><u>PCN Key Line of Inquiry June 2019:</u></b> <b>How effective is our teaching of maths in ensuring that more pupils achieve greater depth?</b></p> <p>Following a successful Peer Challenge Network visit, where it was deemed that leaders are highly effective and both the teaching and learning and outcomes are secure, we have decided to hone our practice further to ensure these outcomes continue to be strong.</p>	<p>We are keeping the EYFS/KS1 and KS2 split with maths as it proved so successful last year. Laura Gilbert will lead EYFS &amp; KS1 Maths and Daniel Meyrick will lead KS2 maths.</p> <p><b>Implement a whole school ethos, from the youngest pupils upwards, that promotes talk for maths and the development of systematic practice.</b></p> <p><u>Leadership &amp; Management:</u> Continue to support teachers with simple ways to encourage pupils to reason. Ensure less confident / experienced teachers are well supported. Continue to educate parents on the school's approaches in maths. Develop a whole school approach to developing efficient systematic practice. Develop teachers' confidence in providing more opportunities for maths talk, particularly to discuss approaches to solving problems and reflection on the effectiveness of approaches. <u>Teaching &amp; Learning:</u> Ensure planning for learning is outcomes led not task led. Enable more opportunities for pupils to talk about their approach to solving problems prior to starting and time to reflect on whether their approach was the most effective. Ensure pupils present work neatly and systematically when solving open ended problems. Ensure that learning walls are kept up to date so they can directly support current learning.</p>	<p>Pupil progress meetings- year 3 need to focus more on mental maths &amp; use of concrete resources before moving on to formal written methods. In years 5 &amp; 6, bigger push on reasoning in every lesson. Explanation bubbles introduced for children to explain thinking, correct answers, incorrect answers methods used &amp; why. Working walls inset on topic specific vocab &amp; modelling with children- some good practice but not yet consistent. This still needs work for the spring term. Subject leaders have delivered a reasoning INSET. Consequently, teachers have greater confidence and understand the expectations of Glebe. Books subsequently show an increase of reasoning in maths lessons across all key stages. Parent workshops have taken place for each year group. At these resources, such as a booklet demonstrating how different methods are taught, have been given to parents. Additionally, teachers have directed parents to resources on the school website to aid them supporting homework and revision.</p>	<p>The working walls are developing well and staff are more confident in using them to support pupils' learning – this was evidenced through lesson observation and learning walks. Maths was the focus of the lesson observations this term and it is clear from the lessons seen that staff are giving pupils lots of opportunities to talk and 'rehearse' their explanations and reasoning. Subject Leaders have delivered a talk for maths INSET and have introduced 'grappling' lessons. These are lessons where the question set is just beyond the children's grasp of a concept, i.e. really challenging, but the children are asked to 'have a go' at grappling with the problem using their knowledge. The class then share how far they have got in solving the problem and they discuss who had the most effective method of solving the problem.</p>	<p><b>Unable to measure impact due to Covid-19 school closure</b></p>

SIP Priority 2a/ Ofsted Report 2018	Issue	Action	Impact Autumn Term 2019	Impact Spring Term 2020	Impact Summer Term 2020
<p>Expectations of pupils' writing are consistently high in all subjects.</p> <p>To continue to ensure the standards of writing are as high in foundation subjects as they are in literacy.</p>	<p>Following monitoring exercises throughout 2018-19, writing in foundation subjects was found to be as strong in most cases as the standards seen in literacy books.</p> <p>This will remain a focus so staff new to Glebe know the expectations from the start of the school year.</p>	<p>Teachers and Subject Leaders to investigate 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.</p> <p>Marking of writing in other subjects to be of the same standard to ensure the quality of work is high.</p> <p>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 classroom working walls 'What makes a good piece of writing?' for pupils to feed into their writing and for parents to access via the website so they can support their children's writing at home.</p>	<p>More opportunities for writing are evident in Topic, RE &amp; science books.</p> <p>More teachers, using success criteria &amp; now splitting up so that there is an overall skills-based criteria (for the subject) &amp; a separate checklist for the piece of writing.</p> <p>Feedback from Jill Forbes indicates that children are being given opportunities for quality cross-curricular writing in history and geography.</p> <p>Writing assessment folders contain work from English lessons as well as foundation subjects.</p> <p>Book monitoring shows children are being exposed to a good variety of tasks across different genres.</p> <p>Additionally, work shows that pupil engagement is evident.</p>	<p>This priority continues to develop well. The staff who joined Glebe in September have embraced our high expectations.</p> <p>All teachers are using success criteria and the writing expectations document to assess pieces of writing.</p> <p>Feedback from subject leaders following scrutiny of books indicates that the quality remains the same across the subjects. Where there is evidence of slips in standards, subject leaders are confident to take action and swift in their response.</p>	<p><b>Unable to measure impact due to Covid-19 school closure</b></p>

SIP Priority 2b	Issue	Action	Impact Autumn Term 2019	Impact Spring Term 2020	Impact Summer Term 2020
<p>To improve the quality of writing throughout the school to ensure more pupils achieve greater depth by the end of KS2.</p>	<p>Although the number of pupils reaching the expected standard in writing was <b>86%</b> in 2019 (in line with reading and maths), across the school it is the weakest individual strand in the internal data, particularly at greater depth and skews the combined percentages.</p>	<p>Introduction of 'Mental Oral Literacy Starters' within lessons to develop vocabulary across the school.</p> <p>To ensure the 'Write Off' sessions are happening weekly across the whole school and are embedded.</p> <p>Send all topic-related vocabulary home (also available on the website).</p> <p>Greater depth writing workshops in all year groups – how to up-skill your writing.</p> <p>Use curriculum planning to link with literacy to ensure language-rich texts are used and writing is purposeful, relevant and linked to other learning.</p>	<p>Write offs are happening regularly across the school.</p> <p>Working Walls inset on the use of WAGOLL (what a good one looks like) and exploring the features with the purpose of writing. Most teachers are using WAGOLLS &amp; have starting identifying the text-type's features.</p> <p>Years 5 &amp; 6 have started using the 3 phases of writing- Immersion (looking at the features &amp; what will need, apprentice writes &amp; grammar, composition) enabling pupils to refer backwards &amp; forwards in their own books to support the writing. More frequent success criteria, both provided by teachers &amp;/or children composing their own has been used, in varying degrees across the school. Where used effectively children have been able to assess what has worked well in their writing &amp; what they still need to improve/ include for the following day. Teachers comments &amp; pupils' comments have related to the criteria rather than just good work.</p> <p>Interventions are taking place for more able pupils across the school.</p> <p>Pupil progress meetings have been used to target children who are showing the potential to be greater depth. These children have been targeted and their progress will be reviewed in the spring term.</p> <p>Topic related vocabulary has been shared with parents and is available on the website.</p> <p>Parent workshops have taken place for each year group and teachers have shared ideas on how to support with writing at home.</p> <p>An INSET has been delivered on peer and self-assessment and editing of working is being embedded across the curriculum.</p>	<p>All teachers are now using WAGOLLS on their working walls so the children can see good examples of writing to help them with theirs.</p> <p>We should have a clearer idea of the impact once we have the data from this term's writing assessments later this half term.</p>	<p><b>Unable to measure impact due to Covid-19 school closure</b></p>

SIP Priority 3 (linked to 2b)	Issue	Action	Impact Autumn Term 2019	Impact Spring Term 2020	Impact Summer Term 2020
<p>Curriculum development: To continue to link learning and topics to ensure relevance for pupils.</p>	<p>Ensure our curriculum suits our pupils, is relevant and language-rich (with a particular focus on our PPG pupils and our SRP pupils)</p> <p>To engage our reluctant learners and use the wider curriculum to talent spot, so all pupils have a sense of what they are good at and what they shine in.</p>	<p>To plan and deliver a more creative curriculum which promotes linked learning and engages pupils.</p> <p>To continue to start with the end product in mind, which is made explicit to the pupils, so they know where their learning is going.</p> <p>To seek pupils' views so they feed into planning and have ownership of their learning.</p> <p>To make cross-curricular links with History, Geography and Science as the key drivers and link with English (including writing).</p> <p>Implement a fortnightly timetable – Week A and Week B – across KS2 to ensure that the afternoon is extended to allow optimum learning time and ample time for pupils to produce quality outcomes.</p>	<p>New topic records have been introduced, with a bigger focus on skills and knowledge rather than task.</p> <p>Knowledge Organisers have been shared with teachers to help them develop their subject knowledge and help them to be clear on what they want the children to know by the end of the topic.</p> <p>KS2 have been using the 2-week timetable to allow more in-depth work on the subject. This has improved with the quantity and quality of work produced, in most year groups.</p>	<p>The spring term curriculum is well underway and the curriculum maps and related vocabulary have been sent home.</p> <p>Teachers are using the topic records to not only sequence the topic but also as an assessment tool. Teachers are assessing the pupils at the end of each topic and sending this data to the relevant subject leader.</p> <p>Pupil Voice questionnaires will be sent out before the Easter holidays to help us measure how the pupils feel about the changes to the curriculum and how relevant they feel the new curriculum is.</p>	<p><b>Unable to measure impact due to Covid-19 school closure</b></p>

SIP Priority 4 (linked to 2b & 3)	Issue	Action	Impact Autumn Term 2019	Impact Spring Term 2020	Impact Summer Term 2020
<p>To increase the % of pupils at the expected standard and at greater depth in reading by identifying gaps in the children's knowledge (through rigorous pupil progress meetings each term)</p> <p>To raise the profile of Pupil Premium/ Disadvantaged pupils in school and ensure they have quality class teaching.</p>	<p>Historically the attainment and progress of pupils in receipt of PPG has been lower than pupils who do not have any disadvantage.</p> <p>64% of our PPG pupils are reading at or above the expected standard. The 'hidden' 36% have a reading age significantly lower than their chronological age.</p> <p>The gap needs to close and progress should be measured more closely.</p>	<p>Laura Bird to be appointed as a Pupil Premium Champion – a strategic role which involves weekly monitoring.</p> <p>Monitoring will involve:</p> <ul style="list-style-type: none"> <li>regular pupil voice tasks</li> <li>monitoring of outcomes in pupil books</li> </ul> <p>Pupil voice influencing the topic work to make it more engaging – LB to liaise with teachers to feedback on findings</p> <p>Targeted meetings to discuss the progress of PP/disadvantaged pupils (in addition to standard pupil progress meetings)</p> <p>Continuation of teaching of Phonics from Nursery Setting for Phonics from Reception based on regular assessment.</p> <p>PP pupils to be prioritised in terms of frequency of reading to an adult in school (minimum of 3 times per week)</p> <p>Reading Buddies – PP pupils read to/hear PP peers read weekly</p> <p>Pets as Therapy Reading Dog – targeted PP pupils read to Eddie weekly.</p> <p>Literacy interventions – 3 x per week delivered by LSAs</p> <p>Social Mentors - Children in KS1 are buddied up with a KS2 Mentor who is there to support them and help them with work they are finding challenging in school.</p> <p>Teachers to hold pupil conferences during each lesson to provide verbal feedback and discuss individual targets, this to be recorded during marking as VF with a brief written outline of what was discussed.</p> <p>PP pupils' names to be added to planning as a note for teachers to raise their profile.</p> <p><b>Please refer to the Pupil Premium Strategy 2019-20 for further details.</b></p>	<p>Reading buddies have been introduced, on Fridays the PPG children buddy up and read together.</p> <p>PP list is monitored regularly, and Laura informs teachers of any changes.</p> <p>Pupil progress meetings demonstrate that PP children are responding well to the interventions in place.</p> <p>Feedback from teachers shows that the profile of PP children within their class/year group has been raised.</p>	<p>Paul Wiggins (London Borough of Hillingdon School Improvement Link) came in on 27.2.20 to work with Laura Bird on what we are providing for the pupils, the impact it is having and for advice as to what else we can do to meet this priority. He was really impressed with the provision we have in place and is coming back in early July to assess the impact this has had.</p> <p>We should have more idea of the impact of this priority after the pupil progress meetings which will take place in the latter half of the spring term</p>	<p><b>Unable to measure impact due to Covid-19 school closure</b></p>

Linked to SIP Priority 5	Issue	Action	Impact Autumn Term 2019	Impact Spring Term 2020	Impact Summer Term 2020
<p>To continue to develop a consistent and effective approach to whole class reading which is linked to metacognition and the development of higher order thinking skills.</p>	<p>Reading is taught well at Glebe, 2019 results: Phonics = 87% KS1 = 80% KS2 = 86% (all comfortably above national averages)</p> <p>However, Guided Reading has not always been taught as effectively as it could have been. Given the more challenging texts and level of questioning in the national reading tests, we want to develop a strong, school-wide approach to ensure more pupils achieve greater depth in reading.</p>	<p>Using metacognition techniques and DERIC (decode, explain, retrieve, interpret and choice), pupils start with a picture (in EYFS &amp; early Year 1 as well as SEND or EAL pupils) initially and answer questions based on the picture. Later in Year 1 and into KS2, the pupils will use the same principles to answer based on a text.</p>	<p>Guided reading timetables, in KS2, have changed to ensure guided reading is happening more consistently than in previous years.</p> <p>Guided reading books have been introduced so work is able to be monitored more closely than when included in English books.</p> <p>Years 3 - 6 have started focussing more on the reading domains and ensuring there is a coverage of skills across the work they are doing.</p> <p>In years 5 &amp; 6, questions have started to resemble the SATs style to ensure children are familiar with these.</p> <p>A review of reading has taken place in EYFS which highlighted many elements of good practice. Actions have been implemented to address any areas for development.</p> <p>Survey monkey sent to all staff which showed that confidence in teaching guided reading was high and highlighted areas to focus on.</p> <p>Subject leader has undertaken a learning walk to observe the effectiveness of guided reading across the school/ Lots of examples of good practice were observed and will be shared with all staff in the spring term</p>	<p>Marie Austin, English lead, has delivered an INSET on guided reading and getting the most impact out of these sessions.</p> <p>As with the other key areas, we will have more of an idea of the impact after the next round of assessments.</p>	<p><b>Unable to measure impact due to Covid-19 school closure</b></p>

