

WTCS Primary School

3 Year School Improvement Plan

2021-24



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	Focus area	2020/21	2021/22	2022/23
Quality of Education	Curriculum	Children have access to a broad and balanced curriculum The curriculum is well led with clear assessment arrangements The 'gaps' in children's learning have been identified	Subject Leaders are established and confident in leading their subject Assessment shows that children are back on track and gaps are address	All subjects can be graded as consistently good with highly effective systems and procedures in place to ensure the best possible curriculum offer for all children
	Quality of teaching and learning	Monitoring shows that all children are taught well in all classes The provision for vulnerable children is highly effective Learning is tailored as a result of understanding the needs of all learners	Monitoring shows that teaching has improved over time The provision for vulnerable children continues to be highly effective	Teaching and learning is consistently good in every classroom across the curriculum
	Assessment	There are sound systems used for moderation of Teacher Assessments Assessments are accurate Assessment information is used to tailor bespoke provision for all children	The assessment system is embedded across the curriculum Moderation is highly effective	All assessment information is used to ensure the best possible experience for all learners
	Outcomes for all groups of pupils	Realistic yet aspirational targets are set for children All children make accelerated progress in core subjects so that attainment gaps are closed Outcomes continue to be in line with National Expectations	Careful tracking and effective monitoring ensure that children are making steady progress in core subjects Outcomes begin to exceed national expectations	Careful tracking and effective monitoring ensure that children are back on track Outcomes exceed national expectations
	Reading	There is a highly effective Reading Scheme in place for all children (H- RWI/ GH- Oxford Owl) The teaching of Reading is highly effective Children begin to develop a love of reading	The teaching of Reading is consistent across the school All children make good progress in Reading	Henshaw and Greenhead Schools are seen as a Reading schools and all children love Reading. Oracy is a focus for all children to express themselves fluently and grammatically in speech. Outcomes for Reading are above the national expectations. Voice 21 programme is explored with Governing body.

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	Maths	There is a highly effective Maths Curriculum in place for all children The teaching of Maths is effective Children begin to develop a love of Maths and understand its importance	The teaching of Maths is consistent across the school All children make good progress in Maths	Outcomes for Maths are above the national expectations Children understanding the significance of Maths in society and the career opportunities it can lead to e.g., Engineering
	Writing	There is an effective Writing Curriculum in place for all children The teaching of Writing is effective	The teaching of Writing is consistent across the school All children make good progress in Writing	Outcomes for Writing are above the national expectations Children understanding the significance of Writing and how this can provide opportunities in later life
	Disadvantaged pupils	Parents are fully informed about the purpose of the Pupil Premium Funding in respect of additional support to boost their child's progress and attainment in core subjects Provision for vulnerable children is a priority and is on the agenda of everyone associated with the school Barriers to learning are reviewed regularly with new actions identified to address shortfalls	Vulnerable pupils access a wide and interesting curriculum and make accelerated progress in all subjects so that attainment gaps are closed Parents/carers are well supported by the school in all areas Funding is used effectively in order to ensure that vulnerable children are achieving in line with all other children The school website provides clear, helpful information to support parents Pupil Premium lead teacher ensures the funding and resources are used appropriately and that they are having an impact on the child.	All potential barriers are addressed and children can learn and make excellent progress
	SEND Pupils	Children continue to have full access to a broad and balanced curriculum Monitoring shows that SEND children are taught well in all classes Learning is tailored because of understanding the needs of SEND learners	Parents/carers say they are well supported by the school in all areas Funding is used effectively to ensure that vulnerable children are achieving in line with all other children	All SEND children make consistently good progress from their starting points
Leadership & Management	Vision, planning and self-evaluation	The vision of the school is calibrated to the current situation The entire community understands and 'buys' into the shared vision Self-evaluation is accurate and feeds effectively into School Improvement	The community spirit remains a priority for the school Self-Evaluation is accurate and links closely with all other School Improvement	Henshaw and Greenhead Primary Schools are seen as a hub within the community

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Professional & Personal Development	Professional and personal development needs are clearly understood	Staff say they are provided with a range of effective CPD and PPD	Monitoring of all PPD shows that there is a direct impact on provision and outcomes
Staff Appraisal	Appraisal objectives are established for staff members with a focus on improving provision and outcomes for vulnerable learners	Appraisal systems are bespoke	Staff take ownership for setting their own appraisal objectives in line with school improvement and there are opportunities for career progression
Creating a positive learning culture led by a cohesive staff team.	Individuals accept that in a positive school culture there is always capacity and room for improvement.	In this culture, a growth mind-set is adopted by all and as such, mistakes are not seen as failure but as a source of learning and growth. By trialing ideas and initiatives and experimenting with new ways of doing things, staff and school leaders learn what works and what doesn't and become bigger, better version of themselves.	Staff are empowered to view themselves as lifelong learners and to help facilitate the learning of others within the school. Learning is seen as a key part of the adult learning journey, enabling individuals to achieve ever varying degrees of personal and professional maturity.
Inclusion	Equality and equity are promoted as a key aspect of the school	The saying 'Everybody is different, but everyone is equal' is the key feature of the school	Staff and Governors work closely with NCC and the Diocese to provide an all-encompassing inclusive education for all children.
Governance	Governors provide the support needed to ensure the school can be an effective part of the community Governors monitor the impact of all work and act as a 'critical friend'	Governors take an active role in school improvement Governors can monitor the impact of their work	Governors are having a positive impact on the work of the school and can identify the impact they are having on school improvement and outcomes
Safeguarding	All Safeguarding procedures are in place and in line with statutory guidance	There is a proactive approach to providing support for potentially vulnerable families Links with all other agencies are strong CPOMS system is in place and used by all staff	All children and their families are the safest they can possibly be
Staff Well-being	The workload and well-being of all staff continues to be a priority	Workload and well-being procedures are established and consider the needs of staff in context	Staff say that systems and procedures allow them to do their job effectively

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Behaviour & Attitudes	Expectations	Well established expectations are in place and support learning Children are reminded of these expectations which may be adapted considering COVID-19.	Clear and consistent expectations are understood and followed by everyone in the school	All expectations are set within the 'fabric' of the school, and everyone adheres to these without the need for reminders.
	Behaviour	There is a clear and consistent procedure in place for behaviour Systems are consistently used by all staff	All policies, procedures and systems are fully embedded within the school	Behaviour is exemplary throughout the school (Ready, Respectful & Safe - Positive behaviour system to be implemented)
	Learning Attitudes and Behaviours	Monitoring shows that highly effective learning behaviours are modelled There are opportunities for children to be independent and resilient in their learning	Children are focused and complete work with minimal disruption Children are independent and resilient in any situation	Children are focused and complete work with no disruption
Personal Development	Mental Health & Well-being of pupils	This is a key priority for all children and staff within the school Clear and concise training is provided for all staff A range of effective provision is in place for all children as well as signposting for parents/carers	Yearly training to continue Bespoke CPD for staff to support children	Train children and staff as Mental Health Ambassadors
	Attendance	There is a clear focus on every child attending every day There is an understanding that the impacts of COVID-19 could lead to an impact on attendance	There is a range of effective support in place for children and their families where there is an uncontrollable impact on attendance Attendance figures are back on track and in line with our aspirational targets	Attendance figures are high and above the national average
	Punctuality	There is a clear focus on every child being at school on time ready to learn There is an understanding that the impacts of COVID-19 could lead to an impact on punctuality Work with families to provide any support following COVID-19.	There is a range of effective support in place for children and their families where there is an uncontrollable impact on attendance	All children arrive at school on time and ready to learn
	Equality & Diversity	Children fully understand that everyone is different but everyone is still equal	Staff attend effective CPD sessions to introduce and upskill on the 'No Outsiders' programme	The No Outsiders programme is becoming embedded within the school

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	Relationships & Sex Education	A policy is in place in line with guidance Parents are provided with all the information they need to fully understand the offer Provision is effective in meeting the objectives outlined in the policy	Provision continues to be effective Teaching and learning of the protected characteristics is in line with statutory guidance	Provision is reviewed to meet the needs of the entire community
Early Years	Transition	There is an effective and appropriate transition process for children There are good links with pre-schools so that children make the best possible start to their learning journey	There is a review of all transition activities and future transition is shaped to meet the needs of all families Strong relationships are built with children and families throughout the year	Develop stronger links with pre-school settings and take a proactive approach to ensure transition is seamless
	Vocabulary	There is a clear process in place for identifying vocabulary needs of the children in school There are clear expectations linked to vocabulary The children are exposed to rich and varied vocabulary to support their learning	Key vocabulary is outlined for each area of the curriculum in EYFS Key levelled/tiered vocabulary is outlined to support transition to Year 1 Targeted support is provided for all learners in this area	There is clear progress in vocabulary outlined for specific year groups
	Supporting parents/carers	There are clear and supportive systems to ensure that parents/carers can support the learning of their child Parents/carers feel supported with supporting their child's learning	Targeted support is in place to provide the support to get children back on track. Parents have a significant voice in their child's education	Henshaw and Greenhead Primary Schools are ones that work in close partnership with all stakeholders for the good of the children
	Early Reading/Phonics	Monitoring shows that the teaching of phonics is effective in supporting early reading The children are exposed to a wide range of books to develop a love of reading from an early age.	Parents/carers say they feel well supported in phonics	Outcomes for phonics continue to be above the national expectations
	Supporting vulnerable / disadvantaged learners	Vulnerable children are identified effectively and efficiently There is clear support for vulnerable learners in all areas Vulnerable learners are making accelerated progress from their starting points	Vulnerable children and their families are valued and well supported in all areas	All potential barriers to learning are addressed with clear and effective provision in place Both schools will continue to work closely with onsite pre-school provision to ensure smooth transition and hand over of information

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	Supporting learners with SEND	Provision for SEND Learners is at least good Monitoring and outcomes show that SEND learners are achieving	The identification process for SEND is clear and concise Data shows that SEND learners are making progress from the starting points SEND learners are making progress in areas to support them as the move to the next stage and phase of their educational journey	Data shows that SEND learners are making good progress from the starting points
Premises	Buildings	Work on the conditions survey is carried out and priorities are completed to improve the condition of the buildings and premises of the school (LCVAP funding)	Improvements are made to EYFS to ensure there are improvements	There is a clear and concise rolling programme for improvements to the school's premises.
	Health & Safety	The schools work closely with the Governing Body to ensure all areas of Health & Safety are met	Health & Safety is a key priority for the school Health and Safety committee is re-established The audit shows that Health & Safety is effective	All system and procedures are fully in place for Health & Safety
	ICT	There is a clear system for ICT to be replaced on a rolling programme (BUDGET IMPLICATIONS £10k)	There are planned improvements to the wifi across the school (BUDGET IMPLICATIONS £5k) There is a clear plan in place to improve all aspects of ICT across the school	The school is well equipped for the demands of contemporary society