

St Lawrence C of E Primary School Improvement Plan Priorities

PRIORITY 1	Ensure that Leaders, at all levels, demonstrate a deep and accurate understanding of the school's effectiveness and use this knowledge to keep the school improving, by focusing on the impact of actions in key areas
	<p>1.1 Continue to strengthen the governors' contribution to school improvement by ensuring monitoring is well planned, targeted and used to inform decision making processes</p> <p>1.2 Develop learning-focused distributed middle leadership teams, that maximise the use of peer coaching strategies in order to sustain and further improve the quality and consistency of teaching across the school</p> <p>1.3 Embed the use of effective data management policies and procedures that are compliant with General Data Protection Regulations (GDPR)</p> <p>1.4 Implement the use of MyConcern to effectively track and monitor school compliance with all statutory safeguarding obligations, delegating tasks whilst maintaining accountability</p>
PRIORITY 2	To ensure a safe and happy learning and working environment, across the school, from EYFS, through Key Stage One and to the end of Key Stage 2
	<p>2.1 In the light of the 2018 Green Paper 'Transforming children and young people's mental health provision' promote the development of highly resilient, independent learning behaviours in all pupils by introducing and promoting a range of strategies to promote positive management of mental health and well-being for children and adults</p> <p>2.2 To increase physical activity levels alongside pupils' abilities to work together whilst communicating effectively and managing their emotions</p> <p>2.3 To engage and support parents in holding conversations about school that reinforce positive learning behaviours improving pupils' learning and character development</p> <p>2.4 To continue to raise staff, parent, pupil and community awareness of strategies that keep pupils safe and healthy when working and socialising online and keep up to date with the changes and challenges of online communication</p>
PRIORITY 3	Create an enabling environment that meets the needs of all learners and which provides a broad, challenging curriculum, with high quality teaching, expectations and appropriate feedback
	<p>3.1 Review the curriculum and use a variety of teaching strategies so that children's vocabulary from Foundation Stage through to Year 6 is broadened and children use high quality speech and written language</p> <p>3.2 Embed 'Book Look' moderation and monitoring exercises within and across schools, broadening the stakeholders involved, in order to guarantee high expectations of presentation, target setting and pupil progress</p> <p>3.3 To consistently teach for mastery in mathematics across the school in order for pupils to acquire a deep, long-term, secure and adaptable understanding of the subject</p> <p>3.4 To consistently teach accurate use of grammar, punctuation and spelling across the school in order for pupils to acquire a deep, long-term, secure and adaptable understanding of the skill so that they can be applied in the context of reading and writing</p> <p>3.5 To use embedded assessment and data tracking systems and strategies effectively to raise expectations and ensure progress targets are challenging for all learners</p>
PRIORITY 4	To prepare children at St Lawrence Church of England Primary school to be citizens of modern Britain
	<p>To raise the profile of the Christian ethos and make links across the school to all areas of the school life so that self-evaluation indicates outcomes that are good or better</p> <p>4.2 To provide increased opportunities for prayer and reflection during the school day</p>

	<p>4.3 To increase pupil involvement in planning and leading Collective Worship and faith led activities across the school</p> <p>4.4 To ensure that children have a clear understanding of British Values and global learning and to understand how they impact on our attitudes and behaviours both in and beyond the school environment</p> <p>4.5 To improve children's awareness and response to global and political events</p>
PRIORITY 5	<p>Continue to improve the outcomes for pupils in meeting the phonics threshold so that attainment is above national expectation by July 2019</p>
	<p>5.1 Continue with successful phonics provision implemented for 2017-2018 and continue to improve outcomes for all children achieving the phonics threshold at the end of Year 1 so that it is at least in line with national by 2019</p> <p>5.2 Build on good phonics grounding in EYFS 2017-2018, with additional phonics support for boys moving into Y1 2018-2019 who have speech and language difficulties</p> <p>5.3 Provide targeted support to those in Year 2 who have not yet met the phonics standard in order to narrow the gender difference and ensure attainment is in-line with national expectations</p>
	<p>Raise standards in EYFS and across Key Stage 1 so that all children achieve and make good progress which meets the school's high expectations of all learners</p>
PRIORITY 6	<p>6.1 Continue to improve the quality of provision and outcomes in the teaching of Early Years Foundation Stage so that the marked improvements in outcomes since 2016 are sustained and the percentage of pupils achieving a Good Level of Development (GLD) is above national outcomes and narrow the gender gap by raising achievement of boys still further to a level above rather than in-line with national GLD</p> <p>6.2 Develop provision in KS1 that ensures the gender difference between boys and girls attainment in writing and maths is narrowed and attainment of boys is at least in-line with national for those achieving at an expected level</p> <p>6.3 Increase the level of challenge for more-able children in KS1 so that the percentage of girls achieving greater depth is at least in-line with national in reading and a greater percentage of boys achieve greater depth in mathematics so that the gender difference in attainment is narrowed</p> <p>6.4 Maintain the performance of disadvantaged pupils in mathematics through KS1 and continue to ensure they are given support to attain at a similar level in reading and writing</p>
	<p>Raise standards in English and Mathematics across Key Stage 2 so that all children achieve and make good progress which meets the school's high expectations of all learners</p>
	<p>7.1 By the end of KS2 ensure overall outcomes for reading, writing and maths are above national at the expected standard and Reading, Writing and Mathematics (RWM) combined show a continued improvement and remain above national</p> <p>7.2 Raise attainment in EGPS so that it is above national by the end of KS2 for those working at both the expected and higher standard and ensure that more - able boys can apply this knowledge to their writing so that a greater percentage achieve the higher standard in writing</p> <p>7.3 Ensure that more-able pupils make good progress in mathematics so that attainment is at greater depth for a higher percentage than national by the end of KS2 in 2019</p> <p>7.4 Raise the attainment of girls in reading, writing and mathematics and the attainment of more-able boys in EGPS and writing in order to narrow the attainment gap at the end of KS2</p> <p>7.5 Increase attainment in science so that is above the national average by the end of KS2</p>
	<p>Raise standards in English and Mathematics across Key Stage 2 so that all children achieve and make good progress which meets the school's high expectations of all learners</p>

