



Stanley Crook Primary School

OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

School Improvement Priorities 2019-2020

What our school needs to do to improve further:

Improve the quality of teaching and learning towards outstanding by:

- making sure that all pupils in each key stage read regularly with adults in school
- having consistently high expectations of pupils' handwriting and spelling across subjects
- ensuring that pupils spell increasingly demanding subject-specific vocabulary accurately
- building upon the opportunities for children in the Reception class to read and write with greater focus and adult direction

Enhance the effectiveness of leadership and governance by:

- sharpening leaders' improvement plans to focus more precisely on improving the quality of teaching and deepening learning across subjects
- ensuring that governors delve deeply into leaders' responses and information to gain a precise and deep understanding of strengths and weaknesses.

Action already taken/ planned implementation of strategy to address improvement areas

Improve the quality of teaching and learning towards outstanding

'making sure that all pupils in each key stage read regularly with adults in school'

- Each Team now has within its timetable a far greater focus on Reading.
- Each week, every Team highlights three core sessions to involve 1:1 reading, alongside a carousel of reading learning tasks.
- Every pupil, across school, is read with on a 1:1 basis AT LEAST three times per week.
- Reading records of pupils now evidence 1:1 reading in school separate to reading at home – this provides greater clarity and more precise guidance for staff in relation to a pupil's progress and targets for improvement.
- A new whole-school reading scheme has been purchased. This reading scheme is used in school for 1:1 reading sessions. Additional material from the scheme has also been purchased to support guided reading sessions and phonics.
- Accelerated Reader has been renewed. This reading scheme continues to provide valuable summative assessment information for pupil progress and targets, along with opportunities for pupils to self-assess through independent reading choice.
- 'Brilliant Books' is used as a core element to the planning and delivery of English in each Team. Each half-term, every Team focuses on a particular book to plan and deliver a wide range of curriculum learning tasks, including reading, writing, science, DT, communication etc. – feedback from all Teams on this new approach has been extremely positive and evidence from pupils' books has demonstrated good or better progress towards individual targets.

'having consistently high expectations of pupils' handwriting and spelling across subjects'

- PENPALS for handwriting reading scheme has been purchased for use across all year groups.
- Teams are delivering discrete handwriting sessions to pupils.
- Team Donaldson and Team Dahl – 2 x 20 minute sessions per week.

- Key Stage 2 – 2 x 30 minute sessions per week.
- Positive comments from parents

'ensuring that pupils spell increasingly demanding subject-specific vocabulary accurately'

- Subject Leaders and Teachers now have a greater focus on the teaching and spelling of increasingly demanding subject-specific vocabulary.
- Marking and Feedback policy has been updated to reflect the importance of early identification and high expectation in the correct spelling/ use of subject-specific vocabulary.
- Use of 'pre-defined' learning challenges to focus marking and feedback upon specific subject content.

'building upon the opportunities for children in the Reception class to read and write with greater focus and adult direction'

- Restructuring weekly timetable in EYFS to increase percentage of focused reading and writing tasks under adult direction.
- Trialling of new systems to support and enhance EYFS assessment and evidence recording. This will reduce Teacher/ TA workload in collecting and analysing information.

Enhance the effectiveness of leadership and governance by:

'sharpening leaders' improvement plans to focus more precisely on improving the quality of teaching and deepening learning across subjects'

- Restructuring of middle leadership roles to enable more effective subject leadership.
- Strategy for CPD in 2019-20 to focus on middle leadership training.
- Plans to increase capacity within TA staff by creating HLTA roles.
- Dedicated staff meeting time to be provided to middle leaders for subject monitoring and training to improve teaching and learning across subjects.
- Subject action plans and audits to focus more precisely on improvement objectives linked to pupil/ learning outcomes rather than procedural tasks.

'ensuring that governors delve deeply into leaders' responses and information to gain a precise and deep understanding of strengths and weaknesses'

- Governor Skills Audit utilised to inform committee membership roles and responsibilities.
- Governor monitoring to be carried out to support improvement priorities.
- Committees to regularly meet to gain information and a deep understanding of strengths and weaknesses.
- Governor challenge to be noted in minutes of meetings (including 'follow-up' challenge and responses).
- Membership to be reviewed to identify gaps in skills-base (Co-opted appointment).

Stanley Crook Primary School is committed to improving outcomes for all pupils

