

Sparsholt C of E Primary School

School Improvement Plan



September 2018 – July 2019

The School Improvement Plan is a working, dynamic document in constant use and continual review by both staff and governors in order to monitor and evaluate progress in our mission to achieve outstanding outcomes for all children.

Vision and Values



Progress last year

1. Improve outcomes at greater depth in Maths

- Key stage 2 SATs 2018 – 36% greater Depth
 - 2017 (13%)

2. Improve Reading, Writing and Maths combined -

- Key stage 2 SATs 2018 – 86% (National 64%) (LA – 68%)
- 2017 (81%)

Improve pupils enquiry, fieldwork and investigative skills

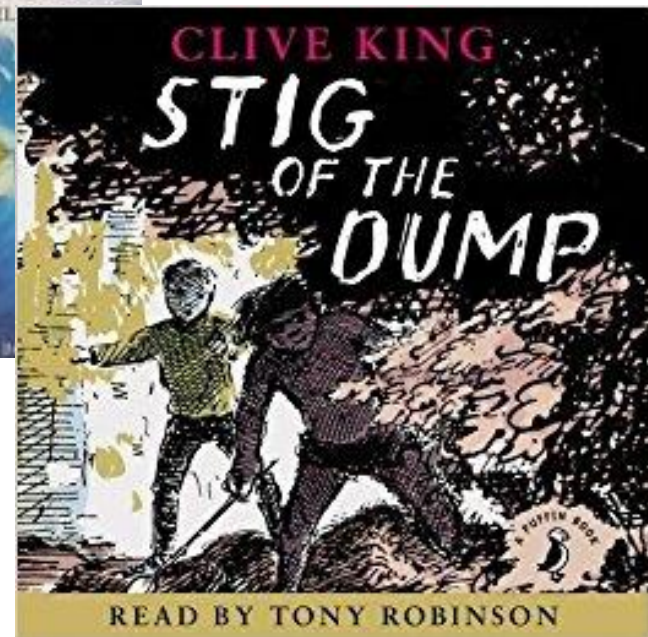


School Improvement Plan Summary

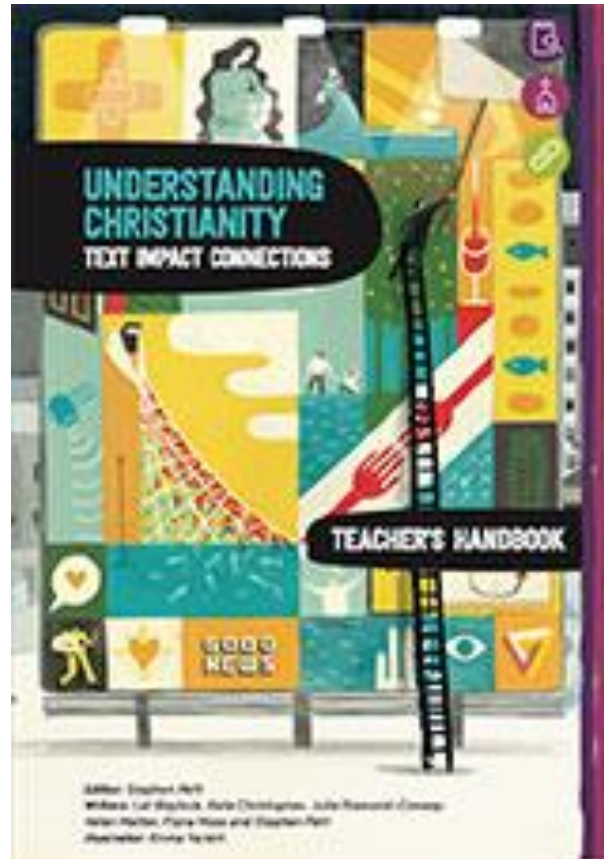
2018-2019

School Improvement Focus	Key issue/ Development Area
Key Priority	1. Improve Outcomes – in reading and writing across all year groups. 2. Quality of Teaching, Learning & Assessment – Enhance our broad and balanced curriculum. 3. Leadership & Management – Develop an effective leadership team. 4. Personal Development, <u>Behaviour</u> & Welfare- Further embed our new vision and values.
Priority 1 Improve Outcomes – Improve the teaching and learning of reading and writing across the whole school	1.1 Develop the teaching of reading to encourage a passion for reading and improved pupil outcomes. 1.2 Improve reading at Greater Depth in Key stage 1 and 2 and writing at Greater Depth in Key Stage 1. 1.3 Increase the profile of reading across the school community. 1.4 Improve teaching of reading through planned use of high quality, whole class texts and higher order questions. 1.5 Ensure writing planning is built around high quality and challenging class texts.
Priority 2 Quality of Teaching, Learning & Assessment – Provide greater challenge through a broad and balanced curriculum from Early Years to Year 6	2.1 Continue to improve enquiry based learning in all foundation subjects. 2.2 Introduce and embed Understanding Christianity resources across all year groups. 2.3 <u>Design</u> and implement a consistent approach to foundation subject assessment. 2.4 Develop whole staff understanding of outstanding teaching and learning from EYFS to Year 6.
Priority 3 Leadership & Management Develop an effective leadership team who can consistently improve outcomes for all pupils	3.1 Develop distributive leadership to ensure high quality teaching, high expectations and high standards. 3.2 Subject leaders have a clear picture of attainment and rates of progress across the whole school. 3.3 Implement a teacher <u>learning</u> community that enables best practice to be shared and disseminated across the school. 3.4 Continue to develop the strategic vision and role of the governors to impact on school priorities.
Priority 4 Personal Development, <u>Behaviour</u> & Welfare Further embed our new vision and values throughout the whole community.	4.1 Share and embed the new vision and values through the whole school community. 4.2 <u>Build</u> pupils' resilience to learning through developing a Growth Mindset culture. 4.3 Introduce and embed restorative <u>behaviour</u> model approach throughout the school. 4.4 Further develop pupil voice and pupil roles within the school and wider community.

Improve the teaching and learning of reading and writing across the whole school



Provide greater challenge through our broad and balanced curriculum



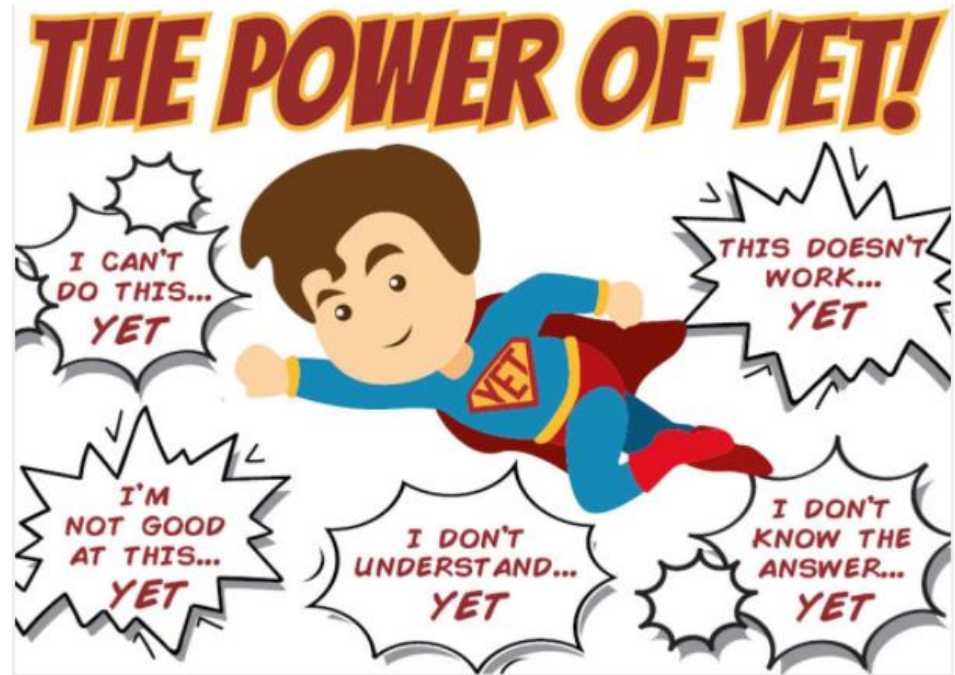
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
I can explore the world around me and raise my own simple questions	I can raise my own relevant questions about the world around me	I can use my science experiences to explore ideas and raise different kinds of questions
I can experience different types of science enquiries, including practical activities	I can be given a range of scientific experiences including different types of science enquiries to answer questions	I can talk about how scientific ideas have developed over time
I can begin to recognise different ways in which I might answer scientific questions	I can start to make my own decisions about the most appropriate type of scientific enquiry I might use to answer questions	I can select and plan the most appropriate type of scientific enquiry to use to answer scientific questions
I can carry out simple tests	I can set up simple practical enquiries, comparative and fair tests I can recognise when a simple fair test is necessary and help to decide how to set it up	I can recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why
I can use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)	I can talk about criteria for grouping, sorting and classifying; and use simple keys	I can use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment
I can ask people questions and use simple secondary sources to find answers	I can recognise when and how secondary sources might help me to answer questions that cannot be answered through practical investigations	I can recognise which secondary sources will be most useful to research my ideas and begin to separate opinion from fact
I can observe closely, using simple equipment I can, with help, observe changes over time	I can make systematic and careful observations I can help to make decisions about what observations to make, how long to make them for and the type of simple equipment might be used	I can make my own decisions about what observations to make, what measurements to use and how long to make them for
I can, with guidance, begin to notice patterns and relationships	I can begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them	I can look for different causal relationships in data and identify evidence that refutes or supports my own ideas

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
I can use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data	I can take accurate measurements using standard units and learn how to use a range of (new) equipment, such as data loggers / thermometers appropriately	I can choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. I can take repeat measurements where appropriate.
I can record simple data	I can collect and record data from my observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and make decisions about how to analyse this data	I can decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
I can use my observations and ideas to suggest answers to questions I can talk about what I have found out and how I found it out	I can, with help, look for changes, patterns, similarities and differences in my data in order to draw simple conclusions and answer questions.	I can identify scientific evidence that has been used to support or refute ideas or arguments
I can, with help, record and communicate findings in a range of ways and begin to use simple scientific language	I can use relevant simple scientific language to discuss ideas and communicate findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions	I can use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results
	I can, with support, identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.	I can use my results to make predictions and identify when further observations, comparative and fair tests might be needed

Develop subject leaders

- **Staff Structure and roles and responsibilities**
- Mrs Laver –Headteacher, R.E co-ordinator
- Mrs Gwilliam – Deputy Head teacher, SENCo, English Lead and P.E.
- Miss Barber – Key stage 1 manager, Science lead
- Miss Conroy – History and Geography lead
- Miss Burbridge – Maths lead
- Mrs Wollam and Mrs Wall – Early Years, Art and Design
- Mrs Leitzell – Music manager
- Mrs Sheppeck – Computing lead

Further embed our vision and values throughout the whole community



Thank you for coming!

