



St. Peter's Infant School



Summary of Priorities for School Improvement 2017-2018

Target 1 – Leadership & Management

To promote a shared understanding of the school's vision, collective improvement aims, objectives and actions by ensuring effective communication with the whole school community alongside a continuing rigorous cycle of reviewing, planning, implementing, monitoring and assessing impact.

Overall success criteria:

All staff are clear regarding the vision, aims for, objectives for, and their role in, school improvement. A continuous cycle of 'review, plan, do, monitor, assess' ensures improvements are made. All groups within the school community, including the children, feel they have 'a voice' within the school.

- To further develop, share and monitor impact of clear, meaningful assessment procedures to support and enhance teaching and learning.
- To ensure good behaviours for learning.
- Further build capacity by embedding the role of middle leaders to ensure roles are effectively fulfilled, creating a sustainable distributed leadership model.
- To proactively work in partnership with other schools to offer and receive focused school-to-school support and to share good practice.
- Governors to continue to use a range of evidence to judge performance, have full engagement in current educational landscape and to plan for strategic future.
- To effectively implement recruitment procedures to ensure the Governing Body is full.

Target 2 – Teaching, Learning & Assessment

To ensure that all teaching is good or better that incorporates carefully matched provision, effective questioning and appropriate challenge which enables all children to develop the skills to become successful and engaged learners who make progress and achieve well. The teaching will be embedded in a broad and exciting curriculum that teaches our children the skills required to be life-long learners.

Overall success criteria:

Using data based on the needs of our children to inform provision and learning as well as our continually developing creative curriculum and assessment framework, the teaching and learning indoors and outdoors will become increasingly effective in its impact upon children's outcomes and life-long learning skills.

- All teaching to be of consistently high quality to ensure pupil outcomes meet and exceed national.
- Teaching to challenge and enable all groups of learners to make good progress within core subjects and apply skills across the curriculum.
- Teaching to be engaging and that applies skills for life-long learning.
- To effectively use pupil data to inform teaching as a tool to close the gaps for identified groups.

Target 3 – Personal Development, Behaviour & Well-Being

To further develop whole school consistency in behaviour management, including Behaviour for Learning and in particular the behaviour of those with additional needs. To further develop the strategies and support available for children with mental health issues. To ensure all aspects of safeguarding are exemplary.

Overall success criteria:

All children, staff, parents and visitors to St. Peter's feel they are in a calm, safe and nurturing environment wherever they are within the school site and understand their responsibility to keep themselves safe and who to speak to with any concerns.

- Improve attendance to meet national averages 96% and reduce persistent absence for identified vulnerable groups and other targeted families.
- Develop pupils' positive attitudes and Behaviours for Learning specifically resilience, engagement and independence.
- To develop strategies to support children's mental health and well-being.
- To provide children with the skills and confidence to address and/or seek help with issues affecting them.
- To embed British Values across the curriculum and ensure that all pupils understand their purpose and relevance as members of their local community.
- Continue to rigorously embed safeguarding procedures.

Target 4 – Outcomes for Pupils

To ensure that children in both key stages confidently and competently use and apply basic skills in all areas but especially in Maths in KS1, so that at the end of key stages, children reach at least, if not exceed, national standards with gaps for identified groups closed.

Overall success criteria:

Children are confident in their use of language and number so as to effectively communicate and solve real life problems.

- Raise outcomes at both key stages and in all areas at 'expected' and 'exceeded' but specifically in Maths to be at least in line with national expectations and averages.
- Raise outcomes at both key stages and in all areas at 'expected' and 'exceeded' in Writing to be at least in line with national expectations and averages.
- To close the gap for all pupils particularly SEND, PPG and EAL children in all areas at 'expected' and 'exceeded' but specifically in Maths and Writing to be at least in line with national expectations and averages.

Target 5 – Effectiveness of EY Provision

To ensure that the quality of learning, teaching, safety and welfare within the EYFS is good or better.

Overall Success Criteria:

Children in EYFS receive high quality provision, experiences and teaching matched closely to their identified needs that is based upon their interests, enabling them to be successful, enthusiastic, independent and curious learners and ready for the next key stage.

- To further develop and establish a high functioning, strong team of practitioners.
- To use data and knowledge of the children via daily interaction to consistently and carefully match learning opportunities and provision to needs, especially of SEND children.
- Ensure high level of questioning, challenge and application of skills within teaching and learning of Maths and Writing.
- To model, articulate and teach the skills required for children to achieve the ELGs in PSED.