

Edale Rise School Improvement Plan Overview 2018-19

Quality First Education:

Nothing less than Good and Outstanding teaching

- Effective monitoring cycle and staff training to ensure maintained standards and work towards an increased percentage of outstanding teaching
- Ensuring assessment for learning and feedback is used so pupils make good or better progress
- Develop school identity to improve learning and learning behaviours
- Ensure that all children are challenged and learning is not capped in order to continue to improve outcomes
- Teachers to be more secure in assessments through pupil progress meetings and moderation materials
- Accurate assessments inform planning and identify gaps in learning

Leadership and Management:

- Developing the new governance structure to ensure maximum impact on pupil outcomes
- Ensure leaders receive training appropriate to their role
- Continue to develop succession planning in schools leadership

Whatever It Takes:

- Sustain and increase outcomes for Phonics screening results and end of KS2
- Continue to improve provision throughout school to achieve 70% secure in all year groups
- Improved outcomes in terms of greater depth to reach 15-20% in each year group
- Ensure Pupil Premium and other vulnerable groups receive high quality teaching and interventions as required to maintain and improve outcomes compared to other groups in school

Subjects:

Reading

- Develop Reading for pleasure strategies
- Continue to develop shared reading teaching across whole school
- Strategies to increase 1:1 reading in KS1
- Maintain phonics outcomes in KS1
- Improve outcomes further to aim for 70% secure throughout school

Writing

- Develop teaching of handwriting, interventions and assessment systems
- Continue to develop Talk For Writing in KS1
- Embed SPAG in writing process so it becomes a golden thread in writing throughout school
- Develop a folder of work to be used as exemplars for staff to moderate from
- Improve outcomes further to aim for 70% secure throughout school

Maths

- Improve outcomes further to aim for 70% secure throughout school

EYFS

- Development all areas of learning through use of outdoor learning facilities
- Increase outcomes for boys' writing
- Improve outcomes further to aim for 70% expected

Personal Development, Behaviour and Welfare:

- Introduce the 'Take Care' approach throughout school to further improve expectations and aspirations
- Raise attendance to achieve 96%+ by the end of the year

Edale Rise School Improvement Plan Impact statement 2018-19

Area of development	Impact statement																								
<p><u>Quality First Education</u> Nothing less than good or better teaching</p>	<p>94% of teaching judged as good or better 25% of teaching judged as outstanding Teacher Assessments correlate to test results Behaviour for learning judged as outstanding by external review</p>																								
<p><u>Leadership and management</u> Develop roles of governance Leaders receive appropriate training Succession planning in place</p>	<p>New governance structure in place and impact evident on outcomes through financial management and resourcing/monitoring HT Training received by HT /DHT – judged as outstanding in external review Middle leaders additional training in maths and English – results show impact Succession planning- new teachers are confident in their subject coordinator roles</p>																								
<p><u>Whatever it takes</u> Maintain phonics/KS2 results 70% secure in all year groups Improved outcomes at Greater Depth Ensure Pupil Premium and other vulnerable groups make good progress</p>	<p>Phonics 84% and KS2 results all above 70% for reading, writing and maths The majority of year groups achieved 70%+ secure with the lowest achieving 65% A general upward trend throughout school and at KS2. This needs continued development next year</p> <p>Our EAL group matched or outperformed other groups in school Pupil Premium progress fluctuated through school and needs further consideration next year</p>																								
<p><u>Subjects</u></p>	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 33%;">Outcomes in reading -</th> <th style="text-align: left; width: 33%;">Outcomes in writing -</th> <th style="text-align: left; width: 33%;">Outcomes in maths -</th> </tr> </thead> <tbody> <tr> <td>73% EYFS</td> <td>73% EYFS</td> <td>77% EYFS</td> </tr> <tr> <td>72% YR1</td> <td>72% YR1</td> <td>76% YR1</td> </tr> <tr> <td>70% YR2</td> <td>70% YR2</td> <td>77% YR2</td> </tr> <tr> <td>70% YR3</td> <td>67% YR3</td> <td>63% YR3</td> </tr> <tr> <td>68% YR4</td> <td>68% YR4</td> <td>71% YR4</td> </tr> <tr> <td>67% YR5</td> <td>63% YR5</td> <td>73% YR5</td> </tr> <tr> <td>72% YR6</td> <td>78% YR6</td> <td>88% YR6</td> </tr> </tbody> </table>	Outcomes in reading -	Outcomes in writing -	Outcomes in maths -	73% EYFS	73% EYFS	77% EYFS	72% YR1	72% YR1	76% YR1	70% YR2	70% YR2	77% YR2	70% YR3	67% YR3	63% YR3	68% YR4	68% YR4	71% YR4	67% YR5	63% YR5	73% YR5	72% YR6	78% YR6	88% YR6
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<p><u>Attendance</u></p>	<p>95.9%</p>																								



Team Edale – A 'Take Care' school