

2015/16 HIGHFIELD SCHOOL IMPROVEMENT PLAN

The effectiveness of leadership and management

Leaders and governors continue to focus on improving outcomes for all pupils and they are uncompromising in their ambition

- Leaders and governors self-evaluate, identifying strengths and areas of development to ensure the Headteacher's ambitious vision and expectations are realised
- Governors will hold leaders to account
- All staff to be accountable in ensuring that all pupils, (including all groups) are identified, monitored, tracked and supported

To continue to develop Leaders of Learning (middle leaders) as drivers ensuring quality assurance of teaching and learning

- To drive all aspects of provision, support planning, team teaching/ coaching and mentoring, monitor lesson delivery and the quality of work in books

The quality of teaching, learning and assessment

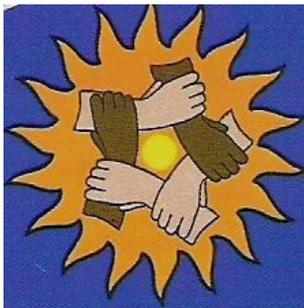
To continue to strive for consistently outstanding teaching and learning in all subjects and curriculum areas

- To embed marking for grammatical accuracy, cohesion and coherence across KS2.
- SLT and SLs lead on providing a rich and creative child-led curriculum tailored to the needs of the pupils and community; one which promotes learning and progress through developing a knowledge and understanding of the world

To embed the new curriculum across Literacy and Mathematics and to develop pupils' mastery

- CPD for all staff on curriculum expectations, what secure and secure+ (mastery) looks like
- To ensure effective transition to the new curriculum for Years 2 and 6

Together we can achieve more



Personal development, behaviour and welfare

To promote the safety of pupils beyond the school environment

To continue to ensure pupils are confident in staying safe from abuse and exploitation

- Actively promote technological, internet and e-safety within school, with parents/carers and wider school community
- Pupils to lead on anti-bullying week and further improve on current procedures
- Continue working with all external agencies
- Promote safety in the wider community through external and in-school workshops

Outcomes for Pupils

To continue to sustain and further raise standards across the school, including the Foundation Stage and Key Stage 1

- Teachers and support staff to track and monitor pupils' progress to inform planning
- SLT and Leaders of Learning to continue to rigorously use assessment to target interventions towards specific groups, including those with special education needs, the disadvantaged and the most able
- Poet in Residence continue to work with staff and targeted groups of pupils

The Effectiveness of the Early Years Provision: Quality and Standards

**Effective assessment, feedback, marking and planning of highly challenging activities for all pupils
To reduce the gaps between groups**

- Validate baseline judgements (entry data) across schools.
- To trial government accredited baseline
- To maintain the GLD in line or above national
- To match needs of children.
- To track data termly and adapt intervention accordingly.
- Phonic provision is tailored to meet all pupils' needs