

# 2016-17 HIGHFIELD SCHOOL IMPROVEMENT PLAN

## **The effectiveness of leadership and management**

**Leaders and governors continue to focus on improving outcomes for all pupils but especially for disadvantaged pupils. 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, especially the disadvantaged, are identified, monitored, tracked and supported in order that they achieve the best possible outcomes
- To continue to offer support to other schools

**To continue to develop Leaders of Learning as drivers ensuring quality assurance of teaching and learning**

- To drive all aspects of provision, support planning, team teach/coaching and mentoring, participate and lead on monitoring tasks during weekly release

## **The quality of teaching, learning and assessment**

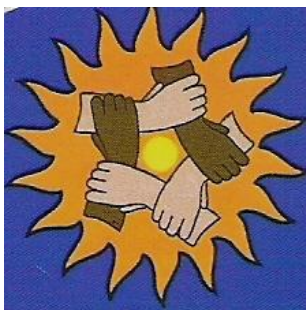
**To continue to strive for consistently outstanding teaching and learning in all subjects and curriculum areas**

- To embed marking for grammatical accuracy, cohesion and coherence
- To support teachers in delivery of Grammar objectives within English lessons, especially in Key Stage 2.
- SLT and SLs lead on providing a rich and creative child-led curriculum
- To sustain additional provision in 'Dali Class' and the 'Thinking Room'

**To develop pupils' mastery across the curriculum**

- CPD for all staff on curriculum expectations, including mastery in all subjects

*'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**

- To ensure self-esteem needs of all pupils, especially the disadvantaged and vulnerable pupils are met
- Actively promote technological, internet and e-safety
- Continue working with all external agencies
- Promote safety in the wider community through external and in-school workshops
- Promote age-appropriate understanding of healthy relationships
- Closely monitor attendance of disadvantaged and vulnerable pupils.

## **Outcomes for Pupils**

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

**To establish a consistent approach to narrowing the gaps in the rates of progress for all groups of pupils**

- 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
- Support staff work with targeted groups and are accountable for the progress they make
- Teachers and support staff to track and monitor pupils' progress to inform planning

## **The Effectiveness of the Early Years Provision: Quality and Standards**

**To continue to focus on improving outcomes for all pupils**

**To narrow the gaps in the rates of progress for all groups**

**To implement strategies to ensure high quality provision, particularly in communication and language, literacy and the achievement of boys**

- Validate baseline judgements across schools
- To maintain the GLD in line or above national
- To track data termly and adapt intervention accordingly
- Phonic provision tailored to meet all pupils' needs
- The Communication Trust checklist to be completed with targeted pupils and Talkboost intervention to commence.