



Abington Vale Primary School Improvement Plan 2018-19

Overview of Key Strategic Priorities:

Key Priority 1:	Leadership & Management	To ensure effective leadership exists at all levels in school, developing new middle leaders within the school and establishing a culture of coaching.
Key Priority 2:	Curriculum	To develop a curriculum that builds children's knowledge and provides rich experiences.
Key Priority 3:	Inclusion & Behaviour	To further develop provision for vulnerable learners in the school, establishing a nurture provision.
Key Priority 4:	Developing Teachers	To continue to develop subject knowledge and teaching approaches to ensure high quality teaching is evident in all subjects and classes.

Abington Vale Primary School Improvement Plan 2018-19

Key Strategic Priorities and Objectives

Key Priority 1: Leadership and Management				
Objective 1.1 <i>To restructure SLT to develop clarity, responsibility and accountability for SLT and curriculum subject leadership.</i>	Objective 1.2 <i>To develop a coaching and solution-focused culture across the school to enable further engagement from all staff in improving outcomes and establishing high aspirations.</i>	Objective 1.3 <i>To further develop school policies and processes to reduce teacher workload and support staff wellbeing.</i>	Objective 1.4 <i>To further develop governors challenge and monitoring of the curriculum to ensure maximum impact on school standards.</i>	
Key Priority 2: Curriculum				
Objective 2.1 <i>To further develop the school's curriculum principles, structures and mapping.</i>	Objective 2.2 <i>To embed clear approaches to the acquisition of language and vocabulary across all areas of school and specifically for those with EAL.</i>	Objective 2.3 <i>To develop the spelling curriculum and refine teaching approaches to improve spelling in line with age related expectations.</i>	Objective 2.4 <i>To continue to develop core mathematical knowledge in order to improve fluency in mathematical concepts.</i>	Objective 2.5 <i>To further develop the connections between reading and writing to ensure high levels of teaching in all classes.</i>
Key Priority 3: Inclusion & Behaviour				
Objective 3.1 <i>To further develop effective strategies and interventions to support higher attainment of children in different vulnerable groups.</i>	Objective 3.2 <i>To improve the overall punctuality and attendance rates of pupils including those eligible for PP.</i>	Objective 3.3 <i>To develop the school's Nurture Provision further including integration within mainstream provision and transition in/out.</i>	Objective 3.4 <i>To further develop the behaviour strategy to reflect the changing context of the school.</i>	
Key Priority 4: Developing Teachers				
Objective 4.1 <i>To continue to develop effective classroom instruction informed by evidence-based research.</i>	Objective 4.2 <i>To develop further effective CPD for Teachers including a coaching model to continually improve teaching and learning outcomes.</i>	Objective 4.3 <i>To use assessment for learning and feedback effectively to respond to children's learning needs to improve outcomes.</i>	Objective 4.4 <i>To develop a shared understanding of 'high challenge; high support' as an alternative to differentiation to challenge all learners.</i>	

Abington Vale Primary School Improvement Plan 2018-19

Key Priority 1: Leadership and Management

Targets to bring about improvement	Actions Required	Checks/Measurable Impact	Costs? Who? Resources?	Planned Monitoring
<p>Objective 1.1 <i>To restructure SLT to develop clarity, responsibility and accountability for SLT and curriculum subject leadership.</i></p> <p>Governor Committee: Finance & Personnel</p>	<ul style="list-style-type: none"> Members of SLT meet to look at all the roles responsibilities to have maximum impact on teaching and learning. Summer 18 SLT responsibilities mapped out and documented and presented to LGB. Summer 18 Responsibilities shared with all staff so clear of line management. Training Day Sept 18 SLT Appraisal linked clearly to new JDs and accountability October 18/March 19/ July 19 AHT & DHT to attend NPQH training (June 18 – Dec 19) JT (SLT) attend Ambition Middle Leadership Programme (Sep 18 – July 19) Rigorous appraisal cycle followed on an ongoing basis 	<ul style="list-style-type: none"> ✓ Appraisal documentation shows the links from SIP into JDs and appraisal targets. ✓ AHT & DHT achieve NPQH – Dec 2019 ✓ Teaching Leaders passed – July 2019 <p>High Aspirations of leaders can be seen across the school in learning environments, behaviour and learning outcomes (targets clear in P Management)</p>	<p>LC</p> <p>£1000 (Ambition Middle Leaders)</p>	<p>LGB to monitor appraisal</p> <p>Oct 18</p> <p>March 19</p> <p>July 19</p>
<p>Objective 1.2 <i>To develop a coaching and solution-focused culture across the school to enable further engagement from all staff in improving outcomes and establishing high aspirations.</i></p>	<ul style="list-style-type: none"> For AHT and DHT to work together on planning coaching approaches, attending training and reading where necessary. Training day input on ‘solution-focused’ encouraging To establish the CPD and coaching calendar for teachers and TAs with identified 1 to 1 opportunities throughout the year. September 2018 Feedback from coaching conversations to be a regular item on the SLT agenda each week. Ongoing 	<ul style="list-style-type: none"> 1 to 1s will have taken place each term between coach/coacher and records kept. Minutes from SLT meetings show feedback from coaching is being discussed regularly Staff wellbeing survey indicates positive responses around being supported, moral and professional development. 	<p>AHT/DHT</p> <p>£2000</p>	<p>LGB to monitor SLT minutes and observe meetings on a termly basis</p>



Abington Vale Primary School Improvement Plan 2018-19

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<p>Objective 1.3 <i>To further develop school policies and processes to reduce teacher workload and support staff wellbeing.</i></p>	<ul style="list-style-type: none"> • Counsellor to be available for staff to access if needed. • Inclusion Lead/DSL to have termly counsel • Calendar of events carefully mapped out to minimise pressure points Sept 2018 • Communication day changed to 12pm Thursday every other week with staff treat. Written in black, changes in red. • Staff meeting to discuss well-being survey and option to come to talk. Encourage a solution-based focus. Autumn term • Beginning of each phase meeting a 'well-being session' phase leads monitor issues that have arisen with potential solutions. • Make notes on one note and then review actions. Ongoing • Use leadership structure to show there is a clear structure of who to go with it. July 18 • Once a term phase overview leads to attend phase meetings to check on well-being. Ongoing • Sweden – well being 	<ul style="list-style-type: none"> • 75% of staff to participate in the staff well-being survey • 90 % of staff agree or strongly agree to all statements 	<p>LC</p> <p>Phase Leads</p> <p>£1000 Counselling budget</p>	<p>LGB to monitor on termly basis</p>
<p>Objective 1.4 <i>To further develop governors challenge and monitoring of the curriculum to ensure maximum impact on school standards.</i></p>	<ul style="list-style-type: none"> • To receive support and challenge meetings from the Trust ATSIM meeting Sept 18/ Review Oct 18/ Review May 19 • To visit subject leaders and conduct learning walks that monitoring of the subject impacts positively on standards. BOOK twice per year • Governors ask challenging questionings and follow up appropriately Ongoing • To ensure there are clear governor roles Sept 18 	<ul style="list-style-type: none"> • Review report shows that governor challenge is a strength and a positive impact can be seen • Standards are in line or better than NA • Minutes show challenging questionings 	<p>MJ/JF/LC</p>	<p>School Review Oct 18 May 19</p>



Abington Vale Primary School Improvement Plan 2018-19

Key Priority 2 – Curriculum

Targets to bring about improvement	Actions Required (and timescales)	Points to check/ Measurable Impact	Costs? Who? Resources?	Planned Monitoring
<p>Objective 2.1 <i>To further develop the school's curriculum principles, structures and mapping.</i></p>	<ul style="list-style-type: none"> Phase leads to map out the LTP curriculum journey ensuring that previous skills and knowledge are built upon July 18 Curriculum will be broad and balanced in all classes and show clear progression and depth FH/SA to monitor planning termly and lesson drop ins Knowledge will be embedded through termly quizzes and reviews. Pupil chats ongoing/ questionnaire Oct/ May Termly Concept mapping will be used to assess pre and post learning and understanding of key concepts and knowledge. Termly 	<p>Curriculum coverage is clear and concise. High standards in all subjects. Knowledge retention is evident through concept mapping, quizzes and reviews. Questionnaire shows improvements.</p>	<p>FH Lead curriculum</p>	<p>See monitoring calendar</p>
<p>Objective 2.2 <i>To embed clear approaches to the acquisition of language and vocabulary across all areas of school and specifically for those with EAL.</i></p>	<ul style="list-style-type: none"> NPAT approaches to developing language in the classroom to be introduced in Sep training day including focus on tier 2 and 3 language. TR Research into different approaches to enhance language and vocabulary acquisition Ongoing Regular reviews of EAL pupil's language acquisition and understanding Ongoing Develop staff understanding of vocabulary and language acquisition through CPD/staff meetings. 26th Sept 	<ul style="list-style-type: none"> A progressive language strategy Consistent approach to assessment and teaching of vocabulary across the school EAL strategy 	<p>FH EAL governor CPD costs £750 (linked to EAL)</p>	<p>SA English governor</p>



Abington Vale Primary School Improvement Plan 2018-19

Targets to bring about improvement	Actions Required (and timescales)	Points to check/ Measurable Impact	Costs? Who? Resources?	Planned Monitoring
<p>Objective 2.3 <i>To develop the spelling curriculum and refine teaching approaches to improve spelling in line with age related expectations.</i></p>	<ul style="list-style-type: none"> Staff meeting to discuss spelling strategies being used at present Sept 2018 Revisit NPAT spelling strategy and ensure all staff are aware of this. - Sept 18 Sarah to research tried and tested pedagogical strategies to improve spellings (August –September 2018) Staff meeting to share spelling strategy for AVPS (October 2018) Parents clear of spellings children need to know at each age group. Staff to share with parents – Sept 18 	<ul style="list-style-type: none"> Termly Spelling tests show term on term improvement Work in books will show demonstrable improvement in ambitious and key vocabulary Clear strategy document for spelling at AVPS 	<p>SA</p> <p>Purchase scheme Cost ?</p> <p>Spelling frame online free resource</p>	<p>SA/JT</p> <p>English governor</p>
<p>Objective 2.4 <i>To continue to develop core mathematical knowledge in order to improve fluency in mathematical concepts.</i></p>	<ul style="list-style-type: none"> Morning maths session to teach basic mathematical skills starting sept 18. CPD for staff if needed - questionnaire re staff confidence – Aut term questionnaire SW training for year groups July 18 Regular learning reviews and assessments of recall of mathematical facts - see one note <p>See separate detailed Maths action plan</p>	<ul style="list-style-type: none"> Termly tests show term on term improvement Lesson drop ins show consistency of approach Children have fluent recall of number facts and times tables. 	<p>BT</p> <p>CPD</p> <p>Resources</p>	<p>FH</p> <p>Maths governor</p>



NORTHAMPTON PRIMARY

Abington Vale Primary School Improvement Plan 2018-19

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<p>Objective 2.5 <i>To further develop the connections between reading and writing to ensure high levels of teaching in all classes.</i></p>	<ul style="list-style-type: none"> • Staff meeting to ensure teachers understand the SPAG requirements for their year group – Sept 18 • Phase "reading as a writer" meeting led by SA/JT to model how to teach SPAG elements of writing through reading sessions 12th Sept • Focus on authorial intent when reading 12th Sept • Reading session texts will link to pupils' writing and help to promote high writing expectations 10th Oct <p>See separate detailed English action plan</p>	<ul style="list-style-type: none"> • Marking ladders will focus on TAF and ensure compositional aspects of writing are covered • Book looks show improved syntactical accuracy and clear writing for a purpose 	<p>SA/JT</p> <p>Learning walks</p> <p>Book looks</p> <p>SA/JT to meet once a term to review</p>	<p>SA/JT</p> <p>English Governor</p>



Abington Vale Primary School Improvement Plan 2018-19

Key Priority 3 – Inclusion, Behaviour & Safeguarding

Targets to bring about improvement	Actions Required (and timescales)	Points to check/ Measurable Impact	Costs? Who? Resources?	Planned Monitoring
<p>Objective 3.1 <i>To further develop effective strategies and interventions to support higher attainment of children in different vulnerable groups.</i></p>	<ul style="list-style-type: none"> Research into effective EAL practice and use of resources – evaluate and summarise FH Development of consistent induction, teaching and assessment practice across the school Autumn term Class teacher and team facilitation of school approach to the assessment and teaching of EAL pupils Autumn term Regular reviews of EAL pupil's language acquisition and understanding termly Progress meetings focus on different groupings with clear accountability Oct target setting 	<ul style="list-style-type: none"> Increased progress in all curriculum areas for pupils <i>in different vulnerable groups</i> due to improved vocabulary and understanding. Clear accountability of different grouping on PM Consistent school approach to the teaching and assessment of pupils <i>in different vulnerable groups</i>. 	<p>FH EAL governor CPD costs £750</p>	<p>DJ/PP LC/groupings KK Governor</p>
<p>Objective 3.2 <i>To improve the overall punctuality and attendance rates of pupils including those eligible for PP.</i></p>	<ul style="list-style-type: none"> Analysis attendance details from 17-18. RW/JM/LC meet to set targets from EOY data so can monitor impact of intervention. (Target for whole school/ PP/lateness) Sept 18 Meet persistent absentee parents Sept 18 and agree attendance contract. HT to send reminder letters re importance of punctuality and attendance Sept 18 Daily check in with absence with office Termly attendance data analysed. Reminder letters if attendance slipping. Meetings booked if needed. Termly Reward system to support the child. Ongoing 	<p>Attendance is 96% or better Pupil Premium attendance shows improvement from 93%</p>	<p>RW CB Rewards incentive Costs £500</p>	<p>LC Main governors meeting</p>



NORTHAMPTON PRIMARY

Abington Vale Primary School Improvement Plan 2018-19

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<p>Objective 3.3 <i>To develop the school's Nurture Provision further including integration within mainstream provision and transition in/out.</i></p>	<ul style="list-style-type: none"> • To begin a nurture group for identified children for 3 mornings a week. Sept 18 • Equip room and plan nurture curriculum July/sept 18 • Boxall profile identified children. • We are hoping that the same children will attend the group each half term, or longer if needed and will follow a nurture curriculum based on the 6 principles of nurture. • To recruit 2 members of staff – 1 family support worker and 1 well-being mentor to run the nurture group and well-being sessions. July 18 • To equip the nurture room to promote a homely, calming and caring environment in order for children to flourish socially and emotionally and in turn enhance their academic learning. • DJ/new members of staff • To plan effectively according to the 6 principles of nurture and deliver • DJ/new members of staff • PASS – Jan 19 	<p>PASS on line data shows improvements</p> <p>Teachers report improvements of confidence/ learning behaviours in class</p>	<p>DJ</p> <p>Room Set up</p> <p>Resources CPD</p> <p>£3000</p>	<p>DJ</p> <p>Kate Kearns Inclusion governor</p>



Abington Vale Primary School Improvement Plan 2018-19

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<p>Objective 3.4 <i>To further develop the behaviour strategy to reflect the changing context of the school.</i></p>	<ul style="list-style-type: none"> • Review Behaviour Policy on Training Day Sept 18 • Make changes to improve present policy staff meeting • School council meet to have an input into policy Ongoing • School council work with parents and pupils to ensure clear understanding of policy and any suggestions/ improvements listened too and implemented Questionnaire/meeting Sept 18 / ongoing • All staff clear of policy and use consistently Ongoing • oing • SLT continually uphold the policy Ongoing SLT/ parents clear of timescales for concerns to be dealt with so any issues are dealt with in a timely fashion Sept/ongoing • 	<ul style="list-style-type: none"> • Parent and pupil’s surveys show that the large majority of adults feel behaviour is dealt with well. • My concern red cards reduction • Reduction in number of children being referred to SLT as staff confidence grows. 	<p>SA</p>	<p>LC Termly Main Governors</p>

Key Priority 4: Developing Teachers



Abington Vale Primary School Improvement Plan 2018-19

Targets to bring about improvement	Actions Required (and timescales)	Points to check/ Measurable Impact	Costs? Who? Resources?	Planned Monitoring
Objective 4.1 <i>To continue to develop effective classroom instruction informed by evidence-based research.</i>	<ul style="list-style-type: none"> Research effective classroom practice, such as Rosenshein, Tom Sherrington, June 2018 SLT to be pro-active in reading and training to use evidence- based research to improve standards Ongoing Staff training on effective classroom delivery with Education director of NPAT – Sept training day TR 	<ul style="list-style-type: none"> Standards of teaching and learning improve Lesson study shows teachers are reflecting on practise and continually improving teaching and learning 	LC	SST Main Governors
Objective 4.2 <i>To develop further effective CPD for Teachers including a coaching model to continually improve teaching and learning outcomes.</i>	<ul style="list-style-type: none"> Instil a solutions based focus across the school Sept training day/ ongoing Refine lesson drop in model to become coach based and incorporate pre-discussion of elements to be focussed on and post feedback sessions Staff meeting SA to lead 31/10 - ongoing Learning walk/drop in feedback to empower staff to identify areas of teaching and learning that need further developing Staff development/CPD on becoming reflective practitioners using research based evidence 	<ul style="list-style-type: none"> Staff to take ownership of the lesson and control of the feedback session Staff to become reflective practitioners Staff actively seek ways to develop teaching and learning through targeted questions 	SA/FH Supply costs \$3500	LC Main Governors
Objective 4.3 <i>To use assessment for learning and feedback effectively to respond to children's learning needs to improve outcomes.</i>	<ul style="list-style-type: none"> Staff training on some of the key strategies of AFL Staff use responsive teaching to ensure they react to the need for challenge, support or further practice during lessons and units of work Lesson study/coaching Performance Management is rigorous and clearly targets groups of children that need to make accelerated progress SLT meeting focus- 	<ul style="list-style-type: none"> Improved outcomes across the school. Targeted at PM cohort <i>From PM - Targeted groups of pupils make accelerated progress</i> 	FH/SA	LC Main Gov



NORTHAMPTON PRIMARY

Abington Vale Primary School Improvement Plan 2018-19

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<p>Objective 4.4 <i>To develop a shared understanding of 'high challenge; high support' as an alternative to differentiation to challenge all learners.</i></p>	<ul style="list-style-type: none"> To develop a model of teaching based on pedagogical research that ensures high levels of pupil participation and good outcomes. June 18 SLT/ Sept training day Share teaching model with all staff, including TAs Develop staff confidence in assessment for learning Lesson study/ coaching focus Plan for lesson drop ins linked to new model of coaching Leaders to be role models for using research-based evidence to improve teaching and learning PM focus 	<ul style="list-style-type: none"> Lesson drop ins will show high levels of challenge and support Teacher feedback from drop ins shows constant refinement of practice to ensure high outcomes Teachers are using research based models for teaching and learning in class 	<p>FH/SA</p>	<p>LC</p> <p>Main Govs</p>