

Robert Le Kyng Primary School School Improvement Plan 2017-2018



Introduction

2016-17 was a very successful year for Robert le Kyng School. We were visited by Ofsted in February 2017 who recognised that, "...pupils' all-round development is promoted effectively in a stunning learning environment. Your school is therefore a hub of vibrant activities."

The EYFS data continues to show good progress, with this year's cohort achieving broadly in line overall with national and local averages, from low starting points. For this cohort, the gap between boys' and girls' achievement is also in line with national, which is an improvement from the last two years. The biggest difference from national data this year is in "understanding the world" and we will need to spend time this year ensuring that the children are given opportunities to meet this area.

The percentage of children passing the phonics test in Year 1 dipped this year to 74% from 78% last year, which puts us 8% behind the national average. Girls significantly outperform the boys. This gap reflects the gap at the end of EYFS last year, but is smaller, so the gap is closing. Our year 2 retakes of the phonics test were very successful with only 3 children moving into year 3 yet to pass the test – all three of these have clearly defined SEN or EAL.

Results at Key Stage 1 are broadly in line with national and local data. Writing is the best of these, with reading and maths falling slightly behind the national picture. 68% of our children achieved the expected level in reading, writing and maths combined, compared to 64% nationally. However, the percentage of children reaching "greater depth" in all three areas exceeds the national picture. The gap between boys' and girls' attainment is in line with the local data, apart from in maths, where the gap is slightly wider. Children in receipt of Pupil Premium funding outperform their peers.

Key Stage 2 results in 2017 have been exceptional. These children had low starting points from the end of Key stage 1, but the progress they have made has put us comfortably in the top quartile of schools for progress – reading +2.75, writing +2.81 and maths +3.04 (compared to a national figure of zero). While attainment remains below the national for reading and writing, it is in line for maths and this is a significant achievement, given the starting points for these children. Another success is that progress for boys and girls is very similar and that this is reflected in the gap between boys' and girls' attainment being in line or smaller than the national. Gaps in achievement for disadvantaged children match those locally.

This year, we need to continue to build on the successes of last year. While English and maths will always have a high profile, we need to ensure that we continue to develop and enhance the wider curriculum so that we keep the focus on all-round development. We must also focus on ensuring that we are providing excellent teaching of phonics from Reception upwards so that our Year 1 children are ready for the challenges of the phonics screening test and that this translates into excellent reading as the children move up through the school.

We have three new teaching staff and an important part of our work will be to ensure that they are supported to teach at the same high level as others. As well as this, we continue to develop leaders at all levels in the school.

Bullet point outline for SIP 2017-18

<p>English:</p> <ul style="list-style-type: none"> • To raise the attainment in phonics from Reception upwards <ul style="list-style-type: none"> - addressing gaps - raising the outcomes of boys • Develop strategies for teaching spellings <ul style="list-style-type: none"> - extending the teaching of patterns - use of the national curriculum spelling word lists - spelling bee - peer observations • To continue to raise attainment in reading across KS1 and KS2 by developing the teaching of guided reading • To secure and build upon the progression in writing across the school. 	<p>Maths:</p> <ul style="list-style-type: none"> • To develop mental maths skills across the school (round and adjust; counting on to find the difference; tens then ones including bridging; place value and known facts) • Undertake a research project as a cluster to develop problem solving in Year 3 • Whole school focus on using the “4 Cs” methodology of problem solving
<p>Teaching and Learning:</p> <ul style="list-style-type: none"> • To continue to develop and enhance the wider curriculum through the taught curriculum and curriculum themed events • To work with our cluster schools, and other local schools, to provide opportunities for staff to develop their our teaching of the foundation subjects • To develop pupil transition from FS to year 1 • To update training for staff on our assessment systems so that they can be used effectively to identify gaps and next steps • To introduce a 3 year rolling programme of classroom and shared area refurbishment 	<p>Leadership and management:</p> <ul style="list-style-type: none"> • Middle leaders to continue to support raising standards across the curriculum • Continue develop the role of the phase leaders • Develop work with our cluster of schools and the “ESP” schools. • Governors to raise the profile of their role with parents • Governors to share good practice with other governing bodies
<p>SEN</p> <ul style="list-style-type: none"> • To provide with training and support on managing attachment and trauma in the classroom • To refine spelling interventions in KS2 • To further improve links with parents and carers of children with SEN • To prepare for assessment of SEND after P-levels 	