

### Core Values

- *Independence*
- *Aspiration*
- *Equality*
- *Respect*
- *Individuality*
- *Creativity*

### Mission Statement

At Wyton on the Hill Primary School our mission is to inspire a lifetime love of learning amongst our students, whilst always nurturing their individuality and empowering them to become responsible, well-rounded and confident individuals.

### Core Aims

**At Wyton on the Hill we aim to encourage and enable all pupils to raise their levels of aspiration and achievement and to ensure that they are equipped with the knowledge, skills, values and attitudes to be the best they can be.**

*We will do this by:*

- ✓ Ensuring that parents, carers and families are supported to be active members of the community.
- ✓ Promoting a caring ethos and environment in which children can learn the skills, dispositions and attitudes to develop positive relationships, respect for cultural and spiritual diversity and the ability to choose not to bully or discriminate.
- ✓ Working in partnership with families to ensure that children are ready to learn when they come to school.
- ✓ Enabling all our pupils to develop self-confidence and successfully deal with significant life changes and challenges.
- ✓ Providing opportunities for all to achieve through the development of a range of teaching and learning styles.
- ✓ Encouraging and enabling our pupils to be physically healthy.
- ✓ Providing opportunities through which every child can achieve personal and social enjoyment and enjoy recreation.
- ✓ Encouraging the skills necessary to enable every child to develop a good work ethic and resilience.

*The school's Core Values, Mission Statement and Core Aims have been agreed through consultation with the whole school community. Visit <http://wytonprimaryschool.org.uk/Self-Evaluation/StaffGovernor.htm> for information about the consultation process.*

## School Improvement Plan 2016-17

Key Priorities	Objectives
1. <b>Quality of teaching, learning and assessment: Developing active, inquiring minds and critical thinking through a depth of knowledge approach to teaching, underpinned by sound assessment for learning</b>	<ul style="list-style-type: none"> <li>a) To develop and embed the use of 'depth of knowledge / thinking' / 1*, 2*, 3* learning challenges in across the curriculum.</li> <li>b) To embed 'Growth Mind set' culture across the school community.</li> <li>c) To ensure that marking and other forms of feedback are regular, thorough and effective in supporting each child's learning in all subjects consistently.</li> <li>d) To increase opportunities for hands-on, experiential, inter-connected learning across the curriculum.</li> <li>e) To embed joint practice development and self-evaluation practices across the teaching staff.</li> <li>f) To embed existing links between marking / assessment and planning.</li> </ul>
2. <b>Outcomes for children and other learners: Securing increased outcomes for all pupils, particularly in Writing and Mathematics</b>	<ul style="list-style-type: none"> <li>a) To refine the school's approach to supporting children with SEND (in line with the Code of Practice for Special Educational Needs and Disability).</li> <li>b) To ensure that planning across the curriculum demonstrably supports and promotes progress in basic skills as well as depth of knowledge / thinking for individuals and groups of all abilities and is based on agreed assessment for learning procedures.</li> <li>c) To ensure that teaching in KS1 and KS2 meets the requirements and raised expectations of the new national curriculum, particularly in Mathematics, Reading, Writing, Spelling, Grammar and Punctuation (as exemplified by the DfE in the 2016 End of Key Stage SATs materials).</li> <li>d) To develop existing systems for the early identification of specific difficulties / gaps in core subjects so that targeted support is directed appropriately and effectively, for all pupils, but particularly for those in vulnerable groups.</li> <li>e) To secure raised aspirations among pupils and their parents across all groups.</li> <li>f) To promote a culture of reading across the school.</li> </ul>
3. <b>Personal development, behaviour and safeguarding: developing Rights Respecting, Global Citizenship</b>	<ul style="list-style-type: none"> <li>a) To ensure that all pupils are aware of the Convention of the Rights of the Child and how to be respectful of the rights contained with it.</li> <li>b) To ensure that all pupils are aware of the 17 global goals for sustainable development and are reflective about the role they are playing in achieving these goals.</li> <li>c) To provide increased opportunities for pupils to explore 'big life' concepts, such as compassion, respect, community, heritage, diversity, morality, culture etc.</li> </ul>
4. <b>Effectiveness of leadership and management: Developing inspirational leadership across the curriculum and throughout the school</b>	<ul style="list-style-type: none"> <li>a) To strengthen the Senior Leadership Team in order to lead the school through staffing and curriculum changes effectively and to develop stronger school to school partnerships with other local settings.</li> <li>b) To continue to develop strong, impassioned and knowledgeable subject and middle leaders.</li> <li>c) To develop the Governing Body under its new working structure in order to drive school improvement effectively.</li> <li>d) To continue to develop the school's young leaders programme for pupils Year 6.</li> </ul>
5. <b>The effectiveness of the early years provision: the quality and standards</b>	<ul style="list-style-type: none"> <li>a) To accelerate progress and improve achievement in the Expressive Arts and Design – especially for boys.</li> <li>b) To ensure that Summer Born children make accelerated progress to achieve expected levels.</li> <li>c) To ensure that children who have not attended pre-school provision prior to starting school. make accelerated progress to achieve expected levels.</li> </ul>

***N.B. This is a 'live' document, subject to continuous review, evaluation and revision.***

**Priority 1: Quality of teaching, learning and assessment: Developing active, inquiring minds and critical thinking through a depth of knowledge approach to teaching, underpinned by sound assessment for learning**

**Priority Lead:** Senior Leadership Team

**Governing Body Lead:** Quality of Teaching & Assessment Committee

**Objectives:**

- a) To develop and embed the use of ‘depth of knowledge / thinking’ / 1\*, 2\*, 3\* learning challenges in across the curriculum.
- b) To embed ‘Growth Mind set’ culture across the school community.
- c) To ensure that marking and other forms of feedback are regular, thorough and effective in supporting each child’s learning in all subjects consistently.
- d) To increase opportunities for hands-on, experiential, inter-connected learning across the curriculum.
- e) To embed joint practice development and self-evaluation practices across the teaching staff.
- f) To embed existing links between marking / assessment and planning.

<b>Success Criteria: How will we know we have achieved the intended improvement?</b>	<b>Milestones</b>	<b>Evaluation (including information regarding actions completed; outcomes achieved etc)</b>
In all lessons observed, children will be observed learning independently and collaboratively, with the teacher facilitating activities and moving children forward as appropriate.	Lesson observations and pupil interviews in all year groups completed by: September 30 <sup>th</sup> November 30 <sup>th</sup>	
Pupil’s books across all subjects will show outstanding personal progress due to AFL, including feedback and marking.	January 30 <sup>th</sup> April 30 <sup>th</sup> May 30 <sup>th</sup>	
Lessons and learning in pupils’ books will clearly show a ‘learning journey’.	July 15 <sup>th</sup>	
Children will be able to articulate deep understanding of their strengths and areas that require development / personal targets.	Quality of Teaching & Assessment Committee Self-evaluation learning walks completed by:	
Teachers and pupils will demonstrate a confident awareness of what depth of understanding/knowledge means.	October 30 <sup>th</sup> March 30 <sup>th</sup> June 30 <sup>th</sup>	
Teachers will actively seek support from CPD/ subject leaders/colleagues etc. to close gaps and extend their personal subject knowledge of the new curriculum and the most effective pedagogies.	Maths book scrutiny completed by: October 30 <sup>th</sup> February 28 <sup>th</sup> May 30 <sup>th</sup>	
In lessons observed and in books, children will ask questions in order to develop their creative thinking (e.g. creating their own big questions for topics).		
In lessons observed and in books, there will be consistent use of ‘the Wyton Way’: the use of higher order questioning and learning challenges (using B.A.D. verbs, Blooms, Webb, TASC activities based on children’s own questions and hypotheses etc). An understanding of depth of thinking will be embedded, habitual and visible in planned activities and will begin to appear more frequently in children’s language and talk about and for learning.	English book scrutiny (English books & Reading Journals) completed by: October 30 <sup>th</sup> February 28 <sup>th</sup> May 30 <sup>th</sup>	
In lessons observed and in pupil interviews, Growth Mind set is evident both on display and in the language for learning (of both staff and pupils). Pupils’ books will provide evidence of a Growth Mind set resilience to learning challenges.	Science book scrutiny completed by: October 30 <sup>th</sup> February 28 <sup>th</sup> May 30 <sup>th</sup>  Learning Journey book scrutiny completed by: October 30 <sup>th</sup> February 28 <sup>th</sup> May 30 <sup>th</sup>	

Arts Mark and Sing Up Silver Awards achieved	Review November 30 <sup>th</sup> Applications Submitted by March 31st	
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**Priority 2: Outcomes for children and other learners: Securing increased outcomes for all pupils, particularly in Writing and Mathematics**

**Priority Lead:** Senior Leadership Team      **Governing Body Lead:** Effectiveness of Leadership and Management Committee

- Objectives:**
- a) To refine the school's approach to supporting children with SEND (in line with the Code of Practice for Special Educational Needs and Disability).
  - b) To ensure that planning across the curriculum demonstrably supports and promotes progress in basic skills as well as depth of knowledge / thinking for individuals and groups of all abilities and is based on agreed assessment for learning procedures.
  - c) To ensure that teaching in KS1 and KS2 meets the requirements and raised expectations of the new national curriculum, particularly in Mathematics, Reading, Writing, Spelling, Grammar and Punctuation (as exemplified by the DfE in the 2016 End of Key Stage SATs materials).
  - d) To develop existing systems for the early identification of specific difficulties / gaps in core subjects so that targeted support is directed appropriately and effectively, for all pupils, but particularly for those in vulnerable groups.
  - e) To secure raised aspirations among pupils and their parents across all groups.
  - f) To promote a culture of reading across the school.

<b>Success Criteria: How will we know we have achieved improvement?</b>	<b>Milestones</b>	<b>Evaluation</b> (including information regarding actions completed; outcomes achieved etc)
At least 85% of pupils will be working at the nationally expected standard for Reading in the EYFS, Year 2 and Year 6.	School assessment data collection and analysis: End of Autumn A End of Autumn B End of Spring A End of Spring B End of Summer A End of Summer B  EYFS data 30 <sup>th</sup> June  Year 1 Phonics data 30 <sup>th</sup> June  Y2 SATs data 30 <sup>th</sup> June  Y6 SATs data 8 <sup>th</sup> July	
At least 85% of pupils will be working at the nationally expected standard for Writing in the EYFS, Year 2 and Year 6.		
At least 85% of pupils will be working at the nationally expected standard for Mathematics in the EYFS, Year 2 and Year 6.		
At least 85% of pupils will be working at the nationally expected standard for Science in Year 2 and Year 6 and in Understanding the World in the EYFS.		
At least 85% of pupils will be working at the nationally expected standard for the Foundation Subjects in the EYFS, Year 2 and Year 6.		
At least 85% of pupils to be working at the nationally expected standard for Phonics in Year 1.		
For pupils with SEND, PIP and ITAC paperwork will evidence that half termly SMART targets have been met and personal progress will be clear in pupils' work books.	<b>Review at Effectiveness of Leadership and Management Committee Meetings:</b> <b>Dates TBC</b>	
Close the gap interventions will be monitored for effectiveness and evidence presented to the Effectiveness of Leadership and Management Committee for scrutiny each half term.		
High quality writing will be exemplified and celebrated in displays across the school.	Quality of Teaching & Assessment Committee Self-evaluation learning walks completed by: October 30 <sup>th</sup> March 30 <sup>th</sup> June 30 <sup>th</sup>	
High quality writing will be evident in all books, not only in English books and Reading Journals.		
Pupils' presentation in books will be neat, will evidence pride in their work and will show progress.		
Working walls for Mathematics, English, Science, History and Geography will be used consistently and progressively across the school to underpin pupils' current learning.		
Pupils will use, maintain and talk about their own 'Help' folders so that they have access to a wide range of supportive resources, to facilitate a wide range of learning styles.	Lesson observations and pupil interviews in all year groups completed by: September 30 <sup>th</sup>	
Lesson observations and pupils' books will provide evidence that the teaching of writing is of a		

high standard across the school.	November 30 <sup>th</sup>	
Basic Skills targets, particularly for writing will be addressed and monitored through all pupils' work books through consistent use of AfL, including marking and feedback.	January 30 <sup>th</sup> April 30 <sup>th</sup> May 30 <sup>th</sup> July 15 <sup>th</sup>	
The majority of pupils exhibit an enthusiasm for reading, an understanding of themselves and their reading habits, strengths and areas for development and a strong reading ethic.	Reading Journal scrutiny and pupil interviews in all year groups completed by: November 30 <sup>th</sup> April 30 <sup>th</sup> May 30 <sup>th</sup>	

### Priority 3: Personal development, behaviour and safeguarding: developing Rights Respecting, Global Citizenship

**Priority Lead:** Senior Leadership Team

**Governing Body Lead:** FGB

#### Objectives

- a) To ensure that all pupils are aware of the Convention of the Rights of the Child and know how to be respectful of the rights contained with it.
- b) To ensure that all pupils are aware of the 17 global goals for sustainable development and are reflective about the role they play in achieving these goals.
- c) To provide increased opportunities for pupils to explore 'big life' concepts, such as compassion, respect, community, heritage, diversity, morality, culture etc.

#### Success Criteria: How will we know we have achieved improvement?

#### Milestones

#### Evaluation (including information regarding actions completed; outcomes achieved etc)

Balding Health-related Survey Results for 2016 indicate an increase in the number of pupils feeling safe in school.	Publication of Balding results January 2017	
Balding Health-related Survey Results for 2016 indicate a decrease in the number of pupils feeling that they have been bullied by members of the school community.	Publication of Balding results January 2017	
Results of parent surveys indicate that the vast majority of pupils feel safe in school.	Parent survey results: By 21 <sup>st</sup> December By 21 <sup>st</sup> July	
Results of pupil surveys indicate that the vast majority of pupils feel safe in school.	Pupil survey results: By 31 <sup>st</sup> October By 28 <sup>th</sup> February By 31 <sup>st</sup> May	
Lunch and play time behaviour logs (including Peer Mediation records) indicate that adults are required to intervene to resolve disputes between pupils on fewer occasions.	Review logs / records at FGB meetings: Dates TBC	
School has achieved the Rights Respecting Level 1 award.	Review RRSA action plan at FGBs: September December Review documentation January FGB Finalise and submit documentation March FGB	
Children show tolerance and respect for each other's opinions /cultural way of life, both in and out of school	FGB Learning Walks / Pupil Interviews Dates TBC	

**Priority 4: Effectiveness of leadership and management: Developing inspirational leadership across the curriculum and throughout the school**

**Priority Lead:** Senior Leadership Team      **Governing Body Lead:** Effectiveness of Leadership and Management Committee

- Objectives:**
- a) To develop a stronger Senior Leadership Team to lead the school through staffing and curriculum changes and to develop stronger school to school partnerships with other local settings.
  - b) To continue to develop strong, impassioned and knowledgeable subject and middle leaders.
  - c) To develop the Governing Body under its new working structure to ensure rigour and challenge.
  - d) To continue to develop the school's young leaders programme for Year 6.

<b>Success Criteria: How will we know we have achieved improvement?</b>	<b>Milestones</b>	<b>Evaluation</b> (including information regarding actions completed; outcomes achieved etc)
<p>All Subject Leaders' action plans will:</p> <ul style="list-style-type: none"> <li>• Be based on self-evaluation which shows an awareness of the strengths and areas for development</li> <li>• Clearly support the school's vision for lifelong learning and Growth Mindset</li> <li>• Champion and support teaching and learning in their subject areas</li> <li>• Be realised through termly operational plans</li> <li>• Be shared with all stake holders</li> <li>• Be subject to regular review</li> </ul>	<p>Review of plans at Effectiveness of Leadership and Management Committee Meetings: Dates TBC</p>	
<p>Staff questionnaires will provide evidence that staff have confidence in the SLT as a strong and effective driver in school improvement</p>	<p>Staff survey results: By 21<sup>st</sup> December By 21<sup>st</sup> July</p>	
<p>Staff questionnaires will provide evidence that staff have confidence in subject leadership</p>	<p>Staff survey results: By 21<sup>st</sup> December By 21<sup>st</sup> July</p>	
<p>Parent questionnaires will provide evidence that staff have confidence in the SLT as a strong and effective driver in school improvement</p>	<p>Parent survey results: By 21<sup>st</sup> December By 21<sup>st</sup> July</p>	
<p>Maths Leader / Curriculum Leader will be working effectively as part of local Maths Hub Partnership</p>	<p>Review of work undertaken as part of local Maths Hub and Science Cluster at Effectiveness of Leadership and Management Committee Meetings: Dates TBC</p>	
<p>Science Leader / Curriculum Leader will be working effectively as part of local cluster</p>		
<p>Pupil questionnaires will evidence that pupils are confident they have a voice and are listened to.</p>	<p>Pupil survey results: By 31<sup>st</sup> October By 28<sup>th</sup> February By 31<sup>st</sup> May</p>	
<p>The School Council will have a raised profile within the school community and school council members will be more proactive in driving activities.</p>		
<p>Young Sports Leaders in Year 6 will take on greater responsibility for planning and delivering school sport and play activities.</p>	<p>Review of work undertaken by Young Leaders at Effectiveness of Leadership and Management Committee Meetings: Dates TBC</p>	

<b>Priority 5: Quality of teaching, learning and assessment: Developing active, inquiring minds and critical thinking through a depth of knowledge approach to teaching, underpinned by sound assessment for learning</b>		
<b>Priority Lead:</b> Infant Leader <b>Governing Body Lead:</b> Quality of Teaching & Assessment Committee		
<b>Objectives:</b> a) To accelerate progress and improve achievement in the Expressive Arts and Design – especially for boys. b) To ensure that Summer Born children make accelerated progress to achieve expected levels. c) To ensure that children who have not attended pre-school provision prior to starting school make accelerated progress to achieve expected levels.		
<b>Success Criteria: How will we know we have achieved improvement?</b>	<b>Milestones</b>	<b>Evaluation</b> (including information regarding actions completed; outcomes achieved etc)
Percentage of pupils achieving GLD will increase in July 2017	School assessment data collection and analysis: End of Autumn A End of Autumn B End of Spring A End of Spring B End of Summer A End of Summer B  EYFS data 30 <sup>th</sup> June	
Percentage of summer born pupils achieving GLD will increase in July 2017.		
Percentage of pupils with no prior pre-school experience achieving GLD will increase in July 2017.		
Percentage of pupils – especially boys - boys achieving the ELG in the Expressive Arts and Design will increase in July 2017.		