



School Improvement Plan

2018-19

Part 2

Improving Outcomes in Understanding & Diversity

Key Objectives for Improvement:

1. To promote self-responsibility, respect and tolerance for others as part of pupils' spiritual, moral, social and cultural development.
2. To celebrate Black History month during October, using this as a springboard for a continued focus throughout the year.
3. To explore the lives and achievements of specific inspirational people, of all cultures, genders and abilities.
4. To seamlessly integrate diversity in to all areas of the curriculum, where possible.
5. To address cultural events throughout the year to increase student awareness and understanding of issues in different communities.
6. To provide an environment that welcomes, protects and respects diverse people and challenges stereotypes.

Context & Current Position:

Brookside School is located in a predominantly white, middle-class area. Many of our children have very little contact with other children or adults from diverse backgrounds and cultures.

Views that run counter to equality and diversity are easily picked up across the media and may allow themselves to have an influence on young people, such as the pupils of Brookside School.

A greater awareness and immersion within the theme of diversity will promote self-responsibility, respect and tolerance for all as part of the pupils' spiritual, moral, social and cultural development.

Success Criteria:

Children recognise their existence in a broad and multi-cultural society. Children recognise that diversity exists in the achievements and accomplishments of people.

Children demonstrate increased empathy towards the diversity that exists within the school and within society.

The themes above will be evident in children's attitude & conversations, their school displays and work books.

Improving Outcomes in Maths

Key Objectives for Improvement:

1. To ensure that a mastery approach is being taught across school.
2. To challenge all learners to appropriate level
3. Use active maths to improve learning.
4. To ensure the appropriate times tables are secure in all year groups.

Context & Current Position:

With MNP now becoming embedded in the classrooms, and results as strong throughout the school, it is important to apply learning in a variety of ways to embed fluency and reasoning. A wide variety of teaching resources are available and all children need to be supported and / or challenged to an appropriate level.

Success Criteria:

1. By Nov 2018, children's assessment data shows a high level (85% of children) have secure knowledge of place value.
2. Each half term - assessment shows levels (85%)
3. By July 2019—85% meeting and 30% exceeding achieved.
4. By Nov 2018, all year groups carrying out active maths 2 to 3 times weekly.
5. By Dec 2018, assessment and knowledge of children's times-table abilities in class
6. By June 2019, children secure (85%) in age appropriate times-tables
7. Evidence of all learners being challenged in their journals.

Improving Outcomes in English

Key Objectives for Improvement:

- 1. To ensure writing progress is clearly evident in all pupils' written work across all pupil groups (SEND, PuP, high ability etc.).**
- 2. To ensure guided reading practice reflects VIPERs methodology and has an impact on improved attainment and progress in reading for understanding.**
- 3. To build on the spelling strategy in KS2 by adopting a rule-based approach to teaching spelling.**
- 4. To engage with and implement the Equals Trust wide Assessing Primary Writing (No More Marking) strategy to ensure writing is moderated accurately.**
- 5. To promote pupils' story-telling and collaborative skills in engagement with Equals Trust.**

Context & Current Position:

Priorities based on 2017-18 English curriculum review, KS1 and KS2 SATs results, end of year assessments, work scrutiny, OFSTED criteria for English development and requirements of curriculum framework expectations. Also based on conversion to joining EQT and resulting joint ventures

Success Criteria:

1. Extended writing book demonstrate clear progress as the year unfolds. Throughout the year, aspirational writing activities, using success criteria being used.
Children know their writing targets and evidence shows they work towards them.
By Oct 2018, effective writing interventions identified and being delivered. By Jul 2019, children attain expected standards and make clear progress in writing.
2. By Oct 2018, guided reading sessions are being delivered. By Dec 2018, guided reading records show a full coverage of VIPERS concepts.
Guided reading sessions inform reading intervention activities, which are taking place. Reading assessment shows children are making progress and 85% of children are achieving age-related standards and beyond.
3. By Oct 2018, weekly spelling lessons being taught to teach the rules. By Dec 2018, spelling lessons are having an impact on the accuracy of children's spelling.
By Nov 2018, spelling test scores indicate successful teaching of the rules. By Dec 2018, spelling records indicate which rules need to be repeated.
By Jul 2018, evidence indicates improvement in spellings across KS2. All year groups complete assessed writing in time for the assessment and accurate assessment is used to target further work with children in each class.
4. The school is actively involved in the project and the children involved can demonstrate improved story telling and collaboration skills.

Improving Outcomes in PE & Sport

Key Objectives for Improvement:

1. Attain Gold Sports Mark status.
2. Improve infrastructure of sports equipment/facilities in school.
3. Work towards the 30 mins a day agenda.
4. Develop the schools' relationship with the Equals Trust through sporting avenues.
5. Develop the role of Sports Leaders within school.

Context & Current Position:

- School achieved Gold Sports Mark Award 2017-18.
- Sports Leaders were in place for 2017-18 and led personal best challenge activities as well as being involved in some intra-school competition.
- Funds have been raised via the BFG and some may be available for the improvement of sports facilities.
- The junior playground has been resurfaced and requires markings/potential for permanent structures.
- Recent organisation and inventory of PE equipment, Sainsbury's AKV no longer available so new equipment will need to be purchased – lunchtime equipment a priority
- Some initiatives are in place that contribute towards the 30 mins a day agenda.
- Brookside will join the Equals Trust on November 1st 2018.

Success Criteria:

- 1) Meet Gold Mark criteria.
- 2) Planning/installation of running track and permanent structure on junior playground.
- 3) Increase time spend doing physical activity in lessons.
- 4) Hold Ultimate Frisbee sessions for Equals Trust schools.
- 5) Run personal best challenges, intra-school competition and introduce the daily mile (once weekly).