

# Grendon Primary School

## Improvement Plan

### 2018-2019



Approved by the Full Governing Board July 2018

# Our School Vision and Aims



..provide the keys to unlock learning and investigate the wider world through :-

- ❖ a pastoral curriculum that removes barriers to learning
- ❖ an academic curriculum that provides structure, opportunity and enrichment

so that children believe...



We do this by: –

Working to remove inequality of opportunity

Treating each other with respect, tolerance and concern

Building relationships with each other, parents, carers and the local community

Teaching skills to learn with

Providing knowledge to build on and understand the world with

Building in experiences which gives each learner a taste to explore the world further

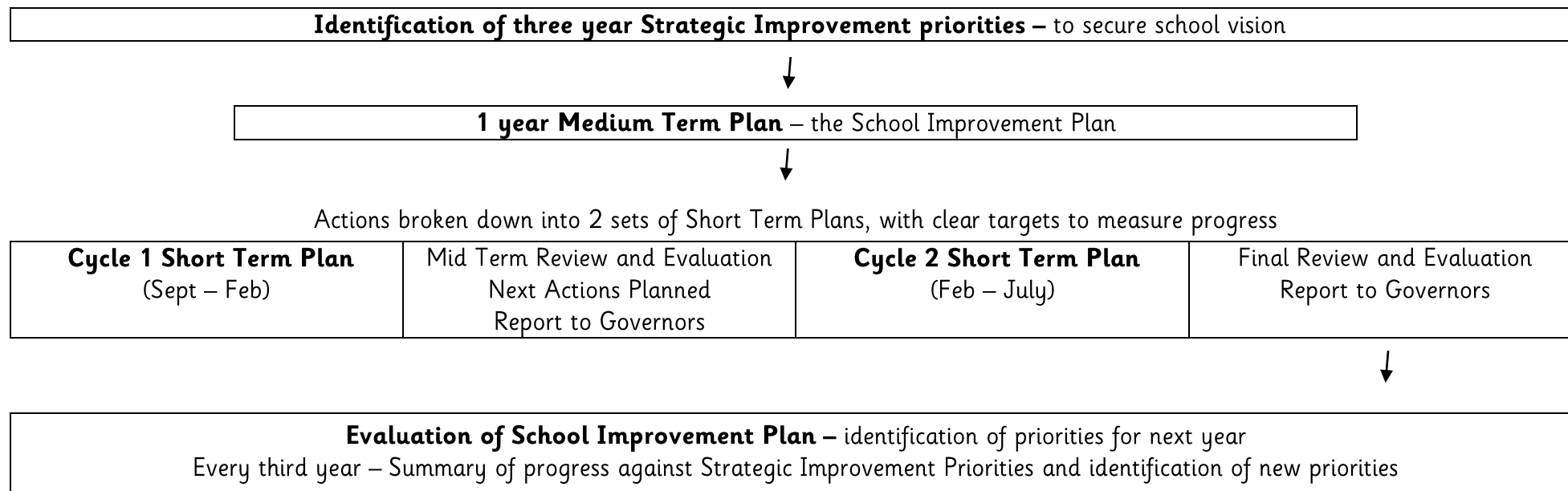
Our vision and aims were reviewed by Staff and Governors, (May 2018) and represent the views of the whole school

# The Strategic Improvement Process at Grendon

The Leadership Team and Strategic Improvement Committee of our Governing Board, have identified through rigorous self-evaluation and external assessment, three Strategic Priorities for improvement. These will be the focus for our School Improvement Plan over the next three years and ensure that we continue to drive the school forward to achieve our vision.

The function of our School Improvement Plan is to break down Strategic Priorities into Key Areas for Development for the academic years 2017- 2018, 2018 - 2019 and 2019 – 2020. Key Area Medium Term Plans detail actions, expected impacts and provide costings to illustrate how we plan to achieve our Strategic Priorities over the coming year. Key Area Medium Term Plans are evaluated at the end of the academic year and next actions identified for the second year of the Long Term Plan.

To ensure the process is rigorous, robust and focussed, each Key Area Medium Term Plan is further divided into two Short Term Plans fitting in with the school’s Monitoring and Evaluation cycle. Short Term Plans detail small steps for improvement. They are reviewed by School Leaders at all levels and the Governors Strategic Improvement Committee who measure their impact.



# Long Term Strategic Priorities for Improvement 2017-2020

## Strategic Priority 1 2017-2020

More children work at or above expected levels across school

SIP Key Area for Improvement 1  
Year 2 2018-19

- 1.1 Plan, implement and deliver strategies to close identified gaps in EYFS, KS1 and KS2
- 1.2 Ensure standards in spelling, presentation and knowledge of number facts including multiplication improve
- 1.3 Increase numbers of children working at a Greater Depth

Ref: OFSTED/SEF Outcomes for Pupils, Effectiveness of Early Years Provision

## Strategic Priority 2 2017-2020

Exceptional skills in pedagogy and deep subject knowledge improve teaching and learning

SIP Key Area for Improvement 2  
Year 2 2018-19

- 2.1 Embed, monitor and evaluate changes to policy and practice in Reading, Maths and Early Years
- 2.2 Plan, implement and evaluate chosen strategies to further improve pedagogical skills
- 2.3 Build on opportunities for depth and challenge in lessons

Ref: OFSTED/SEF Quality of Teaching, Learning and Assessment, Effectiveness of Early Years Provision

## Strategic Priority 3 2017-2020

Strategic development of structured roles within school further strengthens leadership at all levels

SIP Key Area for Improvement 3  
Year 2 2018-19

- 3.1 Ensure leaders have a clear understanding of their responsibilities and their role in systems and process is effective in securing improvement
- 3.2 Ensure appropriate structure and training continues to secure succession
- 3.3 Review, adapt and adopt practises to improve attendance and timekeeping
- 3.4 Review, and adapt where needed, practice to ensure best communication among stakeholders

Ref: OFSTED: Effectiveness of Leadership and Management, Personal Development, Behaviour and welfare, Effectiveness of Early Years Provision