

Uplands Primary School Improvement Plan 2022-3



Rationale:

Where are we?

Despite the challenges of the past two academic years, we believe that as a school we are in a strong position overall. We have many strengths across the school especially regarding our planning and sequencing of the curriculum. Due to the experience and stability within our Senior Leadership Team and teaching staff we have capacity to drive the improvements we need to make.

Our outcomes at the end of the previous academic year were as expected. Despite the challenges we have faced over the past few years, we have remained above County and National averages in most areas. We are pleased that our Y6 SPAG result reflects the impact of the improvements we have made across the school in spelling. We recognise the dip in overall attainment due to the impact of the past few years and the actions and priorities outlined in this plan will seek to address this. Our aim is to drive to attain the high levels we achieved pre-2020. We have some specific areas in the data that we would like to improve. For example, our KS2 outcomes for Reading and Mathematics fell below the national average for pupils attaining the greater depth standard.

With regards to the implementation of the curriculum, we have highlighted some specific areas that we need to develop further and believe that by addressing these we will impact on the outcomes we would like to improve. The areas we would like to improve have arisen due to a combination of the barriers we have faced due to Covid and new staffing (we have 5 Class teachers in the early stages of their career).

Our priorities for improvement below have arisen from learning walks, Senior Leadership evaluations, book samples, national/local developments, as well as feedback from staff. We are working on a long term plan with the Governing Body and some of the actions on this plan address identified priorities.

What are our priorities this year?

The priorities outlined below relate to specific areas regarding the implementation of our curriculum. Within our Maths curriculum, we noted that during the Y2 and Y6 SATS, pupils were not as fluent in solving calculations on the arithmetic papers as pre-covid. Pupils in Y2 were not confident in selecting the most efficient methods. Pupils in Y6, found it challenging to unpick the questions in the reasoning papers. Our end of Key Stage (Y6) results reflects this.

Across the curriculum, we have noticed that our task design and differentiation could be tighter. We would like to address this whilst keeping in mind the demands of staff workload. This improvement has arisen mainly due to new staff and because of adaptations we had to make to keep safe during the Covid period. Some training and returning to best practise is required.

We would like to take this opportunity to work with and re-engage with our wider community. We have some parents of younger pupils who have not really been able to come into school and learn about us and how to support their children. In addition, we would like to return to providing some of the opportunities we have offered across our curriculum in the past.

Finally, as safeguarding is at the heart of all we do we have agreed with the Governing body that our safeguarding action plans will always form part of our SIP to ensure that safeguarding will always be a priority.

Our improvement priorities are:

Target 1: To raise the quality of teaching and learning in Mathematics so that all pupils are able to calculate efficiently, fluently and able to apply taught skills when solving problems.

So that by July 2023:

- The written calculation policy has been updated based upon agreed and understood principles for calculation at Uplands. Progressions in this document will match 2022 expectations in the end of Year 2 and Year 6 arithmetic papers. Teaching of written calculations is at least good and pupils (especially with a focus on Y1/2) are able to select the most efficient method to solve a calculation.
- Staff are trained on the end of year expectations and know where their pupils need to progress to within the calculation policy. There is evidence that pupils can apply methods fluently and apply them to a range of problem solving situations.
- In the Y6 SATS arithmetic paper, we will aim for our average score to increase to at least 36/40 for pupils expected to achieve the greater depth standard and 30/40 for all other pupils.
- In the Y2 SATS arithmetic paper, we will aim for our average score to increase to 20/25. Analysis of the paper will show that pupils could apply an efficient method to the calculations.
- In all year groups a minimum of 90% of pupils will be working at the expected level in Mathematics and our percentage working at greater depth will be above national and county levels in all year groups.
- The Inclusion Leader will be able to evidence that for the children who are working below expectations, sustained progress has been made against clearly measureable targets.

Target 2: To ensure that the provision across the curriculum meets the needs of all learners.

So that by July 2023:

- The assessment system developed last academic year will be embedded and used to shape provision for pupils who are working below the expected standards in the foundation subjects. Task design, planning and provision in the classroom will evidence that this is impacting on the progress of these pupils.
- Short term plans for all subjects will indicate that the needs of all learners have been planned for and resourced. Observed practise will show how the needs of learners are met during the lesson. Monitoring by Subject Leaders will show this is happening across the curriculum.
- Training on meeting the needs of pupils with SEN and also those working at the greater depth standard will be embedded. This will be evident through learning walks, observation and work sampling. The percentage of pupils achieving the greater depth standard at the end of KS1 and KS2 will be above national and county averages in reading, writing and maths.
- A minimum of 90% of pupils will combine to reach the expected levels in reading, writing and maths in all year groups.
- The Inclusion Leader will be able to evidence that for the children who are working below expectations, sustained progress has been made against clearly measureable targets.
- The Inclusion Leader will be able to evidence how support staff have been trained and developed to support the needs of pupils across the school.

Target 3: To continue to develop effective links with our community so that our pupils are supported to access a rich, broad and balanced curriculum.

So that by July 2023:

- We have developed and renewed links with parents so that they know how to support their children and have opportunities to come into school.
- We have supported our local community through effective use of any additional funding to support with rising costs.
- We have carefully mapped and implemented opportunities for pupils to access clubs and local resources such as the library.
- We have carefully considered the purpose and intended outcomes of off -site visits.
- School units of work are enhanced by visitors into school.
- Further development of our school grounds has enhanced our curriculum.
- Pupils have had opportunities to work/compete with pupils from other schools.

Target 4: To continue to ensure that safeguarding is at the heart of all we do.