

Northern Parade Schools Kings Group Academy



School Improvement Plan 2018/19

Achievements 2018

Early Years data				
% at Good Level of Development				
	2016	2017	2018	
	69%	66%	70%	
National	69.3	70.7	71.7	
GLD has raised by 4%. The focus has been on all pupils applying Phonic knowledge to support reading and writing				
Y1 phonics data				
% reaching threshold (32/40)				
	2016	2017	2018	
	81%	60%	67%	
National	80.5	81.1	82.7	
Phonics has been a whole school focus including Foundation. This has had a positive outcome on both GLD and Phonics results. Phonics will remain a focus for 2019				
KS1 data				
Reading, Writing & Maths - % reaching Expected standard				
		2016	2017	2018
Reading		69%	75%	72%
	National	74	75.5	75.5
Writing		66%	72%	67%
	National	65.5	68.2	70
Maths		70%	82%	75%
	National	72.6	75.1	76.1
<i>Maths is a strength in the school. Teaching English through Topics is being developed to ensure children keep English expectations and standards across the curriculum and see the links</i>				

KS1 data				
Reading, Writing & Maths - % reaching Greater Depth standard				
		2016	2017	2018
Reading		11%	13%	9%
	National	23.5	25.2	25.6
Writing		2%	2%	5%
	National	13.3	15.6	15.9
Maths		2%	6%	6%
	National	17.8	20.5	21.8
<i>Mastering Greater Depth of learning remains a focus.</i>				

KS2 data				
Grammar, Punctuation & Spelling tests - % reaching Expected standard and % achieving higher score				
		2016	2017	2018
Expected	Northern Parade	68	64.4	68
	National	73	77.5	78
Higher score	Northern Parade	14	14	19
	National	22.7	31.2	Not known yet
<i>Improved to 2016 level at Expected standard and significant improvement for higher scores. This is not published data in the same way that the core data is and in that sense is less significant, however there are strong links between good GPS performance and writing. A re-focus of the process of writing teaching is needed to reinforce and build on the improvements in GPS this year.</i>				
KS2 data - Reading, Writing & Maths - % reaching Expected standard				
		2016	2017	2018
Reading	Northern Parade	66	57	61
	National	66.4	72.2	75
Writing	Northern Parade	74	73	71
	National	74.5	76.8	Not known yet

Maths	Northern Parade	73	64	60
	National	70.2	75.3	78
Reading, Writing, Maths Combined	Northern Parade	53	47	46
	National	53.8	61.6	64
<p><i>Improvement in reading to be above 60% but still significantly below National data, 14 pupils scored 99 scaled score with one appeal pending (would have given us 77%). A review of the approach to reading across the whole school is being undertaken to prevent pressure point occurring in years 5 & 6. Writing similar to last year, slightly under National but the group has made good progress in Y6. A continued small downward trend. The use of pupil conferencing earlier in year 6 needs to be adopted to consolidate the Autumn Term and to close gaps identified in year 5. Maths has continued a downward trend. 13 pupils achieved a scaled score of 99 with 11 appeals pending (would have given us 74%). Continued commitment to Maths Mastery is showing significant improvements in lower years which should come through from 2019. The combined score has again continued a downward trend but reflects the cohort's 'spikey' profile.</i></p>				
KS2 data: Reading, Writing & Maths - % reaching Greater Depth/standard or (in tests) higher score				
		2016	2017	2018
Reading	Northern Parade	12	19	13
	National	18.8	24.8	Not known yet
Writing	Northern Parade	4	3	4
	National	14.8	17.8	Not known yet
Maths	Northern Parade	13	22	17
	National	16.7	22.8	Not known yet
Reading, Writing, Maths Combined	Northern Parade	2	3	3
	National	5.4	8.8	Not known yet
<p><i>KS1 prior attainment profile is 'spikey' with significant numbers of pupils having strength in 1 or 2 areas rather than all areas. Significant in year transfers from other local schools have significantly lowered high score figures with confidence in the KS1 data being very low. The Writing data (with the GDS Writing data in KS1) shows that we need a clearer strategy for enabling our confident writers to achieve more highly.</i></p>				

Overall snapshot summary

- In all areas we are below National data.
- Downward trends in Maths and Writing at the expected level needs to be reversed and progress made towards matching National data in all areas.
- In-school data indicated being much nearer National in all areas. Had the pupils who scored 99 scaled score converted the school would be slightly better than National data in all areas.
- Latest predicted outcomes fell by average of 6% in all subjects.
- The focus for 2018/19 will be boys writing and reading, levelling out profiles to be expected in all areas and challenging those with the potential to make greater depth/higher score to achieve at a higher level.
- Gaps between disadvantaged and all pupils are insignificant at the high score in reading and maths and expected in writing. The difference needs diminishing in reading and maths at the expected level.

What OfSTED said about the Infants:

OfSTED summer 2011 – GOOD

OfSTED summer 2014 – The school has maintained GOOD

OfSTED Section 8 February 2016 - The school has maintained GOOD

Next steps for the school:

Leaders and those responsible for governance should ensure that:

- any gaps that have opened up at the end of Reception, for disadvantaged children, are closed as quickly as possible as they move through the school
- leaders' monitoring of teaching focuses in more depth on the stronger and weaker aspects of pupils' learning, including the learning of different groups
- leaders find out from parents what is leading to the communication issues that came through in their written comments and take steps to improve the situation.

What OfSTED said about the Juniors:

OfSTED Autumn 2012 – GOOD

What we needed to improve from summer 2011:

- n Raise attainment in writing and mathematics by ensuring pupils take care to spell accurately and write neatly, making sure young pupils have enough chances to learn and practise their multiplication tables.
- n Improve the quality of teaching from good to outstanding by making sure: work is always hard enough for all pupils, teachers have high expectations of the quality and the amount of work that can be completed by pupils in the time allowed, marking always tells pupils how well they are doing, how to improve their work and what the next steps in learning are.

What do we want to achieve this year?

Targets 2019

	YR	Y1	Y2	Y3	Y4	Y5	Y6
GLD	70 (70)						
National 2018	72						
Phonics		70 (67)	70 (52)				
National 2018		83					
Reading			66	78	81	74	75
FFT50			71		78	77	80
FFT20			77		84	84	85
National 2018			76				75
Writing			60	73	78	71	75
FFT50			64		82	81	83
FFT20			71		87	86	88
National 2018			70				78
Maths			63	80	83	80	78
FFT50			71		83	82	83
FFT20			77		89	89	88
National 2018			76				76
Combined			55	67	74	70	60
FFT50			59		69	68	70
FFT20			66		77	76	78
National 2018							64

Northern Parade Infant and Junior School Improvement Plan

Main Priorities - 2017/18

Leadership and Management:

- The new approaches to learning in Maths and English must raise pupil outcomes in Y6 SAT's
- Leaders to hold staff to account at data collection points in the year.
- Leaders to further clarify their role and pathways to build accountability and whole staff understanding.
- All staff need to understand leaders' raised expectations of their K&U of the curriculum and how to identify and address misconceptions and gaps so that pupil progress accelerates.
- The planned bespoke CPD needs to impact on creating 'masters of their craft'.

Outcomes:

- **KS2:** A greater % of mid and lower mid prior attainers achieve expected (APS+) in all areas.
- Boys need to achieve nearer to national in reading & writing and make greater progress over the key stage.
- Reduce the attainment gap between PP and non PP.
- **KS1:** A greater % of low prior attainers achieve expected (APS+) in all areas through developing the use of small steps in teaching, and maximising use of TAs
- Ensure a growth mind set is embedded in the types of questions teachers ask.

Challenge the Gap
Year 2 - all year
groups to carry out
their projects.

Developing the non-
core curriculum
Create 2 TLR's to
carry out this work.

Completing the changes
to policy and procedures
following the hand-over
of all new buildings and
grounds.

Behaviour and Safety:

- Improve parental engagement for the hard to reach parents to enable them to support their child at home.
- Improve the punctuality of a few hard to reach families
- Develop the use of Growth Mind-set to positively impact on pupil resilience.
- Leaders to embed the use of rhetorical justice.

Teaching and Learning:

- Leaders to use mentoring and team teaching to support those teachers early into the profession.
- Embed the Growth Mind Set teaching and learning environment to allow for children to achieve and exceed mastery expectations.
- Develop the use of monitoring weeks to create rigor and effective feedback.

Additional Spend to achieve the above plan 2018/19

Leadership and Management

£10K - Profession Development across the schools

Teaching and learning

Development of the innovation Centre:

£28K - OMI projection system

£70 - I-pads across the school (could look at renting

£20Kpa)

New performance Hall :

£32K - lights and sound systems

Personal development, Behaviour and Safety

2019/20 we will receive a grant of £5.5K for not being part of the P4C project, so we can then use this money to engage a P4C trainer for two years.

Outcomes

Buildings:

Ensure the £50K allocation within the build is spent and claimed.

Instruct Synergy to complete a CIF bid to replace the heating in both schools.