

**Houghton Regis Primary School**

**Interim Improvement Plan**

**Autumn 2020**

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|  | **Objective and Action Required** | **Lead Responsibility /**  | **Monitor by** | **Milestone 1** | **Milestone 2** |  **Milestone 3** | **Success Criteria** | **Financial****Impact** |
| 1 | An interim, sustainable structure is developed in the office, with clear areas of responsibility. | DP | CoG | Staff are trained in the new MIS systems and remedial work is done to complete errors in migration. Census completed.Finance roles defined with bursar and finance assistant. | Parent communication systems are established and all admin staff grow in confidence using SIMS | Clear structure of admin staff and accountability for performance evident.Performance Mgmt completed for all office and site staff. | Systems in office run smoothly and all parties are aware of their responsibilities | TBA |
| 2 | All teaching staff have a clear understanding of starting points post lockdown and adapt teaching to meet pupils’ learning needs | LB & KH | CR | Year group targets for core subjects agreed with SLT and provision mapped to facilitate achievement. | In depth ‘gap analysis’ for target pupils to create short-term learning targets for specific interventions | Additional intervention / catch up sessions organised for during and outside school day. | Teaching is delivered appropriate ot the pupls prior learning and adapted to meet their needs | TBA |
| 3 | New senior leaders develop an accurate understanding of the quality of learning and teaching and provide support to teachers, with impact on outcomes | CR | DP | Learning walk schedule developed to support coached observation sessions and feedback with impact. | Paired focus learning walks completed with coach and feedback given. | Senior leaders support development of future action plan based on outcomes of learning walks | Senior leaders have a clear understanding of the strengths and areas for improvement in the quality of teaching and learning. | TBA |
| 4 | All class-based staff to develop a clear understanding of the curriculum up to the end of Year 6 and the agreed methodologies for teaching specific subjects. | LB & KH | DP / CR | Subject leadership roles allocated and teachers develop subject knowledge | Subject leaders complete a learning walk to look for areas of strength and areas for improvement. | Schemas developed for all classes to link learning and demonstrate progression – reviewed by subject leaders. | Middle leaders develop an understanding and roughly map progress in their subject area | TBA |
| 5 | Improve phonics outcomes for YR 2,3 and 1. | CR & LB | DP | CR to share strategies to support improvements in phonics learning.Strategies to be implemented across KS1. | Mock assessments delivered and gap analysis completed. Teaching adapted in response. In – day phonics games embedded as part of ‘down time.’ | Yr 2 & 3 phonics assessments delivered. Yr 1 phonics outcomes reviewed and teaching adapted to support rapid improvement. | Phonics attainment broadly in line with national outcomes. | TBA |
| 6 | Key groups (PPG, SEND, G&T) identified and provision established to accelerate progress | CR & LB & PPG Champ | DP | Re-engage with RADY project and appoint PPG champion.SEND IEPS & support plans completed.G& T pupils identified and shared with teacher | Differential difference calculated for PPG & SEND pupil targets and action plan developed to narrow gap. Shared with teaching staff. | Attainment at Autumn 2 analysed to review impact of actions and RAG rate effectiveness. Revised actions shared with all staff. | PPG and SEND actions improve outcomes for these groups and progress is more rapid. | TBA |

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| **R.A.G. rating** | **1** | **2** | **3** | **4** | **5** | **6** |
| Milestone 1 |  |  |  |  |  |  |
| Milestone 2 |  |  |  |  |  |  |
| Milestone 3 |  |  |  |  |  |  |

**Glossary**

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| **Acronym** |  | **Budget code** |  |
| IT | Information technology | E01 | Teacher salaries |
| TT | Target Tracker – assessment tool | E03 | Classroom support staff salaries |
| CBC | Central Bedfordshire Council | E05 | Admin staff salaries |
| FGB | Full Governing Body | E08 | Indirect staff expenses |
| Gov | Governors | E09 | Training |
| CPD | Continuous professional development | E12 | Buildings |
| Eco | Environmental Council | E13 | Grounds |
| Asst | Assistant | E19 | Learning Resources |
| SIP | School Improvement Partner | E20 | IT resources |
| SENDCo | Special Educational Needs and Disabilities Co-ordinator | E22 | Admin supplies |
| PB | Protective Behaviours | E26 | Agency staff (supply teachers) |
| RA | Restorative Approaches | E27 | Bought in professional services - curriculum  |
| EAL | English as an additional language | E28 | Bought in professional services - others |
| PP | Pupil Progress |  |  |
| GD | Greater Depth |  |  |
| H&S | Health and safety |  |  |
| HR | Human Resources |  |  |
| IPC | Individual Pupil Conference |  |  |
| PPG | Pupil Premium Grant |  |  |
| ECAR | Every Child a reader |  |  |
| EYFS | Early Years Foundation Stage |  |  |
| KS | Key Stage |  |  |
| EYs | Early Years |  |  |
| IEP | Individual Education Plan |  |  |
| TA | Teaching Assistant |  |  |
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