

Wheeler Lane Primary School



Self-Evaluation and School Improvement Plan 2018 – 2019

Vision

Wheelers Lane Primary School 'A community of inspiration, aspiration and enrichment.'

School Aims

Wheelers Lane Primary School is a caring school where we want everyone to feel safe, secure and happy, where there is a sense of belonging and community.

We are a school that:

- Aims high
- Rises to the challenge
- Celebrates success

Everyone in school aims to:

- Create a bright, happy and stimulating environment where everyone is encouraged to develop a love of learning, independence and creativity.
- Provide learning experiences that meet the needs of individuals and have high expectations for all.
- Foster positive attitudes and caring relationships, based on mutual respect.
- Celebrate the differences which make us all so diverse and which enrich our school.
- Equip our children with the necessary knowledge, skills and attitudes to achieve success, become lifelong learners and active citizens.
- Work in partnership with parents, carers and the community.

Context of the school

Wheelers Lane Primary is a 3 form entry primary school with a nursery. There are 682 children on roll including nursery. The children come from a range of backgrounds; 73% have English as their first language with the remaining 27% speaking one or more of 28 different languages. 28% of children are in receipt of pupil premium funding. 11% of children are identified as having SEND and 5 of these children have an Education Health and Care Plan or Statement. (Autumn Census 2017)

The Leadership structure is regularly reviewed and from September 2018 includes the Leadership Team (Head Teacher, Deputy Head and three Assistant Heads), Senior Leaders (Maths Lead, English Lead, Pupil Premium Lead for EY and KS1 and Pupil Premium Lead for KS2) and Middle Leaders (Year Group Leaders, Computing Lead, Interventions Lead, PSHE Lead and Senior Office Leader). One AHT is an SLE working with the Colmore Teaching School Alliance.

A broad and balanced curriculum is in place and the school has implemented Frog for assessment, based on the 'Step Up' assessment tool which was created with local schools and the Colmore Teaching School Alliance. The school is part of a group (STEP) with 2 local primary schools and 4 local secondary schools, we work together to improve outcomes for all of our children. We have all been peer review trained and have a programme of reviews and action plans in place which includes all seven schools. Peer Reviews took place in June 2015 with a focus on curriculum and assessment and March 2017 focusing on Key Stage 1 and pupil premium.

Rationale

The School Self-Evaluation reflects the needs identified through monitoring and evaluation, consultation with staff, parents and carers, children and governors as well as our recent Ofsted inspection (June 2018)

The priorities in the School Improvement Plan reflect the needs identified.

The School Improvement Plan is outcomes driven i.e. we identify our targets for the year and the success criteria for achieving them. Staff in school plan actions which enable achievement of the success criteria and targets.

The areas for improvement are based on the four main areas from the Ofsted framework:

- ◆ Outcomes for pupils
- ◆ Teaching, Learning and Assessment
- ◆ Leadership and Management
- ◆ Personal Development, Behaviour and Welfare

Each curriculum area leader will develop an action plan for their area; these form an appendix to the School Improvement Plan.

A SWOT analysis was carried out by staff using parent, pupil and staff questionnaires; end of year data; pupil premium strategy; behaviour records and our Ofsted report.

<p style="text-align: center;"><u>Strengths</u></p> <p><i>(Achievements and good practice to be sustained and shared.)</i></p> <ul style="list-style-type: none"> • The majority of pupil behaviour is good • Quality of teaching is good • Children are happy • Wide range of learning opportunities • Relationships with parents and carers are good • Safeguarding is robust • Staff teamwork is strong • There is a positive atmosphere in school • Flexibility in the curriculum to adapt and change • End of Key Stage 1 attainment is above national for 2017 • End of Key Stage 2 data is broadly in line with national • Positive Ofsted report • Provision of additional teachers in Years 2 and 6 supports attainment and progress • Provision for staff well-being e.g. Malachi, reduced marking • Attendance is increasing – strong systems in place • Communication systems e.g. Phase briefings • Moderation for all year groups – internal and external • Learning Buddies and Junior Leadership Team have been effective 	<p style="text-align: center;"><u>Weaknesses</u></p> <p><i>(Identified issues that need to be addressed through the SIP or co-ordinator action plans)</i></p> <ul style="list-style-type: none"> • Disadvantaged pupils' progress and attainment is not as good as other children • There is some staff insecurity over measures of progress and attainment • Key Stage 2 progress is negative for 2018 • Inconsistent use of behaviour policy and restorative justice • Handwriting and presentation is inconsistent – expectations to be raised • The teaching of spelling is having limited impact – children don't retain learning and demonstrate in other work • Inconsistent use of manners by children – expectations for this
<p style="text-align: center;"><u>Opportunities</u></p> <p><i>(Internal and external factors which could impact positively on, or support, school improvement)</i></p> <ul style="list-style-type: none"> • Reviewing behaviour systems • New leadership structure – creative, fresh and innovative ideas • New approach from Ofsted • Review data and assessment systems • Roles for staff can be developed to support different areas • Coaching culture has supported leadership CPD • Developing creativity in Writing – working group • Developing creativity in homework • Develop CPD – peer observations, video analysis, learner visits, coaching and mentoring 	<p style="text-align: center;"><u>Threats</u></p> <p><i>(Internal and external factors which could impact negatively on, or prevent school improvement)</i></p> <ul style="list-style-type: none"> • Reducing school budget • Reduced staff team (due to budget) • Reduced resources • Whole school accountability for resources, school property and saving • Experiences may be reduced due to budget • Long-term management of complex behaviour needs • Children with more challenging needs coming into school • Lack of opportunities and budget for career progression may make retention of staff difficult

Outcomes for pupils	
Grade Judgement: Good	
Strengths	Areas for Development
<ul style="list-style-type: none"> • Achievement in phonics check is in line with national average • Attainment at Key Stage 2 in all subjects is in line with or above national average for Expected and Greater Depth/Higher Score except for GD in Writing. • Progress from Key Stage 1 to Key Stage 2 is above national average in Reading and Maths • Attainment at Key Stage 1 is increasing in Reading and Writing • Good progress in EYFS from low starting points • Percentage of pupils in EYFS achieving a good level of development is in line with national • Reading is valued in lessons and as a learning tool • Progress in lessons and books is good 	<ul style="list-style-type: none"> • Further reduce the gap between disadvantaged and non-disadvantaged children • All end of Key Stage attainment and progress data to be in line with or above National Averages
Quality of teaching, learning and assessment	
Grade Judgement: Good	
Strengths	Areas for Development
<ul style="list-style-type: none"> • High expectations of all staff in lessons • Positive climate for learning in all classes ensures children are engaged • Regular assessment and moderation ensures learning is appropriately pitched to meet learners' needs • Children make good progress in lessons and over time • High quality verbal feedback in lessons enables the children to make progress 	<ul style="list-style-type: none"> • Support teachers to improve the quality of their teaching through specific targets and personalised CPD • Refine assessment practices for the curriculum using the FROG assessment system
Personal development, behaviour and welfare	
Grade Judgement: Good	
Strengths	Areas for Development
<ul style="list-style-type: none"> • Consistent application of school policy and procedures • Children and staff have a pride in learning, themselves and the school • Pupil and staff knowledge of behaviour and safety practice including e-safety and anti-bullying • Children have a positive attitude to learning • Consistent attendance and punctuality 	<ul style="list-style-type: none"> • To have specific long term plans in place for children with complex needs, enabling their outcomes to improve
Effectiveness of leadership and management	
Grade Judgement: Good	
Strengths	Areas for Development
<ul style="list-style-type: none"> • Leaders demonstrate and communicate high expectations and ambition for continued school improvement • Evaluation and monitoring enables focused support to be put in place to address needs • Safeguarding procedures meet statutory requirements • The curriculum provides experiences that promote achievement and spiritual, moral, social and cultural development • A new management structure is in place to enable distributed leadership and succession planning, this 	<ul style="list-style-type: none"> • Further development of the leadership and management structure • Provide structured CPD to enable further development of leadership skills

includes a focus on the development of middle managers	
Overall Effectiveness: Good	
<ul style="list-style-type: none"> Consistently high achievement at KS2 and improving at KS1 Safeguarding is effective Teaching, learning and assessment are consistently good and moving towards outstanding Targeted interventions in place and monitored to improve learning for underachieving individuals and groups There is a positive learning climate and sense of community as a result of quality spiritual, moral, social and cultural education as well as physical and emotional well-being 	

Progress on previous inspection key issues			
Previous inspection: June 2018			
Outcome: good			
School Improvement Priority Area identified by Ofsted.	Success Criteria By July 19	The impact will be...	Termly evaluation
Disadvantaged pupils' skills, particularly in writing, are developed further to match those achieved in reading and mathematics.	Monitoring and evaluation will show that disadvantaged children's skills in Writing will be comparable to those in English and Maths.	Outcomes for disadvantaged pupils in Writing will be in line with Reading and Maths at the end of each Key Stage and year group.	
The quality of pupils' writing improves, including the accuracy of spelling, and is sustained throughout the school so that more pupils achieve higher standards.	Monitoring and evaluation will show that the teaching and learning of spelling is applied in all lessons and books.	Outcomes for pupils in Writing will show an improvement across the school, including an increase in those achieving GDS.	
	Monitoring and evaluation will show that children are inspired to write as a result of planned creative and purposeful writing opportunities, as well as the celebration and high profile of quality writing.		
All adults have consistently high expectations of pupils' presentation in books and develop a greater consistency in the quality of pupils' work.	Monitoring and evaluation will show consistently high quality work in pupils' books, high expectations for presentation and pupils taking pride in their work.	Presentation will improve on the previous year's books.	

Effectiveness of Leadership and Management

The effectiveness of Leadership and Management in this school is good with some elements that stand out.

Leaders have consistently high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.

Leaders and governors are ambitious for all pupils and promote improvement through an engaging and challenging curriculum and targeted support or interventions. Leaders are working to secure improvement in disadvantaged pupils' progress and attainment.

Leaders and governors have an accurate and full understanding of the quality of education at the school through regular monitoring and evaluation. The impact of feedback from monitoring is followed up with individuals and groups of staff following planned support.

Leaders and governors use professional development effectively to improve teaching. A programme of INSET is planned each term with contributions from staff and links made to SIP priorities. Good practice is shared via specific INSET sessions as well as peer observation and videos. Staff regularly reflect on their practice with colleagues and leaders. They are encouraged to take risks and trial innovative practices to maximise learning opportunities for all pupils' needs, outcomes are then shared and good practice spread.

Professional development is having a positive impact on teaching and pupils' learning. Teaching is consistently strong across the school. Lesson observations, book scrutinies and data are triangulated to ascertain the quality of teaching and pupils' learning, as well as other monitoring information collected such as pupil voice.

Governors hold senior leaders to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and special educational needs funding. Allocated Governors meet with staff responsible to gather information, ask challenging questions and provide feedback to the Governing Board. Staff are also invited to present at meetings on key issues from the SIP.

The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education. This supports pupils' good progress. External experts and visits enrich the curriculum and impact positively on pupils' engagement and individual outcomes. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development through assemblies, the curriculum and extra-curricular activities.

Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour and do not tolerate prejudiced behaviour. The school has achieved the recognition of commitment as a UNICEF Rights Respecting School and are working towards level 1. Policies and systems are in place to address any issues and are regularly reviewed and updated.

Safeguarding is effective. Regular training is undertaken by all DSLs and annual audits take place to review safeguarding procedures. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

School Improvement Priority Area	Success Criteria By July 19	The impact will be...	Termly evaluation
<ul style="list-style-type: none"> • All leaders and managers, including those responsible for governance, know their roles and consistently communicate high expectations and aspiration. • All teaching is at least good and shows improvement through accurate monitoring, effective performance management and CPD, which are closely matched to the needs of the school and staff. • Governors systematically challenge leaders within school and, as a result, the quality of teaching and pupils' achievement have improved. • The curriculum is well organised with effective opportunities for learning for all groups of pupils, promoting positive behaviour and provides a broad range of experiences enabling children to be ready for the next stage in their learning. • The school budget will be managed effectively with plans in place to address predicted reductions and have minimal impact on pupils. 	CPD opportunities for all staff in place linked to both whole school and individual priorities.	High expectations for teaching, learning, pupil outcomes and behaviour will be seen across the school	
	Whole school data will show improvements in outcomes for pupils in each class, year group and key stage.	End of Key Stage attainment will be in line with or above national.	
		Progress in Reading Writing and Maths at the end of each Key Stage will be above 0.	
		Outcomes for all classes, year groups and groups of pupils will be in line with or above the national end of key stage outcomes.	
	Progress across the year in Maths, Reading and Writing will be at least expected for all children.		
	Leaders and Managers at all levels will have undertaken a range of activities to improve standards, knowledge and delivery of the curriculum.	All leaders and managers will be able to demonstrate a positive impact on pupil outcomes and quality of teaching for their area of responsibility. Pupil outcomes will improve.	
A spending reduction plan will be in place and implemented by all staff, pupils and governors. A balanced budget for 2019/2020 will have been set. The predicted in-year deficit for 2018/2019 will have been reduced.	Minimal impact of budget reductions on provision and pupil outcomes will be seen.		

Effectiveness of Early Years Provision

The effectiveness of Early Years Provision in this school is good with many elements that stand out.

Leaders and managers have an accurate picture of the strengths and weaknesses of the provision and have created a highly stimulating learning environment. It focusses on child led curriculum practices and provides rich, varied and imaginative experiences for children of all stages of development. Leaders ensure that children's needs are identified and children are given the support they need. Opportunities are provided to enhance learning and ensure opportunities are rich and varied. Resources are added to the high quality continuous provisions to achieve specific learning outcomes. To ensure children develop the characteristics of effective learning through playing and exploring children are encouraged to explore and show an interest in discovering new things independently.

Outcomes and provision in Early Years has been consistently good and improving over time since the previous inspection. There has been a highly successful drive to improve outcomes for all children since the date of the last inspection. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's outcomes over time.

The quality of teaching is consistently good and practice has regularly been disseminated to others; (visits from other EYFS providers – Nursery school alliance) There are constant, ongoing reflections and evaluations of the impact of staff's practice on the outcomes for children and provision is adapted rapidly. Such highly focused, and personalised professional development rapidly improves the quality of teaching and learning outcomes.

All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Where children's starting points are below those of others, assessment shows they are catching up quickly. After parental consultation, all children who begin in EYFS have home visits. During these meetings parents contribute to initial assessments of children's individual starting points.

Assessment is accurate and based on high-quality evidence from a range of sources. Moderation takes place regularly and it includes all those involved in the child's learning and development. Assessment is ongoing and is based on rigorous and sharply focused assessments of children's achievement in all areas of the curriculum. Practitioners are highly responsive to children's needs and as a result almost all children are making substantial and sustained progress in relation to their individual starting points.

The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals. Children are active, motivated and very eager to join in all learning experiences. The child led curriculum that is in place enables children to demonstrate their skills of curiosity, imagination and concentration. Pupils are highly responsive to adults and each other.

Parents contribute to initial assessment through home visits and are engaged at every opportunity and staff work hard to build strong relationships with parents. Regular dialogues take place to discuss children's progress with parents. Parents are encouraged to support their children's learning and development at home and regular workshops and events, tailored to children's and parent's needs, are organised to support parents to do this effectively. Staff ensure that parents know what their child is learning. This is achieved through daily conversations, regular newsletters and the school website.

Children's behaviour is exceptionally positive and they develop a good understanding of how to keep themselves safe and manage their own risks. The environment is encouraging this within very safe framework. Safeguarding is effective and reviewed regularly.

See Early Years action plan – appendix

Personal Development, Behaviour and Welfare

The quality of personal development, behaviour and welfare in this school is good with some elements that stand out.

There are clear policies in place to ensure the safety and welfare of pupils and staff, these policies are consistently followed and implemented on a daily basis. The school has a clear policy on bullying (including cyber bullying and prejudice based bullying) which is shared regularly with staff, parents and pupils, through circle times and assemblies. Issues of personal safety are addressed and our Learning Mentor is used effectively to support pupils -particularly in dealing with conflict, self-esteem and during transition. The behaviour policy has been updated this year to implement the restorative justice approaches and have a clearer approach to consistently dealing with low level incidents reported on the classroom behaviour logs.

The majority of pupils have consistent attendance and punctuality. Pupils are punctual and prepared for lessons, they are ready to learn. Pupils value their education. Few are absent or persistently absent. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is showing marked and sustained improvement. This is through the support of a dedicated attendance officer employed by the school who has supported the school to focus on families and support the improvement of attendance in co-ordination with our school mentor. The consistent use of spotlight has had a positive impact on the school's overall attendance and with the addition of targeting late pupil's parents with information about the long term impact lateness has on learning. We celebrate attendance weekly with many rewards in place for high achieving classes, we have a focused attendance week

Children have a positive attitude to learning and enjoy coming to school. The school pupil questionnaires show that over 95% of children reported that 'they learn a lot in lessons' and 'want to do their best in all of their lessons'. With over 90% of children feeling safe and happy in school all or most of the time. The children report that 'they feel safe' and 'adults listen to us'. Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. This can be seen through the individual pupil reviews carried out termly.

Pupils and staff have a pride in learning, themselves and the school which is always commented on from visitors to the school. Pupil and staff knowledge of behaviour and safety practices is good; these are used as circle time topics; including e-safety and anti-bullying. During these times pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. Internet filtering and monitoring systems ensure that appropriate material is viewed online. As well as having the anti-bullying week each year to further develop the pupils understanding. Classroom observations and behaviour logs show that it is extremely rare for low-level disruption to occur and where there are incidences, school policies are followed and successful in reducing these incidences. Parents feel that their children are safe in school and comment on the welcoming environment around school from both staff and pupils. With the parent voice reporting that 98% of parents feel their child is happy, safe and well looked after at school.

The teaching of RSE and PSHE is planned for each year group and builds an understanding of relationships and staying safe. We are developing the use of the Rights Respecting Schools Awards into our curriculum with particular links across the PSHE. Year 5 and 6 pupils also receive additional support from the NSPCC which discusses how to stay safe and the help that is available. Year 5 currently complete the Value Vs Violence programme developed by Birmingham City Council. Staff have had training on the delivery of these resources. Year 6 received a talk from Precious Lives, to support with risks they may come across outside of school. Many of our themed weeks have focused on the social and emotional needs of children. Our educational visits procedures are robust and follow the LA guidelines, ensuring inclusion and safe learning environments outside of school. We have recently had updated training for all teaching staff focusing on the key area of risk assessment.

All of these provisions have ensured that pupils are safe, feel confident that they can talk to an adult and pupils tell us in surveys they feel safe and secure both inside the classroom and outside in the playground. An additional questionnaire focusing specifically on lunchtime shows consistent improvement in how pupils view safety at lunchtime, with the number of recorded incidents reducing since last year. It has supported the tailoring of the training that Lunch Time Supervisors have received based on the needs of the children.

The implementation on a restorative justice approach for dealing with pupil conflict ensures that children are prepared to be reflective about and responsible for their actions as good citizens. It is creating a consistent approach that all adults will use in school and supporting the children to develop essential skills to deal with conflict.

School Improvement Priority Area	Success Criteria By July 19	The impact will be...	Termly evaluation
<ul style="list-style-type: none"> • Pupils' attitude to and behaviour towards learning is exemplary and is consistently exhibited in lessons. • Pupils' behave well, have good manners and attend regularly achieving 97% target. • Behaviour is managed consistently well, through initiatives, with marked improvements in behaviour over time for individuals or groups with particular needs. • Pupils have developed a range of strategies to deal with challenge and adapt accordingly offering resilience. 	<p>The standards of pupils' behaviour (including behaviour for learning) will be consistently high as a result of high expectations of all staff.</p>	<p>Improved behaviour across the school including in lessons, assemblies, break times, moving around school.</p>	
	<p>The attendance target of 97% will have been achieved. Vulnerable groups will show improvements.</p>	<p>Improved attendance across the school impacting positively on pupil outcomes.</p>	
	<p>A full range of strategies will be in place for children to be resilient in their learning including metacognition approaches and showing a growth mind-set in all aspects of school life.</p>	<p>Increased engagement in and enjoyment of learning tasks. Improved outcomes for pupils.</p>	
	<p>The behaviour policy, including restorative justice strategies and rewards for positive behaviour, will be used consistently by all staff and show a reduction in behaviour incidents in all classes and during break times.</p>	<p>Behaviour incidents will reduce across the school. Behaviour and safety will be evaluated as outstanding.</p>	
	<p>Early intervention for children identified from behaviour logs will prevent behaviour from escalating.</p>		
	<p>Long term, sustainable plans for children with complex needs will meet the needs of the individuals, support the reduction in incidents and reduce the impact of their behaviour on children and staff.</p>	<p>A reduction in high level incidents for children with complex needs. Improved outcomes for children with challenging behaviour.</p>	

Quality of Teaching, Learning and Assessment

The quality of teaching, learning and assessment in this school is good with some elements that stand out.

Teachers use effective planning with the end in mind to ensure that pupils learn well and provide opportunities for learning to go deeper. Secure subject knowledge is used to sustain pupils' interest and challenge their thinking.

Time is used productively in lessons to ensure that children are proactive learners. Pupils are encouraged to discuss their learning with their peers, and as a whole class, and teachers question learners skilfully and in a timely manner to deepen their knowledge. Teachers and teaching assistants reinforce behavioural expectations and set clear tasks that challenge pupils.

Teachers are determined that pupils achieve well. Pupils are given sufficient time to review their learning and develop further. They consistently reflect on previous work and respond to teacher comments. Teachers follow the feedback and marking policy, providing verbal and written feedback that is specific, relevant and centred around moving pupils' learning forward. Children use this feedback well and are clear on what they need to do to improve. Teachers tackle misconceptions through careful observation, engaging in conversation to build on pupils' strengths. Pupils falling behind are identified and supported. Post tutoring sessions ensure that pupil misconceptions are corrected through the practice of key skills. Pupils support the learning of others also. Learning buddies are used within classrooms and across key stages on a regular basis to consolidate key skills in mathematics, reading and writing, and deepen their understanding. Learning buddies create skill-based video clips to further support learning across the school.

Pupils are encouraged to learn from their mistakes and become resilient learners who are keen to find out more information, both in the classroom environment and through extra-curricular and enrichment activities. Teachers expect, and encourage, positive learning attitudes and create an environment where pupils can grow.

Parents are provided with accurate information on a regular basis about how well their child is progressing in relation to the standards expected, along with what their child needs to do to improve. Homework set is appropriate to age range and ability. It is designed to both consolidate learning and deepen understanding, along with preparing them for work to come.

Reading, writing, communication and mathematics are developed across the curriculum. Themed weeks are designed to inspire and enrich pupils, encouraging them to have high aspirations for the future, along with equipping them with necessary skills to make further progress. Teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with an understanding of people and communities beyond their immediate experience.

The teaching of key skills including phonics, SPaG, and modelled writing is consistently good. Innovative methods have been introduced to impact directly on teaching and learning, which include reciprocal reading techniques in reading, teaching backwards across the curriculum with WOW starters and grand finales, and 'going deeper and deeper still' in mathematics.

Teachers and teaching assistants are constantly striving to improve through a supportive environment. Teachers and teaching assistants engage in professional dialogue about how to develop practice. A peer observation system allows for teachers and teaching assistants to observe colleagues based on professional needs, and engage in post-observation debriefs to discuss practice. Sharing Good Practice Insets allow members of staff to share strategies centred around the School Improvement Plan, which can be implemented across school. Teachers are given individual support to improve practice in four key areas: challenge, feedback, independence, engagement.

School Improvement Priority Area	Success Criteria By July 19	The impact will be...	Termly evaluation
<ul style="list-style-type: none"> • To ensure teaching, learning and assessment across the school is at least good and improving with high expectations for all learners. • Children will enjoy and be engaged in their learning as a result of creative and inspirational learning experiences. • Outcomes for all year groups and groups of pupils will be in line with or above the national end of key stage outcomes. • Gaps are narrowed between vulnerable and non-vulnerable groups. • Pupils' learning and progress is regularly and accurately assessed. • Targeted support and intervention in place to enable pupils to learn well in lessons and gaps narrowed between vulnerable groups with a particular focus upon PP and SEND. 	<p>All teaching and learning will be good or better with support and challenge in place for teaching where required.</p>	<p>Outcomes for all classes, year groups and groups of pupils will be in line with or above the national end of key stage outcomes.</p>	
	<p>All teaching and learning will show improvements across the year based on the teacher targets.</p>	<p>Progress across the year in Maths, Reading and Writing will be at least expected for all children.</p>	
	<p>Monitoring and evaluation will show that pupils enjoy learning and have had a range of creative and inspirational learning experiences.</p>	<p>Gaps are narrowed between vulnerable and non-vulnerable groups. End of Key Stage attainment will be in line with or above national.</p>	
	<p>School policies (e.g. Teaching and Learning, Marking and Feedback and Assessment) will be consistently implemented coupled with high expectations to drive and sustain further improvement.</p>	<p>Progress in Reading Writing and Maths at the end of each Key Stage will be above 0.</p>	
	<p>Assessment of attainment and progress will be consistent and robust across the school.</p>	<p>Assessments of attainment and progress for all children will be accurate and agreed.</p>	
	<p>Targeted intervention programmes for vulnerable groups of children will have been undertaken with significant improvements seen during the intervention and sustained in class based work.</p>	<p>An increase in the number of children achieving ARE in each class and aspirational targets achieved by targeted children.</p>	

Outcomes for Pupils

The outcomes for pupils in this school are good with some elements that stand out.

Across almost all year groups and classes and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their starting points.

In a wide range of subjects, the progress of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is close to or is improving towards that of other pupils with the same starting points.

Pupils read widely and often, with fluency and comprehension appropriate to their age. A very large majority of pupils in Year 1 achieve the expected standard in the national phonics check.

Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can frequently hold thoughtful conversations with each other and adults.

Pupils' progress is above average in reading and maths, and improving in writing. Progress from starting points of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas.

Attainment of almost all groups of pupils is in line or above national averages, if below these, action is being taken to improve towards national averages.

The percentage of children achieving expected standard in reading, writing and maths when they leave Wheelers Lane Primary School is well above the national average.

School Improvement Priority Area	Success Criteria By July 19	The impact will be...	Termly evaluation
<ul style="list-style-type: none"> • Outcomes for all classes, year groups and groups of pupils will be in line with or above the national end of key stage outcomes. • Progress across the year in Maths, Reading and Writing will be at least expected for all children. • Gaps are narrowed between vulnerable (PP/SEND/HAPs) and non-vulnerable groups. • End of Key Stage attainment will be in line with or above national. • Progress in Reading Writing and Maths at the end of each Key Stage 	Leaders will have fully implemented and reviewed action plans driving improvement in their area of responsibility.	Children will achieve and attain well across the curriculum with all subjects contributing towards improving attainment and progress in English and Maths.	
	Full statutory procedures and policies followed by FGB as well as close liaison with Leaders and all other staff	FGB further strengthened and holding the school to account resulting in priorities being achieved.	
	All teaching and learning will be good or better with support and challenge in place for teaching where required.	Outcomes for all classes, year groups and groups of pupils will be in line with or above the national end of key stage outcomes.	
	All teaching and learning will show improvements across the year based on the teacher targets.	Progress across the year in Maths, Reading and Writing will be at least	

<p>will be above 0.</p> <ul style="list-style-type: none"> • Pupils have an experience in school which includes an inspirational curriculum that prepares children for the next stage in their learning and adulthood. 	<p>Monitoring and evaluation will show that pupils enjoy and have high levels of engagement in their learning.</p>	<p>expected for all children.</p> <p>Gaps are narrowed between vulnerable (PP/SEND/HAPs) and non-vulnerable groups.</p> <p>End of Key Stage attainment will be in line with or above national.</p> <p>Progress in Reading Writing and Maths at the end of each Key Stage will be above 0.</p>	
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