



## School Improvement Vision

Snettisham Primary, Heacham Infant and Heacham Junior

*“Learning together to explore, discover, succeed and grow - love of learning, bright and happy futures: developing outstanding practise”*

- School Improvement Priorities - Louise
- Question Level Analysis - Emma
- Characteristics Of Effective Learning – Catherine
- Phase meetings – Ellie and Louise
- Rooms!

**Agenda 1:00-2:30pm**



- Improve teaching, learning and assessment so it is consistently good- invest in CPD, staff and pupil reflection on quality of learning, high target setting, moderation, increased pace
- Increasing attainment for all years (80%+) and accelerate progress (90% progress)
- More Greater Depth in all Key Stages
- Ensuring curriculum is inclusive and delivers enriched progressive and broad curriculum

## **Priorities for Change**





**COLLECTIVE TEACHER EFFICACY**

- **Collective Teacher Efficacy** is the collective belief of teachers in their ability to positively affect students. With an effect size of  $d=1.57$  ( well above average of 0.4)
- **Collective Teacher Efficacy** is strongly correlated with student achievement.
- A school staff that believes that collectively it can create great things is vital for health of school

**Teacher Efficacy? Say What?**

**Challenge**  
**Collaboration**  
**Honest and accurate reflection**  
**Coaching**  
**Goal setting**  
**Measuring impact**  
**Independent**  
**Creative**  
**Immersive**  
**Success for ALL**

**Good Buzz words**

# Engagement Feedback Challenge

**Focus this year for IMPACT**

## **Engagement**

Teachers knowledge and enthusiasm ( drop in)

Pupils listening and working ( drop in)

Quality of work ( books, displays)

Pupils attitudes and opinions (discussions)

## **Feedback**

Observations ( drop ins)

Progress in books – are misconceptions addressed

Working walls used in lessons

## **Challenge**

Open questions and staff use of high order vocab

Pupil questionnaires

Work collections

Behaviour

# **How to measure ?**



- Year Group Objective Tracker ( YOTs)
- QLA analysis and Pixl across year groups
- Regular Performance and progress meetings
- Drop Ins between leaders, subject leaders, peers, across schools
- Destination Reader/POR/T4W
- Year group meetings across Trust
- Exploring innovative and proven curriculum approaches
- Forest schools teacher- Thrive practitioner
- SENCO

**What is new?**



- 8 week plans to make an impact on a school priority
- Subject Leadership – how are children learning in your subject
- Mastery Maths, Guided Reading, Wow Writing
- Planning for learning
- Overcoming Barriers To Learning
- Parents evenings
- National expectations are high – 80%+ attain/90% make expected progress
- Emphasis on knowing pupil groups to narrow gaps
- Class teacher knowing every child so they all make progress

**What is the same ?**



<b>Louise Jackson</b> <b>Executive</b> <b>Headteacher</b>	<b>Emma Hunt</b> <b>Executive</b> <b>Deputy</b> <b>Headteacher</b>	<b>Ellie Jones</b> <b>Assistant Head</b> <b>and Y6 Teacher</b>	<b>Catherine</b> <b>Tuckwood</b> <b>Assistant Head</b> <b>YR Teacher</b>
Teaching, Learning and Assessment Curriculum Performance Management Safeguarding /SENco (shared)	Assessment Intervention/PupiOutcomes Writing Safeguarding	Leading Reading Mentoring SCT, English and Maths leaders Year One phase leader DSL	COEL across schools Mentoring NQT, Subject leaders EYFS phase leader SSIF Project SLE
Specific Focus Is challenge increasing to build on prior attainment? Are expectations high enough to move pupils into greater depth?	Specific Focus Is feedback used well to accelerate progress in /out lessons?	Specific Focus Using 8 week plans in reading and maths (Rapid Achievement Plan) to increase consistency and pace in read/write/maths to deliver better engagement and higher challenge?	Specific Focus Are subject leaders focused on improving pupil's experiences across subjects? Is feedback given for COEL consistently?

# Leadership Roles



## Core Subject Team

Dan Maths	Jo Maths	Emma/Catherine	Ellie/Claire	Shona EYFS
<p>Can we increase GDS in mathematics across EYFS,KS1and KS2</p>	<p>Can we increase GDS in mathematics across EYFS, KS1and KS2</p>	<p>Increase outcomes in Writing for Exp and GDS</p>	<p>Increase GDS across subjects for RW keeping pupils in line</p>	<p>Implement 2 yr old provision and support communication 2-4 years</p>
<p>Are children better engaged? Are staff feeding back and challenging in line with ARE?</p>	<p>Are children better engaged? Are staff feeding back and challenging in line with ARE?</p>	<p>Are children better engaged? Are staff feeding back and challenging in line with ARE?</p>	<p>Are children better engaged? Are staff feeding back and challenging in line with ARE?</p>	<p>Are children challenged with good vocabulary used to develop listening, talking and understanding</p>

# Subject leader Role



**Middle Subject Leaders teams = Focus for subject lead action is challenge, engagement and progression in your subjects**

- **Talk to range of different groups of pupils about your subject , look in books, displays, YOTs, across schools/phases**
- **Make a progression task that everyone completes across the school**

<b>Beth and Dan-IT and online safety</b>	Jess, Nicky S, Shona - Arts-music, art, dance, drama	Debbie and Naomi - PE	Catherine and Cerrie - Humanities
<b>Beth , Claire, Samah - Science</b>	Claire, Samah, Beth - RE	Shona, LouP, Lucy - DT	

**All subject Leaders**

- **Visible learning**
- **Active learners**
- **Highest of expectations**
- **Challenge Challenge Challenge**
- **Language for learning**
- **Clarity of learning**
- **Verbal feedback in a lesson**
- **Peer to peer feedback**

**What aspects will make a difference? WILF ??**





WE CAN ONLY ACHIEVE OUR ULTIMATE AIM  
WITH A FORENSICALLY FOLLOWED PLAN,  
RESILIENCE, DEDICATION AND A LITTLE LUCK!



**MAKE THE IMPOSSIBLE....**



**POSSIBLE**