



School Improvement Outcomes July 2015

1. The Quality of Leadership & Management	2. The Behaviour and Safety of Pupils
L1. All stakeholders have consistently high expectations for <u>all</u> pupils and a shared vision for raising standards across the school (links to A1)	B1 Pupils are fully engaged in their learning, leading to well-presented work and high levels of achievement (links to A1)
L2. Changes in the deployment of staff, time and resources have a demonstrable impact upon improving pupil outcomes further, particularly those eligible for Pupil Premium, those with SEND and more able pupils (links to A1,2,3,4)	B2 There is a culture of high aspiration, enthusiasm and critical thought in which children demonstrate a thirst for learning, actively improve their skills and knowledge and take increasing responsibility for their learning (links to T1, T7)
L3. Effective use of self evaluation (including Performance Management), results in consistently good or better teaching and improved achievement for pupils and target groups (links to A1,2,3,4)	B3 Attendance and punctuality for all groups, particularly Pupil Premium and SEND pupils, is at least 95%
L4. Leaders at all levels (including Governors) and teachers utilise pupil data effectively and are able to show how they use it to raise the achievement of <u>all</u> pupils and target groups (links to A1,2,3,4)	Spiritual, Moral, Social and Cultural Development of Pupils:
L5. All leaders and managers use effective systems for monitoring teaching/learning and delivering professional development, which have made a demonstrable impact on raising the quality of teaching to at least good and have increased the amount of outstanding teaching (links to T1,2,3,4,5,6)	
L6. A broad and balanced curriculum (including the national curriculum) is being provided, which utilises effectively the strengths of teachers and support staff, and ensures meaningful opportunities for developing and applying literacy and numeracy skills (links to T5,6, S2,3)	S1 All stakeholders have a clear understanding of the vision and aims of St Mary's school, and are able to articulate this (links to L1, A1, B2)
L7. Effective systems for accurately assessing pupil attainment and progress are in place, which support teachers in planning lessons and delivering high quality outcomes (links to T6, T7, A1)	S2 British values and the school's Christian values are actively promoted throughout the curriculum and through meaningful Collective Worship (links to L1, L7)
L8. Links with other schools and externally commissioned support can be shown to have contributed significantly to raised standards in Writing and Maths (at the higher levels) and to increasing the amount of outstanding teaching in these subjects (links to A5,6,7, T1)	S3 The school's RE curriculum reflects the school's core values, effectively promotes high levels of achievement for all pupils and develops the children's understanding and acceptance of a variety of views and beliefs (links to A1, T6, T7)
L9. Links with other schools and externally commissioned support can be shown to have contributed significantly to developing the effectiveness of Middle Leaders in raising standards (links to A3,5,6,7, T1)	
L10. A well focused and implemented Governance Action Plan has delivered an effective skills audit, a review of committees and a reconstitution of the governing body. A commissioned review of governance in the spring/summer term 2015 confirms that the governing body is robust and contributing strategically to raising standards and improving the quality of education (links to A1, S1)	



ST MARY'S BRYANSTON SQUARE SCHOOL

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3. The Quality of Teaching	4. The Achievement of Pupils:
<p>T1 Teaching across the school is consistently good and more is outstanding, so that children's work is of a consistently high standard (links to A1 and B1)</p>	<p>A1 All pupils make good or better progress given their starting points and attainment/ progress at the end of Foundation stage, KS1 and KS2 continues to improve on previous performance or at least matches/exceeds national averages including at the higher levels. (links to L1)</p>
<p>T2 In writing and mathematics all pupils receive high quality written and verbal feedback and therefore know how to improve their work and progress to the higher levels of attainment (links to A4,5)</p>	<p>A2 The attainment and progress of Pupil Premium pupils is at or above those of other pupils nationally and in school, ensuring any gaps are rapidly closing (links to L2)</p>
<p>T3 Over time and in lessons, rates of progress have increased for all pupils (particularly Pupil Premium pupils) through good or better teaching which is carefully matched at the right level for pupils (links to A1,2,3,4)</p>	<p>A3 The attainment and progress of SEND pupils is as close as possible to those of other pupils nationally and in school, ensuring any gaps are rapidly closing (links to L2)</p>
<p>T4 In writing and mathematics lessons most able pupils are challenged effectively and this has resulted in a closing of the current gap in attainment at the higher levels between reading and attainment in writing/mathematics (links to A1,4,5)</p>	<p>A4 The proportion of pupils gaining higher levels in Writing and Maths, is close to or above those nationally (links to T4)</p>
<p>T5 The teaching of literacy and numeracy skills is embedded across all subjects, and provides more opportunities for extended Writing (links to L6, A1, A5, A6)</p>	<p>A5 At KS1 and KS2 the gap between attainment in Writing and Reading is closing rapidly (links to T2,4)</p>
<p>T6 Learning for all pupils has been maximised by all teachers applying strong subject knowledge and using a range of effective assessment techniques, particularly skilled questioning (links to A1, A5, A6, L4)</p>	<p>A6 At KS1 and KS2 the gap between attainment in mathematics and Reading is closing rapidly (links to T4,5)</p>
<p>T7 Work has been matched precisely to all children's needs and ability levels by teachers making good use of assessment information (L4, A1)</p>	<p>A7 EYFS: The proportion of children reaching both a 'Good Level of Development' (especially in Mathematics) and individual ELGs (in particular UTW) is at least in line with national figures.</p>