**Littleport Community Primary School – Improvement Plan Summary 2017-18**

We are highly ambitious and want to become an ‘outstanding’ provider of education for everyone, where children love coming to school, develop a thirst for knowledge, are continually challenged, grow as individuals, empathise with others, achieve very well and gain vital learning skills for life.

Our plan builds on the successes of last year, as well as focussing on those key priorities that have been identified. It has been written by Senior Leaders, and is in line with the ambitious targets set via FFT 20. It is also closely aligned to the Schools’ Inspection Framework.

**2017 Outcomes Summary:**

- At the end of **KS2**, pupils attained 10% higher than the national average in the combined measure and above the national average at GDS. The school achieved or exceeded its targets in all areas at EXS except Reading at EXS (-4%) and Writing (-2%) and at GDS except in Writing (-6%).

- At the end of **KS1**, the school achieved its highly challenging targets in writing, maths and Combined RWM. In Reading, attainment was 5% lower than the target. However, the school exceeded national averages at EXS.

- In **Y1**, the phonics outcome dipped slightly from the previous year, but overall there is steady improvement and the Y2 pupils who re-took the test were more likely than pupils nationally to pass it. However the school will need to meet and exceed Phonics Test scores in 2018.

- In **EYFS** overall, the percentage of pupils attaining a Good Level of Development was 2% above the national average. However, there was a 24% gap between boys and girls.

- On analysing the performance of **groups of pupils**, the most consistent pattern is that girls enjoyed much better attainment than boys across the board, apart from in Reading at EXS in KS2 and in Maths at GDS in KS1.

- Groups of children in Years 4 and 5 will be a focus, in particular PP, as well as in Year 1, to ensure achievement continues to be strong at KS1 and 2.

**Leadership and Management Summary:**

- The establishment of the Research School complements the strong leadership team and offers opportunities for staff recruitment and retention, professional development, innovation and wider leadership opportunities that will place the school in a very good position to be a systems leader.
The Headteacher has good relationships with schools throughout Cambridgeshire and the focused working Deputies Ely Schools Partnership groups have generated activity that has contributed successfully to school improvement.

- The appointment of an Assistant Head, to work alongside Deputies and drive forward the Pupil Premium agenda offers further capacity for strong leadership to be embedded and spread throughout the school.

- Governance is excellent. An NGA Review took place involving two other local schools, although one had to withdraw. Governor challenge and our comprehensive system of school visits were a strength. Pupil voice is linked to governor visits. There is robust questioning and good clerking.

**Quality Marks and Awards**

- Basic Skills Quality Mark Renewal (October 2017)
- International Schools Foundation Mark (September 2017)
- Active Mark and Food for Life (July 2017)
- National Research Schools’ Status (June 2017)

**Our main priorities for 2017-18 are:**

- *Meeting and exceeding FFT 20 targets at KS1 and KS2; GLD and Phonics KS1 tests above national*

- *Gap to be closed between PP and non-PP, with a particular focus on boys and writing, as well as HA PP achieving Greater Depth*

- *Ensure the Inclusion agenda is successfully met, with vulnerable groups and interventions a constant area of monitoring and tracking*

- *Establish an improved system of TA appraisals, linked to performance, with line management distributed amongst senior staff*

- *Teaching consistently strong and improving, with excellence shared via coaching and video technology, to improve provision throughout the school*

- *To continue to increase children’s self-confidence, resilience and independence as learners through Building Learning Power and peer mentoring*