## Dunstall Hill Primary School Improvement Plan (SIP) 2018-19 vs 2

## **Priority 1 Priority 5 Priority 4 Priority 2 Priority 3** To diminish the attainment and Ensure that the curriculum Ensure that the quality of teaching across Ensure provision within Ensure that Year 4 progress gaps of different meets the needs of individual school is never less than good and in the the EYFS is at least good attainment and groups of learners. vast majority outstanding, hence. pupils, hence, pupils making with evidence of progress are in line with exceeding national expectations for better than expected progress. outstanding progress. ARE attainment and progress. 1. EYFS ensure that 1. SEND progress is rapid 1.Regular the actions identified 1. Subject leaders are 1. All Teach First, Schools Direct and diminishes the assessment aware and plan for the in the SSIP action plan and NQTs will pass their attainment gap with opportunites built milestones of learners. are implmented. respective induction/inital NSEND. in to identify training. 2. The Outside children's progress Environment is developed towards ARE. 2. Leaders monitor the 2. Boys progress in Writing 2. Appropriate CPD is identfied and supports 70.1% of is rapid and diminishes the impact of curriculum and implemented supporting pupils in reaching attainment gap with Girls. provided. development of teaching that is national expectations in Provison/curriculum GLD. at least good. engages children in 3. Leaders report on their learning and 3. DP progress is rapid 3. !00% of teaching is attainment and 3. Progress in all year groups is supports rapid and diminishes the never less than good progress to governors. rapid and at least in line with progress towards attainment gap with and is often ARE. national expectations. NDP. outstanding. 3. Quality teaching 4. Quality assessment 4. New Arrivals 4. Attainment in all year groups is supports learners in accuratley identifies progress is rapid and at least in line with national children's progress and areas maing rapid diminishes the gap with expectations. of developement enabling progress towards Non- New Arrvals. activities to be planned in to ARE. support children reaching national expectations in GLD 5. Teaching across all year (70.1%) 4. Interventions are groups is at least good. planned, implemented 5. Quality of planning builds and evaluated in learning opportunities regualry supporting supporting 70.1% children rapid progress in meeting national towards ARE. expectations.