

St. Paul's Way Community School - Addendum to School Improvement Plan 2007-08

'Consistency, precision and the commitment of all'

Activities	Resources	Milestones	Progress	Success criteria
6. To improve the quality of teaching and learning, ensuring a swift rise in the number of good lessons observed				
6.1 Create a coherent programme of support to enable teachers to use a wider range of teaching and learning strategies to promote effective student learning and engagement.	<ul style="list-style-type: none"> Directed INSET time. Possible use of a drop day 	<ul style="list-style-type: none"> Programme in place to meet the variety of needs of staff by 19th October 		<ul style="list-style-type: none"> Staff engaged and motivated Quality of good lessons seen improves by at least 10% by next LA monitoring exercise
6.2 Improve the quality of lesson plans so that each is fit for purpose in mixed ability settings	<ul style="list-style-type: none"> Directed INSET time 	<ul style="list-style-type: none"> Focused INSET provided on 3rd October 		<ul style="list-style-type: none"> Improved lesson planning evident which has clear evidence of differentiation other than by outcome
6.3 Ensure teachers have consistently high expectations for pace and challenge in lessons	<ul style="list-style-type: none"> Directed INSET time. Possible use of a drop day 	<ul style="list-style-type: none"> Programme in place to meet the variety of needs of staff by 19th October 		<ul style="list-style-type: none"> Staff engaged and motivated Greater use of pace and challenge observed Quality of good lessons seen improves by at least 10% by next LA monitoring exercise
6.4 Ensure the routine of sharing learning objectives is consistently used	<ul style="list-style-type: none"> Directed INSET time 	<ul style="list-style-type: none"> Focused INSET provided on 3rd October 		<ul style="list-style-type: none"> Improved lesson planning evident which has clear learning objectives stated and shared
6.5 Improve the quality and range of questioning in class	<ul style="list-style-type: none"> Directed INSET time. Possible use of a drop day 	<ul style="list-style-type: none"> Programme in place to meet the variety of needs of staff by 19th October 		<ul style="list-style-type: none"> Staff engaged and motivated Questioning becomes more focused, challenging and provides students with greater opportunities to reflect before answering
6.6 Introduce whole school systems to teach the acquisition of subject vocabulary and scaffolding to support students' writing	<ul style="list-style-type: none"> Directed INSET time. Possible use of a drop day 	<ul style="list-style-type: none"> Programme in place to meet the variety of needs of staff by 19th October 		<ul style="list-style-type: none"> Consistent, school-wide systems in place to develop greater opportunities for students to acquire subject-specific vocabulary Examples of best practice in scaffolding available to all staff on shared network drives

Red = behind schedule

Yellow = in progress and developing

Green = completed within time scale

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6.7 Ensure that there is a detailed plan of activities to develop language and literacy skills across the curriculum	<ul style="list-style-type: none"> Position of responsibility already costed 	<ul style="list-style-type: none"> Literacy across the curriculum action plan in place by 19th October All Key Stage 3 schemes of work show evidence of specific literacy opportunities 		<ul style="list-style-type: none"> Improved lesson planning containing literacy opportunities noted Key words displayed around classrooms Students observed to be using more examples of Standard English

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