

SCHOOL IMPROVEMENT PLAN – OVERVIEW

January 2016 to January 2019

OFSTED KEY JUDGEMENT	ISSUES FOR IMPROVEMENT		COST	KEY STAFF	KEY GOVERNORS/ COMMITTEE
	Three Year Target	Development Objectives for January 2017 to January 2018			
1.EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	Development of subject leadership to ensure consistency across the school. Ensure Governors effectively monitor the work of the school.	1.1 Improve the skills of middle leaders (subject managers) to have an impact on pupil progress and achievement across the school. 1.2 Promote the vision and values of the school which are underpinned by fundamental British values. 1.3 Ensure the systems developed for Governors to monitor standards across the school are fully embedded and assess the impact of the school improvement plan.		SLT	All Governors Committees
2.PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	Ensure pupil's learning behaviour is outstanding	2.1 Pupils show high levels of independence in their attitude to learning and are proud of their achievements. 2.2 Pupils are fully engaged in their learning and able to manage distractions without interruption to their learning. 2.3 Ensure all aspects of safeguarding are highly effective.		SLT	Curriculum and personnel
3. QUALITY OF TEACHING, LEARNING AND ASSESSMENT	Ensure all teaching is at least good across the school with many lessons outstanding	3.1 EYFS to provide greater challenge to ensure children make rapid progress from their starting points. 3.2 KS1 to ensure the teaching of key skills is evident through the use of quality first hand (where appropriate) and engaging experiences . 3.3 KS2 to ensure differentiation provides appropriate challenge to enable children to meet ARE and progress their learning into greater depth.		Teaching staff	Curriculum
4. OUTCOMES FOR PUPILS	Ensure all pupils including groups of pupils are working within the age related expectation of the current curriculum and have the opportunity to work at greater depth in order to maintain progress.	4.1 Ensure accuracy and continuity of assessment judgements across the school against the National Curriculum Age Related Expectations. 4.2 Ensure documented evidence of all children undertaking reasoning activities to enable them apply their computational knowledge in maths at least to ARE and in many cases at greater depth. 4.3 Ensure evidence of opportunities for challenging, purposeful and relevant literacy activities which will also enable children to work at greater depth		English and maths managers EYFS and H/T	All Governors Committees

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1.1 EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2017
Staff changes and increased expectations of the current curriculum will require the development of middle leaders skills, knowledge and understanding. There is a need for staff training, resourcing and whole school overview of individual curriculum subjects to ensure a challenging and engaging curriculum for our pupils.	Development of subject leadership to ensure consistency across the school.	1.1 Improve the skills of middle leaders (subject managers) to have an impact on pupil progress and achievement across the school.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2017	<ul style="list-style-type: none"> INSET for assessment of foundation subjects, work sampling against National Curriculum objectives. Subject Leaders updated through attending subject leader's conferences. Science manager to attend training for writing in science 3 day training. Monitoring of standards to focus on foundation subjects. Through looking at data, work sampling information, observations, interventions etc. Continue to resource topics termly across all subject areas. Subject managers attend training to support changes to subject. Attendance at Assessment updates to support subject moderation. 			<ul style="list-style-type: none"> ✓ INSET Feb 2017 agreed and set up new assessment format for foundation subjects. ✓ Science manager implemented new assessment format as a result of the training. Work sampling trialling new format from across the school taken to second day of training. ✓ Work sampling from books (observations still to be undertaken).
Summer 2017	<ul style="list-style-type: none"> Staff meeting to update information. Data from annual report writing analysed. Long term curriculum map for 2 (KS2) or 3 (KS1) year cycle updated. Subject leaders to attend subject network meetings to ensure up to date. Reorganisation of subject management for September 2017. Share assessment data for foundation subjects with Governors. 			<ul style="list-style-type: none"> ✓ Calendar of assessment updated in preparation for 2017-18. ✓ Annual report to parents statements updated against taught curriculum this year. ✓ Staff meeting and INSET to update curriculum map for next cycle. ✓ Subject management updated ✓ Gov Curriculum mtg 30 June 2017 updated Gobs on assessment in foundation subjects.
Autumn 2017	<ul style="list-style-type: none"> Training for new subject leaders. Purchase of Core provision for English and maths. Ensure style of 'Let's Think in English' is fully embedded across the subjects. New topics resourced for the coming year. Pupil conferencing for enjoyment and engagement with the new topics. Work sampling and observations to ensure the subject manager has a whole school overview and progression of skills across the school. 			

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1.2 EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2017
The DfE have recently reinforced the need to 'create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs'	Development of subject leadership to ensure consistency across the school.	1.2 Promote the vision and values of the school which are underpinned by fundamental British values.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2017	<ul style="list-style-type: none"> Through worship and P.S.H.E reinforce the concept of British Values. Wall display in the school corridor outlining the five identified values and examples of how this links to us as a school for parents, Governors, visitors and pupils to understand. School Council to lead a whole school link with a school in Nepal through writing letters, raising money and Skyping giving our pupils a greater understanding of the wider world around them 			<ul style="list-style-type: none"> ✓ Wall display in place and being updated regularly. ✓ Governor PREVENT training included work on British values and sign posting to school website. ✓ School Council initiating charity work around link with Nepal.
Summer2017	<ul style="list-style-type: none"> Electing through a democratic system a new school council. Electing through a democratic system two sports monitors for each class. Green class pupils to organise sports competitions for KS1. Pupils voice to be developed through school council e.g. suggestion box for pupils 'French Day' to focus on the culture and traditions of another country. Staff meeting on SMSC and British values to ensure coverage Update photos and Information regarding the school's work on British values to be placed on the school website. Ensure articles in Parish mag and Wyvern Community Links to show our work on British Values and SMSC. Y3/4 to visit a sacred temple as part of their RE work. 			<ul style="list-style-type: none"> ✓ French day 14 July 2017 ✓ Postponed election of new school council and sports leaders to next academic year.
Autumn 2017	<ul style="list-style-type: none"> Organise visitors from the community to explain British laws e.g. Police officers, traffic officers Classes to agree class rules and form a class charter agreeing class code of behaviour Parents to be reminded of our school rules as well as the class rules. Children write their own class prayers or reflections to share on a weekly basis. Charity work – harvest (night shelter/foodbank), remembrance (British Legion), Shoeboxes and Children in Need. Community work – singing to luncheon club, Carols around the bonfire etc. 			

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1.3 EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2017
Since the updated 2014 performance management structure which is linked to the pay review policy, Governors have been directed to have a greater involvement in monitoring staff performance review and ensuring staff are meeting the national standards and any additional requirements as set out in their pay band.	Ensure Governors effectively monitor the work of the school.	1.3 Ensure the systems developed for Governors to monitor standards across the school are fully embedded and assess the impact of the school improvement plan.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2017	<ul style="list-style-type: none"> Personnel committee embed their system for auditing and monitoring performance management. Curriculum committee undertake termly visits linked to quality of teaching and learning. Personnel and Pay Review Committees to ensure tight monitoring of performance management and reporting to whole Governing Body. Whole Governing Body PREVENT training Termly analysis of absence to ensure it improves from 2015-16 3.9% to at 3.6%. Implementation of attendance procedures reviewed. Governors ensure the school's vision and values are promoted through the school website. Financial audit (SFVS) completed. 			<ul style="list-style-type: none"> ✓ Monitoring visits from Curriculum committee to EYFS, maths manager. Work sampling, data analysis and in class observations. ✓ 8.2.2017 FGB PREVENT training and discussions around SMSC and British values ✓ Curriculum committee analysed absence data for whole school and pupil premium pupils. ✓ SFVS audit completed at Finance Committee meeting on 23 March 2017. Previous target linked to benchmarking completed.
Summer2017	<ul style="list-style-type: none"> Personnel committee audit of DBS checks and performance review procedures. Finance committee set new budget to present to FGB by 31 May 2017. Curriculum committee review the effectiveness of the new assessment arrangements for the foundation subjects 			<ul style="list-style-type: none"> ✓ Anonymised performance review statements audited by personnel committee 22.5.2017 ✓ Audit of DBS checks undertaken and all checks completed against present staff and Governors. ✓ New budget agreed for 2016-17 financial year 11.5.2017
Autumn2017	<ul style="list-style-type: none"> Curriculum committee analyse pupil progress across the year and over the past 3 years. Audit of safeguarding and Health and Safety. Finance Budget revision. 			

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2.1-2.2 PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2017
The 2013 Ofsted report graded behaviour at Durley Primary school as being 'good' which the school is keen to have recognised as outstanding. The school would like to continue its upward trend ensuring no pupils are disadvantaged by poor attendance. The purchase and development of the school's new computing curriculum has a greater emphasis on cyber-bullying and e-safety. The school is keen to monitor it's effectiveness.	Ensure pupil's learning behaviour is outstanding	2.1 Pupils show high levels of independence in their attitude to learning and are proud of their achievements. 2.2 Pupils are fully engaged in their learning and able to manage distractions without interruption to their learning.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2017	<ul style="list-style-type: none"> Let's Think in English training for staff to encourage pupils to undertake discussion and debate in a considered way. Review attendance for any persistent lateness and absentees. H/T to work with parents to improve attendance. Review of behaviour log to computerise incidence of pupils on 'red' and parental involvement. Recognition for good behaviour and learning through new star system at KS 2. Introduce certificates for independent learning and perseverance (half term on each). Annotations in marking show level of support pupils have received within their work. Lunchtime behaviour rules (set up with SA's) agreed. Job description for Green class table parents 			<ul style="list-style-type: none"> ✓ All child protection training currently up to date ✓ New behaviour log in place and review of whole school behaviour policy. New KS2 star system and values certificates in place. ✓ Marking reviewed at staff meeting 23 March 2017 for annotations. ✓ School council reviewed lunchtime behaviour rules to discuss with classes.
Summer 2017	<ul style="list-style-type: none"> Election of new school council for following academic year. Certificates for kindness (half a term). Review behaviour policy specifically for rewards and recognition Termly classroom observations have a specific focus on pupil independence. 			<ul style="list-style-type: none"> ✓ Certificates for kindness proved very effective in highlighting importance of thinking of others. Introduced certificates for politeness and manners for final half of summer term. ✓ Monitoring this term has been through data analysis and tracking progress with work scrutiny. Final classroom observations will take place on 17 .7.2017 ✓ Behaviour policy reviewed and on school website
Autumn 2017	<ul style="list-style-type: none"> Within P.S.H.E and worships learning behaviours and values to be reinforced. Reward certificates for independence, resilience, engagement, perseverance, pride to be given out in Celebration worships 			

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2.3 PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2017
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Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2017	<ul style="list-style-type: none"> Half termly health and safety premises inspection by Governors premises committee. IT Subject Leader to monitoring planning of E-safety for consistency and appropriateness. Updating display for pupils in IT suite to clarify code of conduct when using the internet. Safer internet Day (7 Feb 2017) Updated medicines in school policy. Classroom files for administering medicines and first aid. 			<ul style="list-style-type: none"> ✓ Half termly premises inspection undertaken and issues identified being resolved. ✓ Successful e-safety day for pupils with children leading assembly. ✓ Governors and staff agrees and aware of medicines in school policy and new format for recording medications. Classroom files in place and new storage method for medication.
Summer 2017	<ul style="list-style-type: none"> Half termly health and safety premises inspection by Governors premises committee. Annual questionnaire to pupils on feeling safe including internet safety. Pupil interviews to establish the effectiveness of the e-safety training. E-safety section on new school website. Review of school behaviour policy. Review policies for child protection, safeguarding and PREVENT alongside model policies. Personnel committee to ensure that all staff, volunteers and Governors have enhanced DBS check. Walk to school week 			<ul style="list-style-type: none"> ✓ Successful walk to school week with high percentage of pupils using the walking bus. ✓ Behaviour policy reviewed ✓ Personnel committee completed DBS audit.
Autumn 2017	<ul style="list-style-type: none"> Update contact and medical details for whole school. Half termly health and safety premises inspection by Governors premises committee. E-safety agreement signed by all pupils and parents. Whole school e-safety training of pupils through PSHE. Premises committee review safety of the entrances to school and children crossing the track. Barrier at entrance to the track in place at the start and end of the school day. Questionnaire to pupils and parents on how safe they feel in school. Analysis to Governors. Safeguarding training, policy revision and e-learning for staff updated during September INSET 			

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3.1 QUALITY OF TEACHING, LEARNING AND ASSESSMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2017
The Governors and management team would like to ensure that the quality of teaching which is good and outstanding across the school is consistently maintained. The school will continue to refine and improve its systems of routine monitoring through classroom observations, work sampling, data analysis and pupil interviews by the management team, Governors and external inspection each term to ensure standards are maintained.	Ensure all teaching is at least good across the school with many lessons outstanding	3.1 EYFS to provide greater challenge to ensure children make rapid progress from their starting points.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2017	<ul style="list-style-type: none"> EYFS action plan for improvement in place. EYFS SEF completed. Induction and training for the new EYFS team. Robust assessment systems in place to ensure challenge enables rapid progress. Attendance at County standardisation meetings to ensure EYFS work is moderated against national Expectations Identification and any necessary purchase of resources needed to support enhanced provision. Classroom observation by senior leadership team to ensure consistency across the job share and evidence of greater challenge. English leader to monitor stimulus for engagement in writing. Report to Governors on progress towards outstanding in the EYFS. Termly EYFS Headteachers' meetings attended by H/T and EYFS teacher. 			<ul style="list-style-type: none"> ✓ New assessment system in place to record child initiated learning ✓ Purchase of resources to support outdoor learning ✓ Headteacher and EYFS teacher attended EYFS briefings
Summer 2017	<ul style="list-style-type: none"> Accurate Assessment of pupil achievement against ELG's Ensure through moderation accurate judgements against the ELG's at network meetings. Pre-school induction enabling a smooth transition with focus on school readiness. Lessons observed contain pace, and well-designed questioning to move pupils on in their learning. Report to Governors on progress towards outstanding in the EYFS. Monitor the use of outside area as an engaging and challenging learning resource. 			<ul style="list-style-type: none"> ✓ Pupil judgements moderated with other schools in the EYFS network. ✓ Smooth preschool induction including visits to pre-schools, home visits, visits into school ✓ Judgements reported to FGB ✓ Outside area has new outdoor kitchen and role play area.
Autumn 2017	<ul style="list-style-type: none"> Planning shows benchmarks for improvement. Development of outdoor area for enhanced provision, particularly for developing literacy and numeracy skills. Planning shows opportunities to inspire pupil's learning and differentiation. Report to Governors on progress towards outstanding in the EYFS. 			

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3.2 QUALITY OF TEACHING, LEARNING AND ASSESSMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2017
The Governors and management team would like to ensure that the quality of teaching which is good and outstanding across the school is consistently maintained. The school will continue to refine and improve its systems of routine monitoring through classroom observations, work sampling, data analysis and pupil interviews by the management team, Governors and external inspection each term to ensure standards are maintained.	Ensure all teaching is at least good across the school with many lessons outstanding	3.2 KS1 to ensure the teaching of key skills is evident through the use of quality first hand (where appropriate) and engaging experiences .

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2017	<ul style="list-style-type: none"> • Termly health check inspections from English and maths leaders to monitor the quality of teaching and learning through classroom observations, work sampling and pupil interviews. • Termly work sampling and testing to give a picture of pupil progress towards the ARE's. Pupil progress meetings to focus on pupils that may not meet the ARE by the end of the school year. Interventions to support pupils in place. • Support for assessment from English and maths leaders to ensure evidence is sufficient to meet the requirements of the interim framework judgements. • Review of pupil progress in maths as a result of pupils being taught in separate year groups • English leader to monitor stimulus for engagement in writing. • Maths manager to monitor reasoning opportunities for all children within the maths session. 			<ul style="list-style-type: none"> ✓ Termly work sampling classroom observations and pupil progress meetings all support pupil progress in teaching and learning.
Summer 2017	<ul style="list-style-type: none"> • Review of the 3 year planning cycle to ensure National Curriculum coverage alongside inspiring experiences to engage and challenge pupils and encourage independent learning. • Review of pupil progress in maths as a result of pupils being taught in separate year groups • Regular analysis of interventions to ensure pupils are making more than expected progress towards the ARE's. • Ensure evidence in Y2 is sufficient to award judgements for English and maths against the interim framework. • End of year data analysis presented to Governors from EYFS/Yr1 phonics and end of KS1. • 			<ul style="list-style-type: none"> ✓ Review of curriculum planning cycle following evaluation. ✓ Interventions analysed for pupil progress. ✓ End of year data analysed for future SIP targets
Autumn 2017	<ul style="list-style-type: none"> • Moderation of October judgements through work sampling, testing and pupil progress meetings in October 2017. • Headteacher monitoring the quality of teaching against the teacher's standards to support judgements in performance review. • Regular work-sampling for groups of pupils below ARE in previous year to track progress. Interventions in place from the start of term to enable 'catch-up' for pupils close to ARE. 			

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3.3 QUALITY OF TEACHING, LEARNING AND ASSESSMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2017
The Governors and management team would like to ensure that the quality of teaching which is good and outstanding across the school is consistently maintained. The school will continue to refine and improve its systems of routine monitoring through classroom observations, work sampling, data analysis and pupil interviews by the management team, Governors and external inspection each term to ensure standards are maintained.	Ensure all teaching is at least good across the school with many lessons outstanding	3.3 KS2 to ensure differentiation provides appropriate challenge to enable children to meet ARE and progress their learning into greater depth.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2017	<ul style="list-style-type: none"> • Termly monitoring of English and maths by subject leaders to ensure the quality of teaching and learning is outstanding or at least have elements of outstanding, through classroom observations, work sampling and pupil interviews. • Termly tests in reading and maths support teacher assessments. Results are analysed and reported to Governors • Analysis of planning show details of next steps to ensure all pupils are challenged in their learning to make progress towards their targets • HLTA to assess identified KS2 pupils for possible dyslexia. EP to train all staff with in-class strategies to support pupils with SEN. • Daily marking and feedback to pupils clearly identify next steps for each pupil. • English leader to monitor stimulus for engagement in writing. • Maths manager to monitor reasoning opportunities for all children within the maths session. 			<ul style="list-style-type: none"> ✓ Termly monitoring of En and Ma and reported to Governors.
Summer 2017	<ul style="list-style-type: none"> • Review of the 2 year planning cycle to ensure National Curriculum coverage alongside inspiring experiences to engage and challenge pupils and encourage independent learning. • Purchase of resources for the next planning cycle. • All planning has opportunities for pupils to be working at greater depth and apply their taught skills. • Regular analysis of interventions to ensure pupils are making more than expected progress towards the ARE's. 			<ul style="list-style-type: none"> ✓ Analysis of marking with emphasis on pupil editing and light touch marking ✓ Planning has evidence of pupils working at greater depth
Autumn 2017	<ul style="list-style-type: none"> • Review of pupils on track in English and maths with a view to setting challenging targets to enable them to meet greater depth by the end of the academic year. • Moderation of October judgements through work sampling, testing and pupil progress meetings in October 2017. • Headteacher monitoring the quality of teaching against the teacher's standards to support judgements in performance review. • Regular work-sampling for groups of pupils below ARE in previous year to track progress. Interventions in place from the start of term to enable 'catch-up' for pupils close to ARE. • Ensure evidence in Y6 is sufficient to award judgements for writing against the interim framework. • End of year data analysis presented to Governors from KS1 to KS2. 			

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4.1 OUTCOMES FOR PUPILS

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2017
The current 2014 National Curriculum removed assessment using levels replacing it with age related expectations with a new focus on embedding key skills and deeper learning. The curriculum is more challenging for teaching and learning. Key to accurate assessment is the ability of staff to make accurate judgements against the age related criteria. Through moderation activities and pupil progress meetings we would want to see a greater confidence in staff's ability to make accurate judgements against ARE.	Ensure all pupils including groups of pupils are working within the age related expectation of the current curriculum and have the opportunity to work at greater depth in order to maintain progress	4.1 Ensure accuracy and continuity of judgements across the school against the National Curriculum Age Related Expectations.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2017	<ul style="list-style-type: none"> Review whole school policy for assessment to ensure a consistent approach across the school particularly for new members of staff. Collect termly data, identifying children who are not on track to reach ARE Pupil progress meetings to establish methods of accelerating progress to meet ARE or make 'sufficient' progress. High priority is given to groups of pupils with particular attention to pupil premium and SEN pupils. Core Subject leaders to disseminate assessment resources and exemplification materials from County training. Clear evidence of planning and impact of interventions put in place from analysis of assessments Observation and work sampling shows needs are identified in the lesson and subsequently acted upon Attendance at county assessment briefings and pyramid assessment meetings Attendance at EYFS moderation, cluster and county meetings to agree judgements Y2 and Y6 teachers to attend standardisation meetings. Leadership team to attend training for Raise online. 			<ul style="list-style-type: none"> All staff (including new members of staff) are clear on what procedures, document and resources should be used to support accurate assessment. February data drop showed more consistency across the school with staff showing increased confidence in their judgments. Staff were able to articulate clearly in Pupil progress meetings, the reasons for the judgments given and next steps for all pupils with focus on SEN and Pupil premium. Due to dissemination of assessment materials from County training, staff have been able to make more reasoned judgments using exemplification materials. This was very useful when assessing writing at this point in the year. Analysis of assessments where children have had interventions has shown an increase in children now on track in: Reading 80% to 81%, Writing 63% to 65% and Maths 70% to 75%. Attendance at County Assessments, pyramid briefing etc. has ensured the Subject leaders, SLT are aware of changes and current expectations re assessments. Y2 and Y6 teachers have attended standardisation briefings. The moderation process is now clearly understood and what evidence is necessary to make judgments. Attendance at EYFS network meeting has ensured secure judgements in assessments for EYFS profile. New assessment system within the class based on child initiated learning is proving successful.
Summer 2017	<ul style="list-style-type: none"> Analysis of data to ascertain pupil progress across the school focusing on identified groups of pupils (SEN and pupil premium) 			<ul style="list-style-type: none"> Easy identification of pupils who risked not achieving ARE or GD. Barriers identified

	<ul style="list-style-type: none"> • Moderation of teacher judgements to ensure accuracy and consistency across the school and against ARE • Review pupil conferencing, pupil tracking sheet and annual reports to parents • Make early learning goal judgements and submit to county • Submit EYFS, Year 1 phonics, KS1 and KS2 teacher assessments • Transition meetings between staff to discuss pupil's assessment information and next steps in preparation for September 			<p>so interventions both in and out of class could be put in place quickly. Staff aware of % of children in class not on track for individual subjects but also for all three. (An important DFE measure).</p> <ul style="list-style-type: none"> • Moderation sessions undertaken both internally and externally have led to clear understanding of expectations and next steps to reach ARE or GD. During KS1 moderation school was praised for a very clear understanding of the children and the requirements of both ARE and GD for Reading, Writing and Maths. • Review of pupil conferencing, pupil tracking sheet and annual reports led to some minor changes being made which ensured a better understanding by parents of their children's results, especially KS1 and KS2 SATS results and the phonics test. • Early learning goal judgments made and submitted to county by the required date. In-depth discussion was had between the Reception teachers in conjunction with SLT to ensure accurate judgments were submitted and that there were clear next steps for when the children start in Year1. This also assisted with the decision about who would remain in Blue Class and who would go into Yellow Class. • All data was submitted by the required dates. In-depth discussion and work sampling enabled accurate Teacher assessment judgments to be made which were reflected during the KS1 moderation process and by the KS2 SATS results. Transition meetings due to take place during the final week of term to discuss children and next steps.
Autumn2017	<ul style="list-style-type: none"> • Report 2016-2017 data to governors • Review of ARE and 'sufficient' progress, based on national standardised test results in English and maths for years 2 and 6 • Report to Governors on the progress of identified groups of pupils (e.g. Pupil Premium and SEN) • Attend EYFS network meeting and KS1 and KS2 pyramid assessment meeting 			

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4.2 OUTCOMES FOR PUPILS

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2017
The 2014 maths curriculum has seen an increase in challenge and a change in emphasis towards problem solving and reasoning, with an increased focus on children's understanding of number and opportunities for deeper learning. In October 2016, 29% of pupils were not on track to meet ARE by July 2017. We would like to reduce this to 15%.	Ensure all pupils including groups of pupils are working within the age related expectation of the current curriculum and have the opportunity to work at greater depth in order to maintain progress.	4.2 Ensure documented evidence of all children undertaking reasoning activities to enable them apply their computational knowledge in maths at least to ARE and in many cases at greater depth.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who ?)	Cost	Impact (Evaluation)
Spring 2017	<ul style="list-style-type: none"> Staff to have access to resources to support reasoning activities with staff meeting to agree how children will record reasoning activities. Maths Leader and Curriculum Governor to monitor the evidence of reasoning activities across the school through work sampling, data and a learning walk. Monitor the consistent use of working walls in all classrooms to support children's learning. Ensure the pitch of lessons is challenging enough to enable children meet at least ARE. Evaluate and address the progress of vulnerable groups, including pupil premium, service, looked after and disadvantaged children. Pupil progress meetings to establish methods of accelerating progress to meet ARE or make 'sufficient' progress. High priority is given to groups of pupils with particular attention to pupil premium and SEN pupils. Focused interventions for all children not meeting ARE to enable them to potentially meet ARE. Close tracking of progress through termly pupil progress meetings. CPD for maths leader from HIAS core maths provision and then disseminate across the school in staff meetings 			<ul style="list-style-type: none"> All staff using a much more varied set of reasoning activities, reasoning activities clearly evidenced across all classes. The governors carried out a book scrutiny with JM to look at reasoning – we agreed the amount and quality of tasks had much improved. Working walls used consistently in all classes All lesson observations show good pitch, JM working with year 1 class with planning. Pupil progress meetings with KB and staff meeting on 23.3.17 looked at pupil progress, support interventions clearly in place. Termly progress meetings have taken place resulting in 7 children being removed from the interventions list and 2 children moving from 'Below' to 'Close to' expectations, due to success of the interventions. <p>JM has attended 2 core provision sessions this term and fed back information to staff.</p>

Summer2017	<ul style="list-style-type: none"> • Staff audit of resources to ensure all teachers are aware of the resources to use. Staff meeting to show use of resources to support activities. Staff sharing of success. Purchase of resources to support concrete understanding of number. • Review calculation progression across the school to include how to incorporate concrete, pictorial and abstract (to include adding, subtracting, dividing and multiplying fractions) • Monitoring of work, planning and classroom observation to ensure the pitch of lessons is challenging enough to enable children meet at least ARE. • Agree whole school policy for maths to ensure a consistent approach across the school • Governors to monitor progress of groups pupils identified as not meeting ARE in February 2017, particularly disadvantaged pupils and low achieving girls. • Monitor classroom practice to ensure there is clear evidence of children using 'concrete, pictorial and abstract'. • Analysis of maths data across the school and report to Governors with a particular focus on groups of pupils (SEN and Pupil Premium) 			<ul style="list-style-type: none"> • Resources audit carried out. More dienes and place value counters purchased. • Calculation progression used in all classes, in key stage 2 children have their own individual copy to use on a daily basis. • Staff meeting to moderate books, reviewed marking. • Classroom observations carried out in key stage one. • External moderation of year 2 carried out which agreed with all of the teacher assessments. • Book sampling/ monitoring carried out with governors to monitor progress of children not at ARE, looked at books of all children identified as pupil premium • Progress of children not meeting expectations has been carefully monitored and interventions put in place. • More consistent use of concrete resources in all classes, more evidence in books for example photographs, more detailed teacher annotating. <p>Key Stage One results, 75% expected, 25% greater depth. Key Stage Two, 100% expected, 50% greater depth.</p>
Autumn2017	<ul style="list-style-type: none"> • Review previous years assessment procedures and make necessary changes to ensure they are efficient and have no duplication. • Review Test materials for fitness for purpose. • Staff meeting to discuss current practice and future actions. • Training for new staff. • Analyse data from SATs results, internal data from other year groups and children that have received regular interventions to assess their effectiveness. 			

SCHOOL IMPROVEMENT PLAN

January 2017 to January 2018

4.3 OUTCOMES FOR PUPILS

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2017
Following moderation of writing across the school against the exemplification materials and interim framework for Y2 and Y6, the school identified a need for greater application of the key taught skills and a need for them to become embedded. Due to the challenges of the current curriculum, in October 2016, 37% of pupils were assessed as not on track in writing against the new ARE. We would like to reduce this to 20%.	Ensure all pupils including groups of pupils are working within the age related expectation of the current curriculum and have the opportunity to work at greater depth in order to maintain progress	4.3 Ensure evidence of opportunities for challenging, purposeful and relevant literacy activities also allow children to work at greater depth

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2017	<ul style="list-style-type: none"> Let's Think training for whole staff at INSET day in March 2017. Staff to trial Let's Think style lesson within their classes. Planned Let's Think progression of Lessons to be implemented across the school. Re-visit guided and whole class reading across the school introducing recommended strategies from English network meetings. Analysis of data from Year 1 phonics trial tests. Meet to discuss possible barriers and how they can be overcome. Staff training on exemplification materials for writing for year groups 1,3, 4 and 5 provided by HIAS. Materials used within staff meeting moderation sessions. Staff training on marking expectations and implications for writing under the moderation requirements (e.g. independent and scaffolded work). Collect termly data, identifying children that are not on track to reach ARE. Pupil progress meetings for all pupils (including EYFS) to establish methods of accelerating progress to meet ARE or 			<ul style="list-style-type: none"> Staff have now all undertaken a Let's Think lesson in their own classrooms. All staff have fed back that the lessons were a success and that they understand the ethos of Let's Think and were able to see very quickly the progress of children using this approach. Year groups have been allocated lessons to teach – staff will undertake another lesson at the beginning of the Summer Term and then every two/three weeks after. Staff meeting regarding Guided Reading strategies provided staff with new approaches / resources in line with the new curriculum expectations. Staff have fed back that these have been used successfully and that children are able to provide more detailed responses to reading comprehension. Analysis of Year 1 phonics test results undertaken. Barriers and next steps discussed at Pupil Progress meetings. Moderation session using the HIAS Writing documentation enabled staff to make more secure judgments for this point in the year. They were able to get an overview of different standards rather than just rely on individual objectives with no context. Staff now have a clear understanding as to the limit of support that can be provided for pieces of writing to still be considered as independent for moderation purposes.

	<p>make 'sufficient' progress with a particular focus on pupils identified with SEN or pupil premium funding.</p> <ul style="list-style-type: none"> • Year 2 and Year 6 teacher's attendance at Standardisation meetings. • Omega Cluster moderation of best practice and evidence in reading journals/logs. • Observations, work sampling and pupil conferencing showed need for clearer differentiation particularly to challenge more able writers. Agreed to clarify writing tasks against learning outcomes. • Moderation of cross curricular writing to ensure opportunities are given for writing across the curriculum in line with the standard expected in literacy. • Undertake learning walk and discussion with linked Governor and report to FGB. 		<ul style="list-style-type: none"> • Data (See Assessment Section) • Standardisation Briefings (See Assessment section) • Omega Cluster moderation briefings. Y2 and Y6 teacher due to attend on 28th March 2017. • Observations by Literacy Manager showed that across the school all children were engaged with the Stimulus for writing. Clear individual targets have been set for all children which has ensured more able children are challenged by the individual expectations. • Science manager is attending a Writing in Science course currently. She is feeding back as to what Writing should look like in Science. • Due to the absence of the Linked Governor a Learning walk for English has not taken place this term.
Summer 2017	<ul style="list-style-type: none"> • Analysis of data in reading and writing to ascertain pupil progress across the school, with particular reference to groups of pupils, and report to FGB. • Moderation of teacher judgements to ensure accuracy and consistency across the school and against ARE • Collect termly data, identifying children that are not on track to reach ARE. Pupil progress meetings to establish methods of accelerating progress to meet ARE or make 'sufficient' progress. • English leader to observe and undertake pupil conferencing linked to writing and engagement with a stimulus. • Continue CPD for English leader and dissemination through staff meetings. • Continue to support and monitor 'Let's Think' lessons. • Ensure teachers are continuing to link writing to topic work where possible. 		<ul style="list-style-type: none"> • Moderation of teacher judgments both internally using new HIAS exemplars for Years 1,3,4 and 5 has ensured accurate judgments for other Year groups (Not just Y2 and Y6). Internal and external moderation sessions ensured accurate judgments for Reading and Writing for KS1 which were agreed during the KS1 Moderation which took place on the 9th June. • KS1 Results show: 81% reached ARE in Reading with 31% reaching GD and 75% reaching ARE in writing with 31% reaching GD. • KS2 Results show: 94% reached ARE in Reading with 50% reaching GD and 100% reaching ARE in writing with 33% reaching GD. • Pupil progress meetings have ensured that all pupils who risked not meeting ARE or GD were identified; barriers were discussed and clear intervention programmes (in and out of class) were put in place. • Observations took place with a focus on the writing stimulus. The majority of children showed really good engagement with each of the stimulus observed. English Leader has a clear idea of the position across the school and what next steps are in regards to continue to improve on the engagement for all children. • English Leader has attended Moderation sessions for English, English Core Provision meetings and Let's Think Network meetings. This has led to a review of marking in writing which identified some over marking. After discussion with staff about this children are now showing much more independence in being able to identify errors and self-correcting and improving their own work before teacher intervention. New approaches to Guided reading have been shared ensuring children justify their responses. Questioning types in

				<p>Guided Reading have also been shared allowing staff and children to respond in more depth ways. A new handwriting programme is being sourced after recommendations from Core provision meetings. English Managers attendance at Moderation sessions ensured a really clear understanding of the requirements for ARE and GD. Let's Think Network meetings have ensured English Manager has had a clear understanding of how to continue to disseminate it across the school. Let's Think has now been taught across the school with staff's understanding and confidence growing and having more of an understanding of the ethos of Let's Think.</p> <p>Staff are providing children with opportunities to utilise their literacy skills in Topic areas which has allowed them to demonstrate how these skills need to be transferable across all areas of the curriculum and not just in literacy lesson</p>
Autumn 2017	<ul style="list-style-type: none"> • Report 2016-2017 data to governors particularly focusing on progress of groups of pupils. • Review of ARE and 'sufficient' progress, based on national standardised test results in English for years 2 and 6 • Attend EYFS network meeting and KS1 and KS2 pyramid assessment meeting 			