



# SCHOOL IMPROVEMENT PLAN – OVERVIEW

January 2019 to January 2022

OFSTED KEY JUDGEMENT	ISSUES FOR IMPROVEMENT		COST	KEY STAFF	KEY GOVERNORS/ COMMITTEE
	Three Year Target	Development Objectives for January 2019 to January 2020			
<b>1. LEADERSHIP AND MANAGEMENT</b>	Development of subject leadership to ensure consistency across the school. Ensure Governors effectively monitor the work of the school, and that all committees work to ensure pupils are kept safe.	1.1 Improve the skills of <b>middle leaders</b> (subject managers) to have an impact on pupil progress and achievement across the school through an exciting and relevant curriculum. 1.2 Promote the Christian and learning <b>vision and values</b> of the school, which are underpinned by fundamental British values. 1.3 Ensure the systems developed for Governors to <b>monitor</b> standards across the school are fully embedded to assess the impact of the school improvement plan. 1.4 Ensure all aspects of <b>safeguarding</b> are highly effective.		SLT	All Governors Committees
<b>2. QUALITY OF EDUCATION</b>	Ensure all teaching is at least good across the school with many lessons outstanding	2.1 Ensure the majority of pupils including groups of pupils are accurately <b>assessed</b> to make at least expected progress from their starting points. 2.2 Ensure documented evidence of all children undertaking reasoning activities to enable them apply their computational knowledge in <b>maths</b> at least to ARE and in many cases at greater depth. 2.3 Ensure evidence of opportunities for challenging, purposeful and relevant <b>literacy</b> activities also allow children to work at greater depth		Teaching staff	Curriculum and standards
<b>3. BEHAVIOUR AND ATTITUDES</b>	Ensure pupils and staff demonstrate outstanding behaviours enabling everyone to feel safe and secure.	3.1 Develop <b>resilience and independence</b> in pupil’s approach to their learning leading to a positive attitude to their education 3.2 Pupils feel <b>safe</b> , are respectful to one another and have high expectations of themselves and others around them. 3.3 Improve pupil <b>attendance</b> and punctuality		Teaching Staff	Curriculum & standards, and personnel
<b>4. PERSONAL DEVELOPMENT</b>	Ensure our pupils become productive active citizens within the diverse society in which we live.	4.1 Continue to develop a <b>broad and balanced curriculum</b> , which enables pupils to develop a wide range of interests and talents including that beyond their current range of experience. 4.2 Successfully prepare pupils for their <b>next step</b> in their educational journey. 4.3 Ensure pupils are well prepared for life in <b>modern Britain</b> to enable them to become productive members of society.		Teaching Staff	Curriculum and standards



# SCHOOL IMPROVEMENT PLAN

January 2019 to January 2020

## 1.1 LEADERSHIP AND MANAGEMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2019 TO 2022	TARGET 2019
The key to high standards across the curriculum is a rich and deep curriculum without which the pupils will have learnt too little and made little progress. Despite staff holding many varying curriculum leadership positions (wearing many hats!), there is a need to continue to drive forward the curriculum through 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 <b>middle leaders</b> (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 2019	<ul style="list-style-type: none"> <li>INSET for review of planning and assessment of RE, PSHE and history, work sampling against National Curriculum objectives. (Feb 2019)</li> <li>RE Planning to include 'Understanding Christianity'. Training for staff.</li> <li>New school History assessment to be reviewed for effectiveness.</li> <li>New Hampshire PSHE planning implemented and reviewed for effectiveness.</li> <li>Subject Leaders updated through attending subject leader's conferences and courses.</li> <li>Continue to resource topics termly across all subject areas.</li> <li>Staff meetings to refine planning and assessment in foundation subjects.</li> </ul>	All staff  DC, KB	INSET	Fully developed subject specific knowledge and skills based curriculum with focus on RE, PSHE and History. Staff training and monitoring show an improvement in planning and staff skills in teaching across the RE, PHSE and History curriculum. Work scrutiny and pupil interviews show engagement and independence in their learning
Summer 2019	<ul style="list-style-type: none"> <li>Review of Geography and Art Curriculum for progression of skills being taught across the school and</li> <li>INSET for long term curriculum map for KS2 reviewed and KS1 map moved to 2 year cycle updated (July INSET).</li> <li>Subject leaders to attend subject network meetings to ensure up to date.</li> <li>Reorganisation of subject management for September 2019.</li> <li>Share assessment data and work scrutiny for foundation subjects with Governors.</li> </ul>	H.D  DC, HD, LP All staff  Gov		
Autumn 2019	<ul style="list-style-type: none"> <li>New 2 year curriculum cycle in place for EYFS/Key Stage 1</li> <li>Training for new subject leaders. Purchase of Core provision for English and maths.</li> <li>New topics resourced for the coming year and visits/visitors booked.</li> <li>Pupil conferencing for enjoyment and engagement with the new topics.</li> <li>Work sampling and observations to ensure the subject manager has a whole school overview and progression of skills across the school.</li> <li>Anti-bullying week to support work in RE/PSHE and school values.</li> </ul>	All staff		



# SCHOOL IMPROVEMENT PLAN

January 2019 to January 2020

## 1.2 LEADERSHIP AND MANAGEMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2019 TO 2022	TARGET 2019
The DfE have 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' through Spiritual, Moral, Social and Cultural Education. As a school we teach our British values alongside our Christian and learning values.	Development of subject leadership to ensure consistency across the school.	1.2 Promote the Christian and learning <b>vision and values</b> of the school which are underpinned by fundamental British values.

Mile stones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	Who	Cost	Impact (Evaluation)
Spring 2019	<ul style="list-style-type: none"> <li>Ensure our vision and values are visually explicit throughout the school – with evidence in all classes, hall, entrance area and corridors as well as on the school website and social media.</li> <li>Our pupils to be very clear about our vision and values through our teaching and learning in RE, worship, PSHE and SMSC and the everyday life of the school.</li> <li>Training for teaching and support staff to develop pupil's independence in thinking and learning.</li> <li>School Council further develop their work supporting charities (Red nose day).</li> <li>'India Day' to positively focus on the culture and traditions of another country.</li> <li>Year 5 and 6 visit to Winchester Cathedral and Medina Mosque as part of their work on Respect for people's religions.</li> <li>Safer internet day focus on 'understanding consent' (link to Respect for self and others), to be led by digital leaders.</li> </ul>	All staff		<p>All visitors to our school and website are aware of our 3 Christian values and their meaning to us as a school.</p> <p>All members of our school community are able to articulate our Christian values and vision.</p> <p>Evidence from classroom observations show all staff encouraging pupil independence.</p> <p>School council's work promoted as support for charities as well as philanthropy.</p> <p>Pupil interviews evidence children being able to embrace the positive aspects of differing cultures, traditions and religions.</p> <p>Governor questionnaires to parents during parent interviews evidence the understanding of internet safety and consent.</p>
Summer 2019	<ul style="list-style-type: none"> <li>Electing through a democratic system a new school council and two sports leaders for each class</li> <li>Green class pupils to organise sports competitions for KS1.</li> <li>Pupil's voice to be developed through school council e.g. suggestion box for pupils reviewed to see if it has been successful</li> </ul>	HT		
Autumn 2019	<ul style="list-style-type: none"> <li>Organise visitors from the community to explain British laws e.g. Police officers, traffic officers</li> <li>Classes to agree class rules and form a class charter agreeing class code of behaviour</li> <li>Parents to be reminded of our school rules as well as the class rules.</li> <li>Children write their own class prayers or reflections to share on a regular basis.</li> <li>Children to have greater involvement in our Charity work – harvest (night shelter/foodbank), remembrance (British Legion), Shoeboxes and Children in Need (film night), reverse advent for foodbank.</li> <li>Community work – singing to luncheon club, Carols around the bonfire etc.</li> <li>Anti- bullying week – theatre company workshop for KS2.</li> <li>NSPCC visit to school for assembly and workshops at KS2</li> </ul>	All staff		



# SCHOOL IMPROVEMENT PLAN

January 2019 to January 2020

## 1.3 LEADERSHIP AND MANAGEMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2019 TO 2022	TARGET 2019
Over the past 18 months some long standing Governors have left the Governing Body including chair and vice chair. The new team needs to continue to develop their skills through monitoring the work of the school and training to ensure they are providing support and challenge, hold the school to account and ensure that pupils get the best possible education.	Ensure Governors effectively monitor the work of the school.	1.3 Ensure the systems developed for Governors to <b>monitor</b> standards across the school are fully embedded and assess the impact of the school improvement plan.

Mile stones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	Who?	Cost	Impact (Evaluation)
Spring 2019	<ul style="list-style-type: none"> <li>Governor self-evaluation to ensure it has the support and challenge as a team and individually.</li> <li>All Governors to access GAFE (using Google Apps for Education) for improved communication of policies and minutes of meetings.</li> <li>Personnel committee embed their system for auditing and monitoring performance management and safeguarding arrangements and report to whole Governing Body.</li> <li>Curriculum committee undertake termly visits linked to school focus on quality of teaching and learning. Termly analysis of absence to ensure it improves from 2017-18 3.4% absence to 3.2% in 2018-19. Implementation of attendance procedures reviewed.</li> <li>Analysis of February internal data drop and pupil progress against previous Key Stage attainment.</li> <li>Governors ensure the school's vision and values are promoted through the school website, within the school and by staff and children</li> <li>Financial audit (SFVS) completed (March).</li> </ul>	JC Gov		<p>Governors placed on committees for new academic year following self-evaluation and skills audit.</p> <p>Paperless Governor meeting with all Governors accessing Governor information through one App.</p> <p>All committees clear about monitoring schedules. Governors able to monitor the success of the School Improvement Plan.</p>
Summer 2019	<ul style="list-style-type: none"> <li>Personnel committee audit of DBS checks and performance review procedures for teaching staff.</li> <li>Finance committee set new budget to present to FGB by 31 May 2019 and agree SFVS.</li> <li>Curriculum committee review the effectiveness of monitoring systems.</li> </ul>	Gov		
Autumn 2019	<ul style="list-style-type: none"> <li>Curriculum committee analyse pupil progress across the year and over the past 3 years. Analysis of absence data against groups.</li> <li>Audit of safeguarding and Health and Safety.</li> <li>Finance Budget revision (November).</li> </ul>	Gov	Gov trng	



# SCHOOL IMPROVEMENT PLAN

January 2019 to January 2020

## 1.4 LEADERSHIP AND MANAGEMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2019 TO 2022	TARGET 2019
<ul style="list-style-type: none"> <li>In line with DFE guidance 'Keeping children safe in Education' 2018, the school has a responsibility to ensure all children are kept safe and has procedures in place to ensure appropriate action is taken to enable all children to have the best outcomes. Safeguarding measures are everyone's responsibility and of paramount importance.</li> </ul>	Development of subject leadership to ensure consistency across the school. Ensure Governors effectively monitor the work of the school, and that all committees work to ensure pupils are kept safe.	Ensure all aspects of <b>safeguarding</b> are highly effective.

Mile stones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	Who?	Cost	Impact (Evaluation)
Spring 2019	<ul style="list-style-type: none"> <li>Half termly health and safety premises inspection by Governors premises committee.</li> <li>IT Subject Leader to monitoring planning of E-safety for consistency and appropriateness.</li> <li>Updating display for pupils in IT suite to clarify code of conduct when using the internet.</li> <li>Safer internet Day (7 Feb 2019)</li> <li>Updated medicines in school policy. Classroom files for administering medicines and first aid.</li> <li>Monthly checks on SCR undertaken by Safeguarding Governor</li> <li>Review of behaviour log for patterns in disruptive behaviour.</li> </ul>			<ul style="list-style-type: none"> <li>✓ Governor self-evaluation to be postponed until summer term 2019 for whole Governor training session.</li> <li>✓ GAFE training to take place at FGB in March.</li> <li>✓ All committees undertaken auditing and monitoring and reported back to the Full Governing Body.</li> </ul>
Summer 2019	<ul style="list-style-type: none"> <li>Purchase CPOMS and train staff to use the system effectively to record safeguarding concerns.</li> <li>Half termly health and safety premises inspection by Governors premises committee.</li> <li>Annual questionnaire to pupils on feeling safe including internet safety.</li> <li>Pupil interviews to establish the effectiveness of the e-safety training.</li> <li>E-safety section on new school website.</li> <li>Review of school behaviour policy, and behaviour log for patterns in disruptive behaviour.</li> <li>Review policies for child protection, safeguarding and PREVENT alongside model policies.</li> <li>Personnel committee to ensure that all staff, volunteers and Governors have enhanced DBS check.</li> <li>Walk to school week</li> </ul>			
Autumn 2019	<ul style="list-style-type: none"> <li>Update contact and medical details for whole school.</li> <li>Half termly health and safety premises inspection by Governors premises committee.</li> </ul>	AP Gov		

	<ul style="list-style-type: none"> <li>• E-safety agreement signed by all pupils and parents.</li> <li>• Whole school e-safety training of pupils through PSHE.</li> <li>• 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.</li> <li>• Questionnaire to pupils and parents on how safe they feel in school. Analysis to Governors.</li> <li>• Safeguarding training, policy revision and e-learning for staff and Governors updated during September INSET</li> <li>• Review of the effectiveness of CPOMS to collate information regarding safeguarding.</li> <li>• Review of behaviour log for patterns in disruptive behaviour.</li> </ul>	SLT		
--	---	-----	--	--



# SCHOOL IMPROVEMENT PLAN

January 2019 to January 2020

## 2.1 QUALITY OF EDUCATION

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2019 TO 2022	TARGET 2019
Data analysis over the past 12 months has shown pupil progress at the end of KS2 from their starting points whilst better than LA and National, as a school, we would expect a greater level progress than National due to our socio economic setting. Due to the disparity between the old and new curriculum internal progress data there are challenges accurately tracking internal progress, however the analysis shows concerns over the progress for some pupils.	Ensure the majority of pupils including groups of pupils make at least expected progress from their starting points.	2.1 Ensure accuracy of assessment judgements across the school and awareness of pupil's starting points ensuring sufficient progress is made.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2019	<ul style="list-style-type: none"> <li>Identify from termly pupil progress data any pupils who were GD at previous key stage and are currently not on track to achieve GD by July 2019.</li> <li>Pupil progress meetings to establish methods of accelerating progress to ensure at least expected progress for all pupils, giving high priority to groups of pupils with particular attention to pupil premium and SEN pupils and pupils achieving GD in previous Key Stage.</li> <li>Core Subject leaders to disseminate assessment resources and exemplification materials from County training.</li> <li>Cluster moderation in writing confirms the school's judgements in English and maths in each year group.</li> <li>Clear evidence of planning and impact of interventions undertaken from analysis of pupil progress assessments.</li> <li>Observation and work sampling shows needs are identified in the lesson and subsequently acted upon</li> <li>Attendance at county assessment briefings and cluster assessment meetings</li> <li>Attendance at EYFS moderation, cluster and county meetings to agree judgements</li> <li>Y2 and Y6 teachers to attend standardisation meetings.</li> <li>Review the effectiveness of new assessment procedures in place for History and RE.</li> </ul>	SLT  Subject leaders		<p>Pupils identified not currently on track for GD, but should be from previous KS results. Targets set and class based interventions in place.</p> <p>Wyvern cluster writing moderation very successful in agreeing judgements and identifying areas for self improvement.</p> <p>Class observations from H/T, English and maths managers identified consistency of implementation of new SIP targets.</p> <p>History and RE assessment in place across the school. Too soon to measure impact of new system.</p>

Durley Primary School SIP January 2019-December 2019

<p>Summer 2019</p>	<ul style="list-style-type: none"> <li>• Analysis of data to ascertain pupil progress across the school focusing on identified groups of pupils (GD, SEN and pupil premium) putting in place a plan of action for the new school following term for pupils not having made at least expected progress.</li> <li>• Moderation of teacher judgements to ensure accuracy and consistency across the school and against ARE</li> <li>• Review pupil conferencing, pupil tracking sheet and annual reports to parents</li> <li>• Make early learning goal judgements and submit to county</li> <li>• Submit EYFS, Year 1 phonics, KS1 and KS2 teacher assessments</li> <li>• Transition meetings between staff to discuss pupil's assessment information and next steps in preparation for new academic year.</li> </ul>	<p>SLT</p>		
<p>Autumn 2019</p>	<ul style="list-style-type: none"> <li>• Ensure the identified pupils not making at least expected progress are being targeted to make accelerated progress to close the gap.</li> <li>• Report 2018-2019 data to governors</li> <li>• Review of ARE and progress results from June 2019 based on National standardised test results in English and maths for years 2 and 6</li> <li>• Report to Governors on the progress of identified groups of pupils (e.g. Pupil Premium and SEN)</li> <li>• Attend EYFS network meeting and KS1 and KS2 pyramid assessment meeting</li> </ul>	<p>SLT</p>		



## SCHOOL IMPROVEMENT PLAN

January 2019 to January 2020



### 2.2 QUALITY OF EDUCATION

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2019 TO 2022	TARGET 2019
<p>% of pupils achieving greater depth in maths across the school in October 2018 was 15%. We would like this to increase to 30%. (National=23%, Hampshire=25%). In order to achieve this, it is necessary to termly moderate maths against the standards to ensure security of judgements and give targeted support for pupils on the cusp of between ARE and GD.</p> <p>In July 2020, a new Mental maths National test will be introduced for pupils in Year 4. The school intends to take part in the pilot. Children will need to have a deeper understanding of multiplication tables to ensure fluency of tables facts to be able to make connections.as well as having wrote learning.</p>	<p>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.</p>	<p>2.2 Ensure moderation activities in <b>maths</b> focus on pupils on the cusp of achieving greater depth in maths and targeting support to help them achieve. Ensure pupils are well prepared for the Y4 National mental maths test to be trialled in June 2019 and then fully implemented in July 2020.</p>

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Co st	Impact (Evaluation)
Spring 2019	<ul style="list-style-type: none"> <li>• Identification of pupils who are currently secure at ARE and have potential for GD.</li> <li>• Maths core provision supporting implementation of number link cards to support multiplication, money, decimals, division and equivalent fractions.</li> <li>• Pupils having greater understanding of word problems, discussing the problem prior to working out the answer and selecting the correct operation.</li> <li>• Maths Leader and Curriculum Governor to follow up monitoring visit from previous year to ensure standards have been maintained and that reasoning is being extended and followed up by the class teacher. Also to be followed up through moderation in staff meeting.</li> <li>• Monitor the evidence of greater depth and mental maths across the school through work sampling, data analysis and a learning walk.</li> <li>• Pupil progress meetings to establish methods of accelerating progress to meet greater depth or make 'sufficient' progress. High priority is given to groups of pupils with particular attention to pupil premium and SEN pupils.</li> <li>• Focused interventions for all children not meeting ARE to enable them to potentially meet ARE. Close tracking of progress through termly pupil progress meetings.</li> <li>• CPD for maths leader from HIAS core maths provision and then disseminate across the school in staff meetings</li> </ul>	SLT		<ul style="list-style-type: none"> <li>✓ Staff meeting held and data analysed about children who have the potential to achieve greater depth. List of children generated and interventions/ extra work put into place.</li> <li>✓ Discussed link between girls achievements and the impact of friendship issues – we decided we needed to support friendship issues at break times more in order to help girls be more able to achieve in maths.</li> <li>✓ JM had training on the use of number link boards to support mental maths and multiplication tables knowledge. Number link boards to be ordered ready for the use at the start of the summer term and training to be given to staff during a staff meeting.</li> <li>✓ Focused interventions being implemented successfully across all year groups.</li> <li>✓ JM attended core provision and the primary maths conference. Testing carried out successfully in all year groups to allow teachers to assess progress.</li> </ul>

Durley Primary School SIP January 2019-December 2019

	<ul style="list-style-type: none"> <li>• Testing in maths to support the tracking of pupil progress from test base at Key Stage 2 and using White Rose materials for Key Stage 1.</li> </ul>			
Summer 2019	<ul style="list-style-type: none"> <li>• School to take part in 2019 trial tables test.</li> <li>• New focus on mental maths as a precursor to mental maths testing nationally starting in 2020 (Y4). Teaching focus on speed and accuracy of mental maths and teaching of tables and making mental maths connections within lesson times.</li> <li>• Monitoring of work, planning and classroom observation to ensure the pitch of lessons is challenging enough to enable children reach ARE and greater depth where appropriate.</li> <li>• Review policy for maths to ensure a consistent approach across the school</li> <li>• Governors to monitor progress of groups of pupils identified as not making at least expected progress in February 2019, including groups of pupils.</li> <li>• Monitor classroom practice to ensure there is clear evidence of pupil progress in mental maths.</li> <li>• End of Year Pupil Progress meeting to analyse progress and set targets for new academic year.</li> <li>• Analysis of maths White Rose testing data in KS1 and Testbase at Key Stage 2 and report to Governors with a particular focus on groups of pupils (girl/boy, GD, SEN and Pupil Premium).</li> </ul>	Y4 teacher	Maths leader	SLT
Autumn 2019	<ul style="list-style-type: none"> <li>• Review previous years assessment procedures and make necessary changes to ensure they are efficient and have no duplication.</li> <li>• Investigate use of maths computer programs which could be used to support pupils maths learning at home.</li> <li>• Review Test materials for fitness for purpose.</li> <li>• Staff meeting to discuss current practice and future actions. Work sampling to identify consistency of evidence in books.</li> <li>• Training for new staff.</li> <li>• Analyse data from SATs results, internal data from other year groups and children that have received regular interventions to assess their effectiveness.</li> </ul>			SLT



## SCHOOL IMPROVEMENT PLAN

January 2019 to January 2022

### 2.3 QUALITY OF EDUCATION

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2019 TO 2022	TARGET 2019
<p>Following whole school data analysis from the first data drop in October 2018, the school identified a predominance of children just missing ARE in writing due to limited focus when writing and editing leading to poor application of taught GPS. In October 2018, 68% of pupils in Years 1-6 were on track to meet ARE by June 2019. We would like to increase this to 85% in line with Hampshire.</p> <p>In October 2018, only 17% of pupils in Years 1-6 were predicted to be at greater depth for writing by June 2019. This is possibly due to a lack of pupil selection of writing form. We would like to increase pupils at Greater depth to 25% in line with Hampshire.</p>	<p>Ensure all pupils including groups of pupils are working within the age related expectation of the current curriculum in writing and have the opportunity to work at greater depth in order to maintain progress</p>	<p>2.3 Ensure evidence of opportunities for challenging, purposeful and relevant <b>literacy</b> activities also allow children to work at greater depth</p>

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	Who?	Cost	Impact (Evaluation)
Spring 2019	<ul style="list-style-type: none"> <li>Observation of <b>teaching</b> is evidence of an engaging stimulus for writing ensuring all children are clear about the purpose of the learning (learning objective) and how it can be achieved.</li> <li>Monitoring of <b>planning</b> show evidence of pupils being given opportunities to write for different purposes at key stage 1 and select at Key Stage 2 write effectively for a range of purposes and audiences selecting the form drawing independently on what they have read as models for their own writing to achieve greater depth. Children will have opportunities to write without following a given structure.</li> <li>Pupils <b>learning behaviour</b> within class sessions shows full engagement through out the whole session including writing and then self-editing for improvement.</li> <li><b>Work scrutiny</b> evidence of pupil self-editing, response to feedback marking, pupils independently selecting different forms, character, setting for their writing.</li> <li>Year 2 and Year 6 teacher's attendance at <b>Standardisation meetings</b> to ensure clear understanding of final framework and report back to staff.</li> </ul>	<p>EH</p> <p>HD/EH</p>		<ul style="list-style-type: none"> <li>Observations and book scrutiny have shown clear evidence of exciting stimuluses for writing, with outcomes and discussion demonstrating children have a clear understanding of what they need to do to achieve the outcome successfully. This has led to an increase of the % of children now on track as at Feb 2019 to achieve ARE+ with 71% now on track and 18% on track to reach Greater Depth.</li> <li>Pupils showing greater engagement and investment in their own writing. Due to having more time to self-edit, children are working more independently and producing higher quality pieces both technically and with regard to composition and effect. This has been evident during book scrutiny undertaken with the Chair of Governors and the English Manager.</li> <li>Year 2 and Year 6 teachers attendance at Standardisation briefings has ensured staff have a clear understanding of end of Key Stage expectations since the introduction of the New Framework (no longer an interim framework) and all staff are planning accordingly with these expectations in mind ensuring a common approach across the school.</li> </ul>

	<ul style="list-style-type: none"> <li>• Wyvern Cluster <b>moderation</b> led by Hannah Satchel (HIAS) for training of assessment judgements for all year groups across the cluster to ensure greater accuracy of judgements.</li> <li>• Undertake learning walk and discussion with linked <b>Governor</b> and report to FGB.</li> <li>• Hold pupil progress meetings (Feb data drop) with staff to identify barriers to learning and key areas for development including book scrutiny. In conjunction with staff develop plan of action for groups /individual children including additional booster sessions with teaching staff if necessary, ELSA support if emotional issues are identified etc.</li> <li>• Ensure Let's Think programme is being used correctly to inspire writing.</li> <li>• Ensure target setting has been used to raise standards in pupils writing</li> </ul>	<p>EH</p> <p>Gov Curric</p> <p>EH</p>	<ul style="list-style-type: none"> <li>• Attendance at the Wyvern Cluster moderation has provided staff across all Year Groups with a much clearer understanding of what constitutes the Expected Standard and Greater Depth for each year group (not just Years 2 and 6) and how to provide children with the opportunities to write at Greater Depth including freedom of choice in regard to outcome. This has led to staff adapting their planning and work scrutiny has shown clear evidence of these opportunities.</li> <li>• Book Scrutiny alongside the chair of Governors has ensured Governors have a clear understanding of the requirements for Expected and Greater Depth and how recommendations made during the Ofsted visit in July have been implemented.</li> <li>• Pupil Progress meetings have ensured SLT have a clear understanding of which children are not making at least expected progress and what the issues are. From this staff and SLT have devised strategies (both in class and in intervention sessions) as to how to ensure these children make accelerated progress. This has led to 7 children moving from not making the expected progress to being back on track.</li> <li>• Let's Think being used as a stimulus for writing has enabled pupils to have a deeper understanding of the text / stimulus and be more invested in the outcomes producing higher quality and more insightful pieces.</li> <li>• Target setting has focused staff as to what is holding a child back with regard to progressing with their writing. It has given children a clear focus as to what they need to do to improve. By making children highlight evidence of what their target is has ensured it is a meaningful process that allows them to see when they have not applied it and edit as needed.</li> </ul>
<p>Summer 2019</p>	<ul style="list-style-type: none"> <li>• Observation of <b>teaching</b> is evidence of an engaging stimulus for writing ensuring all children are clear about the purpose of the learning (learning objective) and how it can be achieved.</li> <li>• Monitoring of <b>planning</b> show evidence of pupils being given opportunities to write for different purposes at key stage 1 and select at Key Stage 2 write effectively for a range of purposes and audiences selecting the form drawing independently on what they have read as models for their own writing to achieve greater depth. Children will have opportunities to write without following a given structure.</li> <li>• Pupils <b>learning behaviour</b> within class sessions shows full engagement through out the whole session including writing and then self-editing for improvement.</li> </ul>	<p>SLT Govs</p>	

Durley Primary School SIP January 2019-December 2019

	<ul style="list-style-type: none"> <li>• <b>Work scrutiny</b> evidence of pupil self-editing, response to feedback marking, pupils independently selecting different forms, character, setting for their writing.</li> <li>• Continue CPD for English leader and dissemination through staff meetings.</li> <li>• Work with teaching staff to ensure writing assessments are accurate for these cohorts and can be used to identify next steps. Use Hampshire and National Exemplification materials to support judgments.</li> <li>• Hold pupil progress meetings with present and next teacher (June data drop) to identify barriers to learning and key areas for development for the coming year.</li> <li>• Review No Nonsense spelling and Penpals handwriting schemes</li> </ul>			
Autumn 2019	<ul style="list-style-type: none"> <li>• Review teaching, planning, pupil’s learning behaviour and evidence in books to identify progress against SIP and next steps for pupil progress.</li> <li>• Continue CPD let’s Think and Core Provision</li> <li>• Report 2018-2019 data to governors particularly focusing on progress of groups of pupils.</li> <li>• Review of ARE and ‘sufficient’ progress, based on national standardised test results in English for years 2 and 6 and compare against internal data.</li> <li>• Work with teaching staff to ensure writing assessments are accurate for these cohorts and can be used to identify next steps. Use Hampshire and National Exemplification materials to support judgments.</li> <li>• Hold pupil progress meetings with new and previous teacher (Oct data drop) for key children to identify barriers to learning and key areas for development including book scrutiny. In conjunction with staff develop plan of action for groups /individual children including additional booster sessions with teaching staff if necessary, ELSA support if emotional issues are identified etc.</li> <li>• Observe staff teaching and children’s learning behaviour and coach / advise appropriately.</li> </ul>	SLT Govs		



## SCHOOL IMPROVEMENT PLAN

January 2019 to January 2020

### 3.1 BEHAVIOUR AND ATTITUDES

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2019 TO 2022	TARGET 2019
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 computing curriculum has a greater emphasis on cyber-bullying and e-safety. The school is keen to monitor its effectiveness.	Ensure pupils and staff demonstrate outstanding behaviours enabling everyone to feel safe and secure.	3.1 Develop <b>resilience and independence</b> in pupil's approach to their learning leading to a positive attitude to their education

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2019	<ul style="list-style-type: none"> <li>Further development of Let's Think in English to encourage pupils to undertake discussion and debate in a considered way.</li> <li>Classroom observations focus on the use of additional adults to support all children with their learning and promote independence.</li> <li>Annotations in marking show level of support pupils have received within their work.</li> <li>Review learning value certificates for independence, kindness and perseverance in learning each half term.</li> <li>INSET to set up initial work on mental health and well-being. Policy reviewed by staff. Questionnaire to staff regarding pupil's resilience.</li> </ul>	SLT		Classroom observations across all subjects show pupils more willing to participate in debating and giving their views with well-supported reasoning. Variation across the school with adults ability to encourage pupil independence. Initial discussion on mental health and well being a good start although aware that there is a lot to do. Policy agreed by all staff and Governors.
Summer 2019	<ul style="list-style-type: none"> <li>Termly classroom observations have a specific focus on pupil independence.</li> <li>Action plan for pupil and staff mental health and well-being.</li> <li>INSET day organised with Wvvern Cluster of schools for February 2020.</li> <li>Training for new ELSA set up.</li> </ul>	SLT		
Autumn 2019	<ul style="list-style-type: none"> <li>All staff to observe pupil's learning behaviours and analyse for efficiency in learning (see model learning behaviour grid)</li> <li>Within P.S.H.E and worships learning behaviours and values to be reinforced. Reward certificates for independence, resilience, engagement, perseverance to be given out in Celebration worships</li> <li></li> </ul>	SLT		



# SCHOOL IMPROVEMENT PLAN

January 2019 to January 2020

## 3.2 BEHAVIOUR AND ATTITUDES

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2019 TO 2022	TARGET 2019
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 computing curriculum has a greater emphasis on cyber-bullying and e-safety. The school is keen to monitor its effectiveness.	Ensure pupils and staff demonstrate outstanding behaviours enabling everyone to feel safe and secure.	3.2 Pupils feel <b>safe</b> , are respectful to one another and have high expectations of themselves and others around them.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2019	<ul style="list-style-type: none"> <li>Review of behaviour log to computerise incidence of pupils receiving negative dojos at KS2 and being on 'red' at KS 1. Parental involvement for poor behaviour of pupils.</li> <li>Review dojo system for recognition of good behaviour and learning including star system at KS 2.</li> <li>Governors interview pupils in Year 6 to establish their attitude towards the Y6 tests in the summer term.</li> <li>Involvement of behaviour support (Keppel Centre) for pupils with behavioural difficulties. Introduce the Thrive Approach where appropriate to support pupils with poor resilience and self-confidence.</li> <li>Governors interview pupils from across the school on their experiences and views on the teaching of RE and worship.</li> <li>Pupil conferencing with class teacher to ascertain pupil's attitude to their current learning.</li> </ul>	SLT  Gov Curric		<p>Analysis shows a reduction in negative behaviour since the introduction of Key Stage 2 Dojo system for behaviour and learning.</p> <p>Governor interviews with Y6 pupils gave Governors a greater understanding of the SATs from pupil perspective. The children said they were anxious about the testing but felt very well prepared and looking forward to the Y6 picnic when they were finished!</p> <p>Thrive programme in process and already seeing an improvement in behaviour from supported pupil.</p> <p>Governor interviews with pupils showed a marked improvement in their knowledge, understanding and enthusiasm for learning RE across the school.</p>
Summer 2019	<ul style="list-style-type: none"> <li>Lunchtime behaviour reviewed with new lunchtime R and R sports support.</li> <li>Review behaviour policy with Governor's Curriculum committee and staff.</li> <li>Implement new Sex and Relationships policy.</li> <li>PSHE scheme reviewed and new scheme developed.</li> <li></li> </ul>	SLT		

Autumn 2019	<ul style="list-style-type: none"> <li>Review new PSHE scheme and Sex and relationships policy.</li> <li>Pupil conferencing with class teacher to ascertain pupil's attitude to their current learning.</li> </ul>			
-------------	--	--	--	--

	<h2 style="margin: 0;">SCHOOL IMPROVEMENT PLAN</h2> <p style="margin: 0;">January 2019 to January 2020</p>
---	--

### 3.3 BEHAVIOUR AND ATTITUDES

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2019 TO 2022	TARGET 2019
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 computing curriculum has a greater emphasis on cyber-bullying and e-safety. The school is keen to monitor its effectiveness.	Ensure pupils and staff demonstrate outstanding behaviours enabling everyone to feel safe and secure.	3.3 Improve pupil <b>attendance</b> and punctuality

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2019	<ul style="list-style-type: none"> <li>Review attendance for any persistent lateness and absentees. H/T to work with parents to improve attendance.</li> <li>Report to Governors Curriculum and standards committee on attendance of groups of pupils – pupil premium, class, SEN etc. Discuss implementation of</li> <li>Termly report in newsletter of pupils with 100% attendance.</li> </ul>	Gov Curric		Absence currently at 3.4%. Focus discussions with parents of pupils who have late attendance (after 9:00am gates have closed) has shown improvement. See curriculum minutes for more details of impact of groups of pupils.
Summer 2019	<ul style="list-style-type: none"> <li>Review attendance for any persistent lateness and absentees. H/T to work with parents to improve attendance.</li> <li>Report to Governors on attendance of groups of pupils – pupil premium, class, SEN etc</li> <li>Year R transition meeting for parents explain the importance of good attendance, punctuality and illegality of term time holidays.</li> </ul>	SLT		



Autumn 2019	<ul style="list-style-type: none"> <li>Review attendance for any persistent lateness and absentees. H/T to work with parents to improve attendance.</li> <li>Report to Governors on attendance of groups of pupils – pupil premium, class, SEN etc</li> <li>Start of new school year focus on the importance of good attendance through newsletters.</li> </ul>			
-------------	---	--	--	--

 <p><b>Durley</b> CE (Controlled) Primary School</p>	<h2>SCHOOL IMPROVEMENT PLAN</h2> <p>January 2019 to January 2020</p>
---	--

**4.1 PERSONAL DEVELOPMENT**

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2019 TO 2022	TARGET 2019
<p>Durley Primary School is located within a small rural village with limited diversity within the population. For this reason, it is important that we provide a broad and balanced curriculum for our pupils to widen their knowledge and understanding of the world around them and the diverse society in which they live.</p>	<p>Ensure our pupils become positive, productive and active citizens within the diverse society in which they live.</p>	<p>4.1 Continue to develop a <b>broad and balanced curriculum</b> which enables pupils to develop a wide range of interests and talents including that beyond their current range of experience.</p>

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2019	<ul style="list-style-type: none"> <li>Curriculum day (India) to broaden pupil’s understanding of the world around.</li> <li>Year 5 and 6 visits to the Medina Mosque in Southampton and Winchester Cathedral to gain an understanding of differing beliefs in our modern society.</li> </ul>	Staff		Very successful India Day for pupils broadening their understanding of a differing culture.

				Year 5/6 visits to Winchester cathedral and Medina Mosque linked to Understanding Christianity broadening the pupils experiences and understanding.
Summer 2019	<ul style="list-style-type: none"> <li>Curriculum and timetabling review to ensure delivery is broad and balanced with a clear intent, planned implementation and desired impact.</li> <li>Review of extra-curricular clubs with a view to developing a wider range of clubs dependent on pupil's interests (in addition to sport).</li> <li></li> </ul>	Teaching staff		
Autumn 2019	<ul style="list-style-type: none"> <li>Development of STEM subjects through a whole school project.</li> <li>Moderation of writing across the curriculum with schools in the Wyvern cluster to evaluate work samples against that in other schools.</li> </ul>	SLT		

 <p><b>Durley</b> CE (Controlled) Primary School</p>	<h2 style="margin: 0;">SCHOOL IMPROVEMENT PLAN</h2> <p style="margin: 0;">January 2019 to January 2020</p>
---	--

**4.2 PERSONAL DEVELOPMENT**

<b>BACKGROUND INFORMATION (Why?)</b>	<b>THREE YEAR TARGET 2019 TO 2022</b>	<b>TARGET 2019</b>
Durley Primary School is located within a small rural village with limited diversity within the population. For this reason, it is important that we provide a broad and balanced curriculum for our pupils to widen their knowledge and understanding of the world around them and the diverse society in which they live.	Ensure our pupils become positive, productive and active citizens within the diverse society in which they live.	4.2 Successfully prepare pupils for their <b>next step</b> in their educational journey.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2019	<ul style="list-style-type: none"> <li>Completion of Year 6 transition forms for secondary and meetings between staff.</li> </ul>	HT/ AST		All transitions meeting are in place for the summer term for years 6 pupils for pupils

	<ul style="list-style-type: none"> <li>Year 6/7 transition meeting with Wyvern Cluster to set up dates and transition plans. Discussion and agreement about summer transition camp.</li> <li></li> </ul>			entry into 5 different schools for September 2019.
Summer 2019	<ul style="list-style-type: none"> <li>New intake parent's meeting and transition days for new pupils.</li> <li>Meetings between pre-school and Reception teacher. Home visits.</li> <li>Y6 transition days to new school and additional dates for SEN and vulnerable pupils.</li> <li>Transition program implemented across the school including meet the teacher day</li> <li>Twilight session for discussion around pupil data, safeguarding etc.</li> </ul>	EH DC		
Autumn 2019	<ul style="list-style-type: none"> <li>New intake to have church service with whole school and parents as induction to our school</li> <li>Set up support for pupils struggling to settle into new classes</li> <li>Parents meetings discuss how pupils have settled.</li> <li>Meeting between teachers to discuss pupil progress against performance in previous year and how well they have settled into the new routines.</li> </ul>	SLT		



## SCHOOL IMPROVEMENT PLAN

January 2019 to January 2020

### 4.3 PERSONAL DEVELOPMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2019 TO 2022	TARGET 2019
Durley Primary School is located within a small rural village with limited diversity within the population. For this reason, it is important that we provide a broad and balanced curriculum for our pupils to widen their knowledge and understanding of the world around them and the diverse society in which they live.	Ensure our pupils become positive, productive and active citizens within the diverse society in which they live.	4.3 Ensure pupils are well prepared for life in <b>modern Britain</b> to enable them to become productive members of society.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2019	<ul style="list-style-type: none"> <li>Implementation of new RE modules on Understanding Christianity into the curriculum comparing</li> <li>Pupils organise fundraising as a Lent project to raise money for Toilet twinning across the world.</li> <li>Worship time used to teach children about pupils in other parts of the world without toilet facilities and the importance of basic hygiene.</li> </ul>	DC All staff		Work sampling across the school evidences the implementation of Understanding Christianity. Responses from Children during the Easter service are evidence on the positive impact it is having.

Durley Primary School SIP January 2019-December 2019

	<ul style="list-style-type: none"> <li>Christingle to raise money for children’s Society and having an awareness of children in difficult situations in our country.</li> <li>Year 5 and 6 visit to Medina Mosque to observe Islamic worship and understanding of how the Islamic faith works within our British society.</li> <li>School Council organise a book sale for a charity of their choice (cancer research)</li> <li>Introduction of lunch mentors on the playground to help support lunchtime activities.</li> </ul>			<p>LENT project very successfully raised nearly £700. Children were fully involved in the promotion and fundraising. Full community involvement in Christingle which was this year part of school worship. Due to its success agreed to follow this model in the future.</p> <p>Y5/6 visits to Winchester cathedral and Medina Mosque have deepened the pupils understanding of religions being studied. Lunch monitors very successfully supporting children across the school at lunch times.</p>
Summer 2019	<ul style="list-style-type: none"> <li>Election of new school council for following academic year.</li> <li>Select new sports crew to help with sport across the school.</li> <li>Family reading night – pupils from Years 5 and 6 reading to younger pupils and parents.</li> <li>KS2 production.</li> </ul>	All staff MC		
Autumn 2019	<ul style="list-style-type: none"> <li>Set up new class charters for pupil’s behaviours.</li> <li>Support for hedge End foodbank through the harvest festival work.</li> <li>Singing to the luncheon club for their Christmas lunch.</li> <li>Remembrance service for whole school, parents, governors and friends in remembrance and to give thanks to those in the armed services.</li> </ul>	All staff		