



## School Improvement Plan 2019 – 20

For 2019-20, the major focus for school improvement will be improving the teaching of reading, the development of the curriculum and increasing parental involvement.

Development Priority	Tasks or Activities	Success Criteria	Requirements /Timing	Person Responsible	Monitoring	Governor Involvement
<b>The Curriculum</b>						
-To maintain high standards in Maths and English	-See Maths and English Action Plans	To sustain levels of children achieving expected standard at KS1 and KS2 being in line with National Averages.	Ongoing	SB/PW	GJ	All
-To raise the profile of science throughout the school and improve outcomes across the school	-PW to attend Science Cluster Group - As part of a curriculum review, prioritise the teaching of science, especially investigations	A richer curriculum ensuring all the requirements of the NC are covered	Ongoing	PW	GJ	
-To continue to provide our children with meaningful experiences both in and out of the classroom - 'Magical moments and pockets full of memories'	-Following the success of Dragon Week, to have theme weeks throughout the year. To place great importance on visits outside school.	Quality learning experiences and writing opportunities	Termly	All teachers	GJ	FB (via pupil interviews )

<p>-To develop an appropriate system of marking and feedback</p> <p>- To be aware of the change in focus of Ofsted regarding foundation subjects</p>	<p>-Staff to discuss a model of feedback suggested by Alex Bedford and adapt it to the needs of our school</p> <p>-Ensure subject knowledge of teachers is good. CPD to be arranged by the RLA.</p> <p>-To work out an effective system of subject leadership of foundation subjects in consultation with other small schools from within the consortium</p>	<p>Children knowing what the next steps in their learning should be</p> <p>Training to be organised by the consortium</p>		<p>Teachers at Staff Meeting</p> <p>All teachers</p>	<p>GJ -Pupil interview</p> <p>GJ</p>	
<p>Improve the Quality of Teaching throughout the school</p>	<p>-Use external advice from peer to peer partner/associate adviser</p> <p>-Ensure needs of pupils are identified(via pupil progress meetings) and appropriate and effective interventions are delivered.</p> <p>- With Y6 results annulled, but predicted results disappointing, to ensure preparation for Y6 tests is thorough</p> <p>-Ensure statutory and non-statutory test administration processes are robust and effective</p> <p>-To provide support in EYFS for teacher</p>	<p>Effective and consistently good lessons throughout the school</p> <p>Identified children to have made at least expected progress</p> <p>Improved test scores at KS2 (in line with National Averages)</p> <p>-Review STA Guidance -CPD for Class Teacher -Governors in attendance as independent observers</p> <p>LA EYFS Team to continue</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn and Spring terms</p> <p>Ongoing</p> <p>Ongoing</p>	<p>GJ</p> <p>FS</p> <p>Y5/6 Teacher</p> <p>Y5/6 Teacher</p> <p>Ass Adv/LA</p>	<p>Local Auth</p> <p>GJ</p> <p>GJ</p> <p>GJ</p>	<p>All</p> <p>JR</p> <p>All</p> <p>JJ</p> <p>JJ</p>

	<p>after a long term absence.</p> <p>-To increase the rigour of monitoring throughout the school. This will be done by middle leaders and the Headteacher. New ideas from Alex Bedford on monitoring to be adopted.</p> <p>-To ensure that TAs are being used effectively. Again this will be done by monitoring and support, possibly involving external training for both teachers and TAs.</p>	<p>to support. TED support programme to continue</p> <p>Using a variety of methods for senior leaders to have evidence that teaching is very good</p> <p>Emphasis on TAs working with children</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SB/FS/PW</p> <p>FS and Teachers</p>	<p>GJ</p> <p>GJ</p>	<p>All</p>
<b>English</b>						
<p>1. To build on the improvements in the teaching of phonics so that more pupils gain the skills they need to become successful readers who are well prepared for the next stage of their education</p> <p>2. To improve reading throughout the school</p>	<p>Ensure another year of consistent implementation of Read, Write Inc and Read, Write Spell</p> <p>To introduce Big Reading(Y1 –6)</p> <p>To utilise the libraries to inspire a love of reading</p> <p>Staff to check pupils’ understanding systematically in guided reading</p>	<p>-Maintain good scores in KS1 Phonics Test (&gt;80%)</p> <p>Significant improvement in reading both in tests/SATs and evidenced in children’s written work.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>LG/SB/FS</p> <p>SB</p>	<p>GJ</p> <p>GJ</p>	<p>JJ</p> <p>JJ</p>

<p>3. Ensure accelerated progress of identified children in reading and writing</p>	<p>sessions</p> <p>Encourage use of parent helpers to support readers. Use TA interventions. Use pupil progress meetings to identify those in need.</p>	<p>Improvements in fluency and understanding of texts</p>	<p>Ongoing</p>	<p>SB</p>	<p>GJ</p>	<p>JJ</p>
<b>Maths</b>						
<p>1. To improve the rate of progress in Maths for all pupils ensuring that more children make expected progress by the end of KS 2</p> <p>2. To analyse EYFS, KS1 and KS2 data in order to assess areas for development</p> <p>3. To improve times tables at mastery level by the end of Y4</p>	<p>-Identify children in need of intervention -Reasoning to be embedded throughout the maths curriculum</p> <p>-Use Scholarpack/Pupil Progress Meetings/Practice Papers to analyse gaps in children's learning</p> <p>-Times Table Rockstars to be introduced to Y2 – 6 to enable Y4 to prepare for the Time Table Test 2020.</p>	<p>To sustain levels of children achieving expected standard at KS1 (75%) and KS2 (71.4%)</p> <p>-children confident and proficient in all areas of Maths</p> <p>-For the school to be in line with national averages in the DfE times tables test</p>	<p>Ongoing</p> <p>Autumn 2019</p> <p>Ongoing</p>	<p>PW</p> <p>PW</p> <p>PW</p>	<p>GJ</p> <p>GJ</p> <p>GJ</p>	<p>Maths Governor</p> <p>Maths Governor</p> <p>Maths Governor</p>
<b>Leadership/Support</b>						
<p>1. To re-establish a support network for the school</p>	<p>-HT to actively search for a new Peer to Peer Partner who will support the school with school improvement</p>	<p>-An exterior judgement that school is making progress and improving</p>	<p>From Autumn 2019</p>	<p>GJ</p>	<p>LA</p>	<p>All</p>

	-Subject leaders to continue to attend consortium meetings	-Advice and knowledge shared between schools to ensure best practice	Ongoing	PW,SB,FS	GJ	All
<b>EYFS</b>						
1. To enrich the evidence gathered in the early years by supporting parents to become more involved and sharing the information as they move on to Year 1	Continued use of 'Parent Share' through 2BuildaProfile.	Greater sharing of children's achievements in the early years between parents and school	£200pa	LG	GJ	FB
2. To ensure that planning is clear and appropriate to the children	-Use of EYFS Advisory team to check	Accurate profiling of children resulting in a GLD >75%	Ongoing	LG	EYFS Team/Ass Adv	FB
3. Ensure that phonics are taught effectively	-Use of experienced members of staff in school	Children to be at age related expectations in Read, Write Inc by the end of Reception	Ongoing	LG	FS	FB
4. To ensure that Reception staff have a clear understanding of EYFS profiling	-Use of EYFS Advisory Team	Evidence in EYFS Profiles	To be arranged	LG	EYFS Team/Ass Adv	FB
5. To create an effective tidy and stimulating area for EYFS children	-Vary equipment used and change topics more frequently	Evidence in pupil profiles and general observation	Ongoing	LG	EYFS Team/Ass Adv	FB
6. To have tighter moderation	-The school may not be externally	Successful moderation	Summer	LG	EYFS	FB/All

of Early Years in order to ensure a robustness of teacher assessment judgements	moderated in 2019-20, but use SB and other staff internally and also Cluster support/LA advisers.		2020		Team/Ass Adv	
<b>Attendance</b>						
1. To improve attendance throughout the school	<ul style="list-style-type: none"> <li>-Celebrate good attendance through newsletter, website, attendance charts</li> <li>-Possible rewards for good attendance</li> <li>-Produce an attendance leaflet for parents</li> <li>-Write to parents when attendance is poor</li> <li>-Greater rigour when parents request time off for appointments/holidays</li> </ul>	<p>Attendance &gt;96.5%</p> <p>Attendance of PP children to increase</p> <p>Reduction in the number of children with attendance below 90%</p>	From Sept 2019	GJ	Govs	All (via HT report)
<b>SEN</b>						
<ul style="list-style-type: none"> <li>1. To develop and support Wave 1, 2 and 3 interventions</li> <li>2. To develop and implement the system for annual reviews ensuring they are person centred</li> </ul>	<ul style="list-style-type: none"> <li>-Look to build on expertise of TAs</li> <li>-Ensure that the work is ability appropriate</li> <li>-Send out parental and pupil questionnaires to gain opinions of pupil support</li> <li>-To establish a recognised routine of termly TAF meetings</li> <li>-Increase parental involvement in the education of their children in order</li> </ul>	Significant progress of SEN children as evidenced by ASP/Internal data	Cost/Time Co-ordination (FS)	FS	GJ	MW

<p>3. Audit provision in order to monitor and assess the progress of SEN Pupils more accurately and regularly. To establish a whole school system for this</p> <p>4. To develop speech and language resources and knowledge across the school</p> <p>5. Quality First Teaching</p>	<p>they reach their potential</p> <p>-To devise a weekly progress sheet to be completed by TAs supporting children</p> <p>- Consistent assessment of children</p> <p>-Regular contact with external agencies</p> <p>-Implementation of Time to Talk</p> <p>-Purchase of speech and language resources</p> <p>Teacher/TA CPD</p> <p>Visits to other settings</p>			<p>FS</p> <p>FS</p> <p>FS</p>		
<b>Parental Involvement</b>						
<p>To improve the relationship between school and parents and involve them in school life more</p>	<p>Invite parents in to school to see concerts, assemblies, interesting lessons more frequently</p> <p>To hold an Internet Safety event</p> <p>To make greater use of facebook , the website and twitter to inform parents of activities</p> <p>To encourage parents to help in school</p>	<p>Positive feedback from parents</p> <p>A well-attended and informative event</p> <p>Sharing of all the good things that go on in school</p> <p>Greater support and understanding of what goes on in school</p>	<p>From Autumn 2019</p>	<p>ST</p> <p>FS/GH</p>	<p>GJ</p> <p>GJ</p> <p>GJ</p> <p>All staff</p>	<p>DP</p> <p>DP</p> <p>DP</p> <p>DP</p>

	To establish an effective PTA group with meaningful and fun events and fundraising opportunities	Following an inaugural meeting, to establish a calendar of events for the year	October 2019		PW/SB/G B	DP
<b>Buildings/Maintenance</b>						
1. To ensure that school is attractive and functional.	Various improvements to the school premises including: - Decoration of EYFS and improvements to the learning environment - Replacement of drainpipe (front door) - Installation of CCTV - Netting of eaves to prevent birds - New Carpet and Flooring in Y1/2 - New goals for MUGA	Improved school environment		SS	GJ	MW
<b>IT</b>						
1. To continue to improve the IT facilities for pupils in the school	- Smooth running of existing equipment and purchase/use of relevant apps  - Change of IT providers from Gemini to GBM	Better teaching resources	Oct 2019  £4000	ST/GBM  ST/GBM	GJ	DP
2. To ensure the computing curriculum is consistently followed	- Check requirements of IT curriculum are being followed by work scrutinies. Steven Travers to take on the role of subject leader	IT proficient children Pupil surveys		ST	GJ/ST	

Prepared by GD Jones September 2019 in consultation with staff and governors

Amendments made in November 2019

For more detailed plans for Maths, English and SEN, see Middle Leaders' Action plans