



*Provisional*

## School Improvement Plan 2017 – 18

**For 2017-18, the major focus for school improvement will be challenging the more able children in Maths and improving spelling throughout the school.**

Development Priority	Tasks or Activities	Success Criteria	Requirements /Timing	Monitoring	Governor Involvement
<b>Maths</b>					
1. Raise the standard of teaching in Maths to ensure that children achieve expected levels and more able children are challenged	<ul style="list-style-type: none"> <li>-Differentiated lessons</li> <li>-Use of appropriate challenging materials (Cambridge Maths)</li> <li>-After School clubs for Maths</li> <li>-Careful identification of children in Y6 who need further support to reach expected and exceed expectations</li> <li>-Careful monitoring (observations, work scrutinies) throughout the school to ensure that children are being challenged</li> <li>-Use any time available for Maths activities (before school after lunch etc)</li> </ul>	<p>IAs well as an improvement in KS2 scores (60% 2017) also an increase in children achieving scaled scores of 110+ (0% 2016 &amp;17) so that Maths achievement is in line with national expectations</p> <p>Expected progress from KS1 to 2 is in line with national expectations (50% 2017)</p>	<p>Time Monitoring (PW)</p> <p>Some costs</p>	PW/GJ	

<p>2. To improve times table recall in readiness for statutory times table test in 2018</p>	<p>Starting with Y2, to teach and practise tables regularly Investigate Times Table apps/programs to enable children to improve To promote tables by having a whole school Maths (Tables) event</p>	<p>Children to be at age related expectations in the 2018 table test</p>	<p>Cost &lt;£100  Organisation (PW)</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>Further embed the teaching of Read, Write, Inc in Reception and KS1.</p>	<p>Improvement in KS1 Phonics Test (&gt; 57%)</p>	<p>Ongoing</p>	<p>GS/GJ</p>	
<p>2. To improve spelling throughout the school</p>	<p>Effective use of Read, Write, Inc Spelling in KS2 using regular assessments as a way of monitoring and developing children's spelling.</p>	<p>Significant improvement in spelling both in tests/SATs and evidenced in children's written work.</p>	<p>Rigorous monitoring and analysis of assessments</p>	<p>GS/GJ</p>	
	<p>To raise the profile of spelling by having a whole school spelling event</p>	<p>Enjoyment and healthy competition</p>	<p>Spring Term Organisation (GS)</p>	<p>GJ</p>	
<p>3. To make reading in KS2 more purposeful</p>	<p>Explore the pros/cons of 'Accelerated Reading Programme'</p>	<p>Purchase of accelerated reading materials if required</p>	<p>Cost Co-ordination (GS)</p>	<p>GJ</p>	
<p>4. To continue to improve the teaching of writing</p>	<p>Ensure that marking is effective, children know how to improve their</p>	<p>Evidence of high quality writing</p>	<p>Work Scrutinies</p>	<p>GS/GJ</p>	

throughout the school	work and simple errors are picked up on	Peer to Peer/ Cluster Moderation Writing results at least in line with national expectations	(GS/GJ)		
<b>KS1</b>					
1. To maintain the high standard of reading in KS1	Replace/renew ORT books giving children up to date materials and a variety of non-fiction	KS1 SATs scores and progress from EYFS to KS1 to be in line/above national averages.	Purchase of new books	GS/GJ	
2. To use the library, the outdoor area and hall as additional teaching spaces	Create more space in the library through tidying. Purchase of suitable furniture and resources for	Effective use of TAs and additional staff in order to provide group work and reduce the number of children in a limited space	Organisation (SaB, SzB)	GJ	
<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	Purchase 'Parent Share' through 2BuildaProfile.	Greater sharing of children's achievements in the early years between	£200 add on to existing software. From S	GJ	
<b>Assessment</b>					
1. To establish an effective method of assessing and tracking children's progress	Subject leaders to look for appropriate assessment schemes for English and Maths	An effective, relevant and well-used assessment system	Cost Investigation	GJ	
<b>The Arts</b>					
1. To continue to provide a series of arts activities	As well as 'U' Dance, to employ Ed Taylor as Singing Teacher	Confident singers and public performances	£500/term	GJ	

throughout the school	A new electric piano will hopefully be purchased being part funded by the PTA				
<b>SEN</b>					
1. To use TAs in school to deliver interventions to SEN/PP children in order to close the gap in attainment	Further training of staff (HB – Reading Intervention, WH – Maths Recovery). Organise programme of interventions following pupil progress meetings	Significant progress of SEN children	Cost/Time Co-ordination (SB)	GJ	
<b>Buildings/Maintenance</b>					
1.	<p>Various improvements to the school premises including:</p> <ul style="list-style-type: none"> <li>- Replacement of drainpipe</li> <li>- Sand/varnish of school hall</li> <li>- Lockers to replace pegs in corridor (Y3 – 6)</li> <li>- Fixed canopies for the EYFS area and possibly Y1/2 area</li> <li>- Installation of CCTV</li> <li>- Decoration of hall</li> <li>- Tidying up of the area at the front of school</li> <li>- Pruning of trees around the site</li> <li>- Repairs/Resurfacing of MUGA</li> </ul>	Improved school environment	<p>£500</p> <p>£1000</p> <p>£1000</p> <p>£5000</p> <p>£2000</p> <p>£1500</p> <p>£500</p> <p>£500</p> <p>£50/£10,000</p>	GJ	
<b>IT</b>					
1. To continue to improve the IT facilities for pupils in the school	-If trials in in KS2 are successful, to purchase plasma screens for Y1/2 and Rec. -Increased number of I-pads (20)	Better teaching resources	£4000  £8000	GJ	
<b>Breakfast Club</b>					
1. To continue to look at the	Following a need having been	All parents who want their	Unknown	GJ/Governors	

<p>possibility of opening a before school (initially) and after school club</p>	<p>identified, to explore ways of having a before and/or after school club by</p> <ul style="list-style-type: none"> <li>- Possible construction of a modular building/classroom</li> <li>- Grants/Funding available</li> <li>- With increasing numbers at the school, this may also provide a room that can be later used as a classroom</li> </ul>	<p>children to come to Cummersdale School will be able to do so</p>			
---	--	---	--	--	--

Prepared by GD Jones September 2017 in consultation with staff and governors