



## School Improvement Plan 2018 – 19 *PROVISIONAL*

**For 2018-19, the major focus for school improvement will be further embedding the teaching of phonics in Reception and Y1/2 and developing the roles of middle leaders in school.**

Development Priority	Tasks or Activities	Success Criteria	Requirements /Timing	Monitoring	Governor Involvement
<b>Maths</b>					
1. To further develop deeper thinking skills by using a maths mastery approach	<ul style="list-style-type: none"> <li>- Careful differentiation within the class</li> <li>- Possible new materials (Power Maths, White Rose Maths)</li> <li>- New On-line materials (mathletics)</li> <li>- Training and advice to staff by Subject Leader</li> <li>- After School Maths Club/Intervention Group?</li> </ul>	To sustain high levels of children achieving at greater depth at KS1 (40% -2018) and KS2 (33%)	Ongoing	PW	FS
<b>English</b>					
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	<ul style="list-style-type: none"> <li>-Further embed the teaching of Read, Write,Inc in Reception and KS1.</li> <li>-Ensure that R,Wr, Inc sessions go ahead and groups are working at the right level</li> <li>-Assess the children regularly to ensure</li> </ul>	-Improvement in KS1 Phonics Test (>68%)	Ongoing	SB/GJ	JJ

<p>well prepared for the next stage of their education</p>	<p>progress          -FS to co-ordinate groups and oversee assessments          -Look for affordable training opportunities to improve the practice of HB, MG, GH, TB, GJ. Alternatively use in house expertise.          - Use of previous tests to ensure the children are ready for tests</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. (Avg mark in KS2 Spelling 2018 = 12.66)</p>	<p>Rigorous monitoring and analysis of assessments</p>	<p>SB/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 Cost</p>	<p>SB</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>Co-ordination (SB/PW)</p>	<p>SB</p>	
<p>4. To continue to improve the teaching of writing throughout the school</p>	<p>Ensure that marking is effective, children know how to improve their work and simple errors are picked up on.  <i>(A review of marking to take place in Spring 2019)</i></p>	<p>Evidence of high quality writing          Peer to Peer/ Cluster Moderation          Writing results at least in line with national expectations</p>	<p>Work Scrutinies (SB/GJ)</p>	<p>SB</p>	

<b>Leadership</b>					
1. To establish an effective tier of middle leadership at the school	<p>For Subject leaders in English (SB), Maths (PW) and SEN (FS) to develop as leaders</p> <p>Time to be allocated to subject leaders to work on their subjects</p> <p>Tighter monitoring of standards to be carried out throughout the year</p> <p>Opportunities to collaborate with other schools/colleagues to be looked into</p>	Knowledgeable middle leaders aware of standards throughout the school	Ongoing	GJ	JJ
<b>EYFS</b>					
<p>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</p> <p>2. To ensure that planning is clear and appropriate to the children</p> <p>3. Ensure that phonics are taught in the right way</p> <p>4. To ensure that Reception staff have a clear understanding of EYFS profiling</p>	<p>Continued use of 'Parent Share' through 2BuildaProfile.</p> <p>-Use of EYFS Advisory team to check</p> <p>-Use of experienced members of staff in school</p> <p>-Use of EYFS Advisory Team</p>	<p>Greater sharing of children's achievements in the early years between parents and school</p> <p>Accurate profiling of children resulting in a GLD &gt;75%</p> <p>Children to be at age related expectations in Read, Write Inc by the end of Reception</p>	£200pa	GJ	FB

<p>5. To maintain a tidy and stimulating area for EYFS children</p> <p>6. To have tighter moderation of Early Years</p>	<p>-Vary equipment used and change topics more frequently</p> <p>-The school are to be externally moderated in 2018-19, but use SB and other staff internally and also Cluster support/LA advisers.</p>	<p>Evidence in pupil profiles</p> <p>Successful moderation</p>			
<b>Assessment</b>					
<p>1. To establish an effective method of assessing and tracking children's progress</p>	<p>Subject leaders to look for appropriate assessment schemes for English and Maths</p> <p>To review the school's marking policy</p> <p>To look into assessing children's progress in subjects other than Maths and English</p>	<p>An effective, relevant and well-used assessment system</p>	<p>Cost Investigation</p> <p>Spring 2019</p> <p>Summer 2019</p>	<p>GJ</p>	<p>DP</p>
<b>Safeguarding</b>					
<p>1. To establish an efficient method of reporting and recording safeguarding concerns</p>	<p>-Invest in CPOMS (Child protection Online Management System) to record safeguarding concerns</p> <p>-To have Fay Scott as deputy designated safeguarding lead (DDSL)</p> <p>-To use Scholarpack to record Behavioural Incidents</p> <p>-To review the school's behaviour policy</p> <p>-To fully familiarise staff and governors with the new guidance for safeguarding</p> <p>- To hold online safety sessions for</p>	<p>Accurate recording and knowledge of safeguarding in school</p>	<p>£500/year</p> <p>Spring £400</p> <p>Spring 2019</p> <p>£200</p>	<p>GJ</p>	<p>JR</p>

	children, staff and parents.				
<b>SEN</b>					
1. To ensure paperwork is up to date and relevant	<ul style="list-style-type: none"> <li>- To introduce pupil passports replacing IEPs to help ease transition to secondary</li> <li>-To complete passports and store on Scholarpack</li> <li>-Liaise with parents half termly</li> <li>- Overcome the overlap of Medical and SEN materials by sorting out an appropriate filing system</li> <li>-Create a leaflet for parents to help support pupils at home</li> <li>-Ensure Local Offer is up to date on the website</li> </ul>	Significant progress of SEN children as evidenced by ASP	Cost/Time Co-ordination (FS)	GJ	MW
2. To increase staff awareness of SEN	<ul style="list-style-type: none"> <li>-Offer relevant internal and external training where necessary e.g. mental Health, ADHD, Dyslexia</li> <li>-To set up laptop for specific SEN needs – eg Clicker 7, Dragon dictate etc</li> </ul>		£300  £400		
3. To use TAs in school to deliver interventions to SEN/PP children in order to close the gap in attainment	<ul style="list-style-type: none"> <li>- Fay Scott to oversee TAs supporting and guiding where necessary</li> <li>-Look to build on expertise of TAs</li> </ul>		Time and organisation		
<b>Buildings/Maintenance</b>					
1. To ensure that school is attractive and functional.	<p>Various improvements to the school premises including:</p> <ul style="list-style-type: none"> <li>-Replacement of drainpipe</li> <li>-Installation of CCTV</li> </ul>	Improved school environment		SS/GJ	MW

	<ul style="list-style-type: none"> <li>-Pruning of trees around the site</li> <li>-Repairs/Resurfacing of MUGA</li> <li>-Netting of eaves to prevent birds</li> <li>-General look of the front of school</li> <li>-Repair of access road to car park</li> </ul>				
<b>IT</b>					
1. To continue to improve the IT facilities for pupils in the school	- Smooth running of existing equipment (Gemini) and purchase/use of relevant apps	Better teaching resources	£100	GJ	DP
2. To ensure the computing curriculum is followed	-Check requirements of IT curriculum are being followed	IT proficient children		GJ/ST	
3. To have a user friendly web site used by staff and parents	-To purchase and set up a new school website	A website that the school can be proud of	£1000	GJ/HB	

Prepared by GD Jones September 2018 in consultation with staff and governors