



CHRIST CHURCH C of E (VA) JUNIOR SCHOOL



Growing in Faith, Learning and Love



School Improvement Plan

September 2017 – July 2018



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LEADERSHIP AND MANAGEMENT

Key Issue 1: Maintain the consistency of high quality teaching and learning, and therefore pupil outcomes, throughout school through rigorous induction of newly qualified teachers and the continued induction of the recently qualified teacher.

Strategy:	Tasks:	Who	When	Cost	Evaluation/Success Criteria	Monitoring
Newly qualified teacher induction	<ol style="list-style-type: none"> 1. Implement NQT Induction Policy 2. Pre-commencement induction file 3. NQT named tutor (A. Firth) LA Induction training 4. Create timetable of NQT induction for the whole year 5. Mentoring record of support given 6. Policies: Safeguarding, SEN, Assessment, Marking, Behaviour, e-Safeguarding 7. Staff code of conduct 8. Planning expectations CPD 9. Marking and assessment CPD 10. Weekly monitoring of planning 11. Weekly planned book scrutiny 12. Safeguarding CPD: Annual training, Prevent, CSE, FGM 13. Half-termly observations 14. NQT Induction action plan and half-termly review 15. Termly assessment completed and returned 16. Peer observations: in house and external within SB cluster 17. Calderdale NQT conference 18. Trinity TSA NQT Induction programme 19. Fortnightly maths support with WRMH SLE 20. Personalised CPD as identified by final placement report 21. Dedicated NQT meetings with SLT 22. Half-termly pupil progress meetings 	<p>AE AE AF AE/AF AE/AF/EM AE AE SLT SLT AE SLT DSL (AE) SLT AE/AF AF All staff DR/SH DR/SH DR/SH/BS AE/AF SLT AE</p>	<p>Please see dates on NQT Induction Plan</p>	<p>Calderdale LA as appropriate body £225 per NQT</p> <p>Trinity programme £400 per NQT</p> <p>Calderdale conf £80 per NQT</p> <p>Supply cover</p>	<ul style="list-style-type: none"> • Both NQTs complete successful NQT year • NQT teaching is at least good <p>NQTs feel they have been well supported and received appropriate induction</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> • Reports to governors • Head Teacher's Report • Data profiles • GB Minutes 	<p><u>Governing Body will receive termly updates from:</u></p> <ul style="list-style-type: none"> • Head Teacher • SIP <p><i>Based on:</i></p> <ul style="list-style-type: none"> • CPD records and evaluation • Teaching and learning monitoring • NQT induction reports • Year group data plans • Subject monitoring • Work scrutiny • Learning walks • Minutes of pupil progress meetings
Maintain an appropriate level of support and high quality CPD for recently qualified teacher	<ol style="list-style-type: none"> 1. Weekly planning monitoring 2. Monthly planned book scrutiny 3. Peer observations: in house and external within SB cluster 4. Support from WRMH SLE 5. Monitoring of marking and assessment of all subjects 6. CPD to support assessment judgements 7. Monitoring outcomes for pupils within books 8. Half-termly pupil progress meetings 	<p>AE SLT All staff EM/BS SLT SLT SLT AE</p>	<p>Ongoing actions throughout year</p>	<p>HLTA cover</p>	<ul style="list-style-type: none"> • RQT teaching is at least good 	

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Key Issue 2: Improve the quality of teaching and learning in maths in all year groups, so that all children, particularly non-disadvantaged, make rapid progress and outcomes are improved throughout school.

Strategy:	Tasks:	Who	When	Cost	Evaluation/Success Criteria	Monitoring
Curriculum development	<ol style="list-style-type: none"> 1. Transfer of assessment information to teachers for new classes 2. Use of Target Tracker to plan to close the gaps in learning from previous year group 3. WRMH new scheme of work CPD on September INSET 4. Implementation of new WRMH schemes of work 5. Create embedded cross-curricular maths opportunities within topics 6. 1:1 planning time with WRMH SLE 7. Update maths planning format as necessary 8. Monitoring maths planning 9. Focus on key skills development – 15min daily sessions 10. Key skills CPD with WRMH SLE 11. WRMH SLE to model key skills sessions in every class 12. Peer observations 13. Learning walk focusing on maths curriculum delivery 14. Half-termly work scrutiny 	<p>AE</p> <p>Teachers</p> <p>EM Teachers Teachers</p> <p>Teachers EM EM/AE EM/BS BS Teachers EM/BS EM.BS</p>	<p>Sept</p> <p>Sept</p> <p>Sept Sept Sept</p> <p>Sept Sept Ongoing Ongoing Oct Oct Spring Ongoing</p>	<p>Trinity SLE cost £200 per day x 5 days</p> <p>HLTA cover</p>	<ul style="list-style-type: none"> • Maths teaching at least good • Maths well resourced in every classroom • Numeracy rich learning environments <p>July 2018 – 68% ARE Y6 (17chdn) 70% in Y3-5</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> • Reports to governors • Head Teacher’s Report • Data profiles • GB Minutes 	<p><u>Governing Body will receive termly reports from:</u></p> <ul style="list-style-type: none"> • Head Teacher • SIP <p><i>Based on:</i></p> <ul style="list-style-type: none"> • Teaching and learning observations • Work scrutiny • Learning walks • Scrutiny of planning • Minutes of staff meetings • Teachers’ Standards Skills Audit – Continuum • CPD records and analysis
Resource provision	<ol style="list-style-type: none"> 1. Concrete resources audit 2. Creation of Maths provision boxes for each classroom 3. High quality interactive learning walls 4. Maths vocabulary banks in every classroom 5. Numeracy rich classroom environments 6. Concrete, pictorial, abstract approaches embedded consistently throughout school 7. Develop use of bar modelling resources 8. Learning walks to monitor resource provision and numeracy rich environments 	<p>EM</p> <p>EM Teachers Teachers Teachers</p> <p>EM/BS EM/BS</p>	<p>July</p> <p>Sept Oct Oct Oct Ongoing</p> <p>Nov Ongoing</p>	<p>Resources - £1500</p>		

Teaching and assessment	<ol style="list-style-type: none"> 1. Maths learning sequence in place consistently throughout school 2. Planning and new scheme of work CPD – September INSET 3. 1:1 planning support for teachers with WRMH SLE 4. Monitoring of planning 5. Concrete, Pictorial, Abstract approaches CPD – teaching staff and support staff 6. Reasoning and Problem Solving CPD– teaching staff and support staff 7. Bar modelling CPD – teaching staff and support staff 8. CPA approaches and resources used in daily lessons 9. Identify interventions for groups of vulnerable learners 10. Adults deployed effectively to enable rapid progress towards closing the gaps 11. WRMH SLE 1:1 modelled/collaborative teaching approaches with all teachers 12. Effective marking and feedback is consistent throughout school, giving children opportunities to return to marking where necessary 13. Peer observations of practice – CPA, RPS, Bar Modelling 14. Learning walks to monitor practice 15. Teaching and learning observations for all teachers 16. Regular work scrutiny – focusing particularly on non-disadvantaged group. 17. Shared practice and group work scrutiny within staff development meetings 18. Target Tracker updated weekly, linked to objectives from WRMH planning 19. Target Tracker evidence by achievement in books 20. Half-termly pupil progress meetings – focusing particularly on non-disadvantaged group. 	<p>EM</p> <p>EM BS AE BS</p> <p>BS/EM</p> <p>BS Teachers SLT Teachers</p> <p>BS</p> <p>Teachers</p> <p>Teachers EM/BS AE/BS/EM EM/BS Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>All ongoing unless stated</p> <p>Sept</p> <p>Sept Oct</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Trinity SLE cost £200 per day x 5 days</p> <p>HLTA cover</p> <p>N/A</p>	See previous page	See previous page
Rapid intervention groups	<ol style="list-style-type: none"> 1. Target Tracker gap analysis to plan rapid focused interventions 2. WRMH intervention in place in Y4 and Y5 3. Sowerby Bridge Cluster Maths Intervention CPD 4. TLAs used effectively to intervene daily to fill gaps in learning 5. Intervention/Provision Maps in place and evidencing additional support given 6. Teachers can clearly identify non-disadvantaged/MA learners. 7. Tracking attainment and progress of non-disadvantaged group, ensuring intervention for this group is immediate and closely planned 	<p>Teachers</p> <p>AW/EP Teachers Support</p> <p>AE/EM</p>	<p>Sept</p> <p>Sept Oct</p> <p>Ongoing</p> <p>Ongoing</p>	N/A		

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Key issue 3: Further develop children’s resilience and endurance to learning challenge through continued implementation of a Growth Mindset culture.

Strategy:	Tasks:	Who	When	Cost	Evaluation/Success Criteria	Monitoring
Further develop resilience	<ol style="list-style-type: none"> 1. Junior Leadership Team (JLT) to work with SIP Tina Warden 2. JLT improvement plan for the year 3. JLT to lead children’s sessions on resilience 4. Learning walks completed by JLT; feedback given through children’s CPD sessions 5. Resilience Wall 6. Christian Values high profile throughout school; link to culture of learning and challenge 7. Christian Values Legacy Planning 8. Opportunities for children to compete in a variety of situations: e.g Bearder Poetry, 500 words story, science based, sporting etc. 9. Christ Church has Got Talent 10. Raise the profile of Growth Mindset to parents: leaflet, Getting to Know You parties, website, newsletters, open morning session, year group expectations meetings 11. Links with sports clubs e.g. football, rugby. 12. Focus on resilience through marking, feedback and response 	<p>TW</p> <p>TW</p> <p>TW/JLT</p> <p>AE/JLT</p> <p>Teachers</p> <p>Teachers</p> <p>AE</p> <p>Teachers</p> <p>AE</p> <p>Teachers</p> <p>GD</p> <p>Teachers</p>	<p>July</p> <p>July</p> <p>Nov</p> <p>Termly</p> <p>Nov</p> <p>Nov</p> <p>Spring</p> <p>Ongoing</p> <p>July</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SIP cost x 1 day</p> <p>No specific costs</p>	<ul style="list-style-type: none"> • Children are resilient and can learn from mistakes <p>Evidenced by:</p> <ul style="list-style-type: none"> • Reports to governors • Head Teacher’s Report • GB Minutes 	<p><u>Governing Body will receive termly reports from:</u></p> <ul style="list-style-type: none"> • Head Teacher • School Council Leaders <p><i>Based on:</i></p> <ul style="list-style-type: none"> • Survey results • Teachers’ planning • Teaching and learning observations • Pupil interviews • Work scrutiny • Learning walks • Displays
Raise the profile of responsible internet citizenship	<ol style="list-style-type: none"> 1. E-Safeguarding policy CPD 2. Half-termly e-safety lessons in all classes 3. E-Safeguarding messages displayed throughout school 4. E-Safety week as a specific curriculum week 5. Internet bullying as a focus during Anti-Bullying Week 6. E-Safety messages on the newsletter 7. School Council to lead e-Safety Awareness competition – link with Tuel Lane 8. Parental workshops offered and leaflets – linked with Tuel Lane 	<p>AE</p> <p>Teachers</p> <p>teachers</p> <p>Teachers</p> <p>Teachers</p> <p>All</p> <p>SC</p> <p>AE/JS</p>	<p>Ongoing</p>	<p>No specific costs</p>	<ul style="list-style-type: none"> • Children are responsible internet citizens • Reduced numbers of incidents relating to social media 	<p><i>Based on:</i></p> <ul style="list-style-type: none"> • Teachers’ planning • Pupil interviews • Work scrutiny • Learning walks • Displays

OUTCOMES FOR PUPILS

Key Issue 4: Accelerate the progress of pupils in writing and SPaG in all year groups, so that outcomes are in line with or above national averages.

Strategy:	Tasks:	Who	When	Cost	Evaluation/Success Criteria	Monitoring
Further develop the teaching of writing so higher numbers of children reach ARE and GDS	<ol style="list-style-type: none"> September INSET – Literacy expectations Use of high quality texts and exemplars to teach genres High quality picture books at least twice per year Clear teaching of writing sequence used consistently throughout school: cold write, exemplar analysis, creation of rubric, 1st draft, peer critique, improvement Punctuation checklist embedded within all extended writing pieces across the curriculum Continuation of writing portfolios – half-termly assessed pieces High quality working walls in place in all classrooms, exemplifying the teaching of writing process 	<p>AE/JA Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Sept Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Half-termly Sept</p>	<p>£250 for high quality texts</p>	<p>75% ARE in SpaG</p> <p>70% Writing@ EXS 15% @ GDS</p> <p>Evidenced by:</p> <ul style="list-style-type: none"> Reports to governors Head Teacher’s Report Data profiles GB Minutes 	<p><u>Governing Body will receive termly reports from:</u></p> <ul style="list-style-type: none"> Head Teacher SIP <p><i>Based on:</i></p> <ul style="list-style-type: none"> Year group data plans Minutes of pupil progress meetings Teaching and learning observations Work scrutiny Learning walks
Spelling, punctuation and grammar	<ol style="list-style-type: none"> September INSET – Literacy expectations Explicit daily PaG teaching sessions 8.55-9.15am Format for daily PaG application used throughout school Daily spelling teaching 9.15-9.30am (RWI) Vocabulary Ninja (Twitter) word of the day challenge Raise staff awareness of end of year test expectations At least termly summative tests Consolidation of previous year group teaching Use of Target Tracker to plan weekly curriculum coverage Sharing practice at staff meetings Peer collaboration and observation of practice Year 3 phonics intervention group for Y2 children still not at the required standard (7 children, 19% of cohort) 	<p>AE/JA</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>All</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Sept Sept Sept</p> <p>Sept Sept</p> <p>Ongoing</p> <p>Termly Ongoing Ongoing</p> <p>Termly Spring</p>	<p>HLTA cover for peer observations</p>		