

Kilham CE Primary School

Improvement Plan 2018



School Improvement Priorities – Updated January 2018

- 1. Improve pupil attainment and progress through KS2 in mathematics, improve outcomes in EYFS across ELG's and maintain/improve standards in KS1 reading and phonics and KS2 reading & writing**
- 2. Maintain the improved, high quality learning environment to contribute to teaching, learning & achievement and link to school's Christian values**
- 3. Continue to improve the quality of the teaching profile to impact on achievement outcomes**
- 4. Build upon current school self-evaluation practice**

The School Improvement Plan enables the school's vision to be shared and understood by the whole school community. It hopefully will give everybody an understanding of where the school is going and what actions are being taken to improve outcomes for our children.

Team:

Simon England (SE – Headteacher), Elaine Atkinson (EA – SLT, SENCO, Maths, KS2), Karen Plumpton (KP – SLT, English, KS1/FS lead, Disadvantaged), Lisa Hobson (LH – Science, Y6), Lisa Dowkes (LD – Computing/E-safety, Y2/3), Georgie Robertson NQT (GR – EYFS), Lianne Fawcett (LF – DSL, Pp)

IP = Improvement Partner (ERYC)

SLT time funded at equivalent of ½ day per week – alternated between EA/KP – see SLT Calendar

See also: Pupil Premium Funding Plan, PE/Sport Premium finding plan, Equality Objectives

Priority 1: Improve pupil attainment and progress through KS2 in mathematics, improve outcomes in EYFS across ELG's and maintain/improve standards in KS1 reading and phonics and KS2 reading & writing

Objective	Action/Event/Lead	Monitoring Evaluation	Success Criteria	Timescale	Cost	Current 'RAG' Rating and comments
The % of children achieving expected standard/higher standard in R, W, M combined at end of KS2 is in line with/or above national outcomes for 2018	<ol style="list-style-type: none"> 1.Revision/support timetable resources in place for Y6, including practice tests, ongoing arithmetic and Maths reasoning practice. (LH) 2.Question level analysis (QLA) of last year's papers and results (SE/LH) 3.Monitoring of KS2 English & Maths planning and delivery - lesson observation/learning walks/book scrutiny (SLT) 4.Spring term booster club in place, team-teaching with SE for Y6 (SE/LH) 5.Y6 Moderation work completed in-school and in cluster. (LH/SLT) 6.Use of extra support in spring term to create smaller teaching groups (LH/student) 	<p>SE/SLT</p> <p>SE/LH</p> <p>SLT</p> <p>SE</p> <p>SE</p> <p>SE</p> <p>Termly reports to Govs.</p>	<ol style="list-style-type: none"> 1. Revision and support timetable in place, resources purchased, practice tests diarised, Practice tests/papers used regularly and providing accurate assessment information. 2. Results of QLA fed into planning by LH 3. Y6 Eng. & Ma planning identified as providing access to Y6 expectations on regular basis. Developmental feedback given regularly (and acted on) and high expectations verified in regard to Y6 standards. 4. Booster Club planned and delivered during autumn2 & spring term, individual input for Y6 pupils. 5. Moderation opportunities taken – increased knowledge of Y6 EXS/GDS standards. 6. End of KS2 results = 75% R, W, M at end of KS2 	<p>Sept 2017</p> <p>Oct 2017</p> <p>Ongoing – monitoring calendar</p> <p>November 2017</p>	<p>SLT time & £500</p> <p>Supply 1 day £200</p> <p>SLT time</p> <p>HT time + release time for LF £800</p>	
Introduction of new maths resources to increase challenge, independence and resilience and research into new practice.	<ol style="list-style-type: none"> 1.Monitor the planning of mathematics to ensure sufficient challenge and access to expected standards for middle ability children. 2.Monitoring activity – observations/learning walks/scrutinies to monitor delivery of mathematics using Collins Scheme, Target Maths and Maths Challenge Boxes (EA/SE) 3.5 day Maths Hub training, observation of 'Shanghai Maths', research into newer scheme, resources and practice. <ol style="list-style-type: none"> 3.1. Enhancing subject knowledge 3.2. Investigating the recommended methods for mastery 3.3. Creating materials to test in the classroom/school 3.4. Developing leadership skills and attributes to influence others 3.5. Developing appropriate resources 3.6. Designing in collaboration with the rest of Maths Mastery Leads, training to cascade within own school 3.7. Taking collective responsibility for reaching more teachers through the work of the maths hub 	<p>EA/SLT</p> <p>EA/SLT</p> <p>EA/KP</p> <p>Termly reports to Govs.</p>	<ol style="list-style-type: none"> 1.Maths planning ensures challenge at all levels. 2.Monitoring evidences new resources being used effectively – developmental feedback given. 3.EA attendance at 5 Day Maths Hub course, EA/KP morning spent observing Shanghai maths, SLT time researching numicon, Inspire and 'Maths no problem'. 	<p>March 2018</p> <p>March 2018</p>	<p>SLT time</p> <p>5 Days release (EA) £1000</p>	
Improvement in rigor and accuracy of EYFS assessments – on entry, in-year and final profile	<ol style="list-style-type: none"> 1.Management and close monitoring of EYFS through NQT monitoring systems, including monitoring of planning, learning journeys, developed use of ICT, regular lesson 	<p>SE/KP</p>	<ol style="list-style-type: none"> 1.'NQT Manager' in place with ongoing observations and meetings – ongoing 2.Outdoors areas in use, staffing deployed and children accessing on regular basis. 	<p>September 2017 ></p>	<p>Supply cover = 3 Days £600</p>	

assessments, linked to ongoing induction of EYFS NQT	observation/learning walks. (KP/SE) 2. Further development of EYFS outdoor area to facilitate more areas of learning accessed outdoors. *(1) (GR) 3. Accurate baseline assessments made, then all subsequent assessments moderated internally (GR/SE/KP/LF)	SE/KP SE/ERYC Termly reports to Govs.	3. Developmental feedback given regularly (and acted on) and high expectations verified in regard to EYFS standards and accuracy of assessments. 4. EYFS systems plan for individuals next steps and progress through all areas of learning – leading to 75 % GLD at end of EYFS 5. iPads purchased and used to enhance ICT in EYFS – in regular use.	September 2017 >	SLT/NQT time £1200	
The % of children achieving exp+ at the end of KS1 more in line with national	1. New early reading/phonics home-learning resources and systems in place to replace ‘word boxes’ (KP) 2. Ongoing good/outstanding practice in KS1 English delivery (KP/LD) 3. Finish re-stocking non-fiction libraries to provide quality cross-curricular texts. (KP) 4. Restocking of core reading texts if necessary. (KP)	SE/SLT Termly reports to Govs.	1. New exercise books and practice sheets for recording and practising phonics in use. 2. SLT Monitoring activity confirms ongoing good/outstanding practice in KS1 3. New home-learning policy and leaflet – explaining on-line resources shared with parents/pupils 4. Attractive, quality reading areas and texts available to children in all classes – September 2017 ongoing 5. End of year data confirms good progress for all from starting points and KS1 reading attainment more in line with national.	Dec. 2017 > Started January 2018 – introduction in summer	Ongoing cost – digital resources £1500 library re-stock	
The % of children achieving exp+ at the end of each year is maximised through whole school initiatives	1. Re-write ‘Extra Mile’ homework policy to encourage use of home access resources - KP to audit home reading routines/expectations in KS1 as part of home-learning update (SE, KP, EA) 2. Pupil Progress meetings with all teachers using quality release time to identify potential underachievement. (SE/KP/EA) 3. Embed use of OTrack, NFER testing and consolidate use of progress data to accurately analyse pupil performance (SE, all) 4. SEND Passports and termly meetings with parents (EA, all) 5. Continued focus and action on the attendance, welfare and progress of disadvantaged pupils – through Pupil Premium funding plan *(2) (SE)	SE/SLT Termly reports to Govs.	1. New home-learning policy and leaflet – explaining on-line resources shared with parents/pupils 2. Pupil progress meetings evidence discussion on individual achievement and progress. 3. ‘Flightpath’ data available for all year groups – easy to access and analyse through OTrack. 4. All staff able to identify SEND & disadvantaged pupils and be aware of interventions and strategies for accelerated progress – January training day 2018	January 2018 >	Ongoing cost – digital resources HT time	

- (1) Ongoing research into capital projects to update EYFS outdoor areas as from August 2018 – not included on this plan.
- (2) Pupil premium funding plan details deployment, resources and initiatives in place.

Priority 2: Maintain the improved, high quality learning environment to contribute to teaching, learning & achievement and link to school's Christian values

Objective	Action/Event/Lead	Monitoring Evaluation	Success Criteria	Timescale	Cost	Current 'RAG' Rating and comments
Maintain the improved, high quality learning environment to contribute to teaching, learning & achievement and link to school's Christian values	1. Expectations for classroom reading areas, reflection areas and overall environment maintained through staff meetings and discussions. (SE, all staff)	LA Adviser	1. Attractive, effective reading areas evident in all classes.	Ongoing		
	2. Continued policy of 'celebration of values' in central areas – including commissioning of photographs to enhance displays. (SE, all staff)	SE/SLT	2. Reflection areas in classrooms and central areas celebrate and evidence Christian values.	Ongoing		
	3. Introduction of further elements of 'Understanding Christianity' and RE Syllabus (EA)	SE/SLT	3. Understanding Christianity further explored and embedded into practice and RE syllabus.	Spring/summer terms	RE leader release time	
	4. 'Wider achievement' is celebrated through central/class display and 'Celebration evidence Books' for classes, School Council and Collective Worship.	SE/SLT	4. Evidence books celebrate achievement in widest sense and reflect range of school activities – embedded and ongoing.	Spring term onwards		
	5. Continue to develop School Council and evidence of pupil voice (LD)	SE	5. School Council genuinely acts and gathers information as a 'pupil voice'. Meetings, decisions and surveys are recorded.	September onwards		
	6. Explore Archbishop's Trust Young Leaders Award (ABYT) for future cohorts, use of seasonal trust resources. (SE/LH)		6. Attendance at ABYT event, analysis of resources.	November 2017 –	Approx. £200 resources	
	7. SIAMS documentation re-written throughout the year to provide accurate self-evaluation. (SE)	FGB	7. SIAMS self-evaluation completed with development points for forthcoming year. Shared with foundation governors.	September 2018 start		
	8. Embed new worship routines; 'Worship Gang' (EA), fortnightly collective worship themes planning (SE) and class worship time (all)	Foundation Governors	8. Collective worship plans incorporate Christian values and children participate regularly. Class worship takes place regularly and is monitored effectively (ongoing)	Ongoing		
	9. HT/SLT/foundation governors involved in regular monitoring of worship.	FGB	9. Formal monitoring of Worship through SLT/foundation governors commences. Records kept.	Spring term onwards		
	10. 'Lower maintenance' VIP system in place to celebrate positive behaviour.	SE	10. VIP resources purchased and used weekly, remaining impactful as a behaviour rewards system.	September 2017 onwards	£400 over year approx.	
	11. Art project with All Saints' Church, linking wider curriculum with Christian values and Church School's distinctiveness.	SE/GO	11. Art project completed, linked with teaching of Easter story.	Spring term	Some art material costs.	

Priority 3: Continue to improve the quality of the teaching profile to impact on achievement outcomes

Objective	Action/Event/Lead	Monitoring Evaluation	Success Criteria	Timescale	Cost	Current 'RAG' Rating and comments
<p>All teaching is good or better.</p> <p>There is an increasing element of outstanding practice</p>	<ol style="list-style-type: none"> Staff meeting – to re-focus on what is meant by 'good' and 'outstanding' teaching, to include analysis of current self-evaluation, self-reflection and the focus on the need for school to strive for 'continual improvements. (SE, all) <ul style="list-style-type: none"> Future discussions, CPD and areas for future focus identified, with the aim of 'increasing outstanding elements'. Frequent learning walks to identify specific current features of good/outstanding practise in relation to QLTA criteria. (SLT) Formalise learning walks so that developmental feedback is given more frequently to teaching staff (SE/EA/KP) SLT to evaluate current formative assessment systems in place for R,W,M; other systems and 'formative assessment tools' investigated/explored by SE and SLT to supplement summative OTrack system. Impact of new dot marking/feedback policy evaluated through SLT monitoring activity, book scrutiny and staff discussion. 	<p>SE/SLT</p> <p>Termly reports to Govs.</p> <p>KM Monitoring visits</p>	<ol style="list-style-type: none"> Staff more aware of QTLA criteria. Features of good/outstanding practise regular topic of conversation between class teachers. SLT able to make accurate judgements on specific features of QLTA: planning, differentiation, subject knowledge, progress evidence in books, use of assessment, marking/feedback, learning environment. Developmental feedback given to staff on regular basis following monitoring activity and acted on. Decision made by SLT as to possible extension of OTrack into formative assessment. Monitoring visit- writing scrutiny to analyse use of new writing books and marking policy. 	<p>Spring term 2018</p> <p>Ongoing: SLT calendar</p> <p>Ongoing: SLT calendar</p> <p>Summer 2018</p> <p>Feb 2018</p>	<p>No cost</p> <p>SLT/HT time</p> <p>SLT/HT time</p> <p>SLT/HT time – cost unknown</p>	
<p>More opportunities are found to share and develop outstanding practice through school</p>	<ol style="list-style-type: none"> Internal staff learning walks to demonstrate aspects of classroom practice to others. "How could I improve" staff meetings, creating wish list of 'teaching tweaks' after sharing and discussion of ideas. Programme of peer observations, 'expert' sessions – English (KP), Maths (EA), Computing (LD/LH), Science (LH) Relevant CPD identified, delivered and disseminated as available. 	<p>SE/SLT</p> <p>Termly reports to Govs.</p>	<ol style="list-style-type: none"> Teaching staff are able to demonstrate aspects of their individual practice which have positive impact on learning/accelerate progress. Teaching improves through use of 'tweaks' – ideas are trialled and results fed back to staff meeting. Teaching staff observe colleagues delivering 'expert' sessions, and discuss aspects of effective practice - feed into own 'tweaks'. CPD allocated as available – according to appraisal targets and self-evaluation. 	<p>Spring term 2018</p> <p>Spring and summer terms 2018.</p> <p>Ongoing</p>	<p>No cost – staff meeting time</p> <p>Summer term – release time: equivalent of 5 days £1000</p> <p>CPD costs unknown</p>	
<p>Each class has stable/continuous teaching provision, through targeted deployment</p>	<ol style="list-style-type: none"> Teaching budget, including FTE (full time equivalent) set by Finance committee after March budget review. Scenarios for class structures and deployment created for current/predicted pupil numbers. Internal review of staff deployment in light of needs of each cohort/year group. Scenario for 2018/19 finalised, discussed and approved by FC and FGB. 	<p>SE/ERYC Finance Committee and FGB</p>	<ol style="list-style-type: none"> Budget successfully allocates sufficient teaching time, including Pupil Premium interventions, SEND support for each class. Scenarios for deployment discussed and agreed by Finance Committee. Internal review identifies strongest possible teaching profile, i.e. skills assigned to roles. Final deployment scenario approved by FGB and publicised to parents. 	<p>March 2018</p> <p>May 2018</p>	<p>Teaching costs built in budget – no cost to plan – HT time and governor time.</p>	

Priority 4: Build upon current school self-evaluation practice

Objective	Action/Event/Lead	Monitoring Evaluation	Success Criteria	Timescale	Cost	Current 'RAG' Rating and comments
All school leaders have an accurate understanding of strengths and weaknesses, and how to improve	<ol style="list-style-type: none"> 1. HT to complete latest self-evaluation summaries, including 'School on a page' – shared with governors and SLT (SE) 2. Updated SDP with latest identified priorities – in light of potential Good to Outstanding program. (SE) 3. Annual governors/staff 'Data Evening' used as opportunity to review school performance and effectiveness. (All staff) 4. Governors given regular updates on SDP progress through committees and FGB. (SE/Govs) 	<p>Improvement Partner</p> <p>FGB</p> <p>FGB</p> <p>Committees</p>	<ol style="list-style-type: none"> 1. Updated self-evaluation, following IP visits and using verified judgements, shared with staff and governors (January 2018) 2. SDP updated, priorities confirmed with IP, all staff aware of priorities. (January 2018) 3. School review evening attended by all staff and governors and strengths/weaknesses shared by all. (February 2018) 4. Termly updates shared with Finance and Curriculum Committees, feedback from analysis of reports and plans minuted. 	<p>January 2018</p> <p>January 2018</p> <p>February 2018</p> <p>Termly</p>	SLT/HT time	
The distributed model of leadership is further developed	<ol style="list-style-type: none"> 1. HT to analyse deployment of teaching staff (See Priority 3) in terms of stable/continuous provision, budget, class structure etc. – explore staffing scenarios prior to July 2018. 2. Realign job descriptions of UPS staff to any newly assigned roles, appraisal procedures used to set objectives for new roles. (SE lead) 3. SLT monitoring and task calendar extended to include all senior staff (UPS 2 & 3, plus DSL) (SE) 	<p>ERYC Finance</p> <p>FGB & Pay Committee</p> <p>FGB Improvement Partner</p>	<ol style="list-style-type: none"> 1. Staffing structure for September 2018 further develops distributed leadership at UPS level, through phase, subject, Safeguarding, assessment etc. by using UPS2 and UPS3 staff effectively in senior roles. 2. Job descriptions accurately describe new roles, appraisal sets realistic yet aspirational targets for performance of UPS staff, linked to SDP and budget. 3. Monitoring activity increases according to deployment and new senior roles. 	<p>Finance plan – April 2018</p> <p>July 2018</p> <p>September 2018</p> <p>September 2018</p>	<p>UPS 2/3 FTE</p> <p>SLT/HT time</p>	
Evidence is collated – interviews with leaders, scrutiny of action plans, external monitoring	<ol style="list-style-type: none"> 1. Program of external monitoring via SLA with ERYC School Improvement Service; Improvement Partner data visit, monitoring visits etc. (IP) 2. Programme of governor visits and interviews between link governors and senior staff (EYFS, English, Maths, SEND, Safeguarding) to scrutinise plans and challenge progress made. (FGB, SLT) 3. Evidence to verify self-evaluation judgements collated – data, quality of teaching, learning, behaviour, safeguarding etc. (SE to lead) 	<p>IP/FGB Reports to Govs.</p> <p>FGB/Ofsted</p> <p>Reports to Govs./Ofsted</p>	<ol style="list-style-type: none"> 1. External monitoring successfully informs school planning and self-evaluation, as well as outlining continuing challenges. 2. Link governors are informed of developments in their areas and are in a position to challenge and support progress – evidence trail of visits kept. 3. Evidence to verify self-evaluation judgements collated. 	<p>Ongoing</p> <p>Ongoing – from January 2018</p> <p>Ongoing</p>	SLT/HT time	

School self-evaluation summary updated throughout the year at key points – data analysis, half-termly progress data, findings and evidence from SLT monitoring etc. (SE/SLT)