



School Improvement Plan

2018-2021

Priority A: To raise attainment and achievement of pupils. To develop the Curriculum.	Priority targets: 1. To raise attainment in writing 2. To develop KS 1 curriculum 3. For pupils to read more at home and support parents to support home reading 4. To raise attainment and accelerate progress of target groups				
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Objectives	Success Criteria	Action (responsibility)	Monitoring Arrangements	Evaluation Process & Timeline	Resources (including costs)
1. To raise attainment in writing (see detailed writing development action plan)	Staff aware of the standard that children must reach by the end of each year and in particular the end of yr 6. Staff confident in assessing writing with effective moderation in place and accurate judgements being made. Evidence of progress in writing is clear within every year group. Systems help identify pupils not making progress and help teachers to plan for effective learning. Target for 2018/19: Yr 6 SaTS > 70% EXS and >10% GD. Writing progress banding to be at least average for 2018/2019 with a year-on-year increase in progress score over the next 3 yrs.	Literacy lead to work with RB and EB to develop their confidence in teaching writing and to lead CPD sessions across school. All staff, will be involved in writing scrutiny and moderation. KS leaders, in conjunction with Literacy lead to monitor. SLT involved in monitoring.	Literacy lead and KS leaders to monitor use of OLP writing assessment sheets. SLT to undertake half termly monitoring. KS leaders to track progress of pupils within their KS. Progress in writing a fixed agenda item in KS meetings. Termly review of data by SLT.	As set out in detailed writing development action plan. Evaluate new assessment tracking system (Target Tracker replacement) as a means of tracking progress in writing (as well as other areas). Review marking policy (particularly with regards to writing) within first term.	Regular (fortnightly) KS staff meeting time – moderation, progress monitoring, CPD on the teaching of writing. Release time for literacy lead to work with Elle and Ruth throughout 2018/19. Buy-in moderator time (MAT colleagues or other external – budget £500 if external moderator necessary) Visualisers available to each class (possibly supported by FoWG) at circa £2000.
2. To develop KS 1 curriculum (to include curriculum mapping and skills progressions in all subject areas)	Staff clear as to what must be taught, leading to effective coverage and progression throughout KS 1.	KS 1 leader to work with key staff members and EY lead	KS 1 leader to report into SLT (link to KS 1 leader’s Performance Management targets)	Core area skills progressions (and topic webs) in place by end of current academic year 2017/18.	Release time where necessary for KS 1 lead (£500 p.a.) to work with Curriculum leader. KS staff meeting time.
3. For pupils to read more at home and to support parents to support home reading	Evidence of greater incidence of reading at home to support development of reading and writing in school. Longer term improvement in reading ability.	JP to lead in this area in conjunction with KS leaders.	JP to report into SLT and governors with regard to success of initiatives (consider link governor(s) for this initiative).	Establish benchmark number of pupils reading regularly at home and reassess to see if increasing over time.	£400 budget for 2018/19.
4. To raise attainment and accelerate progress of target groups	Interventions are deemed successful. Further analysis completed to look at progress of SEN children & other groups e.g. white British, PP entitled. Evidence of Ever6 PP pupils attaining well and making at least if not greater than average progress.	DM to coordinate PP Tuition. Teachers to plan for sessions. JP to take strategic lead for PP	Monitoring sheets completed to track progress against short term targets and centrally filed for viewing by SLT and linked governor. JP to take overview and report to governors.	JP & SLT to monitor tracking sheets. Evaluation to be included in Governors half termly meetings.	Use of Pupil Premium to support 1:1 tuition for all pupils (see spreadsheet). Spending monitored by governors in half termly meeting. CPD – AC to deliver trg on Accelerated/write

Priorities for subsequent 2 years
Continue to embed writing assessment and continue CPD related to development of writing. Consider scaled down use of OLP writing grids if sufficiently embedded such that one is not required for every child. Review writing genres within curriculum topics to ensure coverage is sufficient.

Priority B: To continue to improve the quality of teaching and learning		Priority targets: 1. To increase staff confidence in teaching of writing 2. To use data more effectively within each KS to monitor short term progress 3. To develop a system of peer assessment within the EYFS (as already embedded in pre-school) & KS 1			
Objectives	Success Criteria	Action (responsibility)	Monitoring Arrangements	Evaluation Process & Timeline	Resources (including costs)
1. To increase staff confidence in teaching of writing	Teachers (especially NQTs) feel more confident in teaching of writing. Assessment systems (see Priority A) support teachers and help to ensure coverage and progression of skills. All Yr group teachers are familiar with where pupils have to get to by the end of each year and by the end of year 6.	English lead to provide CPD for teachers. Link established with other MAT primaries to moderate and consider effective practice (KB to coordinate)	English lead to work with KS leaders to establish CPD priorities Termly writing sampling as whole staff and/or SLT	Staff asked for comment on confidence in teaching of writing. Has this improved over year (particularly EB and RB). English leads to report into SLT re success of training	English lead to be allocated KS staff mtg time for writing CPD External CPD provider sought for development of writing (£1000 over 2 years) to possibly include visiting authors.
2. To use data more effectively within each KS to monitor short term progress	Staff members are confident in using new standardised scores for RD, MA and GPS. Writing assessment tables are used within KS mtgs to examine progress of pupils, support planning/identify next steps and inform necessary interventions. SS are used to <u>inform</u> teacher assessments recorded at end of year. Vernon Spelling test used across school (year 1 up).	KS leaders to highlight use of data within KS mtgs, as well as to review progress of teachers against Perf. Mngmnt targets for pupil attainment. Vernon spelling tests looked at by AC and JW.	KS leaders to look at data (not forgetting focus on PP entitled pupils) – including new writing assessment grids (at least half termly).	Focus on data and assessment at least half termly within KS mtgs (writing at least half termly in relation to new grids) Vernon tests completed across school by November.	Possible change of assessment tracking system for 2018/19 – no extra cost as systems similar in price (need to find one that gives greater analysis of Standardised scores) and a MAT-wide view.
3. To develop a system of peer assessment within the EYFS (as already embedded in pre-school)	Teachers actively engage with other teachers to learn from and with each other. Teachers develop their understanding and confidence in evaluating the performance of others. (See Early Years Leader's Action Plan)	All teachers/LSAs to be involved, led by Head of Early Years	Monitoring and Evaluation proforma to be used and submitted after activity	To follow example established in preschool. To begin in 2018 Submitted forms for review by SLT. Outcomes to be shared in staff meetings.	Release time if needed but as much as possible planned as part of normal working practices (additional LSA support to be provided where needed (£500 p.a. budget)
<p>Priorities for subsequent 2 years</p> <p>Consider roll out of peer assessment system to Year 1 2019/20.</p> <p>Consider peer assessment in light of work as part of a MAT (cross school peer assessment).</p>					

Priority C: To promote safety and well-being of all pupils and staff		Priority targets:			
		<ol style="list-style-type: none"> 1. Develop playtime provision (staff training—Happy Playtimes) and consider resource needs 2. Develop staff understanding of ASD and mental health ‘first aid’ 			
Objectives	Success Criteria	Action (responsibility)	Monitoring Arrangements	Evaluation Process & Timeline	Resources (including costs)
1. Develop playtime provision (staff training—Happy Playtimes) and consider resource needs	Pupils (who already behave incredibly well) are afforded even more opportunities to engage in meaningful activity at lunchtimes with staff who are confident to support them	PE Lead to work with Lunchtime Manager and Sports coaches to develop provision.	Bring in external consultant to assess lunchtime provision and suggest ways forward	Feedback to SLT following external review. To commence at start of 2019 calendar year or 2019/20 academic year	Happy Playtimes external consultant cost (£500) funded via sports premium
2. Develop staff understanding of ADHD, ASD and mental health ‘first aid’	<p>Staff have a greater understanding and confidence to support pupils with ADHD and ASD.</p> <p>Key staff members trained in mental health first aid and to act as point of reference for staff who have concerns about children’s mental health. We are more proactively supporting children with mental health issues.</p>	<p>ADHD solutions training to all staff arranged by AC. ASD training for identified staff members.</p> <p>JP and AC to have mental health training and brief staff.</p>		<p>ADHD training Autumn Term 2018</p> <p>Mental health training in Early 2019 with staff briefing following this</p>	<p>CPD ADHD training £300</p> <p>CPD Mental Health first aid training for 2 staff members</p>
<p>Priorities for subsequent 2 years</p> <p>Begin bike for life training for pupils in KS 2, following successful training of a staff member.</p> <p>Investigate Prince William Award in conjunction with Skill Force and assess possible means of funding it (part school, part parental? – cost is £6k per class per annum!)</p>					

Priority D: To develop leadership and management across the school		Priority targets: 1. Develop governance (capacity of the governors to hold school to account) 2. Develop role of KS leaders			
Objectives	Success Criteria	Action (responsibility)	Monitoring Arrangements	Evaluation Process & Timeline	Resources (including costs)
1. Develop governance (capacity of the governors to hold school to account)	The required number of governors (9) have a good understanding of the school and <u>rigorously hold it to account</u> . New governors are inducted and contributing well. A programme of year grp visits linked to school priorities is established. Elect new staff governors. A new governance structure introduced – 6 meetings a year, termly (clerked with HT report) and half termly (non-clerked) with finance/staffing, estates (inc. H&S), curriculum and standards foci. Governors’ focus is linked to school improvement priorities and there is a <u>regular view/assessment of progress against SIP priorities</u> . Chair to be active in new MAT Chairs Group.	Head to work with Chair to introduce new ways of working. Fixed agenda items agreed for half-termly mtgs to ensure coverage of all required elements. Chair to ensure review of progress against SIP targets at least termly. Each governor to visit linked yr groups at least 2/3 times per year. Chair of Governors to report MAT business back to full governors mtgs. Mo to link with an NLG to see governance support (by Xmas)	Feedback within governor mtgs. Table of governor year group visits maintained and monitored at each half termly meeting. Minutes to include reference to SIP monitoring and SIP to be colour coded (RAG) as go through the year. New agenda and minutes proforma in use with a table summarising agreed actions.	New governors in place for start of 2018/19 academic year and new timetable of meetings established at first full governor meeting. SIP reviewed at Half Termly (non-clerked) governor mtgs. New staff governors elected by December 2018. NLG to begin working with governing body in early 2019.	Governor training needs identified early in year and costed accordingly. Subscription to LA Governor Services (£400) Support from a National Leader of Governance (cost to be determined).
2. Develop role of KS Leaders	KS leaders successfully lead their KS teams, producing KS mtg agendas and minutes linked to school priorities and crucially, lead meetings that support teachers and hold class teachers to account for progress of pupils and facilitate improvement in teaching (writing focus) and curriculum monitoring and improvement. KS leaders are actively contributing to progress of pupils and development of the curriculum. Establish new Transition lead role (KS1 to 2 as well as to KS 3). Consider succession management in relation to HT and his role as CEO of MAT.	KS leaders to produce action plans encompassing the curriculum needs/developments for a year Transition lead to establish an action plan. HT working with Deputy, SLT and governors	SLT to hold KS leaders to account for the progress of their plans which form part of the, the SIP. Monitored by SLT or governors (tbc) Transition Lead to report to KS leaders. Regular feedback to governors.	KS Leader’s action plans reviewed as part of Perf Mngmnt process in Sept/October. End of year review of success of KS / curriculum plans (and mid-year review as part of performance management of KS leaders). On-going through year.	KS curriculum budgets established (rather than subject area budgets). £1k per KS in first instance (£3k total). Time for transition lead to link with KS3 and other KS. CEO costs to be borne by all MAT schools not just WG.

Priorities for subsequent 2 years

Identify staff members who have the ability/skills to support other MAT schools – build capacity to enable this. Review performance management policy and other key policies, aiming for harmonisation of policies across MAT where possible.

Priority E: To develop the buildings/grounds to support the curriculum		Priority targets: 1. Risk register and business continuity plans developed 2. Work within MAT to establish an estates plan and work towards replacement of ageing mobiles			
Objectives	Success Criteria	Action (responsibility)	Monitoring Arrangements	Evaluation Process & Timeline	Resources (including costs)
1. Risk register and business continuity plans developed	School has considered risks and is developing/has plans in place to address key areas of concern (e.g. loss of demountable (mobile) classrooms, including Pre/After care (leading to possible loss of income).	Business Mgr and Finance Office and HT in conjunction with governors.	Risk register and business continuity plans monitored by governors.	In place by November 2018 and agreed by governors by December 2018.	Business Mgr time. Liaison time with other schools to compare notes!
2. Work within MAT to establish an estates plan and work to replacement of ageing mobiles/toilets	Plan in place to refurbish toilets (in priority order), replace ageing mobiles and upgrade lighting to energy efficient LED ceiling lights. Work successfully with other schools and in particular Manor High to manage estates and reduce estate management costs/find efficiencies.	KH with MAT CFO and premises Officer group Produce CIF bids to replace mobiles (work with external consultant S2E and MAT CFO)	Report back to half-termly governor mtgs	Plan for refurbishment of toilets in 2108/19 (Hall then KS 1). CIF bids submitted by mid-December '18.	CIF bid writing costs (£tbc) possible match funding necessary – to be determined 10% or more. £8k toilets (hall)
Priorities for subsequent 2 years Consider further centralisation of core services within MAT. Consider further bid for replacement of remaining demountable units. Further toilet refurbishment and creation of a redecoration schedule for WG					

Priority F: To continue to work in and beyond the school to support families and other schools & organisations		Priority targets: 1. Undertake parental / pupil survey. Reflect on and respond to outcomes 2. Develop role of school within MAT (as a giver and receiver of support) and develop external validation of school and its work			
Objectives	Success Criteria	Action (responsibility)	Monitoring Arrangements	Evaluation Process & Timeline	Resources (including costs)
1. Undertake annual parental/pupil survey. Reflect on and respond to outcomes	<p>Greater understanding of pupil and parent views</p> <p>Positive views of school by parents and pupils</p> <p>Outcomes fed back to parents and actions taken in light of responses</p>	JP to set up and provide analysis of on-line (SurveyMonkey) survey	Outcomes brought to SLT and Full Governors mtg as agenda item	<p>JP to evaluate outcome and suggest way forward (parent survey concluded by Feb '18) and feedback to parents by end of Spring term</p> <p>Actions planned in light of review of outcomes</p>	<p>Annual Survey Monkey cost (£400)</p> <p>JP time for set-up and analysis</p>
2. Develop role of school within MAT (as a giver and receiver of support) and develop external validation of school and its work	<p>School is contributing positively to the MAT through staff being involved in joint initiatives, including CPD e.g. Year 6 moderation and development of writing and maths in year 6.</p> <p>Through talking to staff members, it is evident that they are contributing to the development of educational practice here at WG and in other schools as a result of joint working with other MAT schools (possibly more apparent in yr 6 to start with) .</p>	<p>SLT, HT and key staff groups.</p> <p>HT to work closely with MAT Executive Board to establish cross MAT working opportunities (e.g. writing assessment and moderation project).</p> <p>CofG to work with MAT Chairs group</p>	<p>Feedback to governors via termly HT report and verbal feedback from CofG.</p> <p>External reports fed back to SLT and governors.</p> <p>Yr 6 staff to report to KS leader/SLT as to success of joint working.</p>	<p>On-going through year.</p> <p>(More detail to be added regarding external validation).</p>	<p>CofG time.</p> <p>Cost of external consultancy £1k (tbc).</p>
<p>Priorities for subsequent 2 years</p> <p>Develop support of parents in key areas (phonics, handwriting, writing skills) – workshops and ‘support your child to even better in.....’ sessions. On-going contribution to MAT initiatives and development of role of external monitoring/evaluation.</p>					