

**School Improvement & Development Plan 2018-19**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Priority:** | **Key Objective:** | **Success Criteria:** | **Key Ofsted Area(s):** | **Links to School Vision:** |
| **1.** | To quickly close emerging attainment gaps in Reception and Key Stage 1 for children with lower Literacy ability | * To increase % of children who reach expected standard at the end of KS1 in reading and writing > national * To reduce % of children who are working below ‘Working Towards’ level at the end of KS1 in reading and writing < national | Outcomes for pupils | Love of learning  Skills for life |
| **2.** | To improve the capacity of the school to successfully manage high level behaviours | * Staff voice indicates a high level of understanding and confidence of strategies to successfully manage children with high level behaviours | Personal development, behavior and welfare | Skills for life  Perseverance |
| **3.** | To develop outstanding provision in STEM subjects | * STEM curriculum across whole school meets Ofsted criteria description for outstanding * Pupil voice and subject surveys indicate a high level of pupil knowledge and enthusiasm for STEM subjects | Outcomes for pupils  Quality of teaching, learning and assessment  Early Years Provision | Love of learning  Skills for life |
| **4.** | To further develop skills teaching in curriculum foundation subjects | * Skills progression planning is embedded across foundation subjects * Assessment information is used to inform teaching and learning across the school, and between age groups. | Outcomes for pupils  Quality of teaching, learning and assessment | Love of learning  Skills for life |
| **5.** | To further strengthen safeguarding provision in the school | * Safeguarding arrangements reflect best practice in all areas. | Personal development, behavior and welfare  Quality of leadership and management | Skills for life |
| **6.** | To use subject audit recommendations to further raise attainment in core subjects and Early Years | * End of key stage progress measures in core subjects and EYFS are > national. * Subject leaders are actively developing provision in each subject | Outcomes for pupils  Quality of teaching, learning and assessment  Early Years Provision | Love of learning  Skills for life  Make it your best  Persevere |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Priority: 1** | | To quickly close emerging attainment gaps in Reception and Key Stage 1 for children with lower Literacy ability | | | | | |
| **Rationale** | | Recent trends at intake have shown that an increasingly high % of children are entering the school with below average literacy skills- often including speech and language. In addition, end of Key Stage 1 writing expectations remain focussed on higher expected standards of spelling, and this has been a weaker area for recent Year 2 cohorts. Further investment in intervention strategies and approaches across Early Years and Key Stage 1 could positively impact upon end of KS1 writing outcomes, and more quickly close attainment gaps in English. | | | | | |
| **Success Criteria** | | * To increase % of children who reach expected standard at the end of KS1 in reading and writing > national * To reduce % of children who are working below ‘Working Towards’ level at the end of KS1 in reading and writing < national | | | | | |
| **Every Child Matters** | | Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing | | | | | |
| **Ofsted** | | Leadership & Management Quality of Teaching, Learning & Assessment Personal development, behaviour & welfare Outcomes Early Years | | | | | |
| **Vision** | | Love of Learning Make it Your Best Perseverance Skills for Life | | | | | |
| **Key Objective:** | | To increase % of children achieving ‘expected standard’ in writing at the end of Key Stage1 | | | | | |
| **Intended Outcomes** | **Actions** | | **Who** | **Resource/Time** | **Key Milestones** | **Termly Action Plan** | **Evaluation** |
| Staff capacity to effectively support speech and language development is increased. | **Speech and Language:**   * Establish early speech and language assessment and intervention strategies **in EYFS**. (Embed a simple diagnostic test.) Link to over learning of phonics. Continue identified support into KS1. * Develop speech and language intervention expertise in school- sometimes supported through access to external service. * Whole staff training session in speech and language support.- ‘The Communication Trust’ (online free) | | BC  SC  All staff | Training for TA-  **£300**  WS Training session  Resources- **£200 incl**  **(Teddy Talk Test**  **£75 Wellcomm other** | **July ‘18**  Identified member of staff trained to deliver speech and language support to EYFS/KS1  Diagnostic test purchased for use in 2018-19  **Sept’18**  WS training and awareness session  -’The Communication Trust’  **Mar’19**  Review | Summer term TAP  Autumn Term TAP  Spring Term TAP |  |
| By the end of Key Stage 1, nearly all children meet the spelling expectations for ‘expected standard’ | **Spelling of High Frequency Words:**   * Establish, using core spelling word lists from NC, yearly expectations of non-negotiable words for YR Y1 and Y2. * Make use of potential of Squeebles spelling app- if cloud based- to support children in learning key words. * Raise profile around school of spelling of key words. Involve parents. | | BC  KL  AP | Staff meeting to allocate words & list possible strategies  Parents information evening  Displays around school | **July ‘18**  Lists created  **Sept’18**  Displays- awareness raising completed  **By Dec ‘18**  Parents info session and leaflet  **Mar’19**  Review | Summer term TAP  Autumn Term TAP  Spring Term TAP |  |
| By the end of Key Stage 1, nearly all children meet ‘expected standard’ in reading. Children who have a learning difficulty or disability have been identified and support given. | **Screening and Interventions:**   * Conduct Apples & Pears baseline test (end of Y1)- use to assess for small number of children to receive this intervention in Y2. * Conduct Nessie dyslexia screening at end of Y2 for selected children * Embed Nessie and Rapid Reading and Phonics online intervention materials for use for up to 6-10 children through KS2. * Update SEND provision map- create a parent information leaflet detailing interventions available and publish on school website | | KL  AP  SC | Nessie subscriptions  Rapid Reading  Rapid Phonics- | **July ‘18**  Baseline tests for selected Y1 and Y2 chlldren  Indicated resources purchased for June’18 start  TA training with resources  **Oct’18**  Intervention support for small number of children has begun  **Dec’18**  SEND leaflet completed and on website | Summer Term TAP  Autumn Term TAP |  |
| Staff capacity to support children with dyslexia has been further increased. | **Dyslexia:**   * Whole staff refresher training for dyslexia- online (Dyslexia International- others-free) Sept’18 * Conduct Nessie dyslexia screening at end of Y2 for selected children * Purchase copies of other Intervention programmes: (find best one for each child) Toe To Toe, Hornet Stareway to Spelling * Train selected TA’s in resources indicated. | | SC  Selected TAs | Inset session  Resources samples have been bought | **Sept’18**  WS dyslexia training on part of inset day | Autumn Term TAP |  |
| **Suggested Governor Monitoring Activities**: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Priority: 2** | | To improve the capacity of the school to successfully manage high level behaviours | | | | | |
| **Rationale** | | The school has not had any children in the school over the last 3 years displaying high level behaviours. Staff awareness, knowledge and policy procedures is therefore ripe for refresher training and review, to improve the capacity to successfully manage future or current pupils who display or develop high level behaviours. | | | | | |
| **Success Criteria** | | * Staff are confident in managing high level behaviours- staff voice reflects this. * School policies and procedures are widely understood and reflect accepted good practice. | | | | | |
| **Every Child Matters** | | Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing | | | | | |
| **Ofsted** | | Leadership & Management Quality of Teaching, Learning & Assessment Personal development, behaviour & welfare Outcomes Early Years | | | | | |
| **Vision** | | Love of Learning Make it Your Best Perseverance Skills for Life | | | | | |
| **Key Objective:** | | Raise rates of progress of LAPs at KS1 | | | | | |
| **Intended Outcomes** | **Actions** | | **Who** | **Resource/Time** | **Key Milestones** | **Termly Action Plan** | **Monitoring & Evaluation** |
| Staff have a raised awareness of how to physically manage pupils. Key staff are confident in how to write behaviour risk reduction plans. | **Training:**   * Whole school training STEP ON- Sept’18 (booked) * Training session on writing ‘behaviour risk reduction plans’ * Visit to a local cluster school to look at strategies (reciprocal visits programme | | All staff  Lead teacher to visit another cluster school.  AP- policies | Staff meeting time  Budget for a member of staff release to visit local school  (**£80- or HT cover)** | **Sept’18**  Step In Training  Risk Reduction Plan writing session  **By Dec’18**  Lead teacher visit to HJS  Policies rewritten  **Mar ‘19**  Review | Autumn Term TAP  Autumn Term TAP  Spring Term TAP |  |
| Behaviour policy has been refreshed. It is widely understood by staff. | **Policies and Procedures:**   * Rewrite behaviour policy including tighter/clearer procedures for managing children with high level behaviour needs * Whole school training session to discuss revised planning | | Staff meeting time  WS inset time | HT time | **By Dec’18**  Policies reviewed and rewritten | Autumn Term TAP |  |
| **Suggested Governor Monitoring Activities**: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Priority: 3** | | To develop outstanding provision in STEM subjects | | | | | |
| **Rationale** | | School focus has been on continuing to develop the broader curriculum. STEM subjects are of clear and obvious importance for all children in the world of future work. School location, near university, research parks and with high number of parents employed in related industries makes it an advantageous place to develop. There are solid foundations to build on with PSQM award, and recent investments made in digital technology. | | | | | |
| **Success Criteria** | | * STEM curriculum across whole school meets Ofsted criteria description for outstanding * Pupil voice and subject surveys indicate a high level of pupil knowledge and enthusiasm for STEM subjects | | | | | |
| **Every Child Matters** | | Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing | | | | | |
| **Ofsted** | | Leadership & Management Quality of Teaching, Learning & Assessment Personal development, behaviour & welfare Outcomes Early Years | | | | | |
| **Vision** | | Love of Learning Make it Your Best Perseverance Skills for Life | | | | | |
| **Key Objective:** | | To develop outstanding provision in STEM subjects | | | | | |
| **Intended Outcomes** | **Actions** | | **Who** | **Resource/Time** | **Key Milestones** | **Termly Action Plan** | **Monitoring & Evaluation** |
| All children have experienced a range of high quality STEM activities.  Coding using appropriate resources is a strength of the children in the school. | **STEM Enrichment opportunities:**   * Invest in a series of visits and visitors for STEM subjects- across the whole school- see STEM directory. * Set up a coding club for children- using Scratch- external support available. * Y6 team to participate in UEA Scratch Off (21.6.18) * Set up in summer term a **whole school STEM week**- Dyson foundation challenge cards/BAE systems website – parental involvement. (Booked Architecture activity- 23.7.18) * Embed use of Scratch Junior at Y2-4 * Set up some Y5/6 children as ‘Digital Leaders’ (ICT monitors)- to support younger children with technology | | All staff  AP/RC coding team | Staff meeting time  £**750**  STEM visits and activities | **July ‘18**  STEM week delivered  Visits ongoing  Scratch Jnr used in Y3/4  **Sept ‘18**  Digital leaders appointed in Y5/6 | Summer Term TAP  Autumn Term TAP |  |
| There is very good capacity across the school through good resourcing. | **Additional Resources:**   * Purchase Kodeable APP for all children- and encourage home access * Purchase supporting materials for Scratch (Usborne book, coding cards) for use in KS2 | | AP | Kodeable- £**450** for years subscription | **July’18**  Resources procured | Summer Term TAP |  |
| Staff knowledge is excellent- and provision is sustainable. | **Professional Development- sustainability:**   * Whole staff training session on basic use of Scratch * Further training day for Computing subject leader to develop a further aspect of STEM curriculum-feedback to whole teaching staff * Further training day for Science lead to develop aspect of STEM curriculum at UKS2- feedback to teaching staff * ‘Future Learning’- STEM session on line – staff meeting | | AP  HB | WS inset time | **Sept’18**  WS training session | Autumn Term TAP |  |
| **Suggested Governor Monitoring Activities**: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Priority: 4** | | To further develop skills teaching in curriculum foundation subjects | | | | | |
| **Rationale** | | Skills sheets have now been created in Science and HIstory. Greensides document offers an excellent way to plan for skills progression across the whole school- and display this clearly onto half-termly curriculum maps. This will aid progression and assessment and offer parents more information about the skills being taught in foundation subjects. | | | | | |
| **Success Criteria** | | * Skills progression planning is embedded across foundation subjects * Assessment information is used to inform teaching and learning across the school, and between age groups. | | | | | |
| **Every Child Matters** | | Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing | | | | | |
| **Ofsted** | | Leadership & Management Quality of Teaching, Learning & Assessment Personal development, behaviour & welfare Outcomes Early Years | | | | | |
| **Vision** | | Love of Learning Make it Your Best Perseverance Skills for Life | | | | | |
| **Key Objective:** | | Establishing excellent ICT provision and staff subject/technology knowledge to promote best outcomes. | | | | | |
| **Intended Outcomes** | **Actions** | | **Who** | **Resource/Time** | **Key Milestones** | **Termly Action Plan** | **Monitoring & Evaluation** |
| Skills in foundation subjects are well planned and there is clear progression across year groups. This is indicated on half-termly curriculum mapping, and informs assessment and teaching. | **Assessment & curriculum:**   * Purchase ‘Rainbow Continuum’ (Liz Greensides) to facilitate simple skills mapping across foundation subjects. * Whole school training day to review upcoming topics. * Modify curriculum maps to include bullet point list of key skills to be taught in upcoming topic. * Review and embed skills sheets in (Science) and extend to Humanities. | | AP  Teaching staff | Rainbow Continuum’ (Liz Greensides)- **£75** | **July’18**  Curriculum review inset time using Rainbow  **Sept’18**  First new curriculum maps with skills included | Summer term TAP  Autumn term TAP |  |
| Physical Education provision in school is outstanding.  School has successfully renewed ‘National High Quality PE Award’. | **Physical Education:**   * Establish daily lunchtime ‘Young Leaders programme so that more children are actively engaged in at least 30 minutes of exercise each day (by July ‘18) * Achieve successful renewal of National HQPE award so that children continue to benefit from high quality PE and school sport provision and profile of PE remains high(by April’18) This impacts on behaviour remaining excellent. * Enable HLTA (PE) to have protected time to plan ‘Real PE’ sessions for KS1 children so that they benefit from innovative approach * Broaden staff expertise and staff training qualifications so that the high quality provision is sustainable for future children at school * Train member of staff in minibus driving so that children can more easily attend more interschool sport * ‘Progress Sport’ run non-traditional sports in summer so children have broader experience of a range of sports and activities * Renew Norwich SSP membership so that children have frequent opportunities for interschool sport * Employ professional cricket and rugby coaches to encourage KS2 children to improve skills and consider out of school sports clubs * Premises redevelopment has included an expanded sports play area to Sport England specifications. | | CD/JH | Sports Premium budget- allocated in Dec’17 review.  Capital budget allocation for sports court | **July ‘18**  HQPE award  See detailed development plan on school website for full breakdown | Summer term TAP |  |
| **Suggested Governor Monitoring Activities**: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Priority: 5** | | To further strengthen safeguarding provision in the school | | | | | |
| **Rationale** | | Safeguarding in the school is effective. Policy and procedures are well-embedded and known by a stable staff across the school. Measures below are in response to latest updated advice to Designated Leads at refresher training. | | | | | |
| **Success Criteria** | | * Safeguarding arrangements reflect best practice in all areas. * Staff maintain attitude of ‘it could happen here’ | | | | | |
| **Every Child Matters** | | Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing | | | | | |
| **Ofsted** | | Leadership & Management Quality of Teaching, Learning & Assessment Personal development, behaviour & welfare Outcomes Early Years | | | | | |
| **Vision** | | Love of Learning Make it Your Best Perseverance Skills for Life | | | | | |
| **Key Objective:** | | Establishing excellent ICT provision and staff subject/technology knowledge to promote best outcomes. | | | | | |
| **Intended Outcomes** | **Actions** | | **Who** | **Resource/Time** | **Key Milestones** | **Termly Action Plan** | **Monitoring & Evaluation** |
| Staff knowledge of key documents and developments is excellent. | **Refresh Training Provision & Further Raise Awareness**   * Make safeguarding updates a standing item at all staff meetings * Train JH (Thrive) as an ADL * Refresh whole staff training on Norfolk Thresholds document - using the text only version * Refresh whole staff training with modules from revised Group A training materials available online * Broaden FSP training to include a third member of staff | | AP  SC  JH | JH - DL training  **-£200**  Staff meeting and WS inset time  FSP training- **£200** | **Mar’18 inset**  Threshold document  refresher  **From April’18**  Staff meeting agenda standing item  **July’18**  FSP and DL training organised | Summer term TAP |  |
| Paperwork supporting safeguarding is excellent and reflects best practice. | **Administration**   * Migrate training records to new LA spreadsheet * Create new evaluation and evidence sheets for induction and training evidence | | AP  MA | Office and HT time | **July’18**  All actions completed | Summer term TAP |  |
| **Suggested Governor Monitoring Activities**: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. | | | | | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Priority: 6** | | To use subject audit recommendations to further raise attainment in core subjects and Early Years | | | | | |
| **Rationale** | | Middle leaders are given release time to complete a subject audit. These recommendations flow directly into the SIDP as item 6. | | | | | |
| **Success Criteria** | |  | | | | | |
| **Every Child Matters** | | Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing | | | | | |
| **Ofsted** | | Leadership & Management Quality of Teaching, Learning & Assessment Personal development, behaviour & welfare Outcomes Early Years | | | | | |
| **Vision** | | Love of Learning Make it Your Best Perseverance Skills for Life | | | | | |
| **Key Objective:** | | To further raise attainment in core subjects and Early Years | | | | | |
| **Intended Outcomes** | **Actions** | | **Who** | **Resource/Time** | **Key Milestones** | **Termly Action Plan** | **Monitoring & Evaluation** |
| * End of key stage progress measures in Maths > national. * Subject leaders are actively developing provision in each subject | Maths Subject Audit   * To embed updated calculation policy and share with parents through ‘café’ style events. * Pupils modelling calculation methods for school website. * To continue outstanding practise in the teaching of maths – mastery approach, lesson delivery, differentiation, knowledge of NC objectives, high expectations, marking and feedback, pupil self-assessment and response… * Further monitoring and book scrutinies and whole school/cluster moderation – focusing age expectations and standardisation. * Continuation of interventions that can be offered to low attaining pupils in KS1 and LKS2. * To increase the number of children who are achieving more than expected progress – especially at by the end of KS2. * To develop children’s fluency and reasoning skills – develop both collaborative learning approaches and independence in the application of skills. * Staff CPD in bar modelling. * To continue to develop parental involvement further – calculation evenings, inviting parents to join classroom activities, maths café… | | SC | £500est | **By July’18**  Staff CPD in bar modelling. (Apr’18)  Pupils modelling calculation methods are on school website. (July’18) | **Summer Term TAP** |  |
| * End of key stage progress measures in English > national. * Subject leaders are actively developing provision in each subject | English Subject Audit   * Ways to broaden vocabulary further (to aid comprehension and in writing) * -Spelling - how can we help children to apply the spelling patterns and rules beyond a test?   Increase the dictation activities we do throughout the school. Staff focus on spellings to improve children’s application of spellings in lessons.   * Consistency in handwriting e.g. ensure the tall letters are clearly tall, the handwriting is legible at speed etc. * -Introduce a suitable writing intervention at KS1. * -Introduce a suitable spelling intervention at KS1 & 2 as required. * -Consider introducing a suitable phonics intervention, but earlier on e.g early on in Y1. This has to be logistically possible to run though because it can create many groups of children. * Continue to refresh the stock of Guided Reading texts to ensure a wide spread of genres and book bands. | | KL | £500est | **By July’18**  Nessy used for identified children  (See Overlap with SIDP 1) | **Summer Term TAP** |  |
| * Subject leaders are actively developing provision in each subject | Science Subject Audit   * Complete PSQM application. * Organise WS STEM week (July’18) * Resource audit and refresh. | | HB | £500est | **By July’18**  PSQM achieved  STEM week completed  Resources purchased | **Summer Term TAP** |  |
| * End of key stage progress measures in EYFS are > national. * Subject leaders are actively developing provision in each subject | EYFS Subject Audit   * To continue to further develop greater opportunities for CAL through small world play. This is now much more evident within the indoor provision, but needs further development in the outdoor environments e.g. small world tyres, dinosaurs, fairy garden * To better support early reading through the use of a wider variety of reading resources - initial sound packs, CVC jigsaw packs, CVC matching packs, CVC caption packs, pink books * 1:1 or small group parental workshops which support/guide with areas of challenge at home, or areas where the child needs further development e.g. phonics/reading. Stay and Play sessions have provided this on a larger scale, but potential to open this up to parents in much smaller groups could be beneficial * Develop the balance between ‘Interacting or Interfering’ with regard to children’s play and adult intervention * Provide time for TA to develop knowledge of EYFS curriculum to broaden and deepen quality of observations | | BC | £500est | **By July’18**  Identified and purchased a wider variety of reading resources - | **Summer Term TAP** |  |
| **Suggested Governor Monitoring Activities**: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. | | | | | | | |

Gantt Chart- Summer Term 2018

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **w/b** | **16.4.18** | **23.4.18** | **30.4.18** | **7.5.18** | **14.5.18** | **21.5.18** | **HT** | **4.6.18** | **11.6.18** | **18.6.18** | **25.6.18** | **2.7.18**  **SRE** | **9.7.18** | **16.7.18** |
| **Whole School Cycles** | SIDP |  | Attendance Analysis 1 | Maths network | KS2 SATS | Y5/6 Scratch club- week 1 (AP) |  | Attendance Analysis 2  Sports Day 6.6 | Train TAs in Nessie and Rapid Reading | Termly T+L Reviews | Assessment week (not Y2/Y6)  Reserve Sports Day 27.6 | Transition days  English network | Y1 (selected)  Apples & Pears baseline test-  Y2 (selected)  Nessie screening | W/S STEM Week of activities- include collaborative learning ideas  17.7 Circus trip  23.7 Architect w/shop |
| **Staff Meetings** |  | Cluster Maths Mod.  (HJS) | Nessie Resources  Rapid Reading resources  Bar Modelling – tbc (HJS visit) | Science scrutiny – Blofield & Wicklewood (9.5.18) | GDPR  SRE policy & resources review | (Dance Showcase)  Spellings core word lists R,1 and 2 & write next steps |  | STEM week planning & Science- HB | Maths-SC  Meta-cognition- KL | Rainbow Curriculum planning 1 | Rainbow Curriculum planning 2 | Report writing- no staff meeting | Report writing- no staff meeting  (Reports Out 13.7.18) | English-KL |

TBA-

Maths calculations videos on line