



**SCHOOL
IMPROVEMENT
PLAN
2014 – 2015**

SCHOOL IMPROVEMENT PLAN 2014 – 2015

ACHIEVEMENT & STANDARDS					
Current SEF Grade	2	Staff Lead	Lallie Godfrey	Governor Lead	Chair of Curriculum
TARGET(S)	1	⇒ Raise standards in writing particularly non-fiction genres			
	2	⇒ To increase pupils' writing speed			
	3	⇒ Ensure SEN pupils are supported effectively to raise attainment and progress in all subjects.			
	4	⇒ Ensure current Year 5 pupils make accelerated progress to redress the drop in attainment from May 2013			
	5	⇒ To ensure that pupils are on track to make at least 2 levels progress across each phase in all subjects			
	6	⇒ To increase the % of pupils making 3-levels of progress in Reading, Writing and Mathematics between KS1 and KS2			

SUCCESS CRITERIA		IMPACT Data (Progress towards target 2014)			RAG
⇒ These are results showing progress towards the targets – which will be updated at each assessment period.					
⇒ Final outcome will be progress from May 2014 - May 2015					
1	⇒ 93% of pupils in all year groups make at least 6 point (KS1) and 3 point (KS2) progress over a year in writing	Writing % (May 2014) ⇒ Year 6 ⇒ Year 5 ⇒ Year 4 ⇒ Year 3 ⇒ Year 2 ⇒ Year 1 n/a	Writing % (Oct 2014) ⇒ Year 6 ⇒ Year 5 ⇒ Year 4 ⇒ Year 3 ⇒ Year 2 ⇒ Year 1	Writing % (Feb 2015) ⇒ Year 6 ⇒ Year 5 ⇒ Year 4 ⇒ Year 3 ⇒ Year 2 ⇒ Year 1	
2	⇒ Writing assessments demonstrate that the vast majority (93%+) of pupils are working at at least age appropriate levels in in word rate per minute	⇒			
3	⇒ Assessments indicate that SEN pupils are making at least the expected progress in all subjects from KS1 ⇒ The average in year progress of the SA pupils is in line with expected progress or better (3 points +)	⇒			
4	⇒ Assessments indicate that Year 5 (Y6 from Sept 14) pupils are making at least the expected progress in reading, writing and mathematics	⇒			
5	⇒ Subject Leader Reports indicate that at least 90% of pupils in all year groups are working at age appropriate levels ⇒ 95%+ of all pupils are on track to make at least 2 levels progress in reading, writing and mathematics	⇒			
6	⇒ There is an upwards trajectory in the % of pupils making 3 levels (flat) progress in English and Mathematics	⇒			

TARGET 1 ⇒ Raise standards in writing particularly non-fiction genres					
Action(s) (including CPD)	Timescale (from/to)	Personnel (who leads, who involved?)	Resources (time & money)	Monitoring (what, how, who, when?)	RAG
Set accelerated writing targets for all pupils based on May testing for following year (8 pts KS1, 4 pts KS2)	June 2014 ongoing annually	HT Class teachers	2 days £ 0	Accelerated targets for all pupils in place Target setting sheets, HT Report Curriculum Committee Autumn 2014	
All writing targets to include catch up where necessary to ensure 'stuck'/'falling behind' children move forward swiftly	June 2014 ongoing annually	HT Class teachers	1 day £ 0	As above	
Meet with all relevant staff to discuss cohorts writing targets for the year	July 2014 ongoing annually	HT Class teachers TAs	INSET Day x0.5 £ 0	Staff understanding of progress requirements Staff discussion Curriculum Committee Autumn 2014	
Consider appropriate interventions, challenge and support to be given to all pupils to enable them to make at least the expected progress in writing	May 2014 ongoing half-termly	SENCO Class teachers TAs pupils	INSET Day x0.5 £ 0	Impact of interventions/challenge SENCO Report, assessment data Curriculum Committee Autumn 2014	
Assess all pupils half termly and revise provision according to current needs of pupils	May 2014 ongoing half-termly	Class teachers TAs pupils	PPA time £ 0	Ongoing pupil progress Teacher Assessment, Test results DH, HT Termly	
Analyse the termly test assessments of all pupils identifying those pupils not making the expected progress or better	May 2014 ongoing termly	HT	6 days £ 0	Ongoing pupil progress Test results HT Termly	

TARGET 1 (cont) ⇒ Raise standards in writing particularly non-fiction genres					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, who, when?)</i>	RAG
Hold termly Pupil Progress Meeting to discuss the progress of all pupils	April 2014 ongoing termly	HT Class teachers TA SENCO	6 days £ 0 internal cover provided	Staff awareness of current progress and required actions PPMs HT, DH Termly	
Produce focussed Action Plans following PPMs identifying the next steps for all pupils to ensure continued progress	April 2014 ongoing termly	HT Class teachers SENCO	PPA time £ 0	Impact of Actions taken on pupil progress Following PPM and/or Teacher Assessment HT, DH Termly	
Ensure that interventions are appropriate to the needs of pupils and Provision Maps are in place in all year groups	April 2014 ongoing half-termly	Class teachers TA SENCO	PPA time £ 0	Impact of interventions/challenge SENCO Report, assessment data Curriculum Committee Autumn 2014	
Ensure all pupils are clearly aware of the next steps for improvement	April 2014 ongoing	Class teachers TAs pupils	Class based £ 0	Pupils' understanding of next steps needed to improve Pupil discussion, LOs SLT Termly	

TARGET 2 ⇒ To increase pupils' writing speed					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
Undertake initial words per minute test. Analyse results identifying children writing below the expected speed for age	Sept 2013	HT Class teachers TA	n/a	Staff awareness of current progress and required actions HT Termly	
Have weekly sessions for practising handwriting and writing at speed	Sept 2013 ongoing termly	HT Class teachers Pupils	Class based £ 0	Planning identifies time allocation. HT Ongoing	
Undertake termly words per minute tests to consider progress towards age related levels	Jan 2013 ongoing half-termly	Class teachers TA	Class based £ 0	Impact of Actions taken on pupil progress Following PPM and/or Teacher Assessment HT Termly	
Compare progress in writing speed with year end writing assessments and amount of test completed in reading and maths to identify if impact has been seen	May 2014 ongoing	HT GB	n/a	Progress in W, R, M linked to writing speed HT June 2014 Report to Gb	

TARGET 3 ⇒ Ensure all SEN pupils are supported effectively to raise attainment and progress in all subjects.					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
Class teachers to undertake a gap analysis in reading, writing and maths following assessments	May 2014 ongoing	Class teachers HT Curriculum Committee	PPA time £0	% of pupils working at ARE for each subject assessments, PPMs Termly HT	
Identify areas where SEN pupils need support to improve further	May 2014 ongoing	Class teachers HT Curriculum Committee	PPA time £0	What areas for support have been identified Planning, provision maps Half termly SENCO	
Consider support/advice that needs to be given to ensure pupils are gaining age appropriate skills	May 2014 ongoing	Class teachers SENCO DH En/Maths SLs Curriculum Committee	SL Release time PPA time £270	Impact of support being given CPD records, LOs Ongoing SENCO ,DH	
Class teachers to revise Provision Maps accordingly	May 2014 termly	Class teachers SENCO HT Curriculum Committee	SL Release time PPA time £270	Consistency of teaching methods across the school LOs, work scrutiny SENCO, HT	
Undertake analysis of pupils' attainment in the following term to evaluate the success of the support given	May 2015 ongoing	Class teachers SENCO HT Curriculum Committee	SL Release time PPA time £270	Impact of actions to increase % progress of SEN pupils assessments, PPMs Annually Curriculum Committee	

TARGET 4	⇒ Ensure current Year 5 pupils make accelerated progress to redress the drop in attainment from May 2013				
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
Undertake a gap analysis for all pupils in reading, writing and maths following assessments	February 2014 ongoing	Class teacher HT	PPA time £0	Gap analysis PPMs, Work scrutiny HT Half termly	
Identify specific area for improvement and plan to teach the required elements	February 2014 ongoing	Class teacher HT	PPA time £0	Accurate identification of areas for improvement Planning scrutiny, provision maps HT Ongoing	
Undertake ongoing checks on pupils progress in all areas to ensure that progress is accelerating	March 2014 ongoing	Class teacher	PPA time £0	Progress of individual pupils Data analysis HT Termly	
Ensure a weekly opportunity exists for a member of staff to discuss with pupils their progress towards their target and next steps	April 2014 ongoing	Class teacher TAs Pupils	During class sessions £0	Consistency of the amount of opportunities provided Timetable, planning scrutiny SLT Half termly	
Ensure that all marking links clearly to the relevant target	April 2014 ongoing	DH Class teacher TAs Pupils	Phase group meeting £0	Consistency of marking across class Marking scrutiny DH Half yearly	
Ensure opportunities are given for pupils to reflect and act on the progress towards the target e.g. self/peer assessment, time to reflect on marking, pupil conference	April 2014 ongoing	Phase group leader Class teacher TAs Pupils	During class sessions £0	Impact of target setting on pupil progress Pupil discussion, data analysis, work scrutiny DH Half termly	

TARGET 5	⇒ To ensure that pupils are on track to make at least 2 levels progress across each phase in all subjects				
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
SLs to analyse data from each class termly to identify pupils not working at ARE in each subject area	April 2014 ongoing according to SL cycle	SLs Class teachers HT Curriculum Committee	SL Release time PPA time £270 per SL	% of pupils working at ARE for each subject LOTs assessments, SL Report Annually Curriculum Committee	
Identify areas where need to improve further	April 2014 ongoing according to SL cycle	SLs Class teachers HT Curriculum Committee	SL Release time PPA time £270 per SL	What improvements have been identified SL Report Annually Curriculum Committee	
Consider support/advice that needs to be given to ensure pupils are gaining age appropriate skills	April 2014 ongoing according to SL cycle	SLs Class teachers HT Curriculum Committee	SL Release time PPA time £270 per SL	Impact of support being given CPD records, LOs Ongoing SLs, DH	
SLs to consider the effectiveness of current teaching methods	April 2014 ongoing according to SL cycle	SLs Class teachers HT Curriculum Committee	SL Release time PPA time £270 per SL	Consistency of teaching methods across the school LOs, work scrutiny According to SL cycle SLs, HT	
SLs to support staff to ensure the pupils are encouraged to become independent learners	April 2014 ongoing according to SL cycle	SLs Class teachers HT Curriculum Committee	SL Release time PPA time £270 per SL	Pupils attitudes towards learning LOs, pupil discussion, work scrutiny SL cycle SLs, HT	
Undertake analysis of pupils' attainment in the following term to evaluate the success of the support given	April 2014 ongoing according to SL cycle	SLs Class teachers HT Curriculum Committee	SL Release time PPA time £270 per SL	Impact of actions to increase % at or above ARE LOTs assessments, SL Report Annually Curriculum Committee	

TARGET 6	⇒ To increase the % of pupils making 3-levels of progress in Reading, Writing and Mathematics between KS1 and KS2				
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
To identify all pupils (Y3-6) who are on track to make at least 12 points progress	April 2014 ongoing	HT	6 days £0	% of pupils on track to make at least 12 point progress Data Analysis HT Termly	
Consider what actions may be taken accelerate progress further so that they achieve 3 flat levels progress	April 2014 ongoing	HT Class teachers	1 day £0	PPM Action Plans Planning scrutiny HT Termly	
Identify pupils currents at 'a' at each level and consider actions to tip across to 'c' of the higher level	April 2014 ongoing	HT Class teachers	1 day £0	Planning reflects actions to be taken Planning scrutiny HT Termly	
Consider additional investigational/problem solving activities/challenges to move pupils forward in English and Maths at an accelerated pace	April 2014 ongoing	HT En and Ma SLs	Leadership Time £0 internal cover	Improvements in curriculum highlighted in SL Action Plans disseminated and actioned across whole school LOs, planning SLT Termly	
Monitor progress of pupils towards accelerated targets	April 2014 Ongoing Termly	HT Class teachers	3 days £0 internal cover	% of pupils on track to make 3 flat levels progress Data Analysis HT Termly	

SCHOOL IMPROVEMENT PLAN 2014 – 2015

LEADERSHIP & MANAGEMENT					
Current SEF Grade	1	Staff Lead	Lallie Godfrey	Governor Lead	Chair of Governors

TARGET(S)	1	⇒ To ensure that the capacity for leadership across the school is sustainable in the longer term
	2	⇒ To continue to ensure that the GB monitoring cycle accurately reflects the School Improvement targets focussing on the impact of actions taken
	3	⇒ To provide further additional activities for group of pupils to broaden their learning experience and gain increased independence in their learning
	4	⇒ To develop the Partnership links to include opportunities for middle leaders to work together

SUCCESS CRITERIA		IMPACT	RAG
1	<ul style="list-style-type: none"> ⇒ The leadership structure remains effective at all levels to ensure continued improvement across the school ⇒ All leaders have clarity as to their role and fulfil the role effectively ⇒ Consideration is given to ensuring all staff with leadership skills have the opportunity to develop further within the school as appropriate 	⇒	
2	<ul style="list-style-type: none"> ⇒ GB monitoring forms and Committee minutes indicate that the GB are clearly aware of the progress being made towards actions ⇒ Minutes show that the GB is holding the school to account effectively 	⇒	
3	<ul style="list-style-type: none"> ⇒ Planning identifies increased opportunities for pupils to widen the learning experiences ⇒ LOs and pupil discussion show pupils demonstrate a greater degree of independence in their learning 	⇒	
4	<ul style="list-style-type: none"> ⇒ The Partnership Action Plan is updated and includes actions to be taken to provide SLs the opportunity to work together across all three schools 	⇒	

TARGET 1		⇒ To ensure that the capacity for leadership across the school is sustainable in the longer term			
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
To consider opportunities for staff to undertake specific leadership roles through offering TL3 post(s) for one year – budget allowing	April 2014	HT Staff Personnel Committee	TLR3 funding 2 x £1000	Impact of actions taken by member of staff on TL3 PM Reviews Twice yearly (June/Jan) HT	
To consider any additional CPD/support need for Senior Leaders to fulfil current role and develop practice further	April 2014 ongoing	DH HT Staff	CPD and supply cost Approx. £3000	Impact of CPD/support Evidence through PMs, staff meetings CPD evaluations Half-termly HT, DH	
To provide opportunities for staff to lead at a higher level as and if appropriate (and willing)	April 2014 ongoing	HT DH Staff	n/a time allocation	Evidence and impact of staff undertaking additional leadership roles PM Reviews, staff meetings Half termly HT	
To consider current leadership structure to ensure sustainability in 2015 - 2016	Sept 2014 to March 2015	HT Full GB Personnel Committee	FGB Meetings x 2 Personnel Com meeting x 1 Additional meetings as required	Evidence that current leadership structure will ensure the continued improvement of provision across the school into 2015 – 2016 Leadership structure and capacity, School Improvement Plan 2015 – 2016 March 2015 GB	

TARGET 2					
⇒ To continue to ensure that the GB monitoring cycle accurately reflects the School Improvement targets focussing on the impact of actions taken					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
Committees to agree relevant targets to be monitored	April 2014 ongoing	GB Committees HT Staff	n/a	Progress towards targets Monitor through Committee minutes Termly FGB	
Annual cycle of monitoring by members of GB to be agreed and formalised	April 2014 ongoing	GB Committees HT DH	n/a	Annual cycle being adhered to Monitor through Committee meetings Termly Chair of Committee	
GB monitoring forms to be completed after each visit and submitted to the relevant Committee	April 2014 ongoing	Individual GB members	n/a	Visit notes completed and comprehensive Monitor through Committee meetings Termly Relevant Committee	
Outcomes from monitoring to be an agenda item on all Committees with discussion regarding progress towards targets and future actions required	April 2014 ongoing	GB Committees HT DH	n/a	% of targets are on track to be met Monitor through Committee meetings Termly Relevant Committee	
TARGET 3					
⇒ To provide further additional activities for group of pupils to broaden their learning experience and gain increased independence in their learning					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
Consider methods and actions that can be taken to increase pupils' independence in learning	April 2014 ongoing	HT SLT Staff	Staff meeting x1 £0	% increase in pupils leading own learning LOs and pupil discussion SLT, SLs Termly	
Investigate opportunities for links with local businesses (Sensory Garden)	January 2014 To June 2014	All staff	INSET x1 £0	Level of increase in business links Calendar SLT Half-termly	
TARGET 4					
⇒ To develop the Partnership links to include opportunities for middle leaders to work together					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
To update Partnership Action Plan to reflect current priorities	April 2014	Partnership HTs	1 day off site	Key priorities clearly identified June 2014 Partnership Committed	
To continue to support partnership schools raising middle leadership	April 2014 ongoing	DH Partnership Schools	1 day p/w Cost to other Partnership Schools £450 per day	Impact of support in raising quality of middle leadership Visit notes Weekly Partnership HTs	
HTs to continue monthly meetings to action targets on Partnership Action Plan	April 2014 ongoing	HT Partnership HTs	Monthly meeting £0	Progress towards targets Updated Action Plan Termly Partnership Committee	
Staff to continue termly joint moderations for R, W, M	April 2014 ongoing	All teaching staff from all schools	Staff meeting x3 £0	Accuracy of levelling judgements Discussion, minutes of meetings Termly Partnership HTs	
SLs to organise joint Partnership activities for pupils	April 2014 ongoing	SLs from Partnership Schools Staff Pupils	Transport costs Approx. £400 per coach	Impact of activities for pupils on attainment Discussion, observation, work scrutiny Following joint activity SLs	
Consider opportunities for joint training	February 2014 to May 2015	HT Partnership HTs	Monthly meeting £0	Impact of identified training Feedback, observations Following joint INSET Partnership HTs	
To monitor the progress towards targets in the Partnership Action Plan	June 2014	Partnership Committee	Committee meeting x3 £0	Impact of actions taken for individual schools Updated Action Plan, discussion Termly Partnership Committee	

SCHOOL IMPROVEMENT PLAN 2014 – 2015

TEACHING & LEARNING					
Current SEF Grade	2	Staff Lead	Lallie Godfrey	Governor Lead	Chair of Curriculum
TARGET(S)	1	⇒ To ensure that the large majority of pupils make at least the expected progress in reading, writing and mathematics across the year			
	2	⇒ To develop a greater understanding of the pedagogy that makes for effective learning			
	3	⇒ To further improve the quality of teaching across the whole school (95% good, 40% outstanding)			
	4	⇒ To consider all aspects of the New Curriculum and make any appropriate changes			
	5	⇒ To further develop links with other providers/businesses			
SUCCESS CRITERIA		IMPACT (Initial data May 2014)			RAG
1	⇒ 93% of pupils in all year groups make at least the expected progress in reading, writing and mathematics from May 2014 to May 2015	Reading % (May 2014)	Writing % (May 2014)	Mathematics % (May 2014)	
		⇒ Year 6 ⇒ Year 5 ⇒ Year 4 ⇒ Year 3 ⇒ Year 2 ⇒ Year 1	⇒ Year 6 ⇒ Year 5 ⇒ Year 4 ⇒ Year 3 ⇒ Year 2 ⇒ Year 1	⇒ Year 6 ⇒ Year 5 ⇒ Year 4 ⇒ Year 3 ⇒ Year 2 ⇒ Year 1	
		⇒ See Achievement section for additional comments			
2	⇒ Teachers demonstrate a greater understanding of the pedagogy related to how to ensure children learn effectively	⇒			
3	⇒ The % of lessons judged to be outstanding increases to 40% across the whole school with the large majority (95%) of lessons judged to be at least good	⇒			
4	⇒ The curriculum is revised as appropriate whilst maintaining opportunities for children to gain transferable skills	⇒			
5	⇒ Observations indicate that pupils have had the opportunity to link directly with local businesses to enhance their learning skills	⇒			

TARGET 1	⇒ To ensure that the large majority of pupils make at least the expected progress in reading, writing and mathematics across the year				
Action(s) (including CPD)	Timescale (from/to)	Personnel (who leads, who involved?)	Resources (time & money)	Monitoring (what, how, when, who?)	RAG
Continue ongoing assessments and next steps target setting in all classes	April 2014 ongoing	Class Teachers Pupils	PPA Time £0	Progress of pupils indicates targets will be met Pupil discussion, work scrutiny, LOs Half termly SLT, Curriculum Committee	
Undertake termly testing (1 st half term) to identify pupils stuck or falling behind	April 2014 ongoing	HT Class teachers Pupils	Class time £0	Staff understanding of reasons for pupils falling behind/stuck PPMs Termly HT	
Ensure all staff involved in Pupil Progress Meetings are aware of the current progress levels of the pupils in the specific year group	April 2014 ongoing	HT All staff	2 days per term PPA Time £0	Relevant staff knowledge of the levels of attainment in the cohort PPMs Termly HT	
Produce focussed actions to target pupils unlikely to make the expected progress	April 2014 ongoing	HT All staff	PPA time £0	Targets in Action Plans Class Action Plans Termly HT	
Ensure that Provision Maps accurately reflect the current needs of all pupils	April 2014 ongoing	SENCO Teachers	PPA time £0	Accuracy of Provision Maps, Pupil Progress Assessments Termly HT, SENCO	

TARGET 1 (cont)					
⇒ To ensure that the large majority of pupils make at least the expected progress in reading, writing and mathematics across the year					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
To undertake termly Teacher Assessments (2 nd half term) to ensure that agreed actions are having a positive impact	April 2014 ongoing	DH Class teachers	PPA time £0	Pupil Progress Target Tracker Termly (2 nd half) DH	
Undertake work scrutiny in all year groups to ensure that pupils are in line with expectations	April 2014 ongoing	SLT SLs	1 day per term £0 internal cover	Pupil Progress, Next Steps Work scrutiny Termly DH, SLT	
Undertaking planning scrutiny to ensure that differentiated activities clearly identify pupils for support/challenge	April 2014 ongoing	DH SLs	1 day per term £0 internal cover	Evidence of differentiation in planning Planning scrutiny Weekly (brief), termly (full) HT, SLT	

TARGET 2					
⇒ Teachers demonstrate a greater understanding of the pedagogy related to how to ensure children learn effectively					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
Introduce 'Golden Wednesday' to allow staff to trial ideas to investigate how best children learn	Oct 2013	HT KS1 Lead All staff	Staff meeting x1	Key actions and successes from trials during Golden Wednesday Discussion Ongoing KS1 Lead, HT	
INSET to introduce the concept of Action Research Teams (ARTs)	Nov 2013	KS1 Leader All staff	Staff meeting x1	Outcomes from ARTs linked to improving pupils' learning ARTs presentations, papers, discussion June 2014 KS1 Lead, HT	
Staff to form ARTs focussing on a specific inquiry linked to how children learn best	Nov 2013	KS1 Leader All staff	Staff meeting x1		
Staff to work together to investigate hypothesis	Nov 2013 to June 2014	KS1 Leader All staff	Time allocation during teaching time		
Follow-up INSETs to share findings	Jan 2014 To June 2014	KS1 Leader All staff	Staff meeting x3		
Staff to produce 'paper' outlining the pedagogy surrounding their research and the outcomes for pupils following the inquiry	June 2014	KS1 Leader All staff	PPA time		
Pedagogy and key actions from inquiry to be used regularly across whole school to further raise standards	June 2014 onwards	HT KS1 Leader All staff	n/a	Pupils' response to learning. Staff understanding of how children learn best. LOs, discussion HT, SLT	

TARGET 3					
⇒ To further improve the quality of teaching across the whole school					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
Undertake focussed LOs in all year groups identifying strengths and areas for development for all staff	April 2014 ongoing	HT SLT Staff	2 days per term £0 internal cover as appropriate	% change in quality of teaching LOs Half-termly HT, SLT	
Undertake follow-up observations as appropriate where development has been required to ensure improvements	April 2014 ongoing	HT SLT Staff	2 days per term £0 internal cover as appropriate	Progress towards improvement LOs Half-termly HT, SLT	
Ensure CPD reflects the current needs for individual staff	April 2014 ongoing	DH Staff	As required £3000	Evidence of impact from CPD Feedback forms, LOs Ongoing HT, DH	
Undertake whole school Drop-In sessions focussing on specific areas identified through formal LOs	April 2014 ongoing	SLT Staff	One day per term £0	Improvement in whole school issues previously identified Drop In overview Termly HT, DH, Curriculum Committee	

TARGET 3 (cont)					
⇒ To further improve the quality of teaching across the whole school					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
Ensure all staff consider additional opportunities for teaching through investigation and problem solving on a daily basis	April 2014 ongoing	All staff	Staff meeting x1 £0	% increase in investigation and problem solving activities LOs, planning Half-termly HT	
All teaching staff to undertake paired/team teaching and observations in all other year groups to observe and share good practice	April 2014 ongoing	Teaching staff	PPA 1 hour per half term minimum £180 per term	Greater awareness evident of existing good practice being disseminated across whole school Staff discussions Half-termly SLT	

TARGET 4					
⇒ The curriculum is revised as appropriate whilst maintaining opportunities for children to gain transferable skills					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
Hold INSET April 2014 to consider aspects of the New Curriculum for 2014	April 2014	HT Staff	INSET x1	What changes will be made to current curriculum HT Report Summer 2 Curriculum Committee	
Decide as a whole staff which elements will further improve the quality of teaching and learning across the school, maintaining existing high standards	April 2014	HT Staff	INSET x 1		
Revise SoW to reflect the agreed changes	April 2014 to July 2014	SLs Staff	PPA Time (additional time to be allocated if required)	Completion of revised SoW Scrutiny of SoWs July 2014 HT	
Implement new SoWs	Sept 2014	Staff	n/a	If implementation of changes is consistent across whole school Planning, Los Sept 14 – Dec 14 HT, DH	
Evaluate impact of changes on attainment and progress	Feb 2015	HT Staff	Staff meeting x 1	Progress and Attainment of all pupils following changes Data analysis Feb 2014 HT, SLs	
Make necessary adjustments following evaluations	Feb 2015 ongoing	SLs	PPA Time	Scrutiny of changes to ensure T&L is of high quality Scrutiny of SoWs May 2015 HT	

TARGET 5					
⇒ To further develop links with other providers					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
EYFS/KS1 Leader to investigate additional opportunities to link with pre-school settings	April 2014 to July 2015	EYFS/KS1 Phase Leader EYFS staff	Leadership time £0 internal cover	Evidence of increase involvement with settings Discussion, observations Curriculum Committee – Spring 2015	
DH to continue to develop links with local secondary schools	April 2014 to April 2015	DH	6 days £0	Evidence of increase involvement with secondary schools Discussion, observations Curriculum Committee – Spring 2015	
Contact local businesses with potential skills to investigate opportunities for support from them to create a Sensory Garden	January 2014 to April 2015	DH staff Curriculum Committee	Leadership time £0 internal cover	Evidence that local businesses are actively involved in the learning within the school. Sensory Garden completed Evidence of links with businesses through observation, calendars Curriculum Committee – Spring 2015	

SCHOOL IMPROVEMENT PLAN 2014 – 2015

BEHAVIOUR, SAFETY & INCLUSION					
Current SEF Grade	1	Staff Lead	Lallie Godfrey	Governor Lead	Chair of Finance and Premises SEN Governor

TARGET(S)	1	⇒ To increase opportunities throughout the curriculum for pupils to undertake analytical and reflective thinking, speaking and listening
	2	⇒ To implement revised SEN Code of Practice
	3	⇒ To further improve pupils' understanding of social and cultural issues
	4	⇒ To ensure pupils and parents have a good understanding of e-safety to support safer internet use

SUCCESS CRITERIA		IMPACT (November 2012)	RAG
1	⇒ Pupils have regular weekly or fortnightly Philosophy for Children (P4C) sessions ⇒ Pupils demonstrate a greater ability for analytical and reflective thinking, speaking and listening	⇒	
2	⇒ New SEN Code of Practice in place ⇒ Identified pupils have appropriate support/interventions to make at least the expected progress across the year	⇒ See Achievement Section	
3	⇒ Links with school(s) in other countries have been formed ⇒ Discussions with pupils demonstrate increasing awareness and understanding of different cultures and belief systems	⇒	
4	⇒ E-safety training has taken place ⇒ Pupils demonstrate an awareness as to how to use the internet safely	⇒	

TARGET 1		⇒ To increase opportunities throughout the curriculum for pupils to undertake analytical and reflective thinking, speaking and listening			
Action(s) (including CPD)	Timescale (from/to)	Personnel (who leads, who involved?)	Resources (time & money)	Monitoring (what, how, when, who?)	RAG
KS1 Lead to attend two day Philosophy for Children (P4C) training	Nov 2013	P4C trainer KS1 Lead	£400	Clarity and confidence in delivering and disseminating information about P4C across school Discussion, observation, calendar HT Spring 2014	
Hold INSET on Philosophy for Children (P4C)	Jan 2014	Kate Ahlner All staff	£450	Staff's understanding of pedagogy surrounding P4C Discussion, observation KS1 Lead, HT Spring 2014	
KS1 Lead to model P4C for staff across school	Jan 2014 Onwards	KS1 Lead Staff	n/a during Leadership Time	Staff confidence in leading P4C sessions Discussion, observation	
All staff to trial P4C in own classes	Jan 2014 onwards	All staff Pupils	n/a	KS1 Lead, HT Spring 2014	
Embed P4C sessions in all classes on a weekly/fortnightly basis according to age	April 2014 onwards	All staff Pupils	n/a	Whether pupils demonstrated a greater ability for analytical and reflective thinking, speaking and listening Discussion, observation KS1 Lead, HT June 2014	

TARGET 2		⇒ To implement revised SEN Code of Practice			
Action(s) (including CPD)	Timescale (from/to)	Personnel (who leads, who involved?)	Resources (time & money)	Monitoring (what, how, when, who?)	RAG
SENCO to attend SENCO Forum to gain relevant information regarding changes to the SEN Code of Practice	Jan 2014 onwards	SENCO LA	Meetings as announced Cover to provided in house	SENCOs understanding regarding changes to Code of Practice Discussion HT Feb 14 ongoing	
HT to attend briefings regarding changes to the SEN Code of Practice	Jan 2014 onwards	HT LA	Meetings as announced	HTs understanding regarding changes to Code of Practice Discussion Curriculum Committee March 2014 ongoing	

TARGET 2 (cont)					
⇒ To implement revised SEN Code of Practice					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
SENCO to make necessary revisions to SEN Code of Practice within school	April 2014	SENCO HT	Leadership time	Necessary revisions to current practice identified and made Discussion HT April 14	
SENCO to lead staff training to disseminate information	April 2014	SENCO Staff	Staff meeting x 1	Staff demonstrate understanding of changes made Discussion SENCO, HT April 14 ongoing	
SENCO to inform parents of SEN pupils of changes	June 2014	SENCO Parents	Leadership time	Parents understanding of new Code of Practice and how this will affect them and their child(ren) Discussion SENCO, HT June 14 ongoing	
Changes to be implemented across the whole school in accordance with DfE guidelines	Sept 2014	SENCO Whole staff	n/a	Effectiveness of new Code of Practice across school Observations, discussion, feedback SENCO Report to Curriculum Committee Nov 2014	
TARGET 3					
⇒ To further improve pupils' understanding of social and cultural issues					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
Lead staff training on the safe and successful use of SKYPE	Feb 2014	KS2 Lead All staff	Staff meeting x 1	Staff are confident to support children using SKYPE	
In conjunction with Rotary Club develop links with school in Latvia	April 2014 ongoing	KS2 Lead Rotary Club All staff Pupils	Staff meeting x1	Impact of links with Latvian School and pupils' awareness of another culture and the subsequent social issues Pupil discussion KS2 Lead Dec 2014	
Take part in communications with Latvian school	April 2014 ongoing	KS2 Lead Rotary Club All staff Pupils	n/a		
Investigate through communications the different social and cultural issues in Latvia	April 2014 ongoing	KS2 Lead Rotary Club All staff Pupils	n/a		
Pupils to consider ways to support children attending Latvian school	April 2014 ongoing	KS2 Lead All staff Pupils	n/a		
TARGET 4					
⇒ To ensure pupils and parents have a good understanding of e-safety to support safer internet use					
Action(s) <i>(including CPD)</i>	Timescale <i>(from/to)</i>	Personnel <i>(who leads, who involved?)</i>	Resources <i>(time & money)</i>	Monitoring <i>(what, how, when, who?)</i>	RAG
To contact external provider to lead e-safety training for Years 5 & 6 and parents	September 2014	ICT SL HT		Provider found and dates booked Calendar HT Sept 2014	
Year 5 & 6 pupils to receive e-safety training	Autumn 2014	Training provider ICT SL Y5 & 6 staff pupils	£500	Pupils demonstrate a good awareness of how to ensure their own safety on the internet Discussion, observation ICT SL Jan 2015	
Hold an e-safety workshop for parents	Autumn 2014	Training provider ICT SL HT staff Parents	Included in above	Parents demonstrate a good awareness of how to ensure their child(ren)'s safety on the internet Discussion, observation ICT SL Jan 2015	

SCHOOL IMPROVEMENT PLAN 2014 – 2015

SPIRITUAL, MORAL, SOCIAL & CULTURAL (SMSC)					
Current SEF Grade	2	Staff Lead	Lallie Godfrey	Governor Lead	Chair of Governors

TARGET(S)	1	⇒ To consider further opportunities to develop the pupils' contribution to the school and wider community
	2	⇒ To further improve the pupils' understanding of social and cultural issues
	3	⇒ To increase opportunities throughout the curriculum for pupils to undertake analytical and reflective thinking, speaking and listening

SUCCESS CRITERIA		IMPACT	RAG
1	⇒ Strong links exist between other organisations within the community ⇒ Pupils are actively engaged in working with others within the community	⇒	
2	⇒ 95% of pupils show a greater understanding of social and cultural issues through discussion	⇒ See Behaviour and Management Section	
3	⇒ Pupils have regular weekly or fortnightly Philosophy for Children (P4C) sessions ⇒ Pupils demonstrate a greater ability for analytical and reflective thinking, speaking and listening	⇒ See Behaviour and Management Section	

TARGET 1	⇒ To consider further opportunities to develop the pupils' contribution to the school and wider community				
Action(s) (including CPD)	Timescale (from/to)	Personnel (who leads, who involved?)	Resources (time & money)	Monitoring (what, how, when, who?)	RAG
Extend Partnership working with Horndon-on-the-Hill and Bulphan to include pupils	April 2014 ongoing	HT SLT Staff Pupils	PPA time £0	% increase in inter-school activities provided and accessed by pupils Observation, discussion, HT Report Partnership Committee December 2014	
To create links between the local hospital (Orsett Hospital) to give pupils and staff opportunities to support members of the community through developing their hospitals Children's Area	Sept 2014 ongoing	HT Orsett Hospital Staff Pupils	Possible resources	Evidence of opportunities to contribute alongside local hospital Observation, discussion, HT Report GB – April 2015	
Continue links with the Royal Opera House to develop performing arts	April 2014 ongoing	HT Staff Pupils	Cover for CT x6 Course costs £600	Impact on pupils from performing with other groups Observation, discussion, HT Report GB – April 2015	
Evaluate level of pupils' involvement within school and consider additional opportunities	April 2014 ongoing	School Council Leader Staff Pupils	Leadership Time £0 internal cover	% of pupils in all year groups actively involved in the decision making with the school Observation, discussion, HT Report GB - December 2014	

TARGET 2	⇒ To further improve the pupils' understanding of social and cultural issues				
Action(s) (including CPD)	Timescale (from/to)	Personnel (who leads, who involved?)	Resources (time & money)	Monitoring (what, how, when, who?)	RAG
See Behaviour, Safety & Inclusion					

TARGET 3	⇒ To increase opportunities throughout the curriculum for pupils to undertake analytical and reflective thinking, speaking and listening				
Action(s) (including CPD)	Timescale (from/to)	Personnel (who leads, who involved?)	Resources (time & money)	Monitoring (what, how, when, who?)	RAG
See Behaviour, Safety & Inclusion					

TIMELINE FOR ACTIONS

	Standards & Achievement	Leadership & Management	Teaching & Learning	Behaviour, Safety & Inclusion
Pre-April 14	<ul style="list-style-type: none"> Undertake initial words per minute test. Analyse results identifying children writing below the expected speed for age Have weekly sessions for practising handwriting and writing at speed Undertake termly words per minute tests to 	<ul style="list-style-type: none"> To update Partnership Action Plan to reflect current priorities 	<ul style="list-style-type: none"> Introduce 'Golden Wednesday' to allow staff to trial ideas to investigate how best children learn INSET to introduce the concept of Action Research Teams (ARTs) Staff to form ARTs focussing on a specific 	<ul style="list-style-type: none"> SENCO to attend SENCO relevant information regarding the SEN Code of Practice HT to attend briefings regarding the SEN Code of Practice KS1 Lead to attend two o

<p>April 2014</p>	<ul style="list-style-type: none"> • Ensure a weekly opportunity exists for a member of staff to discuss with pupils their progress towards their target and next steps ONGOING • Ensure opportunities are given for pupils to reflect and act on the progress towards the target e.g. self-peer 	<ul style="list-style-type: none"> • HTs to continue monthly meetings to action targets on Partnership Action Plan ONGOING • Staff to continue termly joint moderations for R, W, M ONGOING • SLs to organise joint Partnership 	<ul style="list-style-type: none"> • Continue ongoing assessments and next steps target setting in all classes • Ensure that Provision Maps accurately reflect the current needs of all pupils • Ensure a weekly opportunity exists for a member of staff to discuss with pupils 	<ul style="list-style-type: none"> • All staff to trial P4C in o • Embed P4C sessions in weekly/fortnightly basis • Take part in communication school • Investigate through com
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	Standards & Achievement	Leadership & Management	Teaching & Learning	Behaviour, Safety & Inclusion
May	<ul style="list-style-type: none"> Assess all pupils half termly and revise provision according to current needs of pupils Analyse the termly test assessments of all pupils identifying those pupils not making the expected progress or better 	<ul style="list-style-type: none"> Committees to agree relevant targets to be monitored Annual cycle of monitoring by members of GB to be agreed and formalised GB monitoring forms to be completed after each visit and submitted to the 	<ul style="list-style-type: none"> Continue ongoing assessments and next steps target setting in all classes Undertake termly testing (1st half term) to identify pupils stuck or falling behind Ensure all staff involved in Pupil Progress Meetings are aware of the current progress levels of the pupils in the specific year 	<ul style="list-style-type: none"> SENCO to make necessary SEN Code of Practice with SENCO to lead staff training disseminate information To contact external providers for safety training for Years 5
June	<ul style="list-style-type: none"> Hold termly Pupil Progress Meeting to discuss the progress of all pupils Produce focussed Action Plans following PPMs identifying the next steps for all pupils to ensure continued progress Set accelerated writing targets for all 	<ul style="list-style-type: none"> To continue to support partnership schools raising middle leadership HTs to continue monthly meetings to action targets on Partnership Action Plan Staff to continue termly joint moderations for R, W, M 	<ul style="list-style-type: none"> Continue ongoing assessments and next steps target setting in all classes Plan half-termly whole school themed days/weeks Ensure a weekly opportunity exists for a member of staff to discuss with pupils their progress towards their target and next steps 	<ul style="list-style-type: none"> SENCO to inform parents of any changes

	Standards & Achievement	Leadership & Management	Teaching & Learning	Behaviour, Sa & Inclusion
July	<ul style="list-style-type: none"> Meet with all relevant staff to discuss cohorts targets for the year Meet with all relevant staff to discuss cohorts writing targets for the year Consider appropriate interventions, challenge and support to be given to all 	<ul style="list-style-type: none"> HTs to continue monthly meetings to action targets on Partnership Action Plan Consider methods and actions that can be taken to increase pupils' independence in learning 	<ul style="list-style-type: none"> To undertake termly Teacher Assessments (2nd half term) to ensure that agreed actions are having a positive impact Undertake work scrutiny in all year groups to ensure that pupils are in line with expectations 	
August				

	Standards & Achievement	Leadership & Management	Teaching & Learning	Behaviour, Sa & Inclusion
September	<ul style="list-style-type: none"> Ensure that interventions are appropriate to the needs of pupils and Provision Maps are in place in all year groups Ensure all pupils are clearly aware of the next steps for improvement 	<ul style="list-style-type: none"> SLs and TAs to analyse information from monitoring to facilitate writing a SL Report Action Plans for further improvement to be presented annually ONGOING ACCORDING TO CYCLE HTs to continue monthly meetings to action targets on Partnership Action Plan 	<ul style="list-style-type: none"> Continue ongoing assessments and next steps target setting in all classes Ensure that Provision Maps accurately reflect the current needs of all pupils Ensure a weekly opportunity exists for a member of staff to discuss with pupils their 	<ul style="list-style-type: none"> Changes to be implemented whole school in accordance with guidelines Pupils to consider ways of supporting children attending Latvian

	Standards & Achievement	Leadership & Management	Teaching & Learning	Behaviour, Sa & Inclusion
October	<ul style="list-style-type: none"> Assess all pupils half termly and revise provision according to current needs of pupils Hold termly Pupil Progress Meeting to discuss the progress of all pupils Produce focussed Action Plans 	<ul style="list-style-type: none"> HTs to continue monthly meetings to action targets on Partnership Action Plan Staff to continue termly joint moderations for R, W, M 	<ul style="list-style-type: none"> Continue ongoing assessments and next steps target setting in all classes Undertake termly testing (1st half term) to identify pupils stuck or falling behind Ensure all staff involved in Pupil 	<ul style="list-style-type: none"> Hold an e-safety works
November	<ul style="list-style-type: none"> Ensure that interventions are appropriate to the needs of pupils and Provision Maps are in place in all year groups Ensure all pupils are clearly aware of the next steps for improvement 	<ul style="list-style-type: none"> HTs to continue monthly meetings to action targets on Partnership Action Plan 	<ul style="list-style-type: none"> Continue ongoing assessments and next steps target setting in all classes Ensure that Provision Maps accurately reflect the current needs of all pupils Undertake follow-up observations as appropriate where development has 	

	Standards &	Leadership &	Teaching &	Behaviour, Sa &
December	<ul style="list-style-type: none"> Assess all pupils half termly and revise provision according to current needs of pupils 	<ul style="list-style-type: none"> HTs to continue monthly meetings to action targets on Partnership Action Plan 	<ul style="list-style-type: none"> To undertake termly Teacher Assessments (2nd half term) to ensure that agreed actions are having a positive impact Undertake work scrutiny in all year groups to ensure that pupils are in 	
January 2015	<ul style="list-style-type: none"> Ensure that interventions are appropriate to the needs of pupils and Provision Maps are in place in all year groups Ensure all pupils are clearly aware of the next steps for improvement 	<ul style="list-style-type: none"> To consider current leadership structure to ensure sustainability in 2015 – 2016 HTs to continue monthly meetings to action targets on Partnership Action Plan 	<ul style="list-style-type: none"> Continue ongoing assessments and next steps target setting in all classes Ensure that Provision Maps accurately reflect the current needs of all pupils 	

	Standards & Achievement	Leadership & Management	Teaching & Learning	Behaviour, Safety & Inclusion
February	<ul style="list-style-type: none"> Assess all pupils half termly and revise provision according to current needs of pupils Hold termly Pupil Progress Meeting to discuss the progress of all pupils Produce focussed Action Plans following 	<ul style="list-style-type: none"> HTs to continue monthly meetings to action targets on Partnership Action Plan Staff to continue termly joint moderations for R, W, M 	<ul style="list-style-type: none"> Continue ongoing assessments and next steps target setting in all classes Undertake termly testing (1st half term) to identify pupils stuck or falling behind Ensure all staff involved in Pupil Progress Meetings are aware of the current progress levels of the pupils in the specific year group 	
March	<ul style="list-style-type: none"> Ensure that all marking links clearly to the relevant target Ensure that interventions are appropriate to the needs of pupils and Provision Maps are in place in all year groups 	<ul style="list-style-type: none"> HTs to continue monthly meetings to action targets on Partnership Action Plan To monitor the progress towards targets in the Partnership Action Plan SLs to consider the effectiveness of joint activities/support (partnership work) 	<ul style="list-style-type: none"> To undertake termly Teacher Assessments (2nd half term) to ensure that agreed actions are having a positive impact Undertake work scrutiny in all year groups to ensure that pupils are in line with expectations Undertaking planning scrutiny to ensure that 	