2016 – 2017 SCHOOL IMPROVEMENT PLAN
SIP PRIORITY 1: OUTCOMES FOR PUPILS

FULLY ACHIEVED		WORK IN PROGRESS		PARTIALLY ACHIEVED		NOT ACHIEVED	

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
1.1	Gaps in attainment and/or progress between pupil groups (particularly Pupil Premium pupils & lowest attaining pupils) and national averages, especially National Other data, are being progressively narrowed over time	To regularly monitor, evaluate and respond to standards of pupil attainment & progress ….	…in Writing across the school	DG KP SLT	Half-termly	Leadership time For ESL & MSL	Leadership Group SIG/Standards Governors FGB
			…..among our disadvantaged pupils with a particular focus on our higher attaining disadvantaged pupils				
			…..among our pupils with lowest ability starting points within each class (both at the end of each academic year as well as end-of FS, KS1 & LKS2)				
1.2	Teachers' practice is both pro-active and responsive to our AfL process and pupil outcomes are improved & they are confident & competent in accounting for the progress of their class, vulnerable groups and individual pupils throughout the year.	To embed & monitor the effective use of **Assessment for Learning** procedures to strengthen our formative assessment by…	…embedding & enhancing the use of Reading, Writing & Maths Progression Grids to support accurate, age-related planning & learning	Class teachers Team leaders DG & KP	Autumn 1 & then ongoing	Staff meeting time KS Team sessions	Team leaders SLT
			….. initiating & extending the ongoing use of the new Class Assessment Tracking Grids				
			….. initiating pupil use of new Reading, Writing & Maths Pupil Assessment Grids in books to support precision planning and accelerated progress for pupils.				
1.3	Governors, SLT and teachers have an easily accessible, comprehensive and consistent understanding of whole-school data through the use of agreed data summary overview templates.	To create rigorous **Assessment of Learning** systems to be able to monitor, challenge & support teachers'& leaders' responses to pupil outcomes	Agree with SLT which pupil groups we wish to track and what data we wish to summarise.	DG KP DC	Autumn 2 & then ongoing	Staff meeting time KS Team sessions Leadership time for ESL & MSL	SLT SIG/Standards Governors FGB
			Create whole-school, KS, cohort and class progress and attainment overview templates for within year and across year data linked to new electronic SIMs system.				
			Review and revise arrangements for our termly Pupil Progress Meetings				
1.4	Teaching staff are informed, confident and committed to implementing a consistent, whole-school approach to rigorous & robust assessment processes	To provide high quality CPD opportunities for staff	Train, coach, mentor and monitor teachers in implementing changes in assessment	DG KP Senior teachers	Refer to termly INSET programme	Release time for teachers & senior leaders	Leadership Group SLT
			Share key findings with staff from last year's moderation and assessment findings to enable precision planning, teaching & learning				
			Develop the role of team leaders to support the achievement of assessment priorities				
1.5	All stakeholders are readily able to understand and engage consistently with our assessment practices and procedures.	To create a whole school overview of our assessment systems & practices	Develop and refine our whole-school approach to assessment within a new Assessment Policy	DG	Spring 2016	Leadership time for Assessment Coordinator	SLT SIG/Standards Governors
			Create, in advance of our Ofsted inspection, an inspector's presentation pack to clearly illustrate our whole-school assessment systems and practices				

2016 – 2017 SCHOOL IMPROVEMENT PLAN
SIP PRIORITY 2: QUALITY OF TEACHING, LEARNING & ASSESSMENT

FULLY ACHIEVED	WORK IN PROGRESS		PARTIALLY ACHIEVED	NOT ACHIEVED		
No.	**SUCCESS CRITERIA**	**TASKS/ACTIONS (How/When/Who?)**		**WHOM**	**WHEN**	**RESOURCES**	**MONITORING**
2.1	Consistency of practice, as evidenced by teacher planning, pupils' work and learning environments, is raising & enhancing standards of teaching & learning for all pupil groups	Team leaders, and teachers within KS teams, are working with & responding to feedback in relation to	Effective use of Good Expectations Overviews for CLE, planning & pupils' work to ensure consistency within KS teams & across the school	Class teachers	Autumn 1 onwards	PPA time	Team leaders
			High quality enquiry-based topic planning and the submission of consistent MTP overviews for school website	Team leaders		KS team sessions	CP
2.2	Consistent good practice, in line with school policy, is in place across the school and staff are confident to deliver agreed procedures	Team leaders, and teachers within KS teams, are contributing to & implementing	Agreed Presentation & Marking policies				
			Agreed Homework Policy				
			Development of a new, whole-school Teaching & Learning Policy	As above + CP	Spring 2016	Leadership time	Leadership Group
2.3	**English:** Our consistent whole-school approach to spelling, handwriting & moderation removes key barriers to pupils achieving 'At+' in Writing (with a particular focus on Y2) and supports accelerated pupil progress	Team leaders work proactively with the English Coordinator to drive …..	A consistent whole-school approach to Handwriting (& the development of an accompanying policy)	Class teachers	Autumn 1 onwards	Staff meetings	Team leaders
			A consistent whole-school approach to Spelling (& the development of an accompanying policy)	Team leaders		PPA time	DG
			Effective use of monitoring & moderation to respond promptly to identified barriers, gaps and./or inconsistencies in pupils' writing	As above + DG	Autumn 2 onwards	KS team sessions	SLT
2.4	**Maths:** Our consistent whole-school approach to numeracy and extension in Maths removes key barriers to pupils achieving 'At+' in Maths and supports accelerated pupil progress	Team leaders work proactively with the Maths Coordinator to…	Implement a consistent whole-school approach to the learning of number bonds/times tables (99 Club)	KP AF	Autumn 1 onwards	Staff meetings KS team sessions	Team leaders KP
			Support new Maths Coordinator in taking up the role of subject leader	KP	Autumn 2 onwards	Leadership time & release time	Leadership Group
			Engage fully in school & cluster CPD opportunities to raise staff confidence in teaching mastery in Maths across the school				
2.5	Improvements in staff's subject knowledge and skills base in the teaching of Reading & Maths supports raised attainment & progress levels	Team leaders work proactively with the English & Maths Coordinator to respond to …	Breakdown of KS2 Reading & Maths SAT papers & use the Question Level Analyses to identify strengths & areas for development within pupil achievement of test criteria for expected standards and greater depth in Reading & Maths;	DG KP	November	Leadership time Staff meeting(s)	SLT
2.6	All stakeholders are readily able to understand and engage consistently with our curriculum practices and procedures.	To create a whole school overview of our curriculum systems & practices	Develop and refine our whole-school approach to assessment within a new Curriculum Policy	CP	Spring 2017	Leadership time Staff meeting(s	SLT
			Create, in advance of our Ofsted inspection, an inspector's presentation pack to clearly illustrate our whole-school curriculum systems and practices				

REMEMBER TO REFER TO CC SUMMARY FINDINGS OF THE S157/175 PROCESS & THE SCHOOL'S SI75 QA REPORT FROM COUNTY

FULLY ACHIEVED	WORK IN PROGRESS	PARTIALLY ACHIEVED	NOT ACHIEVED

No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
3.1	Pupils attend school, achieving stretching national standards and enjoying personal, social and emotional development	To collaborate with Penair Schools statistician to…	Introduce an improved electronic pupil attendance tracking system	AB	Autumn 2 onwards	Release time to liaise with BC (Penair) Training time	HG
			Identify & track a bespoke "local" group of pupils (with a particular focus on PP pupils) with low attendance	HG			
			Establish a fortnightly tracking report to facilitate a prompt response to low attendance				
			Investigate the impact of families taking holidays on our overall unauthorised attendance rates				
		To introduce a whole-school focus on good attendance – **HERO**: Here Everyday Ready & On Time		HG			FGB
3.2	All pupils are appropriately supported with their behaviour to be able to enjoy and achieve within a supportive and nurturing climate for learning & development.	Senior leaders & teachers work proactively with support staff in….	Embedding of our refined Behaviour for Learning & Anti-Bullying Policies & procedures	Class teachers	Autumn 1 onwards	Staff training day (Support) Staff meeting(s)	SLT
			Whole-staff adoption of our new Play Supervision policy & procedures	SLT			
			Trialing the use of SIMS behavior module as a whole-school pupil behavior tracking system		Autumn 2	Staff meeting(s)	
3.3	Effective support of targeted children's emotional health and wellbeing, and their related behavior, enhances their emotional development and their access to (and progress in) learning	To raise staff understanding of how relationships & the curriculum can be used to prevent and to respond to disruptive behavior by	Initiating the Thrive programme to support pupils' emotional health and wellbeing	BM & HG	Autumn 1 onwards	Staff training day (Support) Staff meeting(s)	SLT
			Ensuring the training & development of Thrive lead practitioners	Class teachers			
			Coordinating Thrive training for all staff	Support staff			
			Implementing a Thrive project to support our most vulnerable, disaffected pupils				
3.4	The school is effective in primarily preventing incidences of bullying and where bullying occurs, of dealing with it effectively	To work proactively with staff, pupils & parents to improve how pupils can keep themselves and others safe by	Arranging a Parents' Forum to explore parental views on how we deal with bullying	HG	November	SLT attendance	FGB
			Engaging with the Equality & Diversity. Team in responding to isolated cases of anti-racism	WT	Autumn 2 onwards	Release time Funding for resources	HG FGB
			Implementing our Annual Anti-Bullying programme: **We All "Bee"-long**				
3.5	Pupils' contribution to the school life is outstanding and has a major impact on creating an inclusive school community	To develop our pupils as confident, self-assured learners by	Supporting the School Council to attain Silver PADL award	JK WT			
			Initiating our engagement in the Rights Respecting School Award				

Updated 21.10.2016			2016 – 2017 SCHOOL IMPROVEMENT PLAN SIP PRIORITY 4: LEADERSHIP & MANAGEMENT				
FULLY ACHIEVED			WORK IN PROGRESS		PARTIALLY ACHIEVED		NOT ACHIEVED
No.	SUCCESS CRITERIA		TASKS/ACTIONS (How/When/Who?)	BY WHOM	BY WHEN	RESOURCES	MONITORING
4.1	Governors, leaders and teachers drive and secure continual improvement, using their engagement in & response to our SSE processes	To interlink our termly School Self-Evaluation processes & outcomes with other key systems by	Updating our SEF format to reflect latest CIF Inspection Handbook & upcoming Ofsted inspection	HG	Autumn 2 onwards	Leadership time Staff meeting(s)	Leadership Group PPP Committee
			Development of a termly SSE Overview and a related programme of precision monitoring & support				
			Interconnecting internal SSE outcomes (& external data/information) with Performance Management cycle				
4.2	Governors systematically challenge senior leaders so that the effective deployment of staff and resources ensures greater ownership of SIP priorities & greater accountability for school & pupil outcomes	To create & embed opportunities for all staff to contribute proactively to the school as a professional learning culture by	Establishing FS, KS1, LKS2 & UKS2 team leaders to work with the SLT in achieving school priorities	Team leaders & SLT	Autumn 1 onwards	KS team sessions Release time	Leadership Group
			Deploying senior staff in roles to communicate more effectively with support staff & to engage them in SIP & other priorities				
			To review & revise our current leadership structures based on internal & external information & feedback	All staff SLT	Autumn 2 onwards	Staff meeting(s)	Leadership Group PPP Committee
			To prioritise & begin to manage, over time, the implementation of all adopted recommendations from the CSIT L & M review report				
			To utilise feedback from our staff survey to evaluate the impact of improvements in leadership & management		Autumn 2		
4.3	The quality of our continuing professional development for staff develops strong leadership capacity	To invest in communication & CPD across the school for support staff, teachers, managers & leaders	To improve systems for all staff for better professional communication & engagement within the school	All staff HG	Autumn 1 onwards	Teacher training day Staff meeting(s) Support staff meeting(s)	SLT PPP Committee
			To review and revise all job descriptions & clarify how all roles & responsibilities contribute to the core business of the school		Autumn 2		
			To utilise our joint L&M training day (Penair cluster) to engage all teachers in understanding their roles as leaders within a professional learning culture		November 28		
			To enhance our Teacher & Support Staff PM processes & our related programme of CPD		Autumn 2 onwards		
4.4	Leaders focus on consistently improving outcomes for our pupils and families		To deploy senior leader(s) to oversee the reviewing & revising of our Volunteer Helpers programme and policy to proactively engage parents & other volunteers in achieving our SIP priorities	WT MH	Autumn 1	Release time	SLT
			To deploy senior leader(s) to oversee the reviewing & revising of how we report to parents on pupil learning & progress	DC DG	Autumn 2	Release time Staff meeting(s)	

Do governors work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition ?	Do governors provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school?	Do governors provide support for an effective headteacher or are they hindering school improvement because of a lack of understanding of the issues facing the school?	Do governors understand how the school makes decisions about teachers' salary progression and performance performance manage the headteacher rigorously?	Do governors understand the impact of teaching, learning and assessment on the progress of pupils currently in the school?	Do governors ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils?	Do governors ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium?	Are governors transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.?

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No.	SUCCESS CRITERIA	TASKS/ACTIONS (How/When/Who?)		BY WHOM	WHEN	RESOURCES	MONITORING
5.1	Governors work alongside leaders to focus their effectiveness on consistently improving outcomes for all pupils	To use the outcomes of our governors skills audit and governor review exercise to plan for succession leadership, to maximise the deployment of existing governors and to recruit new governors		MDW LS	FGB Autumn 2 meeting		FGB
5.2	Governors are confident and competent in discharging their core statutory functions and improving their own individual performance	Individual governors or pairs of governors, with delegated responsibilities, establish links with the relevant senior leaders and/or subject leaders to complete the statutory functions for which they are responsible		MDW HG	December 2016 onwards	Release time for senior/subject leaders to meet with designated governors	Leadership Group FGB
5.3		Individual governors or pairs of governors undertake school-based or external training to support them in fulfilling their new roles					
5.4	Governors systematically challenge senior leaders to ensure that the effective deployment of staff and resources secures excellent outcomes for pupils.	To develop a working schedule to support governors in fulfilling their statutory responsibilities and strategically monitoring & evaluating standards of achievement & provision as well as SIP priorities		MDW HG			
5.5		To monitor, evaluate & challenge value for money and quality of provision within current administration, site supervision & cleaning arrangements and to work with school leaders & staff to maximise school effectiveness & efficiency		SLT Resources & PPP Committees	Autumn 2 onwards	HR support from Neo	FGB
5.6	Governors demonstrate an accurate understanding of the effectiveness of school leadership & management informed by the views of pupils, parents and staff.	To maintain a strategic overview of, and request regular updates on, the implementation of all adopted recommendations from the CSIT L & M review report		MDW HG LS	Autumn 2 onwards	Staff meeting(s)	FGB
5.7		To maintain a strategic overview of, and request regular updates on, the school's refined system for policy development & review				Leadership Group time	
5.8	Effective collaborative working partnerships are in place to support both strategic & operational management within the school	To strengthen our strategic approach to collaborative working by…	Enhancing & extending existing formal partnership opportunities between local schools	MDW HG LS	FGB Autumn 2 Meeting onwards		FGB
			Creating new opportunities to engage with other governing bodies/local boards			Joint cluster governor training session	

FULLY ACHIEVED			WORK IN PROGRESS		PARTIALLY ACHIEVED		NOT ACHIEVED	
No.	SUCCESS CRITERIA		TASKS/ACTIONS (How/When/Who?)		BY WHOM	BY WHEN	RESOURCES	MONITORING
6.1.1.	Governors & staff are working effectively & strategically to ensure that the school's premises & accommodation are fit-for-purpose to support the achievement of ongoing School Improvement priorities	To continue to develop available spaces & facilities within the school to meet curricular and/or specialist need	For KS1 coordinator & teachers to work with site supervisors to create the space for an EYFS outdoor play area & to plan & implement phase 1 of its development		CP JK & NW	Autumn 2 onwards	£500 + FABB funding	SLT Resources Committee
6.1.2.			For PE Coordinator & KS2 teachers to collaborate with site supervisors to initiate pupils' use of the new Play Pad and the development of the adjacent playground space		MkT ST LBH		Sports Premium (£4K) FABB funding (£4K)	
6.1.3			For the UKS2 team leader & teachers to work with site supervisors to tidy/freshen up the Y5/6 shared area		ST Class teachers		£500	
6.2		For the premises working party to consult with pupils, staff and governors, and to engage with a local surveyors/architects to commission a long-term strategic premises plan			DB & MH	Autumn 2 onwards	£2K (DFC)	
6.3.1		To continue to review school space & accommodation	To re-structure the layout of the school office to facilitate working space for 3 administration of staff		DB MH/TS	Autumn 2 onwards	£2500	SLT Resources Committee
6.3.2			To explore the re-structuring of the layout of the staffroom to create additional working space for staff					
6.3.3			To produce a costed plan for refurbishment of the staffroom					
6.4.1	Effective and rigorous H & S systems are successfully implemented by all stakeholders to create a safe working & learning environment.	To update existing school policies to meet current H & S & safeguarding (including Prevent) requirements	Revised Emergency Evacuation procedures		MH	Autumn 2		Leadership Group
6.4.2			Revised Visitors Policy & procedures		MH & HG	Autumn 1		
6.4.3			Revised Volunteers Policy & procedures		MH & WT	Autumn 2		
6.5		To address current Health & Safety priority works	Automated pedestrian gates		Premises working party	Weekly meetings	Premises cost centres £15K	Resources Committee
			Pedestrian walkway in upper car park					
			Electrical wiring works					
6.6		To engage in CIF bid writing opportunity, incorporating Compliance, Health & Safety & safeguarding needs, to secure funding for identified CIF-related works e.g. hall dividers			DB & MH	December 2016		