

School Improvement Plan 2014/2015

Target: English curriculum – To improve the accuracy of spelling in children’s written work

Issues: SPAG results are still lower than the national average and analysis reveals it is the spelling element that is weaker. In addition, the only data we have is from year six testing and phonics screening.

Actions	Who?	By when?	Cost and CPD	Success criteria	Evaluation	Impact on learning	Status
Lesson observations show good or better teaching of spelling and grammar. English/spelling, all classes, twice across the year	SLT/English Co-ordinator	By end of the year. [SLT / English Co-ord. - as performance management schedule (tbd); English Co-ord. – with or in addition to perf. Mgt obs; first batch across Terms 2 & 3 , second across terms 5 &6.]	Release time for English Co-ord. (8 x lesson slots, twice a year).	Observations completed. Teaching of spelling/spelling-related activities meets criteria for good or outstanding teaching & learning.	First observations complete and all lessons were good or outstanding. Next round of observations in term 5 TA observations are now being carried out as well	Children’s spelling accuracy improves by at least 5% a term. At the end of each year, achieve a minimum of 80% mark in their end-of-year spelling test.	On track
Discrete spelling teaching is timetabled each week	All teachers	End of term 1. Follow-up check to be carried out end of term 5.	CURRICULUM TEAM time to review planning/timetables.	All classes’ weekly timetables or planning include discrete spelling teaching.	Data shows spelling is improving and it is clear it is a whole school focus with extra lessons, displays and parental support.	As above.	On track
Spelling marking (book) scrutiny:	English Co-ordinator/Curriculum	First batch - end of term 2,	CURRICULUM TEAM time in terms 2 & 6.	Books across all subjects show	First scrutiny highlighted	As above.	On track

All subjects, all classes, twice across the year.	Team (CURRICULUM TEAM)	second by end of week 2 of term 6.	Release time for English Co-ord. (for review and reporting).	evidence of misspelling noted & marked in accordance with marking policy.	spelling were being highlighted in marking and feedback was given to staff		
Investigate & purchase spelling scheme of work	SLT/English Co-ordinator	End of term 1.	SLT/English Co-ordinator time. Cost of scheme tbd (e.g. joining Somerset Literacy Network – £300p.a.).	Scheme of work acquired.	Joined SLN (Somerset Literacy Network); TD day on spelling planned for May. Spelling resource being built.	Teaching of spelling more consistent across the school; learning easier to assess/more consistently assessed. Meet spelling targets (as above).	On track
Implement & review spelling scheme of work (incl. updates to spelling assessment & staff 'confidence' questionnaire)	English Co-ordinator/CURRICULUM TEAM	End of term 2.	CURRICULUM TEAM/English Co-ordinator time. Staff meeting in term 2 to introduce scheme. CURRICULUM TEAM meeting term 2 (to review scheme & revise assessment format /content in addition to statutory lists)	Scheme of work in place. (Any) revisions to assessment format/content issued.	Timetable adjusted; may build resources rather than purchase 'scheme'	End-of-year staff questionnaire shows teachers' confidence in teaching spelling improves. Children meet spelling targets (as above).	On track
Termly spelling assessments Initially on the 300 high frequency words and national	All teachers	End of each term.	None.	Assessments completed.	Being monitored in pupil progress. See data.	Children meet spelling targets (as above).	On track

curriculum spelling lists, but this to be reviewed according to later actions (e.g. purchase of new spelling scheme)							
Homework to include discrete spelling activities (in addition to any spelling test practice)	All teachers	From second homework, term 1. Follow-up check to be carried out early term 6.	Eng. Co-ord. time to review/monitor homework (every term) (minimal).	Spelling activities are included in each homework cycle, for all classes.	Parents are much more involved with spellings, school council produced a spelling booklets to help with learning spelling and positive results are shown in data.	As above.	On track
Run a school 'Spelling Bee' to raise the profile of spelling	CURRICULUM TEAM	End of term 3.	CURRICULUM TEAM time to research, plan and organise Spelling Bee (end of term 2/early term 3). Cost of prizes etc approx. £100. Staff meeting time term 3.	Spelling Bee takes place (late in term 3).	Moved to term 6 Spelling week, planned, w/b 8th June; Finals of Spelling Bee – Friday 12th June.	Increased enthusiasm and focus on learning to spell. As above.	On Track
Purchase more indoor and outdoor spelling/word	CURRICULUM TEAM	End of term 3.	Cost of games – approx. £500. Part of a staff	Games purchased.	Moved to term 4 Team to purchase games/activities	As above. Increased opportunities to	Concern

games			meeting to show games (incl. apps) purchased.		after Spelling TD day, 7 th May.	introduce spelling into other lessons/activities.	

Target: Maths-the progress of all children is good or better. (Good is four points progress for year)							
Issues:							
Focus on achieving 30% at level 3 at the end of Key Stage 1							
Move children to 'on track' or better							
To ensure that children are on track to move from 13 points (2c) to 27 points (4b) by end of key stage 2. Children must make a minimum of 6 points each year during key stage 2.							
Actions	Who?	By when?	Cost and CPD	Success criteria	Evaluation	Impact on learning	Status
Rapid maths for children who are 6 points off age related expectation will be fully introduced and timetabled into Yr2-6.	IB to lead training for TAs. Teachers then advised SLT on appropriate stage of rapid Maths for their children and SLT or teachers to assign TAs to interventions in the afternoon.	Term 1	£0 Further resources for Rapid Maths £200.	Rapid maths working across the school during afternoon sessions or maths lessons as appropriate. TAs to be confident with its delivery.	Some issues in terms 1&2 as HLTA off long term sick. Term 2 cover arrangements complete. In place and monitored	Children identified will move to on track by term 6.	Closed
Staff Meeting to focus on planning and places to find resources and teaching ideas.	Curriculum team maths: JHe, EC, IB.	End of Term 1 8 th October 2014 More Able learners 4 th November	Costs to be advised. Abacus training part of subscription (free)	Staff will be confident to deliver good or outstanding lessons.	Meeting took place. Staff aware of resources and areas of focus. Teacher more	Children will move 6 points throughout the year.	Closed

Focus on More able learners, Less able learners and Problem solving		Problem solving Term 3 for less able learners SLT to provide date. Term3 TD on Abacus training.		Staff will be able to support all learners.	confident and using more resources/shared ideas.		
Pupil progress meetings, the head teacher to check that children are making suitable progress. One sub level should have been achieved by January.	JG then feedback to IB who feedback to Curriculum team. Curriculum team then advised and support areas of the school identified as requiring support.	Ongoing, termly. Ongoing, termly.	Release time for IB to observe support in planning and model teach lessons. Cost of HLTA to cover for teaching time as necessary. IB to offer model lessons for staff to observe. Cost of overtime for HLTA to cover teachers class.	Children in all year groups will make at least 6 points levels progress.	See pupil progress reports	Children will meet Ofsted expectation of children to achieve 'good' progress throughout the year.	On track
Work or assessment information and planning scrutiny. To ensure that all children are planned for in each lesson and planning is adapted to meets	IB plus one member of the team.	Release time for IB one half day in term 2, 4, 6	£435 for 3 days supply.	Planning is moving children onto new learning and work and marking shows progress and challenge.	First scrutiny focused on differentiation and marking/next steps. Feedback given to staff to ensure continuity and policies are followed. A planning	Children will reach expected targeted levels.	On track

individual needs.					scrunity showed good planning throughout the school and all teachers were given feedback and points to consider.		
Relevant CPD to be offered to staff across the school to include observing outstanding practice at LCP schools.	SLT	Term 6	£145 per day for supply, unknown cost of training and £72.50 for half day release for teachers to observe at LCP schools.	Lessons to move to good or better.	When available staff attend maths course and feedback useful resources and information to support one another's CPD.	Move children to expected levels or better.	On track

<p>Target: Ensure consistent 'good' progress across vulnerable pupils</p> <p>Definition: to make four points or two 'P' levels progress, per academic year</p> <p>'Vulnerable' means Free School Meals, Ever 6s, Young Carers, Special Educational Needs and Disabilities, Child Protection, Forces children, English as an additional language, Children in Care</p> <p>Issues: Current data shows lack of progress</p> <p>Not all interventions have shown sufficient impact</p> <p>New SEND Code of Practice in place from July 2014</p>							
Actions	Who?	By when?	Cost and CPD	Success criteria	Evaluation	Impact on learning	Status
To work with Swindon Young Carers to achieve the Young Carers Award so that all young carers are identified and receiving the	NM and AR	Term 6	Part of a staff meeting in Terms 2, 4 and 6 (15 minutes)	Award received Noticeboard providing information on how to get support if you are a Young Carer Regular Young Carer meetings held	Staff are more aware of younger carers in the school, to offer the support they need. NM continues to attend meetings.	Young carers progress being tracked six times a year and four points progress made Young Carers are receiving	On Track

correct provision, according to Swindon Carers assessment				Young Carers are accessing the support they need	SP/IB attended SATS course IB attending maths network meeting. Assemblies and staff meetings have taken place. A policy has been written.	additional support if they need it	
To use provision mapping to monitor impact of interventions used for all children in the vulnerable group	NM and RH	Introduce-Term 1 Monitored-Term 2, 3, 4, 5 following Pupil Progress meetings Review-term 6	Part of staff meeting (15 minutes)	All children in the vulnerable group are closely monitored on provision mapping. Those identified as not making progress have intervention reviewed Interventions that are not successful are reviewed and altered	RH introduced the provision maps at a staff meeting. It helped to identify pupils who were vulnerable in each class, making staff more aware of pupils in their class they need to monitor. This is being monitored termly. Prevision which is not having an impact is now being altered and changed.	All children should be consistently making at least four points progress annually Vulnerable children who need additional support receive an intervention relevant to their needs	On track
Communication between counsellors providing supervision and support with workload so that	JS and KM	On-going	Overtime for certain cases Activities and resources purchased	Children requiring counselling receive it regularly JS/KM feel supported and receive supervision	JG has bought in supervision from Tanya at the Children's centre to provide JS and KM quality supervision time.	Children requiring counselling are more settled and ready to learn. Strengths and Difficulties	On track

there is consistency in provision and support for those providing it					This will start in term four.	Questionnaires show an improvement.	
Counsellors keep a record of date, child seen, who saw them, colour coded (red, green, yellow) for level of concern to keep a clear record so that those that require a referral are identified quickly	JS and KM	On-going		Up-to-date records kept Support is consistent between adults	A folder has been set up to keep a clear record of support that has been received. The counsellors are finding it a very useful resource to monitor, track and to communicate with one another. Key pupils are being seen and a clear record is now in place.	Children requiring regular counselling are identified Those needing a higher level of support are quickly referred to the appropriate agency	Closed
Investigate alternatives to IEPs that log strengths and weaknesses and monitor the interventions that take place	RH and WG	Term five		New system for supporting SEND pupils is in place ready to be implemented by September 2015	Passports for learning are being rolled out over Jan and Feb. Pupils are very excited and parents are being invited in to monitor the new approach. Questionnaires to	A precise record of targets and pupils progress against these is kept and monitored	On track

					follow and use of passports to be monitored.		
Lower ability pupils regularly supported in all subjects by teacher so that they receive quality first teaching	SLT	On-going	Lesson observation cover for NM and RH	Evidence in lesson observations Planning scrutiny Pupil voice	This has been evident in planning and observations and will continue to be monitored.	Lower ability getting 'quality first teaching' and making consistently good progress	On track
All staff, including office, TAs, MDSAs aware of children who are part of vulnerable groups so that they can be sensitive to their needs	Vulnerable Curriculum Team	Term 1	Office, TA, MDSA meetings	Folder in place identifying vulnerable groups All staff included in training/information sharing and updates	List has been circulated and is updated after pupil progress meetings. Impact – all staff are aware of pupils in their class and in the whole school to offer support.	All staff aware of vulnerable pupils and able to offer support accordingly to enable the children to be ready for learning	Closed
Investigate SIMS options for recording vulnerable groups so that information sharing is made more consistent	TC/SLT	Term 5	Overtime for TC	A way of sharing names of children with specific needs confidentially has been identified and is in place for September 2015	Been arranged for second week back	All staff aware of vulnerable pupils and able to offer support accordingly to enable the children to be ready for learning	On track

Target: Embedding and securing the new computing curriculum							
Issues: Differing skills and knowledge of staff facing a new curriculum Ipsads which are new to the school. New technician							
Actions	Who?	By when?	Cost and CPD	Success criteria	Evaluation	Impact on learning	Status
Training staff on hardware -Questionnaire to teaching staff gauging level of skills October 14 Questionnaire to teaching assistants on training needs -Staff meeting on Ipsads -T.A. training session on Ipsads 6/10/14 Don to train TAs on website - Mapping the apps with the new curriculum (24/09/14 asked computing technician to load relevant apps)	Computing coordinator	End of term 1	Staff meeting	Teachers able to access basic Apps on Ipsads TAs feel more confident in using Ipsads	A questionnaire has been complete and staff training was put in place as a result and more training has been arranged for this term. JG held a training session for TAs. New apps have been purchased relating to the new curriculum. Each class has a timetables Ipad slot once a week and all classes have now started to use the IPads. TA training on Ipad complete – and additional sessions have also taken place. TAs will have further training during	Children motivated by use of the new Ipsads Curriculum is invigorated by new teaching tools. Teaching assistants are now able to use Ipsads to enhance learning eg SEN children in Oak are using Ipsads on their passport for learning objectives. Oak have filmed dance to evaluate instantly with the class.	On track

					<p>one of our TD days</p> <p>Staff questionnaire to be repeated in term 6 and analysis of difference to be made.</p>		
<p>Programming -Training from Lydiard Park computing department (emailed 240914)</p> <p>-</p>	<p>Dermot McLaughlin/ Jo Donaldson</p>	<p>Term 2</p>	<p>Staff meeting</p>	<p>Teachers confident to teach coding/new curriculum</p>	<p>Staff were trained using the ipads and they are now being used more securely throughout the school to support and enhance learnign</p>	<p>Children will receive quality coding teaching</p> <p>Almost all classes have done programming- year six to do after SATS.</p>	<p>Closed</p>
<p>Pupil voice on coding</p>	<p>Curriculum team JH to ask questions</p>	<p>Term 4 Completed in term 5</p>	<p>In school time- HLTA to cover</p>	<p>Children have been introduced to coding across the school</p>	<p>All children asked answered that they had done some coding. Done 22/04/2015</p> <p>As a result of working on coding, it was observed that some equipment needed replacing</p>	<p>Children are following the new curriculum if they are coding. Children can do basic code.</p>	<p>Closed</p>

<p>Online e.g.Cloud computing, email, blogging, video conferencing, Skype or Facetime</p> <p>-Training</p> <p>Learning walk</p>	<p>Curriculum team</p> <p>Head</p>	<p>Term 3 28th January- planned video conferencing, skype and Facetime. Another term 4 one for blogging</p>	<p>Staff meeting</p> <p>none</p>	<p>All teachers feel confident to teach elements of the online curriculum</p> <p>Children accessing online computing</p>	<p>Wed – 28th ICT training on areas mentioned</p> <p>Learning walk to be planned</p> <p>22/04/15 Curriculum group felt that blogging had not progressed so emailed LCP schools to seek support</p> <p>Term 5 15th May learning walk to take place</p>	<p>Children will receive quality teaching of the online element of the curriculum</p> <p>As above</p>	<p>Concern</p>
<p>E-safety Training</p>	<p>Curriculum team</p>	<p>Term 3</p>	<p>Staff meeting</p>	<p>Children aware of e-safety</p>	<p>Staff now more aware of potential hazards and children's and own use of technology. Huw Ford and Robin Stannard delivered this on 7/1/15</p> <p>E safety needs to be taught regularly</p>	<p>Children's survey showed our year sixes to be more naïve than most Swindon children on potential hazards, but technically well equipped.</p> <p>In line with requirements,</p>	<p>Closed</p>

						<p>safety is taught on a more regular basis</p> <p>Children will use internet safely. 360 degree grading will improve</p>	
Police to talk to children about safety (email sent 24/09/14)	Head	Term 2	None	Children aware of wider context of e safety e.g. cyberbullying	Pupils are more aware of the risks and how to stay safe on line at school and at home.	Children operate in a safe online environment	Closed
Increase parent awareness of internet safety (October newsletter) Also reminded in November newsletter	Head	Term 1	None	Parents aware of esafety	Information available on the website	As above, but children aware of reporting online issues from outside school Children aware of safety outside of	Closed

						school	
Remind staff that all technical issues should be reported to GLS.	All	By end of term 2	Cost of IT support is ongoing	Hardware issues do not undermine teaching and learning	Staff aware and use correct method to report to GLS	Curriculum group to check that emails are followed up.	Closed

Key target to be specific and tied into pupil learning