

# SPIXWORTH INFANT SCHOOL IMPROVEMENT PLAN 2015-2018

This Plan has been developed in conjunction with Staff and Governors. Review date: December 2015



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## Spixworth Infant School

*Learning together, Achieving together*

### **Introduction**

Central to the development and improvement of our school are the Core Values. The school improvement plan is the vehicle used to translate this vision into reality.

**The School Improvement Plan is not to be seen as a static or final document:** It represents the formal outcomes of a continuous and regular process of review and evaluation of the school priorities. It also pre-supposes that changes and additions will be made in light of the progress with priorities and changed circumstances. For example, whereas planning for the current year is detailed and immediate, the planning for subsequent years is less specific in order to provide appropriate flexibility.

This document has been discussed and agreed with the leadership team, staff and governors and it only reflects the major priorities for the development within the school.

#### **Mission Statement**

To enable every child to shine.

#### **School Core Values**

**Safety** – We know how to stay safe and keep other safe

**Teamwork** – We work well as a team

**Acheivement** – We try our best in all that we do even when we find things difficult

**Respect** – We listen to the views of others

**Stimulating** – Our teachers challenge our thinking

## **Whole School Vision 2015-2018**

### **Our vision for children's learning experiences:**

- For the school's Core Values to continue to be fully embossed in the way children learn
- To create memorable learning through a curriculum based on a topic approach that follows children's interest
- For children to develop excellent attitudes to learning in order to help themselves, and others, to learn and thrive in an atmosphere of respect.
- For children to show very high levels of engagement, courtesy, collaboration and cooperation
- For children to be fully involved in their learning
- For staff to meet every child's need through carefully focussed learning experiences
- For parents to be fully informed about, and involved in, their child's learning

### **Our vision for children's progress is:**

- For all groups of children to achieve high levels of attainment which is consistently above the Norfolk and National levels
- For children to develop deep understandings, rapidly acquire knowledge and apply a wide range of skills to great effect, including reading, writing, maths and computing
- For attendance to continue to rise

### **Our vision for our community links are partnerships are:**

- For children to contribute to local community life
- To develop a strong reputation and wider awareness of the school's successes

- To share a wide range of information with parents to help them to become fully involved in the life of the school and their child's learning
- To develop a strong link with Stepping Stones Day Nursery so transition from Nursery to school is as smooth as possible and work towards planning of the outdoor environment together
- To develop a stronger link with the local Junior School to ease transition and ensure that there is continuity of teaching practices.
- To demonstrate compassionate and generous attitudes towards local, national and international good causes and charities

**Our vision for developing learning environments is:**

- For all children to be learning in a high quality classroom environment
- To modernise the school building in line with today's standards to ensure that children, parents and staff have high aspirations
- For all children to have daily access to a high quality outdoor learning environment
- To learn through the local and wider community and regular educational visits
- To develop inclusive, interesting and sustainable school grounds
- For staff to make daily decisions about which is the best environment for the children to learn

## **School Plan Development**

Over the past year the school has developed a systematic and focussed approach to the planning and evaluation of its work. The primary emphasis has been on the quality of teaching and learning and levels of progress and achievement of all children. This plan seeks to address the specific needs of the school to raise standards in reading, writing and maths and develop a more child led curriculum where children take more responsibility for their own learning. We will ensure that these priorities are met through providing a curriculum where pupils will become confident, independent and creative; enabling them to develop into responsible citizens and lifelong learners.

The essence of this planning process is an open and collaborative approach in which all teaching, support staff and governors are involved in evaluating the school's successes and next steps. A range of evidence is used including analysis of assessment results, performance management and monitoring information. Children are also involved in this process.

## **Monitoring of the Plan**

Monitoring roles are clearly identified within this Improvement Plan. Progress on the improvement plan is a regular agenda item at senior leaderships and staff meetings, as well as with governors and at school council meetings. Designated members of staff have responsibility to implement and monitor specific areas of the plan. Outcomes are reported and a governor is responsible for collating information about the development of a specific area of the plan and reporting back at governor meetings.

## **Pupils Numbers, Class Structure and Staff**

Number on Roll      120

Reception            51

Year 1                 30

Year 2                 39

(September 2015)

There are 4 classes in school organised in the following way: Reception, Reception/Year 1, 2x Year1/Year2

There is one class in school with a job share teaching partnership.

### **Staff Development and Training**

Spixworth Infant School is committed to providing high quality CPD for all staff in line with staff need and SIDP priorities.

This is realised in the following ways:

#### Performance Management

- All teaching staff and support staff are part of the school's Performance Management cycle which runs from October to October
- The Headteacher's Performance Management is undertaken by the governing body with an external advisor
- All subject leaders have targets in line with their own CPD training needs and those in line with the SIDP

#### Inset Training 2015/2016

##### Session 1 (September 1<sup>st</sup>)

- Step On training

##### Session 2 (September 2<sup>nd</sup>)

- Behaviour Policy review
- Staff Code of Conduct Review
- PREVENT Training
- Guided reading training
- Class audit time

### Session 3 (October 5<sup>th</sup> 3.30-5pm)

- Wellbeing workshop

### Day 3 (2 or 3 twilight sessions in Autumn Term)

- Phonics training and Speech and Language training

### Day 4 (October )

- School Audit
- Action research project day

### Day 5 (May)

- Disaggregated

### Staff and Team meetings

- Staff and team meetings are used for both whole school research, training and development needs throughout the year. In the Autumn Term whole school staff meetings will take place on a fortnightly basis and the opposite week will be used to develop and act upon each teacher's Action research project. Team meetings will take place weekly.

Other training planned for staff 2015-16

Victoria Wyatt	Heidi Jordan	Rebecca Buller	Suzanne To	Hetal Murphy	Felicity Jackson	Juliette Kidd	Lyn Paterson	Sue Halton
SENCo Network meetings ½ day per term	English Network meetings 1 day per term	Maths Network meetings 1 day per term	Forest School level 3 training 10 days over the year	Computing Network meetings ½ day per term	Early Excellence EYFS training 6 days over the year	HLTA qualification	Earlybird Autism speech and language training	Pupil Asset MIS training ½ day
Finishing HT support programme 2 days		Maths conference 1 day	Wellbeing Facilitator training					
Effective Contribution to Child Protection Conferences								
Schools Financial Value Standard								

## **Sources of funding available for School Improvement**

***School Budget Share*** – The main source of funding for the School Improvement Plan is the school budget share. This budget is used to plan staff and resource allocation for the next three years. The school received £458,167 for the financial year 15-16

***Devolved Formula Capital*** – This funding is given to the school to support building improvement projects. A percentage of this can be spent on ICT. The money can be saved for up to 3 years before it has to be spent to allow a larger building project to take place. The allocation for the financial year 15-16 is £5294 The school currently has a total of £10,520

***SEN Funding*** – The SEN funding will be used to provide support for pupils on the SEN register both within class and through specific interventions. In addition this funding along with a top up from the Cluster SEN budget will be used to support specific pupils with a higher level of additional needs. These pupils may have a statement or an Education, Health and Care Plan

***Pupil Premium Funding*** – the school has received £5280 for the financial year 15-16. This money is spent in a number of ways to assist vulnerable groups of pupils. A detailed report about how this money is spent can be found on the school's website

***PE Sports Premium*** – the school has received £8390 for the financial year 15-16. This money is spent to improve physical provision across the school. A detailed report about how this money is spent can be found on the school's website

***External Funding*** – the school is due to receive the following funding

- Lettings money from Action for Children Surestart Hub
- Lettings money from Stepping Stones Day Nursery
- £3000 from 'Friends of Spixworth Infant School' towards outdoor play equipment
- £10,000 from an Awards For All Lottery Grant for outdoor equipment
- A share of £1000 from the Co-op token scheme

## **Layout of the Plan**

The school Improvement Plan is set out in three parts:

1. Long term overview of development needs
2. Major developments overview
3. Detailed action plan 2015-2016

The plan is broken down into 5 distinct areas.

1. Outcomes – attainment, progress and aspirations
2. Values and Aims – respect, responsibility and equality
3. Quality of provision – curriculum, use of assessment and embedding learning dispositions
4. Leadership, Management and staff learning
5. Partnerships: governors, parents and community

A sixth area – Learning environments can be detailed in the separate Premises development plan.

Each section is further broken down to identify the major and minor areas for development, as well as those that require regular maintenance.

# Long Term Overview of Needs 2015-16

Key Area 1 – Outcomes: attainment, progress and aspirations

Key Area 2 – Values and Aims: respect, responsibility and equality

Key Area 3 – Quality of provision: curriculum, use of assessment and embedding learning dispositions

### Long Term Overview of Needs

**Key Area 1:** Outcomes – attainment, progress and aspirations

	<b>Year 1 (15-16)</b>	<b>Year 2 (16-17)</b>	<b>Year 3 (17-18)</b>
<b>Major</b>	<ul style="list-style-type: none"> <li>• Raise the attainment in reading across the school</li> <li>• Increase the amount of children leaving with the highest levels at the end of KS1</li> <li>• Raise the attainment of the Year 1 phonic check</li> <li>• Raise Standards in Handwriting and presentation</li> </ul>		
<b>Minor</b>	<ul style="list-style-type: none"> <li>• Raise the attainment of children at the end of the Foundation Stage</li> <li>• Ensure effective use is made of pupil performance data and target setting through pupil progress meetings</li> <li>• Review outcomes across the school</li> <li>• For the children to have high aspirations for their future</li> </ul>		
<b>Maintenance</b>	<ul style="list-style-type: none"> <li>• Monitor achievements of small groups of children</li> </ul>		

	<ul style="list-style-type: none"> <li>• To closely monitor the progress of children not yet meeting National Standards</li> <li>• Reading club</li> <li>• Update more able register</li> <li>• Continue to track progress using pupil asset</li> <li>• Investment in reading books</li> <li>• Interventions within classrooms</li> <li>• Link English curriculum closely to enquiry questions</li> </ul>		
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### Long Term Overview of Needs

**Key Area 2:** Values and Aims: respect, responsibility and equality

	Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)
<b>Major</b>	<ul style="list-style-type: none"> <li>• To give children responsibility for their classroom environment</li> <li>• Create an entrance that reflects our school aims and values</li> <li>• Look at UN Rights of child framework as a review tool</li> <li>• To ensure that children are taking responsibility for their own learning and progress across the curriculum</li> </ul>		
<b>Minor</b>	<ul style="list-style-type: none"> <li>• Ensure that the PSHE programme coverage is adequate to ensure that children know how to keep themselves</li> </ul>		

	<p>safe, develop respect for themselves and others and value the differences and similarities between themselves and others</p> <ul style="list-style-type: none"> <li>• Ensure that our RE curriculum has the appropriate coverage and includes celebrating the similarities between faiths as well as their differences</li> </ul>		
<b>Maintenance</b>	<ul style="list-style-type: none"> <li>• Annual review of prospectus</li> <li>• Review Core Values</li> <li>• Ensure Core values are displayed throughout the school</li> <li>• Review behaviour policy</li> </ul>		

### Long Term Overview of Needs

**Key Area 3:** Quality of provision: curriculum, use of assessment and embedding learning dispositions

	<b>Year 1 (15-16)</b>	<b>Year 2 (16-17)</b>	<b>Year 3 (17-18)</b>
<b>Major</b>	<ul style="list-style-type: none"> <li>• Embed the new curriculum throughout KS1 – new topics and child centred learning</li> <li>• Embed the new assessment system for KS1 and develop confidence in reporting to parents.</li> <li>• Introduce the new Reception Baseline assessment – Early Excellence</li> <li>• To change the marking and feedback policy so that it is more visual and children see what their next steps are and</li> </ul>	<ul style="list-style-type: none"> <li>• Develop outdoor learning environments for children in Year 1 and 2 to ensure they have access to the outdoors during lessons</li> </ul>	

	<ul style="list-style-type: none"> <li>• have an opportunity to respond</li> <li>• To ensure that all staff are able to deliver a high quality guided reading sessions</li> </ul>		
<b>Minor</b>	<ul style="list-style-type: none"> <li>• Review whole school consistency</li> <li>• Increase outside agencies coming into school</li> <li>• To ensure that Reception children have access to a high quality outdoor environment</li> <li>• Planning to be reviewed to ensure objectives are explicit and clear and teachers are planning exciting and engaging lessons</li> <li>• Before/After school clubs to be run by teaching assistants</li> </ul>		
<b>Maintenance</b>	<ul style="list-style-type: none"> <li>• Visitors for collective worship</li> <li>• Lunchtime and after school clubs run by teachers</li> <li>• For all learners to have good access to the curriculum</li> </ul>		

**Long Term Overview of Needs**

**Key Area 4: Leadership, Management and staff learning**

	<b>Year 1 (15-16)</b>	<b>Year 2 (16-17)</b>	<b>Year 3 (17-18)</b>
<b>Major</b>	<ul style="list-style-type: none"> <li>• For staff to be involved in an Action research project in their classrooms to raise the attainment and progress of learners – project to be negotiated</li> <li>• For teaching staff to access High Quality training and</li> </ul>		

	<p>updates through the Norfolk Subject Networks</p> <ul style="list-style-type: none"> <li>• For the new HLTA to achieve HLTA status</li> <li>• For staff to have confidence in positive handling techniques</li> <li>• For all staff and governors to be trained in the PREVENT strategy</li> <li>• Governors to have a higher profile around the school and develop a new way of working</li> </ul>		
<b>Minor</b>	<ul style="list-style-type: none"> <li>• To implement a new SIDP format</li> <li>• Ensure the SIDP is reviewed termly with wider stakeholders</li> <li>• Publish SIDP on school website</li> <li>• Involve MSAs more in school life</li> <li>• More formal appraisal with support staff with more detailed targets in comparison to previous year</li> <li>• To be able to inspect and manage trees on the school site</li> </ul>		
<b>Maintenance</b>	<ul style="list-style-type: none"> <li>• Continue to link the SIDP to financial planning</li> <li>• Plan CPD activities across the year for all staff members</li> <li>• Ensure the SEF is updated in line with the new Ofsted framework</li> <li>• Undertake appraisal with all staff</li> </ul>		

**Long Term Overview of Needs**

**Key Area 5:** Partnerships: governors, parents and community

	<b>Year 1 (15-16)</b>	<b>Year 2 (16-17)</b>	<b>Year 3 (17-18)</b>
<b>Major</b>	<ul style="list-style-type: none"> <li>• To have a high level of involvement in Cluster working</li> <li>• To ensure parents feel communication is at a high level</li> <li>• To establish a link with another school in the UK</li> <li>• To ensure Governing Body is fit for purpose and takes a structured approach to monitoring and evaluating school progress</li> <li>• To ensure parents in EYFS have a secure knowledge of their child's achievements and contribute to their learning stories</li> </ul>		
<b>Minor</b>	<ul style="list-style-type: none"> <li>• Continue to introduce more information for parents workshops to ensure parents know how to support their child at home</li> <li>• Establish better links with Woodland View Junior School</li> <li>• Introduce individual class newsletters each half term</li> <li>• Investigate other local visits and visitors to school</li> </ul>		
<b>Maintenance</b>	<ul style="list-style-type: none"> <li>• Continue half termly coffee mornings</li> <li>• Parent and pupil surveys</li> <li>• Year 2 to visit St Marys at Christmas to sing for the residents</li> <li>• Regular visits to local church</li> <li>• Invite parents to reading, writing and maths cafes each half term</li> </ul>		

# Detailed Action Plan

## 2015-16

Key Area 1 – Outcomes: attainment, progress and aspirations

Key Area 2 – Values and Aims: respect, responsibility and equality

Key Area 3 – Quality of provision: curriculum, use of assessment and embedding learning dispositions

Key Area 4 – Leadership, Management and staff learning

**Key Area 1: Outcomes – Attainment, Progress and Aspirations**

Actions/Activities	Lead Person	Resources and timeable(Support, CPD and cost)	Monitoring	
			School	Governing Body
<p>Raise the attainment in reading across the school <b>(Data 2015)</b></p> <ul style="list-style-type: none"> <li>• Introduce a new home reading system across the school so children can take books home on a more regular basis</li> <li>• Introduce class reading trees in the library to encourage home reading</li> <li>• Train staff to deliver high quality guided reading sessions</li> <li>• Ensure that each child receives 2 guided reading sessions a week</li> <li>• Class interventions to support the higher attainers as well as lower attainers</li> <li>• Hold class shared reading sessions daily and refurbish the library so encourage reading for pleasure.</li> </ul>	HJ	New books from Reading chest - £600 Guided reading training for staff - INSET	VW	
<p>Increase the amount of children leaving with the highest levels at the end of KS1 <b>(Data 2015)</b></p> <ul style="list-style-type: none"> <li>• Ensure there is high quality teaching and learning across the school</li> <li>• Ensure that there is equal focus on high attainers for interventions as well as lower attainers in each class</li> <li>• Introduce weekly problem solving lessons into maths lessons and fortnightly extended writing tasks</li> <li>• Allow children to take ownership of their learning by introducing reading, writing and maths targets</li> </ul>	HJ/RB	TAs to carry out intervention work in classes. Develop individual target walls for reading, writing and maths	VW	
<p>Raise the attainment of the Year 1 phonic check <b>(Data 2015)</b></p> <ul style="list-style-type: none"> <li>• 3 twilight sessions with Phonics Advisor Niki Elliston</li> <li>• Half termly assessment of children in handwriting</li> <li>• Reorganisation of phonics teaching</li> </ul>	HJ	3 twilight sessions with Niki Elliston - £895	VW	
<p>Raise Standards in Handwriting and presentation <b>(Ofsted)</b></p> <ul style="list-style-type: none"> <li>• Begin to teaching handwriting joined up from Reception</li> <li>• Handwriting policy to be developed and shared with parents</li> </ul>	HJ	Teach handwriting scheme	VW	

<ul style="list-style-type: none"> <li>Handwriting display to be in all classrooms.</li> </ul>				
<b>Evaluation</b>				
1a – Half termly data shows more rapid progress in reading. 2016 reading results are improved				
1b – 2016 data demonstrates more children achieving the highest level				
1c – 2016 phonics results will be in line with National average				
1d – Book scrutiny demonstrates that the children have an increased pride in their work.				

**Key Area 2:** Values and Aims: respect, responsibility and equality

Actions/Activities	Lead Person	Resources and timeable(Support, CPD and cost)	Monitoring	
			School	Governing Body
To give children responsibility for their classroom environment <b>(British Values)</b> <ul style="list-style-type: none"> <li>Each class to have a budget to improve their environment democratically spent</li> <li>Children take ownership of the enquiry question each half term and teachers develop topic planning accordingly to take into account children's interests</li> </ul>	All teaching staff	£100 per class to be spent by December	VW	
Create an entrance that reflects our school aims and values <b>(British Values)</b> <ul style="list-style-type: none"> <li>Create a new school logo through the school Council</li> <li>Mural in the front entrance using website images</li> <li>Review school uniform with School Council – move towards only one colour</li> </ul>	VW	£500 for new logo £1000 for mural By July 2016	VW	
Look at UN Rights of child framework as a review tool <b>(British Values)</b> <ul style="list-style-type: none"> <li>Use the review tool to see where we are and how we need to move forward to ensure all children have an understanding of their role in society</li> <li>Ensure that children have a good understanding of British values through assembly, PSHE and RE</li> </ul>	FJ	£200 to join By February 2016	VW	
To ensure that children are taking responsibility for their own learning and progress across the curriculum <ul style="list-style-type: none"> <li>Develop targets for reading, writing and maths that are displayed in classrooms and reviewed on a regular basis</li> <li>Develop the use of feedback to ensure children have a chance to respond to</li> </ul>	HJ/RB	By October 2015	VW	

<ul style="list-style-type: none"> <li>marking in a timely manner</li> <li>Review and amend the feedback and marking policy in line with the new way of working</li> </ul>				
<b>Evaluation</b>				
2a – Pupil interviews shows an enthusiasm for learning and for their classroom environment				
2b – Stakeholder interviews feel involved with developing the school and its vision				
2c – PSHE and RE planning scrutiny demonstrates British Values and strong roles for children within the society				
2d – Lesson observations and book scrutiny demonstrates feedback is being used to move learning on. Children are seen to respond positively to feedback				

**Key Area 3:** Quality of provision: curriculum, use of assessment and embedding learning dispositions

Actions/Activities	Lead Person	Resources and timescale (Support, CPD and cost)	Monitoring	
			School	Governing Body
Embed the new curriculum throughout KS1 – new topics and child centred learning <ul style="list-style-type: none"> <li>Create a new long term plan using the New National Curriculum</li> <li>Create a new planning format for topic lessons to allow a more child led and individualised approach to topic work</li> </ul>	HJ	Staff meeting time by end of September 2015	VW	
Embed the new assessment system for KS1 and develop confidence in reporting to parents (DfE) <ul style="list-style-type: none"> <li>Continue to use Pupil Asset as a way to track the children’s progress in the curriculum</li> <li>Look at the new end of KS1 assessment materials as soon as they are available to make predictions and assessments of children’s attainment at the end of KS1</li> <li>Amend the End of Year 1 assessment document in light of the final end of KS1 performance descriptors</li> </ul>	VW	Staff meeting time Leadership time by May 2016	VW	
Introduce the new Reception Baseline assessment – Early Excellence (DfE) <ul style="list-style-type: none"> <li>Training for all staff in how to carry out the baseline assessment</li> <li>Completion of the Baseline assessment at the end of week 6</li> <li>Further Early Excellence EYFS training to improve the provision for Reception</li> </ul>	HJ/FJ	Staff meeting time FJ 6 sessions £400 By end of October 2015	HJ	
To change the marking and feedback policy so that it is more visual and children see what their next steps are and have an opportunity to respond (Ofsted)	VW	½ day release By end of October 2015	VW	

<ul style="list-style-type: none"> <li>• Begin to use the new marking as agreed in July 2015</li> <li>• Amend the marking policy in line with the changes</li> </ul>				
<p>To ensure that all staff are able to deliver a high quality guided reading sessions <b>(Data)</b></p> <ul style="list-style-type: none"> <li>• Training for all teaching as support staff</li> <li>• Amendments to the guided reading record sheet to it can be used as a reference for a teaching sequence</li> </ul>	HJ	INSET time by September 2015	VW	
<b>Evaluation</b>				
<p>3.1 Monitoring of planning and teaching demonstrates the children making choices about their learning and the agreed curriculum is being covered</p> <p>3.2 Accurate assessments are made each half term regarding the children's attainment. Accurate predictions are made about end of KS1 results once information becomes available</p> <p>3.3 Early Excellence Baseline assessment is successfully completed</p> <p>3.4 Monitoring of teaching and book scrutiny demonstrates the marking policy being used to good effect. Conversations with pupils demonstrates an understanding of the marking and how they can use it to move their learning on</p> <p>3.5 High quality guided reading sessions are seen as part of learning walks</p>				

#### Key Area 4: Leadership, management and staff learning

Actions/Activities	Lead Person	Resources and timescales (Support, CPD and cost)	Monitoring	
			School	Governing Body
<p>For staff to be involved in an Action research project in their classrooms to raise the attainment and progress of learners – project to be negotiated</p> <ul style="list-style-type: none"> <li>• All classes to choose projects and provide overview to Governors</li> <li>• Projects chosen – Philosophy, Mantle of the Expert, Learning through drama, metacognition</li> </ul>	All teaching staff	6 Staff meetings £100 per teaching team to spend on resources Over the Autumn term	VW	
<p>For teaching staff to access High Quality training and updates</p> <ul style="list-style-type: none"> <li>• 3 members of staff to attend English, Maths and Computing Networks</li> <li>• SENCo Network meetings</li> <li>• Forest Schools training</li> <li>• Improving English</li> </ul>	VW	English and Maths Network - £900 Computing Network - £250 SENCO - £90 Forest Schools - £1200 Improving English - £300	VW	
For the new HLTA to achieve HLTA status	JK	£699	VW	

<ul style="list-style-type: none"> <li>• Training day and assessment for JK</li> <li>• VW to mentor new HLTA</li> </ul>				
For staff to have confidence in positive handling techniques <ul style="list-style-type: none"> <li>• Step On Training for staff 1/9/15</li> </ul>	VW	£650	VW	
For all staff and governors to be trained in the PREVENT strategy (DfE) <ul style="list-style-type: none"> <li>• Training for most staff on 2<sup>nd</sup> September 2015</li> <li>• Other staff, governors and volunteers trained on 28<sup>th</sup> September 2015</li> </ul>	VW	INSET training MSA payment		
Governors to have a higher profile around the school and develop a new way of working (GBSE) <ul style="list-style-type: none"> <li>• Governors to visit school once each half term to monitor their area of responsibility</li> <li>• Governors to be invited to school events</li> </ul>	JB		VW	
<b>Evaluation</b>				
4.1 Evidence in monitoring techniques being used. Reporting to Governors demonstrate how research is moving learning on 4.2 Training feedback forms detail learning taken place and impact on school – report to Governors 4.3 HLTA to achieve HLTA status 4.4 All Staff trained 4.5 All Staff trained 4.6 Governors visiting and feeding back to meetings evidence through minutes and Governor Hub				

**Key Area 5:** Partnerships: governors, parents and community

Actions/Activities	Lead Person	Resources and timescales (Support, CPD and cost)	Monitoring	
			School	Governing Body
To have a high level of involvement in Cluster working <ul style="list-style-type: none"> <li>• VW to be Cluster NPHA representative</li> <li>• VW to continue to attend Cluster SENCo and Headteacher meetings</li> <li>• Staff to continue to attend EYFS cluster meetings</li> <li>• VW to co-ordinate Cluster Infant school heads meeting each half term</li> </ul>	VW	Throughout the year	VW	
To ensure parents continue to feel communication is at a high level ( <b>Questionnaires</b> ) <ul style="list-style-type: none"> <li>• Monthly Headteacher newsletters and other letters as necessary</li> <li>• Half termly class newsletters</li> <li>• Noticeboards to be purchased to go up outside classrooms</li> <li>• Launch of new website</li> <li>• Begin to use e mail as a way of communicating with parents</li> <li>• Half termly coffee mornings</li> </ul>	VW/SH	Use of Pupil Asset Throughout the year	VW	
To establish a link with another school in the UK ( <b>British Values</b> )	HM	By June 2015	VW	

<ul style="list-style-type: none"> <li>HM to investigate linking with another UK school through e mail or blogging</li> </ul>				
<p>To ensure Governing Body is fit for purpose and takes a structured approach to monitoring and evaluating school progress <b>(GBSE)</b></p> <ul style="list-style-type: none"> <li>Half termly governors meetings held</li> <li>All governors to come into school once per half term to monitor area of responsibility</li> </ul>	JB	Throughout the year	VW	JB
<p>To ensure parents in EYFS have a secure knowledge of their child's achievements and contribute to their learning stories <b>(Questionnaires)</b></p> <ul style="list-style-type: none"> <li>Online learning stories 'Tapestry' introduced.</li> <li>Ensure that parents who don't have e mail have learning stories printed regularly.</li> </ul>	HJ	HJ to train teachers and support staff to use Tapestry throughout the year	HJ	
<b>Evaluation</b>				
<p>5.1 Evidence of cluster working through governors minutes and detailing of impact</p> <p>5.2 High attendance of parents at coffee mornings and positive response to question regarding communication in parents questionnaire</p> <p>5.3 School has an established link with another UK school and evidence of working together</p> <p>5.4 Governors meetings are all quorate and there is evidence of governor monitoring of subjects</p> <p>5.5 Parents are regularly receiving e mails regarding their child's progress</p>				

# Monitoring and Evaluation

## 2015-16

Key Area 1 – Outcomes: attainment, progress and aspirations

**Key Area 1:** Outcomes: attainment, progress and aspirations

<b>Actions/Activities</b>	<b>Success Criteria</b>	<b>Monitoring</b>
Raise the attainment in reading across the school	Reading at expected level and mastery is in line with National results	
Increase the amount of children leaving with the highest levels at the end of KS1	Mastery level at the end of KS1 in all subjects is closer to National results	
Raise the attainment of the Year 1 phonic check	Phonics results in 2016 are in	

	line with National results	
Raise Standards in Spelling, handwriting and presentation	Improvement in spelling and handwriting through book scrutiny monitoring	

**Key Area 2: Values and Aims: respect, responsibility and equality**

<b>Actions/Activities</b>	<b>Success Criteria</b>	<b>Monitoring</b>
To give children responsibility for their classroom environment	Pupil interviews shows an enthusiasm for learning and for their classroom environment	
Create an entrance that reflects our school aims and values	Stakeholder interviews feel involved with developing the school and its vision	

Look at UN Rights of child framework as a review tool	PSHE and RE planning scrutiny demonstrates British Values and strong roles for children within the society	
To ensure that children are taking responsibility for their own learning and progress across the curriculum	Lesson observations and book scrutiny demonstrates feedback is being used to move learning on. Children are seen to respond positively to feedback	

### Key Area 3: Quality of provision: curriculum, use of assessment and embedding learning dispositions

<b>Actions/Activities</b>	<b>Success Criteria</b>	<b>Monitoring</b>
Embed the new curriculum throughout KS1 – new topics and child centred learning	Monitoring of planning and teaching demonstrates the children making choices about their learning and the agreed curriculum is being covered	
Embed the new assessment system for KS1 and	Accurate assessments are made	

develop confidence in reporting to parents	each half term regarding the children's attainment. Accurate predictions are made about end of KS1 results once information becomes available	
Introduce the new Reception Baseline assessment – Early Excellence	Early Excellence Baseline assessment is successfully completed	
To change the marking and feedback policy so that it is more visual and children see what their next steps are and have an opportunity to respond	Monitoring of teaching and book scrutiny demonstrates the marking policy being used to good effect. Conversations with pupils demonstrates an understanding of the marking and how they can use it to move their learning on	
To ensure that all staff are able to deliver a high quality guided reading sessions	High quality guided reading sessions are seen as part of learning walks	

#### Key Area 4: Leadership, management and staff learning

Actions/Activities	Success Criteria	Monitoring
For staff to be involved in an Action research project in their classrooms to raise the attainment and progress of learners – project to be negotiated	Evidence in monitoring techniques being used. Reporting to Governors demonstrate how research is moving learning on	

For teaching staff to access High Quality training and updates	Training feedback forms detail learning taken place and impact on school – report to Governors	
For the new HLTA to achieve HLTA status	HLTA to achieve HLTA status	
For staff to have confidence in positive handling techniques	All Staff trained	
For all staff and governors to be trained in the PREVENT strategy	All Staff trained	
Governors to have a higher profile around the school and develop a new way of working	Governors visiting and feeding back to meetings evidence through minutes and Governor Hub	

**Key Area 5: Partnerships: governors, parents and community**

<b>Actions/Activities</b>	<b>Success Criteria</b>	<b>Monitoring</b>
To have a high level of involvement in Cluster working	Evidence of cluster working through governors minutes and	

	detailing of impact	
To ensure parents feel communication is at a high level	High attendance of parents at coffee mornings and positive response to question regarding communication in parents questionnaire	
To establish a link with another school in the UK	School has an established link with another UK school and evidence of working together	
To ensure Governing Body is fit for purpose and takes a structured approach to monitoring and evaluating school progress	Governors meetings are all quorate and there is evidence of governor monitoring of subjects	
To ensure parents in EYFS have a secure knowledge of their child's achievements and contribute to their learning stories	Parents are regularly receiving e mails regarding their child's progress	