Leven CE (VC) Primary School

School Improvement Plan

January 16 – December 16

Headteacher :- Andrew Dolman

Chair of Governors : Malcolm Cunnington

Enriching Life through Learning

Priority Area 1: Assessing Without Levels

Priority Area 1	Developing and embedding a system of assessment that is appropriate for the new National Curriculum	Lead People	Evaluation & Monitoring Methods
Diagnostic	1.1 Levels have been removed from the National Curriculum, therefore a system of proving that the children have made progress needs to be developed (summative assessment) 1.2 Formative assessment against the new National Curriculum expectations need to be developed. 1.3 Marking needs to be effective, simple, and demonstrating that it is "closing the gap." 1.4 That the methods for recording progress in the EYFS are simplified and made more effective.	A Dolman J McMahon R Hutchinson L Rudd H Rowland	• Moderation of assessments • Monitoring of marking • Monitoring of summative assessments
Impact Indicators	• Teachers will be able to measure progress against the new NC criteria • Teachers will be using formative assessment to inform planning	Governors Responsible	SEF reference
		C Stoney	Leadership and management

Expected Outcomes	Action	Milestones			Sources of evidence / information / data to demonstrate impact	Monitoring lead	Budget / Resources
		February 2016	July 2016	December 2016			
1.1 To embed the use of Otrack for tracking summative teacher assessments.	• Otrack is being used correctly	All assessments being put on to the system on time.	Maths, English and SENCO leaders using Otrack data to target pupils who are making less than expected progress.	Evidence that targeted pupils have made at least expected progress.	Head's reports Co-ordinators' reports	AD	Cost of Otrack
1.2 To embed the use of classtrack for tracking progress from lesson to lesson.	• Classtrack is being used correctly		All teachers to be regularly using classtrack to assess day to day progress and to use data to feed in to planning.		English & Maths leaders' reports	AD	Cost of classtrack
1.3 to prepare the children for the new end of KS1 and KS 2 SATs.	• The children are well prepared for the new SATs tests	Year 2 and Year 6 teachers to have completed statutory sats training. KS1 Sats evening for parents has	KS2 Sats evening for parents has taken place in March. Booster classes for Year 6		Head's reports Governor learning walk	AD	Cost of training and supply

		taken place. Pupils are being taught to the new tests.	have taken place. Mock Sats for Year 6 have happened.				
1.4 To ensure that our assessments are in line with those of other schools in the Hornsea Cluster.	• Judgements of standards at Leven are in line with judgements across the cluster.	FS, Y2, Y4 and Y6 writing and maths have been moderated across the cluster.			Teacher reports to SLT	AD	Time to attend the moderation meetings.

Priority Area 2	To develop teaching, so that at least 85% of our pupils in every year group are working at or above Age Related Expectations in Maths by July 2016.	Lead People	Evaluation & Monitoring Methods
Diagnostic	2.1 The new National Curriculum is being introduced from September 2014. 2.2 As a school we need to ensure that the attainment and progress in maths is as high as that in reading and writing.	A Dolman J McMahon R Hutchinson L Rudd H Rowland	• SMT & governors monitor progress
Impact Indicators	The gap between maths and literacy results will narrow due to the maths results rising.	Governors Responsible	SEF reference
		C Stoney	Leadership and management

Expected Outcomes	Action	Milestones			Sources of evidence / information / data to demonstrate impact	Monitoring lead	Budget / Resources
		February 2016	**July 2016**	**December 2016**			
2.1 Cross Curricular Maths	• Joint working within the Curriculum Innovation Group	Training for Heads and maths coordinators on deepening.	CIG booklet for parents completed.		Website – Maths booklet for parents published on website.	Headteacher Maths co-ordinator	Staff Meeting Time. Headteacher Time SMT Time Maths coordinator time
2.2 Children will enjoy maths	• Maths for pleasure week.		Plan maths for pleasure week Find out children's attitudes to maths	Maths for pleasure week will have happened in Sept 2016. Follow up survey about children's attitudes to maths	Curriculum plan	Headteacher SMT	Staff Meeting Time. Headteacher Time SMT Time
2.3 Lower average children will	To identify and support those pupils in the lower average range who are not	Y6 children identified for support.	Maths, English and SENCO	Early identification of FS & Y1	Pupil progress meetings	Headteacher SMT	Staff Meeting Time.

make better progress in maths	making at least expected progress		leaders using Otrack data to target pupils who are making less than expected progress.	pupils who need additional support for maths.			Headteacher Time SMT Time
2.4 Maths skills are rehearsed in other subjects	Non-negotiable maths activities added to curriculum plans	Maths activities identified and added to long term plans.	Lesson observations focussed on cross curricular maths.	Review and revise cross curricular maths activities on long term plans.	Curriculum plan	Headteacher SMT	Staff Meeting Time. Headteacher Time SMT Time
2.5 Parents will have a better understanding of how big maths operates	Parents joining pupils for Big Maths sessions		Parents have had the opportunity to shadow children in big maths.		Headteacher's report	Headteacher Maths' coordinator	Coordinator time
2.6 The profile of maths will be raised amongst parents and children	Maths Special weeks added to curriculum plans		Special maths weeks added to curriculum for 2016/17 academic year. One for each term.	The first maths week completed and reviewed.	Website Curriculum plan	Headteacher SMT	Staff Meeting Time. Headteacher Time SMT Time
2.7 To give staff additional strategies for	Introducing of bar method for teaching maths	Staff given training on using the bar method	Drop ins focussing on using bar		Headteacher's report Maths' coordinator's report	Headteacher Maths' coordinator	Coordinator time

teaching maths			for teaching maths.	method.				
2.8 To change the philosophy of differentiation.	Introduction of deepening			Staff training on deepening in maths.	Follow up lesson observations focussed on deepening in maths.	Headteacher's report Maths' coordinator's report	Headteacher Maths' coordinator	Coordinator time

Priority Area 3: COMMUNICATION

Priority Area 3	To Improve Communication between the School and its Stakeholders.	Lead People	Evaluation & Monitoring Methods
Diagnostic	3.1 There have been some concerns expressed about communications between school and parents.	A Dolman A Tennison	• Monitoring of communications to parents • •
Impact Indicators	1) A rise in the % of parents that think communication is good or better. (Currently **64%** feel that The school responds well to any concerns that are raised and **68%** feel that they receive valuable information from the school about their child's progress) 2) A decrease in	**Governors Responsible**	**SEF reference**
		M Holland	Leadership and management

Expected Outcomes	Actions	Milestones			Sources of evidence / information / data to demonstrate impact	Monitoring lead	Budget / Resources
		February 2016	July 2016	December 2016			
3.1 To understand where the issues with communication are	• To set up a change team involving staff, parents, governors and interested members of the community to look at communication • To employ an independent consultant to help the change team dig into the issues of communication.	Change team set up First meeting led by an independent consultant has happened			Minutes	Chair of Governors	Consultant time
3.2 To draw up an action plan based on the findings of the first change team meeting	• The change team will construct an action plan.	2nd meeting focussing on issues raised in 1st meeting has happened – action plan drawn up			Minutes Action plan	Chair of Governors	
3.3 To write a	• The change team will		Protocol		Protocol	Chair of Governors	

communications protocol / policy	write a protocol for home – school communication.		written and published				
3.4 To embed and monitor the effectiveness of the communications policy	• The change team will monitor the effectiveness of the home – school protocol.			Protocol reviewed and revised as needed.	Protocol	Chair of Governors	

Priority Area 4

: To Develop the Monitoring and Evaluative Role of the Governing Body.

Priority Area 4	To develop the monitoring and evaluative role of the governing body	Lead People	Evaluation & Monitoring Methods
Diagnostic	4.1 In order to be a good school the governing body needs to develop its role in monitoring standards and informing itself about what is happening in school.	A Dolman	- Moderation of assessments - Monitoring of marking - Monitoring of summative assessments
Impact Indicators	The area of leadership will be judged to be Good by Ofsted	Governors Responsible	SEF reference
		Chair of Governors	Leadership and management

Expected Outcomes	Action	Milestones			Sources of evidence / information / data to demonstrate impact	Monitoring lead	Budget / Resources
		February 2016	July 2016	December 2016			
4.1 For governors to inform themselves about standards in the school	• Learning walks	How do children know what their next steps are?	Cross curricular maths	TBA	Governor visit reports	Headteacher	
	• Looking at books	English books	Maths books	TBA	Governor visit reports	Headteacher	
	• Talking to staff about attainment and progress in the subjects they lead		Time for govs to talk to coordinators		Governor visit reports	Headteacher	
	• To visit the school more often while teaching is happening				Governor visit reports	Headteacher	
	• For governors "findings" to become improvement actions	Reports of learning walks and book monitoring	Reports of learning walks and book monitoring	Reports of learning walks and book monitoring	Governor visit reports	Headteacher	

4.2 For governors to know when policies need updating	• Policy review timetable – how do we review policies and make sure that they are updated appropriately	Document for govs of all school policies – stating which are annual and when the others need revising.		Govs to check policy monitoring timetable to check it is being kept to.	Governor – curriculum meeting minutes	Headteacher	
· 4.3 For governors to understand the implications of attendance on standards	• Scrutiny of attendance – look at this on a more detailed level to allow better conversations around pupils' performance and teachers' targets	A named governor will take on the responsibility for scrutiny of attendance.	The named governor will have met with the admin officer to discuss attendance and with the Headteacher to discuss strategies in place for individual children. Report back to full governors.		Governor visit reports	Headteacher	
4.4 To monitor the effectiveness of CPD on teacher performance and standards	• Effect of staff CPD – looking at how staff training leads to improvements in performance		Monitoring system for measuring the effectiveness of CPD is in place.		Headteacher's report	Headteacher	