



Ashleigh C of E (VC) primary school

SCHOOL IMPROVEMENT PLAN

2017/2018

1. LEADERSHIP AND MANAGEMENT	2. QUALITY OF TEACHING, LEARNING & ASSESSMENT	3. CHRISTIAN DISTINCTIVENESS	4. PERSONAL DVPT, BEHAVIOUR AND WELFARE	5. OUTCOMES FOR PUPILS
Deepen leadership at all levels.	Pupils think hard/deeply for as much of the day as possible.	Use our distinctively Christian values to shape all our work.	Develop a culture of self-discipline.	Through our actions described in this table, we will:
1.1 Embed distributed leadership at all levels so that all leaders and staff take increasing responsibility for their impact	2.1 Strengthen teaching so that it provides suitable challenge to all pupils, especially the most able	3.1 Embed distinctively Christian values into the life and work of the school so that children recognise and articulate the difference they make to their lives and attainment.	4.1 Ensure that routines and policies enable self-discipline as a key attribute of children’s behaviour with a particular focus on our more vulnerable pupils	<ul style="list-style-type: none"> - Ensure the most able make good progress - Increase progress in mathematics for all pupils - Increase the proportion of pupils at age related expectations to national levels - Continue to diminish the differences in outcomes, particularly for the disadvantaged and for girls
1.2 Continue to develop a programme of professional development to effectively improve personal and collective practice of all staff	2.2 Continue to develop and share good practice so that assessment information (feedback) is used to ensure all pupils understand how to improve, thus leading to sustained, deep learning 2.3 Develop the principles of mastery teaching to improve pupils’ progress in mathematics and basic numeracy skills, extending pupils’ ability to use efficient mental and written methods (i.e. fluency)	3.2 Ensure that spirituality has a higher profile in the life of the school, providing a broad range of quality experiences to support children in the development of a personal spirituality.	4.2 Continue to raise attendance and punctuality levels with a particular focus on persistent absentees	
1.3 Develop the wider curriculum to ensure pupils are exceptionally well prepared for the next stages of their education and will excel in the modern world	2.4 Ensure that in lesson assessment is used to adapt activities and thus deepen understanding particularly in maths and for the most able 2.5 Continue to improve pupils’ progress and fluency in writing, through teachers consistently extending pupils’ vocabulary	3.3 Establish a systematic approach for monitoring and evaluating the impact of the school’s Christian distinctiveness		

1.1 Embed distributed leadership at all levels so that all leaders and staff take increasing responsibility for their impact						
Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
Revise approaches to monitoring and action planning so that middle leaders take greater individual responsibility	CG	Oct 17	Staffing costs associated with leadership time Courses such as NPQSL as req'd	Weekly 1:1 meets with CG	Appraisal procedures Outcomes against Nat standards SEF judgements	Leaders take greater responsibility for the standards in their subject/phase and take rigorous actions to secure sustained improvements Middle leaders identify where their focus needs to be requiring less direction from the Head teacher All leaders are rigorously held to account for their impact on pupil outcomes Pupil outcomes exceed Nat. in EYFS and phonics, in line in KS1 and 2 Appraisal shows that members are ready for greater responsibility
Identify appropriate leadership development for all leaders	CG	Oct 17		Learning walks with CG		
Timetable of coaching and accountability meets with CG put in place	CG	Dec17		Coaching record s/sheet LA monitoring Governor visits with senior leaders		

1.2 Continue to develop a programme of professional development to effectively improve personal and collective practice of all staff						
Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
Middle leaders coach staff using instructional lead observations, co-planning and team teaching	CG	Sep 17	Staffing costs associated with leadership time	Pupil outcomes Termly Impact analyses Learning walks with CG Coaching record s/sheet LA monitoring Governor meets with SLT	SEF judgements Appraisal procedures	Coaching is distributed wider All staff receive regular coaching Staff dvpt responds to need and identified areas. Utilise Ventrus talent matrix to succession plan Engagement with teaching schools to enable greater professional development Teaching is self-evaluated as 'good'

Teachers engage in action research/lesson study and use Masterclasses to share good practice	CG	Nov 17	Supply for trios work	Pupil outcomes Lesson observation	SEF judgements Appraisal procedures	Personal practice improves Teaching is self-evaluated as 'good'
A plan for improved professional development for TAs and support staff is produced	CF	Dec 17	Training costs for bespoke training	CPD records Pupil outcomes Governor visits Lesson observations	Appraisal procedures Staff questionnaires	Improved in school training/development (top down) and action research/lesson study (bottom up) Greater opportunities for career pathways and wider career development Staff have highly developed knowledge and skills which are used to enhance pupils' outcomes
Engage with teaching schools to access wider professional development for TAs	CG	Jan 18				

1.3 Develop the wider curriculum to ensure pupils are exceptionally well prepared for the next stages of their education and will excel in the modern world

Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
Distinctive curriculum area teams are established	CG	Jan 18	N/a	Team meeting action logs Subject and curriculum team action plans	SEF judgements Stakeholder questionnaire	Curriculum teams and subject leaders have an incisive view of the outcomes within their area and a clear vision for improvement
Review the curriculum and use this to set a clear action plan for overall curriculum improvement ready for Sep 18 implementation	CG	Apr 18	TBD	Action Plan Individual subject reviews Governor meets with SLT	Governor scrutiny of curriculum plans for 2018-19 Stakeholder questionnaire	Clear plan to ensure: the curriculum provides a broad and balanced entitlement enabling pupils to be successful in the modern world; all pupils' have the opportunity to develop their passion and live life in all its fullness.
Introduce 'Understanding Christianity' programme	SP	See Christian Distinctiveness action plan				
Introduce 'Real PE' through whole school training and curriculum documentation	RW	Jun 18	£3K	Pupil outcomes Governor visits Lesson observations	SEF judgements PE mark accreditation	Staff are increasingly confident to teach PE to a high standard Physical literacy is increased Children learn well and enjoy this curriculum area.

2.1 Strengthen teaching so that it provides suitable challenge to all pupils, especially the most able						
Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
Regular slots in SDM's focussing on progression for the most able (both planning and then reviewing outcomes in books)	MH/JC	Dec 17	Staff Dvpt Meet (SDM) time	Planning scrutiny Pupil outcomes Lesson observation	SEF judgements Appraisal procedures	Staff have a clearer understanding of progression across a sequence Staff have a deep understanding of what 'good' looks like for each concept they teach and assess
Co-planning and coaching used to develop planning for challenge	MH/JC	Nov 17	Staffing costs - leadership time	LA monitoring Governor meets with SLT	Outcomes against Nat standards (for most able)	Differentiation secures deeper thinking and understanding Teaching is self-evaluated as 'good' Planning leads to opportunities for deeper thinking
Systems refined to better track the progress of our most able pupils.	MD	Oct 17	Pupil Progress Meet (PPM) time and supply costs	Pupil Outcomes (incl termly data analyses) PPM records	Outcomes against Nat standards (for most able)	Asst information used to inform effective action Staff know their characteristics and barriers Progress of most able is at least in line with expectations
Use Staff meets and co-planning to improve the quality of variation in maths questioning	MH	Dec 17	Approx £400 for concrete materials	Planning scrutiny Pupil outcomes Lesson observation	SEF judgements Outcomes against Nat standards (for most able)	Procedural and conceptual variation is planned to ensure deeper learning especially for the most able. Progress of most able is at least in line with expectations
Use PP and most able children as the vehicle for all SLT monitoring of outcomes	CG	Oct 17	N/a	LA monitoring Governor meets with SLT	Outcomes against Nat standards (most able and disadvantaged)	SLT have a clear understanding of the quality of provision across the school through the lens of our targeted children (disadvantaged, most able) Robust action is taken as needed

2.2 Continue to develop and share good practice so that assessment information (feedback) is used to ensure all pupils understand how to improve, thus leading to sustained, deep learning

Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
Staff meeting to introduce non-negotiable writing expectations	JC	Jan 18	SDM time	Pupil outcomes	Outcomes against Nat standards	Clear minimal expectations for each class on display Pupils access exemplars for each writing sequence Children use to enhance their writing
Staff trial different marking strategies (including whole class marking, comparative judgement)	CG	Trial by Jan 18 Mar 18	Release time for action research	Lesson observation LA monitoring Governor visits	Degree to which children can articulate what they need to do to improve	Marking is used to inform planning for deeper learning Children know what and how to improve
Focussed observations and coaching to improve staff's up-levelling of children's work	SP/MD	Jan 18	N/a	Pupil voice		Oral/Immediate feedback is used more consistently Children know what and how to improve
Staff meeting to develop elicitation tasks in maths	MH	Oct 17	SDM time	Planning scrutiny Pupil outcomes LA monitoring Governor meets with SLT	Outcomes against Nat standards (for most able) SEF judgements	Elicitation tasks are more open ended providing richer assessment information Such tasks lead to changes in planning to deepen understanding, particularly for the most able.

2.3 Develop the principles of mastery teaching in mathematics to improve basic numeracy skills and extend pupils' ability to use efficient mental and written methods (i.e. fluency)

Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
Regular staff meetings used to focus on aspects of mastery teaching	MH	Jan 18	N/a	Pupil outcomes Lesson observation Learning Walks	Outcomes against Nat standards SEF judgements	Planning identifies potential misconceptions and provides clear progression through them Intelligent practice ensures deeper understanding of concepts and procedural fluency not repeated practice which does not deepen understanding Pre teaching and keep up sessions are used to ensure all pupils can access the same learning
Mastery planning support materials introduced through staff meetings and co-planning		Sep 17	Copying costs	LA monitoring Governor visits		
Monitor use of Calculation policy to ensure increased use of concrete manipulatives and pictorial representation	MH	Dec 17	£400 for range of concrete materials	Lesson observation Learning Walks	Outcomes against Nat standards SEF judgements	Pupils have a deeper understanding of key mathematical concepts
Monitor the attainment differences between boys and girls and intervene in specific classes as required	MH	Mar 18	N/a	Pupil outcomes Lesson observation	Outcomes across school (gaps diminished)	Focus of PPM as appropriate Focus of coaching as appropriate Attainment gaps diminish
Introduce daily specific fluency sessions using 'Non nonsense number facts'	MH	Nov 17	£250 for Babcock resource	Pupil outcomes Lesson observation	SEF judgements Outcomes against Nat standards	Pupils are increasingly quick and efficient in mental and written calculations
Introduce daily multiplication practice	MH	Nov 17	N/a	LA monitoring Governor visits		Key facts such as multiplication tables and addition facts within 10 are learnt to automaticity to avoid cognitive overload

2.4 Ensure that in lesson assessment is used to adapt activities and thus deepen understanding

Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
Instructional lead observations used to challenge teachers to monitor children for 100% engagement and learning	SP/MD	Nov 17	N/a	Pupil outcomes Lesson observation	SEF judgements	Throughout the lesson, staff are aware of children off task or not thinking as deeply as they could be
Instructional lead observations and team teaching used to coach teachers in short cycle formative assessment	SP/MD	Feb 18	N/a	LA monitoring Governor visits	Outcomes against Nat standards	Teaching is more responsive to in lesson assessment (activities and exposition are changed within the lesson to deepen thinking) Tasks are well matched to children's needs

2.5 Continue to improve writing, with a focus on fluency and extending pupils' vocabulary

Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
Ensure displays support quality writing and help to increase children's range of vocabulary	JC	Oct 17	N/a	Learning walks Phase Idr monitoring	SEF judgements	Pupils have a clear understanding of what makes good writing and apply it to their work Pupils use an increased range of vocabulary to enhance their writing
Staff meets and coaching focussing on modelled, shared and guided writing	JC	Dec 17	N/a	Pupil outcomes Lesson observation	SEF judgements Outcomes against Nat standards	Pupils have a clear understanding of what makes good writing and apply it to their work Writing outcomes are consistent with national Staff make vocabulary choices explicit
Trial a range of instructional approaches for increasing children's range of vocabulary	JC	Trial by Dec 17 Feb 18	Cover for peer obs	LA monitoring Governor visits	Comparative judgement outcomes	Pupils use an increased range of vocabulary to enhance their writing Writing outcomes are consistent with national

3.1 Embed distinctively Christian values into the life and work of the school so that children recognise and articulate the difference they make to their lives and attainment.

Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
Link the school's Christian values to the school's rewards systems	SP	Oct 17	Reprographics (approx. £200)	Pupil voice Pupil ethos committee Governor visits	SIAMs SEF judgements Stakeholder questionnaires	Children can state the values and explain them in their own language. Children can link the values to Bible stories and Christ's teachings.
All staff are trained to use the values explicitly with children (for example when commenting on behaviour or achievement)	CG	Dec 17	N/a	Pupil voice Pupil ethos committee Governor visits	Evaluate children's behaviours against success criteria	Children can articulate how the school's values affects their conduct and achievements
Introduce the scheme of work 'Understanding Christianity' within RE	SP	Sep 17	£500	Pupil outcomes Lesson observation Pupil ethos committee Governor visits	Outcomes in RE are good (using the SIAMs framework)	Children have a deeper knowledge of Christ's teachings and can relate this to their own lives and values

3.2 Ensure that spirituality has a higher profile in the life of the school, providing a broad range of quality experiences to support children in the development of a personal spirituality.

Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
Engage with Diocesan support to lead stakeholders in developing a definition for spirituality at Ashleigh	SP	Jan 18	TBC	Engagement of stakeholders Observation of Staff meetings	Ethos committee agrees definition and approach	A comprehensive description of spirituality is in place which is understood by all stakeholders
Identify aspects of spirituality (such as awe and wonder) within	SP	Feb 18	N/a	Planning	SIAMs SEF judgements	Children have regular opportunities to engage in high quality experiences within the curriculum that

the wider curriculum				Pupil voice Pupil ethos committee Lesson observation Governor visits	Evaluate children's behaviours against success criteria	develop a personal spirituality. They are passionate and confident to express their thoughts and views in considerable depth through a rich variety of styles and media.
Train staff in using such identified aspects to enhance children's spirituality	SP (with support from Diocese)	Feb 18	TBC			
Ensure classrooms have areas which are used to promote spiritual reflection and are distinct from behaviour reflection	SP	Nov 17	TBC	Pupil voice Pupil ethos committee Governor visits	Compare with best practice from local C of E schools	Children have a developed sense of the purpose of prayer and reflection. Children are able to write their own prayers with increasing confidence as they progress through the school.
Train staff in using such areas to promote prayer and spirituality	SP (with support from Diocese)	Feb 18	TBC	Observation of Staff meetings Learning walks	SIAMs SEF judgements	
Train staff in the use of prayer and enabling children to write their own prayers.	SP (with support from Diocese)	Feb 18	TBC	Pupil voice Pupil ethos committee Governor visits		

3.3 Establish a systematic approach for monitoring and evaluating the impact of the school's Christian distinctiveness

Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
Devise a system for the monitoring of Collective Worship, RE and the wider impact of our Christian distinctiveness	CG/SP	Oct 17	N/a	Feedback of monitoring to Ethos Committee (i.e. minutes)	Evidence of impact from monitoring on improvements at pupil, staff and Governor levels	Stakeholders views on the impact of our Christian distinctiveness are collected on a regular basis Changes are made in light of evaluations
Ensure there is Governor involvement and oversight	SB/AP	Oct 17	N/a	SIP review		A cycle of plan-do-review is in place to secure on-going improvements
Develop a pupil ethos group to provide pupil voice	SP	Oct 17	N/a	Minutes from meetings		Governors are provided with the necessary information to hold the school to account

4.1 Ensure that routines and policies enable self-discipline as a key attribute of children's behaviour with a particular focus on our more vulnerable pupils						
Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
Introduce Philosophy for Children across the school	CF	Mar 18	N/a	Pupil voice Governor visits Observations	SEF judgements Review outcomes of pupil voice	Children develop the skills of being able to reflect & reason; communicate; state reasons & argue a case; listening, co-operation & social skills.
Establish a bespoke range of interventions to support children's needs effectively.	CF	In place Oct 17 Review impact Jan 18	Staffing costs Training costs (approx. £2500)	Pupil outcomes Intervention analyses Observations	Assessments demonstrate the impact of the intervention (e.g. gap to ARE narrowed). Number of exclusions	Interventions are tailored to meet ind needs. Self- discipline has improved. Increased levels of independence and self-discipline with a particular focus on our most vulnerable / challenging children. Improved pupil outcomes
Aspirations fair held with a range of different careers for the children to experience. Follow up visits arranged for children with a particular interest.	CF	May 18	TBD	Pupil voice Governor visits	Review outcomes of pupil voice such as the range of careers and aspirations children have. Impact of actions?	To raise children's aspirations and awareness of the range of careers and opportunities open to them.
Regular spotlight on different careers, focusing on what they do, qualifications / training needed, salary, opportunities etc.	CF	Jan 18	N/a			
PHSE curriculum to be reviewed to ensure tolerance of others is a fundamental aspect.	SP	Mar 18	N/a	Pupil outcomes Pupil voice Pupil ethos group	SEF judgements Review outcomes of pupil voice	Children have increased knowledge and understanding of other faiths, cultures, family dynamics, race etc., in order to promote and foster a culture of tolerance.
Run Strengthening families workshops and course on Attachment and challenging behaviour	CF	Dec 17	£3 000	Parent feedback	Parent questionnaire responses	To support families to increase children's level of independence and self-discipline at home and in the community.

4.2 Continue to raise attendance and punctuality levels with a particular focus on persistent absentees

Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
Consolidate and review current practice	CF	Nov 17	N/a	Weekly attendance data EWO meetings HT/Chair weekly meet	Attendance data against national benchmarks	Improvements in attendance continue Persistence absenteeism reduces to comparable with national
Investigate other actions – search out best practice for revised approaches	CF	Feb 18	Linda Webster EWO time	Revised attendance policy (if applicable) CG/CF 1:1 meets		Best practice is researched Clear plan or policy for revised approaches (if needed) in place Overall absence to be less than 3.5% Persistent absence reduced to below 6.5%

EYFS Attainment Targets (Leaving Nursery)

Measure	School 2015 Actual	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual
% achieving 40-60 in all Prime Areas	4	8	62	65	

EYFS Attainment Targets (Reception)

Measure	School 2015 Actual	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual
% achieving GLD	67 (Nat: 66)	71 (Nat: 69)	77%	80%	
Total average point score <i>(i.e. all 17 ELGs)</i>	34	35	36	37	

Year 1 Phonics Targets

Year	School 2015 Actual	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual
Year 1 (%)	84 (Nat: 77)	87 (Nat: 81)	93 (Nat: TBC)	95	

Key Stage 1 Attainment Targets

Subject	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual
	Working at the Expected Standard				Working at Greater Depth			
Reading	79 (Nat 74)	63	79		36 (Nat 24)	13	25	
Writing	60 (Nat 65)	63	75		0 (Nat 13)	0	17	
Maths	71 (Nat 73)	63	80		5 (Nat 18)	19	20	

ATTAINMENT in Key Stage 2

Subject	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual	School 2016 Actual	School 2017 Actual	School 2018 Target	Current Actual
	Working at the Expected Standard				Working at Greater Depth			
Reading	48 (Nat 66)	58 (Nat 71)	70		10 (Nat 19)	11	12	
Writing	55 (Nat 74)	71 (Nat 76)	71		0 (Nat 15)	5	10	
Maths	45 (Nat 70)	58 (Nat 75)	65		3 (Nat 17)	8	10	
RWM	28 (Nat 53)	50 (Nat 61)	65		0 (Nat 5)	0	5	

PROGRESS

At each Key Stage, progress by all cohorts and groups will be considered to be good (i.e. at least comparable with national data)

DIMINISHING THE DIFFERENCE

Focus	School 2018 Target
Attainment	Attainment gap between disadvantaged pupils and non-disadvantaged pupils is less than national in Yrs 2 and 6
Most able disadvantaged	Progress of pupils is in line with national averages.