

School Improvement Plan 2014-15

Marlborough Primary School



School Improvement Plan 2014-15

Vision

Aiming for Excellence

Aims

- To provide the best possible education for children, based on high quality teaching and learning
- To create a disciplined and ordered environment based on respect for others, tolerance and understanding so that children are members of a happy, warm caring and secure school community.
- To provide a curriculum that is broad, balanced, relevant, purposeful, interesting and enriched by first-hand experiences.
- To provide equality of opportunity, inclusion and access for all members of the school community
- To recognise and celebrate children's achievements in the spirit that every child is unique and has something to offer. By developing strengths and supporting additional needs, we aim to ensure that every child achieves their full potential.
- For all members of the school community to feel supported, valued and respected.
- Through praise and encouragement to foster self-esteem and self-reliance so that children become confident and independent learners
- To foster a partnership between home and school based on positive relationships and enabling parents to support their children's learning.

WELLBEING

Average attendance rate 96.5%

LITERACY

93.3% of pupils to achieve at least 2 sub-levels progress in writing.

**The Marlborough
Challenge 2014-15**

TEACHING AND LEARNING

100% of teaching consistently good or better
35% of teaching has excellent features

NUMERACY

94.9% of Y2 pupils to achieve O5+ in MDT
90.7% of Y6 pupils to achieve L4+ in Maths (FFT max estimate)

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Three-Year Overview School Improvement Plan Year 1 2014-15

Priority	SER Links	Expected Outcomes	Resources Needed
Major: Teaching and Learning	2.2.1 2.2.2	95% of lessons consistently good with many excellent features. To increase the amount of excellent lessons to 35%+. For all teachers to make individual improvement	Twilight Insets x6 – Willwigs Session obs 19 teachers x 5 (supply budget) PM lesson obs x19 (PM budget)
Major: Leadership	3.1 3.2	To improve distributive leadership at all levels – (HT, DHT, AHT, SLT, Future Leaders, Subject Leaders, UPS teachers, HLTAs, TAs, GB, support staff) 100% of school leaders able to evidence their personal contribution towards the successful completion/ achievement of school improvement priorities and targets.	SEG – UPS and middle leadership training – G Coombes (6 sessions). Supply cover 3 x 8
Minor - Literacy		93.3 % of mainstream pupils to make at least 2 sub-levels of progress in writing RWI target – 90% of Y2 pupils to exit the programme by July 15 Literacy skills mapped and taught across the curriculum	RWI development days- SEG RWI Training for new staff Big Writing update twilight sessions
Major: Numeracy		100% maths lessons judged to be good or better 100% of classrooms to be a numeracy rich environment 100% of teachers implementing daily maths sessions effectively. 100% of identified learners to be in receipt of bespoke numeracy intervention 94.9% of Y2 pupils to achieve O5+ in MDT 90.7% of Y6 pupils to achieve L4+ in Maths (FFT max estimate)	National Maths Partnership training Numicon Structured resources
Major: Welsh		100% of teachers to deliver daily oral welsh session Good or better judgement from WEO/SL on pupils' oral skills	See WEG for details
Minor: Wellbeing		To improve attendance to an overall percentage of 96.5% FSM children and their attainment – track – link in learning mentors. 100% of learners know how to stay safe online	See PDG for details

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Year 2 2015-16

Priority	SER Links	Expected Outcomes	Resources Needed
Major: Teaching and Learning		100% of lessons good or better Development of AfL strategies within all lessons.	Teaching for Learning continua Iris cameras AfL training
Major: Leadership		Provide training, guidance and support for those leading on aspects of maths and numeracy to develop outstanding teachers of numeracy. Quality Mark for the Governing Body Consolidate SL involvement in school improvement processes.	Leadership continua
Minor - Literacy		Oracy across the curriculum Phonics & spelling - KS2	
Major: Numeracy		Development of calculations policy Continue to review progression in mathematics activities to ensure that challenge, pitch and level of activity increases year by year for all pupils. Build a resource bank for mathematics of rich learning tasks for each module of work in each year group so that the appropriate expectations and high quality provision in mathematics is embedded into the school's work programmes.	NMP - SEG
Minor: Welsh		Writing skills	
Major: Wellbeing		Continua for children – which will dovetail with AfL strategies Increase pupil engagement in learning	Continua for children

Year 3 2016-17

Priority	SER Links	Expected Outcomes	Resources Needed
Major: Teaching and Learning		100% of lessons at least good	Teaching or Learning Continua Pupils continua
Major: Leadership		Revisit school vision & aims – where are we now, where have we come from	
Major- Literacy		Reading across the curriculum	
Minor: Numeracy		Facilitate the development of effective pedagogical approaches to teaching mathematics by introducing Lesson Study.	
Major: Welsh		Reading of Welsh texts	
Minor: Wellbeing			

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Rolling programme of subject / AoL Evaluations

	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Year 4 2017-18	Year 5 2018-19	Year 6 2019-10
Literacy	√	√	√	√	√	√
Numeracy	√	√	√	√	√	√
Science (inc K&UW)	√		√		√	
Welsh	√		√		√	
IT	√		√		√	
RE (inc. Global Citizenship)		√			√	
History			√			√
Geography (inc. sustainable dev)		√				√
PE (Inc. physical dev)		√			√	
DT			√			√
Music	√			√		
Art		√			√	
Thinking	√			√		
PSHE			√			√

Annual Programme of self-evaluation activities 2014-15 – see appendices 1

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Summary - Priority Action Plans 2014-15

1. Teaching and Learning – To further improve the quality of teaching

- 100% of teaching to be at least good
- 35% of teaching to have excellent features
- All teachers to make individual improvement

2. Leadership – To develop distributed leadership to ensure high expectations, high quality teaching and high standards

- To improve the leadership skills of all staff (HT, DHT, AHT, SLT, Future Leaders, Subject Leaders, UPS teachers, HLTAs, TAs, GB, support staff)
- 100% of school leaders able to evidence their personal contribution towards the successful completion/ achievement of school improvement priorities and targets.

3. Mathematics – To improve the quality of standards and provision in mathematics

- 100% maths lessons judged to be good or better
- 100% of classrooms to be a numeracy rich environment
- 100% of teachers implementing daily maths sessions effectively.
- 100% of identified learners to be in receipt of bespoke numeracy intervention
- 94.9% of Y2 pupils to achieve O5+ in MDT
- 90.7% of Y6 pupils to achieve L4+ in Maths (FFT max estimate)

4. Welsh / Bilingualism - To raise standards in pupils' oral communication skills in Welsh

- 100% of teachers to deliver daily oral welsh session
- Good or better judgement from WEO/SL on pupils' oral skills

Maintenance Action Plans 2014-15

Literacy – To further consolidate high quality of provision and standards through continued implementation of RWI & Big Writing.

- Consolidate RWI, - 90% of Y2 pupils to exit the programme by July 15
- 93.3 % of mainstream pupils to make at least 2 sub-levels of progress in writing

Wellbeing – To further increase pupils' participation & enjoyment in learning and develop safe attitudes.

- Attendance 96.5%, 100% of learners know how to stay safe online (e-safety) PASS, FSM pupils

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MARLBOROUGH PRIMARY SCHOOL - PRIORITY SCHOOL ACTION PLAN 1 – TEACHING AND LEARNING

Estyn Inspection (Jan 13) – Recommendation 3

Person responsible Jonathan Lewis

Supported by Senior Leadership Team

Link Governor Andrew Skinner

Signed

Direct links from SER	Key Strands of teaching to be focussed on in current year (Using Continua Document)
KQ1 relates to standards , the focus; KQ2 is the provision i.e. the areas in which the changes will be made KQ3 will be the framework in which leadership ensures this will happen i.e. resources, training, PLCs, Monitoring and evaluation.	2 Methods and strategies 2.7 Differentiation 2.11 Bilingualism 4 Time and Resource Management 4.5 Learning Environment 5 Assessment Strategies 5.2 Learning Objectives / Success Criteria 5.4 Teacher Questioning 5.6 Teacher’s Verbal Feedback 5.7 Teacher’s Written Feedback

Targets for 2014 -15

Key areas for improvement	Current performance (2014 -15)	Quantitative targets (2014-15)
Raise standards of teaching	10% of lessons are currently Adequate	Target 1 To ensure 100% lessons are at least Good by Summer 2015
Increase number of excellent lessons	20% of lessons are currently Excellent	Target 2 To increase the number of Excellent lessons to 35% by summer 2015.
All teachers to make individual improvement	In-school variation on how effectively individual feedback is acted upon.	Target 3 To ensure that 100% of teachers make at least good progress against their individual targets.

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Target	Actions	Success criteria	Funding	Time-scale	Monitoring arrangements	Monitoring of outcomes
3	<p>How are you going to achieve your targets? What will you actually do?</p> <p>LEARNING ENVIRONMENT PTS 21, 27, 40, 48</p> <p>Inset day (01/09) sets out features of quality learning environment – staff have time to enact this.</p> <p>Focus on ensuring that classes and communal areas are literacy and numeracy rich environments. Staff work in ‘buddy pairs’ as supportive, critical friend.</p> <p>Phase meetings held on a rota around all classes – analysis of each environment.</p>	<p>Expected outputs and outcomes as a result of the actions</p> <p>*All teachers ensure classrooms have all required areas as agreed including: Rules, rewards, sanctions, key skills display, literacy and numeracy rich environments. The classroom environment encourages pupil independence and is clutter free.</p> <p>*All learning scaffolds are age appropriate and suitable and used by pupils.</p> <p>*All staff enact Learning Environment Policy as agreed Sept. 14.</p> <p>*All pupils use the scaffolds with reducing number of teacher prompts to do so.</p>	£0	Sept. Feb. May	<p><u>Who</u> SLT – GF, JL, JF, RL, SB</p> <p><u>When</u> 15/09, 02/02, 11/05</p> <p><u>How</u> SLT learning walk - learning environment</p>	Evidence that actions are impacting on learners.
1,2,3	<p>5.7 TEACHER’S WRITTEN FEEDBACK</p> <ol style="list-style-type: none"> Re-visit the high expectations of what this will look like in Marlborough Primary School. Remind teachers of the agreed WILLWIGs for this theme. Clinic and sharing good practise twilight sessions. 	<ul style="list-style-type: none"> Most pieces of work are marked before the next lesson in that subject, red pen, dated and initialled pieces of work. To use agreed marking language and code, which is related to age and ability of the child. Marking is linked to the learning objective and/or success criteria – L.O./S.C. met. Diagnostic comments are made in most pieces of work. The term ‘next’ will be used as our way forward on a separate line to the general comment. Children are given the opportunity to regularly respond to written/oral feedback 	£0	Through out the year	<p><u>Who</u> SLT – GF, JL, JF, RL, SB</p> <p><u>When</u> Throughout year – see annual programme</p> <p><u>How</u> Book scrutiny, listening to learners</p>	

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1,2,3	<p>5.6 TEACHER'S VERBAL FEEDBACK</p> <p>Twilight Inset in September focusing on high expectations of what this looks like at Marlborough. Specific staff training. Staff agree specific WILLWIGs</p>	<ul style="list-style-type: none"> The teacher provides high quality feedback which accurately signposts the next steps. Verbal feedback is consistently acted upon by all pupils. The verbal feedback focuses upon the processes (learning journey) as well as the product. The teacher maximises opportunities to provide individual pupil feedback throughout the lesson. Verbal feedback is used as a dynamic evaluation of the session, which influences planning and ways forward. The use of positive praise is used to enhance the classroom culture. 	<p>One staff meetings.</p> <p>Lesson obs staff release SLT time</p>	October	<p><u>Who</u> SLT – GF, JL, JF, RL, SB</p> <p><u>When</u> 1 week session observation window week beginning 06/10</p> <p><u>How</u> Session observations, listening to learners</p>	
1,2,3	<p>5.4 - QUESTIONING</p> <p>Twilight Inset in October focusing on high expectations of what this looks like at Marlborough. Specific staff training. Staff agree specific WILLWIGs.</p>	<p>Teachers will use:</p> <ul style="list-style-type: none"> Good closed questions to check understanding Good open questions to extend thinking Use 'Big' questions to explore wide learning themes and enquiry. Higher order questions (Blooms) 'Barometer' pupils to check progress. Appropriate process time. A range of pupil response systems are used to include greater number of learners. <p>Excellent if ...</p> <ul style="list-style-type: none"> Pupils are frequently asking, and responding to questions, including 'big questions'. 	<p>Lesson obs – supply costs for SLT</p>	Nov 14	<p><u>Who</u> SLT – GF, JL, JF, RL, SB</p> <p><u>When</u> 1 week session observation window week beginning 17/11</p> <p><u>How</u> Session observations, listening to learners</p>	

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1,2,3	<p>2.11 BILINGUALISM</p> <p>Twilight Inset focusing on high expectations of what this looks like at Marlborough. Specific staff training. Staff agree specific WILLWIGs.</p>		Lesson obs – supply costs for SLT	Feb 15	<p><u>Who</u> SLT – GF, JL, JF, RL, SB, SL/ WEO – CD & JB</p> <p><u>When</u> 1 week session observation window week beginning 09/03</p> <p><u>How</u> Session observations, listening to learners</p>	
1,2,3	<p>2.7 DIFFERENTIATION</p> <p>Twilight Inset focusing on high expectations of what this looks like at Marlborough. Specific staff training. Staff agree specific WILLWIGs.</p>	<p>Teachers will ensure:</p> <ul style="list-style-type: none"> • Awareness of pupil resilience (small steps if not) • Success criteria address differentiated needs • Clear evidence of teacher inputs are firmly based on adjustments to support learner needs • All pupils are aware of how the success criteria relates to them • Activities are varied appropriately to provide the balance of support and challenge. • Resources (inc. scaffolds), peer support, adult support are provided to meet the needs of varying groups. • Responsive differentiation: teachers determine if pupils need to <i>Continue, Consolidate, Challenge</i>. • Emotional support is provided for pupils, especially those working below expected levels. • Clear approaches to provide specific feedback and feed-forward based on differentiated needs. • Clear TA awareness and involvement as required. 	Lesson obs – supply costs for SLT	April 15	<p><u>Who</u> SLT – GF, JL, JF, RL, SB</p> <p><u>When</u> 1 week session observation window week beginning 20/04</p> <p><u>How</u> Session observations, book scrutiny, listening to learners</p>	

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1,2,3	5.2 LEARNING OBJECTIVES / SUCCESS CRITERIA	Teachers will ensure: <ul style="list-style-type: none"> • Learning objectives are linked directly from previous evaluations. • The learning objective clearly and concisely sets out the learning expectations. • Explicit ‘child speak’ success criteria are shared and discussed with the learners. • The objective and success criteria are shared and discussed by the learners. • The learning objective in terms of ‘what and ‘how’ is understood by all. • Success criteria are appropriately differentiated. • The learning objective and success criteria are used throughout the lesson by staff and pupils. 	Lesson obs – supply costs for SLT	June 15	<u>Who</u> SLT – GF, JL, JF, RL, SB <u>When</u> week beginning 01/06 <u>How</u> Book scrutiny, listening to learners, session obs.	
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MARLBOROUGH PRIMARY SCHOOL - PRIORITY SCHOOL ACTION PLAN 2 – LEADERSHIP

Person responsible Geraldine Foley

Supported by Senior Leadership Team

Link Governor Andrew Skinner

Signed -----

<p>Direct links from SER KQ1 relates to standards, the focus; KQ2 is the provision i.e. the areas in which the changes will be made KQ3 will be the framework in which leadership ensures this will happen i.e. resources, training, PLCs, Monitoring and evaluation.</p>	<p>Key Strands</p> <p>A Teaching and Learning B Literacy / Numeracy C Intervention / Catch-Up – some pupils / target groups D Assessment (AfL, TA, Moderation), testing, tracking & transition E Leadership, professional development, partnership working and resource management</p>
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Targets for 2014 -15

Key areas for improvement	Current performance (2014 -15)	Quantitative targets (2014-15)
To develop the leadership skills of all staff (HT, DHT, AHT, SLT, Future Leaders, Subject Leaders, UPS teachers, HLTAs, TAs, GB, support staff)	Leadership training has been limited to senior leaders & aspiring leaders to date. This remit needs to be widened so that everyone is able to actively contribute.	Target 1 All staff have received appropriate training and support to enable them to contribute to the school's vision and aims.
100% of school leaders able to evidence their personal contribution towards the successful completion/ achievement of school improvement priorities and targets.	In-school variation, some SL more proactive than others in leading their subject/ AoL	Target 2 <i>PM target for all</i> - To be able to evidence personal contribution and effectiveness in leading subject area / area of learning
Increased involvement by SL in evaluating their subject / aspect area and input into the school improvement plan	Involvement of SL in evaluation procedures limited (only in English and Maths). SIP currently developed by SLT, with limited input from others.	Target 3 100% of Subject Leaders to be involved in training and a wide range of self-evaluation activities to enable them to create a good quality evaluation report for their area / aspect. 100% of Subject Leaders to be involved in training and write a good quality subject plan.
Clearer definition and expectations on the roles of the HT, DHT, AHT	No substantive DHT for 5 terms .	Target 4 DHT appointed by Oct 14, start date Jan 15. HT, DHT & AHT evidence impact of personal effectiveness through PM process, LA review and MER outcomes.

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Target	Actions	Success criteria	Funding	Time-scale	Monitoring arrangements	Monitoring of outcomes
	How are you going to achieve your targets? What will you actually do?	Expected outputs and outcomes as a result of the actions	Cost of staffing, resources and sources	When will it happen?	Who? When? How?	Evidence that actions are impacting on learners.
	<p>To develop the leadership skills of all staff</p> <p><u>Leaders of the Future group</u> – 6 training sessions</p> <p><u>UPS group</u> – 6 training sessions</p> <p><u>HT / DHT/AHT roles and responsibilities</u> - Clearly defined roles and areas of responsibility</p> <p><u>HLTA appointments</u> – create posts in the school structure. Lead practitioners and line management of TA teams</p> <p><u>Line Management responsibilities</u> – realign to reflect new posts</p>	<p>As a result:</p> <p>All members of staff will have an increased understanding of the importance of personal and collective effectiveness.</p> <p>All members of staff will be able to evidence their personal contribution relating to the school's vision & targets</p>	<p>SEG - £1200</p> <p>Supply cover £3,120</p>	<p>2 sessions each term</p>	<p>PM target – PM process</p>	
	<p>Subject Leaders / Leaders of AoL</p> <p>Subject Leaders to be involved in training and a wide range of self-evaluation activities to enable them to create a good quality evaluation report for their area / aspect.</p> <p>Subject Leaders to be involved in training and write a good quality subject plan.</p>	<p>As a result:</p> <p>Subject Leaders will contribute to the SER by creating a good quality evaluation report for their area / aspect.</p> <p>Subject Leaders will contribute to the SIP by writing a good quality subject plan.</p>	<p>£1500</p> <p>SL non-contact time for MER</p>	<p>Autumn and spring</p>	<p>PM target – PM process</p>	
	Clearer definition and expectations on the roles of the HT, DHT, AHT	<p>As a result:</p> <p>HT, DHT & AHT evidence impact of personal effectiveness through PM process, LA review and MER outcomes.</p>		<p>Jan 15</p>	<p>LA review, PM meetings</p>	

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MARLBOROUGH PRIMARY SCHOOL - PRIORITY SCHOOL ACTION PLANS 3 – MATHEMATICS

Person responsible Geraldine Foley

Supported by Mathematics Team (Simon Pedwell & Kate Adams)

Link Governor

Signed

<p>Direct links from SER KQ1 relates to standards, the focus; KQ2 is the provision i.e. the areas in which the changes will be made KQ3 will be the framework in which leadership ensures this will happen i.e. resources, training, PLCs, Monitoring and evaluation.</p>	<p>Key Strands</p> <p>A Teaching and Learning B Literacy / Numeracy C Intervention / Catch-Up – some pupils / target groups D Assessment (AfL, TA, Moderation), testing, tracking & transition E Leadership, professional development, partnership working and resource management</p>
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To improve the quality of standards and provision in mathematics

Targets for 2014-2015

Key area for improvement	Current performance (2013-14)	Quantitative targets (2014-15)
To improve the quality of Maths teaching by providing high quality training. To develop ‘number sense’ in all of our pupils linked to Mathematical Habits of Mind	<i>National Maths Partnership review in July, teaching in maths variable due to insecure teacher knowledge and training. Pupils can be reluctant to persevere and can’t always effectively apply their mathematical knowledge to problems.</i>	100% maths lessons judged to be good or better 94.9% of Y2 pupils to achieve O5+ in MDT 90.7% of Y6 pupils to achieve L4+ in Maths (FFT max estimate)
To improve the number environment both in classrooms and in shared areas of the school.	<i>The school environment has a literacy rich focus but the same emphasis isn’t currently given to mathematics.</i>	100% of classrooms to be a numeracy rich environment.
All classes to implement a Daily Maths meeting (DMM) to develop pupils’ fluency and flexibility with number as well as to promote a positive attitude towards maths.	<i>There is an imbalance between the amount of the school day devoted to literacy and numeracy which needs to be redressed. Many pupils have negative attitudes towards maths.</i>	100% of teachers implementing daily maths meeting (DMM) effectively.

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To ensure that no pupil gets left behind. Maths intervention to be put in place as soon as a pupil falls behind.	<i>Maintain and further develop current practice</i>	100% of identified learners to be in receipt of bespoke numeracy intervention
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	Actions How are you going to achieve your targets? What will you actually do?	Success criteria Expected outputs and outcomes as a result of the actions	Funding Cost of staffing, resources and sources	Time-scale When will it happen?	Monitoring arrangements Who? When? How?	Monitoring of outcomes Evidence that actions are impacting on learners.
A, E	<p>Professional Development</p> <ul style="list-style-type: none"> Undertake professional development in mathematics pedagogy to raise the quality of teaching. Staff to address their own subject knowledge needs by reading publications e.g. Derek Haylock's Mathematics Explained for Primary Teachers. 	<p>As a result:</p> <p>All staff will develop their mathematics subject knowledge and pedagogy enabling them to provide high quality teaching and learning.</p> <p>There will be increased professional discussion and debate about mathematics</p> <p>There will be increased opportunities to develop and share best practice.</p>	<p>NMP £750 (not inc. expenses)</p> <p>£200 books</p>	<p>July 14 Sept. 14</p>	<p>PM objective for all staff. See PM cycle</p>	

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A, B, D	<p>Developing 'Number Sense' Teachers/TAs will develop 'number sense' in pupils by / through:</p> <ul style="list-style-type: none"> • High quality training from the NMP • Ensuring that there is a clarity of purpose when planning maths lessons and activities • Planning effective deep questions (what if) into maths lessons • Weaving regular open-ended problem solving activities into maths sessions. • Providing regular opportunities for pupils to explain their reasoning, justify their methods and results • encouraging the use of different forms of presentation (tables, charts, graphs, diagrams, text) appropriate to the problem, solution or explanation • expecting pupils to check and understand the reasonableness of their answers. 	<p>As a result pupils will:</p> <ul style="list-style-type: none"> • Understand the different ways that numbers are used; • Appreciate magnitudes in a number; • Can spot patterns in a number; • Understand number relationships; • Develop efficient calculation strategies; • Can flexibly partition numbers; • use the relationships among operations and knowledge of place value to solve problems • Can estimate a reasonable result for a problem; • Can make links (generalise) • Are problem solvers 	<p>Cover for PM lesson obs – PM budget £1000</p>	<p>Sept 14 By Oct. 14 Aut 2 Sept. 14</p>	<p>Maths team and SLT scrutiny of planning and books. Focus of PM lesson obj.</p>	
A, B	<p>Daily Maths Meeting Teachers/TAs will:</p> <ul style="list-style-type: none"> • Receive training on developing a Daily Maths Meeting (DMM) from an NMP consultant. • Develop pupils' fluency and flexibility with number as well as promoting positive attitudes towards maths. • Implement and embed DMM • Subject Leaders to facilitate setting up a bank of DMM resources for staff to access. 	<p>As a result :</p> <ul style="list-style-type: none"> • Staff are able to effectively challenge misconceptions which arise in maths lessons and plug gaps in knowledge • Pupils spend more time each day being numerate • Pupils will be in actively engaged in their DMM sessions and pupil participation and enjoyment will increase. • Improved pupils' recall of number facts and basic skills 	<p>NMP £300 training Resources £200</p>	<p>July. 14 Sept. 14 By Oct. 14</p>	<p>SLT to ensure that time is clearly identified on timetables. SL to regularly check that sessions are taking place.</p>	

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E, A	<p>Use of Structured Imagery and Resources Teachers/TAs will:</p> <ul style="list-style-type: none"> • Provide <u>all</u> pupils with a rich range of mathematical images and resources which are concrete and pictorial • Ensure that an accessible mathematical toolkit is available in all lessons. 	<p>As a result pupils will:</p> <ul style="list-style-type: none"> • Build upon their subitising skills; • Understand number magnitudes: place value • Understand number relationships, patterns and operations 	<p>Numicon £3403</p> <p>Class resources £10,500</p>	<p>Oct 14</p> <p>See MER timetable</p>	<p>Regular scrutiny of planning to see opportunities are being planned for.</p> <p>Learning Environment learning walks - termly</p>	
B, E	<p>Number Rich Environment Every classroom will have:</p> <ul style="list-style-type: none"> • An age appropriate number line at child height • A working wall, • Displays focusing on mathematics such as interactive displays to encourage problem solving • Accessible, clearly labelled resources. <p>Each Year group will have:</p> <ul style="list-style-type: none"> • An Estimation Station <p>The corridor / playground will have:</p> <ul style="list-style-type: none"> • A number line from 0-1000 	<p>As a result:</p> <ul style="list-style-type: none"> • The profile of maths will be raised across the school. • We effectively support pupils with their learning and independence. 	<p>Resources (inc. in class resources above)</p>	<p>Oct 14</p> <p>See MER timetable</p>	<p>Learning Environment learning walks – termly by SLT</p> <p>Maths Team learning walk – half termly</p>	
A	<p>Mathematical Habits of Mind Teachers/TAs will facilitate Mathematical HOM through:</p> <ul style="list-style-type: none"> • Their teaching approach and planning • Critical reflection of task selection • Selection of appropriate resources and groupings • Effective questioning (deep level – what if?) 	<p>As a result pupils will develop a mathematical mind set of resilience, perseverance and positivity by becoming:</p> <ul style="list-style-type: none"> • Pattern sniffers • Experimenters • Describers • Tinkerers • Inventors • Visualisers • Predictors • Generalisers 			<p>Scrutiny of planning (see MER timetable)</p>	

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C, D	<p>Numeracy Assessment and Intervention Teachers / TAs will:</p> <ul style="list-style-type: none"> Use effective evaluations and assessment to adapt planning to match individual/group/class needs. Play an active role setting and reviewing progress against targets during regular cohort analysis meetings. <p>The AHT / HLTA will:</p> <ul style="list-style-type: none"> Ensure high quality intervention programmes for pupils who are at risk of falling behind. 	<p>As a result:</p> <p>The school will develop a culture of no pupil being left behind in maths. The expectation is that all mainstream pupils will achieve at least an O5B in Y2 and L4B in Y6.</p>	SEN & SEG budgets		<p>Cohort analysis meetings – half termly</p> <p>Data analysis</p> <p>Mid – year review</p>	
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Annual Programme of Self-Evaluation Activities				ALN provision map	AHT	AHT produces costed provision map - presented to HT and ALN sub-committee	1.1.2 1.1.3 2.3.2 2.3.4
September 2014				Safeguarding Review	DHT/HT	Annual review of policy. LA & Estyn self-reviews updated.	2.3.3
Activity	By Who	Self-Evaluation Action	Link to SER	Learning Environment	SLT	Learning environment expectations clearly set out in Staff Handbook (01/09). Learning Walk during SLT meeting (15/09) to ensure that expectations have been met. support programme for those not yet at the expected level.	2.2.1 2.2.2 1.2.2 1.2.3
Data Analysis (cf. with family, benchmarks ...)	HT/DHT	Benchmarking against best or different practice (family, national, FFT)	1.1.1, 1.1.2 1.1.3, 1.1.4	Whole school book and planning scrutiny	SLT	Monitoring exercise to ensure that expectations of layout, written feedback and handwriting are being implemented. SLT meeting (22/09)	2.2.1 1.1.1 1.1.2 1.1.3
	SLT	Analysing pupil performance data (presenting to staff, Challenge Advisor and GB)	1.1.1, 1.1.2	CAT tests	ARR AHT	Analysing pupil performance data - report to SLT	1.1.1 1.1.2
Attendance - target setting	DHT Admin EWO	Target set for the academic year and strategy agreed.	1.2.2.	SEG, WEG, PDG	DT, AHT Admin	Review of progress against spending plans	3.4.1 1.1
Individual Pupil targets set	AHT ARR Class teacher	Agree the individual targets for each pupil and key marginals for each class - Cohort Analysis meeting (22/09)	1.1.1 1.1.2 1.1.3 1.1.4	October 2014			
Publish the detailed School Improvement Plan	HT SLT	Ensure that it has been updated and there are direct links from the SER. Discuss with staff and GB.	3.1.1 3.1.2 3.2.2	Activity	By Who	Self-Evaluation Activities	Link to SER
Performance Management	SLT Staff	PM meetings to set objectives for the year and agree how the objectives will be measured. PM objectives have a direct link to SIP priorities. (23/09)	3.4.1 3.2.2				

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HT report to GB	HT	Review against improvement plans and update against Estyn. Present data analysis and SIP. Focus on standards (KQ1).	3.1.1 3.1.2 3.2.2
Learning Environment	SLT	Specific learning environment follow-up. only for those identified as in need of support and challenge.	2.1.1, 2.2.1, 1.2.2, 1.2.3, 1.2.4
Session observation	SLT CTs	WILLWIG - Verbal Feedback (wc 06/1). Support programme for those not yet at the expected level.	2.2.2
Parent Consultations	CTs	Sharing targets, learning interventions & taking account of parents' views.	3.2.1
Listening to learners	JW SM	PASS (pupil attitudes to school and self) pupil survey and report to SLT School Council action plan	3.2.1, 1.2.2 1.2.3
Planning and book scrutiny	HT/DH T	Year 2 and Year 6 (20/10)	2.2.1, 1.1.1 1.1.2, 1.1.3
Budget review	HT Admin	Auditing practice against policy and procedures	3.4.1, 3.4.2 2.4.2
November 2014			
Activity	By who	Self-Evaluation Activities	Link to SER
Session observation	SLT	WILLWIG - Questioning (wc 17/11). Support programme for those not yet at the expected level.	2.2.1, 2.2.2
Subject Leader monitoring - Y1 programme - literacy, numeracy, science, IT, Welsh & Thinking	SLS	Auditing practice, evaluating planning and assessments, scrutinising pupils' work for teachers' feedback, listening to learners. Report submitted to SLT.	aspect of KQ1, 2.1, 2.2, 2.3, 2.4
MAT - monitor provision	AHT	Evaluate curriculum planning and assessment	2.1.1, 2.2.1, 2.3.2, 2.3.4, 3.4.1, 3.4.2
Planning and book scrutiny	HT/DH T	Year 5 and Year 1 (10/11)	2.2.1, 1.1.1 1.1.2, 1.1.3

Review of pupil progress	AHT ARR CTs	Cohort analysis (24/11). Analysing pupil performance data. are all pupils making appropriate progress? Focus on key marginals in each class by SLT. Modified recorded approaches for those making insufficient progress.	1.1.1 1.1.2 1.1.3 1.1.4
December 2014			
Activity	By Who	Self-Evaluation Activities	Link to SER
SIP Review	SLT SLS	Autumn term progress review against the SIP	3.1.1, 3.1.2
SEG, WEG, PDG	HT DHT Admin	Review of progress against spending plans	3.4.1 3.4.2
January 2015			
Activity	By Who	Self-Evaluation Activities	Link to SER
Review of pupil progress	AHT ARR CTs	Cohort analysis (19/01).	1.1.1, 1.1.2 1.1.3, 1.1.4
Performance Management	SLT CTs	Lesson observation and interim progress meeting (20/01). Evaluating learning and teaching against the continua.	1.2.2, 2.2.1, 2.2.2, 2.4.1, 2.4.2, 3.1.1
Attendance - review	DHT Admin EWO	Are we on track to meet our attendance target? if not, what do we need to do?	1.2.2
Planning and book scrutiny	HT/DH T	Year 4 and Reception (26/01)	2.2.1, 1.1.1 1.1.2, 1.1.3
Whole school planning analysis	SLT	Monitoring exercise to ensure that expectations of layout, written feedback and handwriting continue to be implemented. SLT meeting (26/01)	2.2.1 1.1.1 1.1.2 1.1.3
HT report to GB	HT	Focus on provision (KQ2).	KQ2
February 2015			
Activity	By Who	Self-Evaluation Activities	Link to SER
Parent Consultations	CTs	Review pupil progress against individual targets. ALN interim progress.	3.2.1

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ALN mid-year progress assessment and report	AHT	Mid-year assessments for pupils receiving intervention programmes. review the effectiveness of the interventions. adjust provision map accordingly.	1.1.1 1.1.2 1.1.3
IEP reviews	AHT CTs	Scrutinising pupils' progress	1.1.2 1.1.3
Learning Environment	SLT	Ensure that learning environment expectations clearly set out in Staff Handbook continue to be met. Learning Walk during SLT meeting (02/02) Support programme for those not yet at the expected level.	2.2.1 2.2.2 1.2.2 1.2.3
Planning and book scrutiny	HT/DH T	Year 3 and SRBs (02/02)	2.2.1, 1.1.1 1.1.2, 1.1.3
Budget review / planning	HT Admin GB	SEG, WEG, PDG - evaluate the impact of 2014-15 plans.	3.4.1 3.4.2
March 2015			
Activity	By Who	Self-Evaluation Activities	Link to SER
Review of pupil progress	AHT ARR CTs	Analysing pupil performance data. (02/03) Are all pupils making appropriate progress? Focus on key marginals in each class by SLT. Modified recorded approaches for those making insufficient progress.	1.1.1, 1.1.2 1.1.3, 1.1.4
Session observation	SLT SL	WILLWIG - Bilingualism (wc 09/03) Support programme for those not yet at the expected level.	1.1.5 2.1.3
Subject Leader monitoring - Y1 programme - literacy, numeracy, science, IT ,Welsh & Thinking	SLs	Auditing practice, evaluating planning and assessments, scrutinising pupils' work for teachers' feedback, listening to learners.	aspect of KQ1, 2.1, 2.2, 2.3, 2.4
Review end of financial year	HT Admin SLT	Value for money Staffing structure for new academic year	3.4.1 3.4.2 3.1.2
Budget planning	DHT	SEG, WEG, PDG 2015-16 Draft plans against Y2 priorities	3.4.1 3.4.2

Update annual premises plan	HT Admin GB EM	Aligned to budget	2.4.2 3.4.1
SIP Review	SLT SLs	Spring term progress review against the SIP	3.1.1 3.2.1 3.2.2
April 2015			
Activity	By Who	Self-Evaluation Activities	Link to SER
Session observation	SLT CTs	WILLWIG - Differentiaton (wc 20/04). Support programme for those not yet at the expected level.	2.2.1 2.2.2
Book scrutiny and planning	SLT	Follow up to ensure that identified ways forward from earlier scrutiny exercises have been addressed. (27/04)	2.2.1, 1.1.1 1.1.2, 1.1.3
Attendance Review	DHT Admin EWO	Are we on track to meet our attendance target? if not, what do we need to do?	1.2.2
School Prospectus	HT	Update for 2015-16. Audit practice against policy and procedures.	3.1.1
May 2015			
Activity	By Who	Self-Evaluation Activities	Link to SER
Moderation and analysis of National test papers	CTs ARR	Headline overview for SER. Class review for current class teacher to adjust practice. next teacher to be aware of class needs.	1.1.1 1.1.2 1.1.3
Review of pupil progress	HT AHT ARR CTs	Cohort analysis Y2 & Y6 (24/11). Analysing end of KS pupil performance data. Did all pupils make appropriate progress?	1.1.1, 1.1.2 1.1.3, 1.1.4
Data Analysis - end of KS	SLT CTs	Analysing pupil performance data internal analysis against targets, prior performance, levels of progress during KS, groups of learners etc.	1.1.1 1.1.2 1.1.3 1.1.5
HT report to GB	HT	Focus on leadership (KQ3).	KQ3
School Council report to GB	SC	Taking account pf pupils' views.	1.2.3, 3.1.2

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Learning Environment	SLT	Learning environment expectations clearly set out in Staff Handbook. Learning Walk during SLT meeting (11/05) to ensure that expectations have been met. support programme for those not yet at the expected level.	2.2.1 2.2.2 1.2.2 1.2.3
Complete KQ2 of SER	SLT SLs	Complete draft of SER KQ2	KQ2 3.2.1
Parent survey	HT	Taking account of parents' views	3.2.1
June 2015			
Activity	By Who	Self-Evaluation Activities	Link to SER
Session observation	SLT	WILLWIG - Learning Objective / Success Criteria (wc 01/06). Support programme for those not yet at the expected level.	2.2.1 2.2.2
Subject Leader monitoring - Y1 programme - literacy, numeracy, science, IT , Welsh & Thinking	SLs	Analysing pupil performance. evaluating curriculum planning and assessment. scrutinising pupils' work. Learning walk. Listening to learners.	aspect of KQ1, 2.1, 2.2, 2.3, 2.4
PM Review meetings	SLT Staff	Reviews led by team leaders	3.1.1
Data Analysis	CTS ARR AHT	Year 1, spelling and reading test analysis	1.1.1 1.1.2 1.1.3
Complete KQ1 and KQ3 of SER	SLT SLs	Complete draft of SER KQ1 & 2	KQ1 KQ2 3.2.1
SEG, WEG, PDG	HT DHT Admin	Review of progress against spending plans	3.4.1 3.4.2
July 2015			
Activity	By Who	Self-Evaluation Activities	Link to SER
SIP Review	SLT SLs	Summer term progress against the SIP and overall evaluation.	3.2.1 3.2.2
Draft School Improvement Plan for 2015-16	SLT SLs	Detailed SIP for 2015-16. Draft 3 - year priorities.	3.2.2

Provisional target setting		Two sub-levels is the aspiration for all pupils.	1.1.1, 1.1.2 1.1.3
IEP reviews	AHT	Scrutinising pupils' progress	1.1.2 1.1.3
Attendance review	DHT Admin EWO	Review of progress against target.	1.2.2
Staff Handbook 2015-16	HT DHT Admin	Update for 2015-16. Audit practice against policy and procedures.	3.1.1 3.4.1