

School Improvement Plan – (2011 – 2012)

Priority 1 – To improve attainment in learning through the following

- a) Developing a clearer understanding of learning and a school culture that recognises that learning needs to be at the centre for school improvement.
- b) Developing and maintaining quality learning environments that are fit for purpose.
- c) Review and adjust timetable to maximise time for learning and to provide more daily time for guided learning.
- d) Review and adjust school curriculum over the course of the academic year to further block experience for the Humanities, Science and Religious Education within the creative curriculum approach in order to enrich learning experience..
- e) Further develop writing through cross-curricular themes resulting in consistently higher standards of writing in all subjects.
- f) Review the role of support staff to improve attainment and maximise effectiveness through consistent TA support for each class to give greater parity resulting in greater levels of differentiation in learning
- g) To develop more informed and stronger leadership and management in the development of subjects and curricular organisation in order to impact on quality learning experiences and outcomes.
- h) Review and consult with school community the Home-learning Policy to develop improved learning support and involvement in their child's learning.
- i) Review Pedagogy in Mathematics teaching and address subject knowledge where there is weakness to impact positively on standards.
- j) To further develop (AFL) assessment for learning through the use of (APP) Assessment of Pupil Progress to develop meaningful learning targets to improve pupil progress in mathematics, reading and writing.
- k) To engage pupils more strongly in physical activity (PE) to offer more personal challenge in lessons and build on existing provision within both the statutory and the extra-curricular.
- l) To use specialist music teaching consistently through Key Stage 2 to raise attainment and improve the quality of provision impacting in stronger choir and with more pupils learning to play instruments.

Aim	Leader	Strategy	When	Cost	Impact criteria
a) Developing a clearer understanding of learning and a school culture that recognises that learning needs to be at the centre for school improvement	ME & DP	<ul style="list-style-type: none"> * Three non- contact days CPD 6 hours for all 39 week staff based on the book ‘And the main thing is learning.’ impacting on some class based action research. *. Use of a staff meeting every term to further develop ideas. * Learning walks of class rooms to be used as a way of modelling effective practice and as a catalyst for professional discussion. *Development of a whole school learning policy to embed a culture 	<p>September, October & February</p> <p>Nov, Jan. April</p> <p>In phase groups</p> <p>March</p>	£ 1447	<ul style="list-style-type: none"> * Lesson observations indicate a much stronger link between learning and the quality of experience. * Attainment is raised in all aspects of learning. * Pupils are eager and engaged in the process of their learning and show they want to improve and how. * Heightened awareness of staff about the need to provide the emotional support to learners * Learning walls developed. * Pupil peer assessment implemented . * Staff involved in their own CPD as reflective learners.
b) Developing and maintaining the quality learning environments that are fit for purpose.	SLT	<ul style="list-style-type: none"> * Review furniture provision in classrooms and make necessary changes to comply with H&S requirements * Refer to aim (a), making links to classroom design and shared areas of learning incorporating learning walks. * Refer to aim (a) making links to the emotional climate of classrooms to support learning * Refer to English Plan - section 3 embedding the use of the working wall to support learning. 	<p>July</p> <p>November</p> <p>Non –contact days CPD</p>	£ 2618	<ul style="list-style-type: none"> *Learning environments that are efficient and effective in supporting the learning. And comply with H & S regulation. * The learning environment supports raised attainment in learning by being fit for purpose physically and emotionally.

<p>c)Review and adjust timetable to maximise time for learning and to provide more daily time for guided learning.</p>	<p>DP</p>	<p>*Consult with staff about current arrangements and ask for ways forward to maximise morning time. * Staff to discuss various options and SLT to devise timetables following consultation. * SLT to offer timetable guidance with clear strategic links to curriculum planning over the year. * SLT to monitor the timetables and evaluate effectiveness .</p>	<p>June and July 2011</p> <p>November, March</p>	<p>None</p>	<p>* Timetables that support raised attainment in all subjects. * Timetables that maximise support staff time for learning and greater differentiation. * Improved use of time for learning with no loose time evident.</p>
<p>d)Review and adjust school curriculum over the course of the academic year to further block experience for the Humanities, Science and Religious Education within the creative curriculum approach in order to enrich learning experience.</p>	<p>SLT with teachers</p>	<p>* Discussions at SLT * Discussions with staff before planning for new year to raise awareness of aim. * Staff to begin to plan learning experience with more awareness of links between subjects with view to providing more opportunities to apply skills and experience in thematic work. * Consider the proposed new national curriculum requirements when available</p>	<p>July, 2011</p> <p>Linked to aim (a)</p>	<p>None</p>	<p>* Staff aware that with the introduction of the new national curriculum that a new model of organisation required. * Pupils engaged more in a more holistic learning process with clearer linkage of subjects. * Pupils applying skills of art, writing and mathematics in a learning context.</p>

<p>e)Further develop writing through cross-curricular themes resulting in consistently higher standards of writing in all subjects..</p>	<p>SLT with TD and teachers & TAs</p>	<p>Reference to English leader's plan * English leader to identify writing genre links and to share ideas with teachers in humanities, science and RE. for planning coverage. * Key stage phase leaders to discuss development in teams and monitor progress each term and to moderate standard * English leader to offer CPD and model planning and approach * SLT and subject leaders to monitor standards of writing in other subjects. * Assessment of Pupil progress to be used in making judgements in writing instead of progress books at KS2 * English leader with ADH to monitor progress through tracker each half term</p>	<p>July/ September 2011 Every half term Refer to subject leaders plan and staff meeting timetable Every half term Every half term</p>	<p>None</p>	<p>* Pupils able to apply writing skills to a higher standard in all areas of learning. * Teacher's more confident using APP and moderating writing in different contexts.</p>
<p>f)Review the role of support staff to improve attainment and maximise effectiveness through consistent TA support for each class to give greater parity resulting in greater levels of differentiation in learning.</p>	<p>ME with HW</p>	<p>* HT to review existing arrangements and evaluate effectiveness. * HT to discuss findings with Governors and to plan for greater parity in provision between classes. * HT to rationalise existing TA times of employment and to increase where necessary. * HT to give TAs a clear rationale about roles and responsibilities and the changes. * H T to include TAs with CPD priorities more explicitly and to link this with appraisal</p>	<p>June & July, 2011 July and September</p>	<p>£ 7399 £ 500</p>	<p>* TAs have a clearer view of their roles and responsibilities and their contribution to raising attainment. * TAs have a clearer understanding of teaching and learning and how they are inter-connected.</p>

<p>g)To develop more informed and stronger leadership and management in the development of subjects and curricular organisation in order to impact on quality learning experience and outcomes.</p>	<p>DP with subject leaders</p>	<p>Reference to all subject plans * To agree and confirm with staff roles and responsibilities with reference to the standards. * Subject leaders inducted into how to write a school plan for the development and maintenance of their subject area. * Subject plans to sit alongside the school development plans to raise attainment * HT to introduce leadership and management time for subject leaders to fulfil their roles. * CPD offered through staff meetings to all subject leaders to develop their roles. * Subject leaders to monitor plan each term and evaluate plan in final term</p>	<p>June, 2011 July, 2011 September, 2011 Planned for each term September/October Each term June 2012</p>	<p>£ 4464</p>	<p>* All teachers developed as leaders contributing to whole school improvement of raising attainment in learning. * Teachers developing an area of expertise and being actively engaged in their own learning. * Teachers developing their skills as mentors and coaches.</p>
<p>h)Review and consult with school community the Home-learning Policy to develop improved learning support and involvement in their child's learning..</p>	<p>ME</p>	<p>* Home-learning policy reviewed with children, parents, teachers and governors. * New policy shaped by consultation * Policy ratified and adopted. * Policy implemented * Policy monitored through, School Council, Parent forum and parental view, staff meeting. * Policy evaluated and adjusted by SLT</p>	<p>May' June and July.2011 July, 2011 September2011 October December</p>	<p>None</p>	<p>* Policy and practice contributing to raising attainment. * Parents are constructively contributing to raising attainment. * Parents feel more confident and informed of their children's education</p>

<p>i)Review Pedagogy in Mathematics teaching and address subject knowledge where there is weakness to impact positively on raised standards.</p>	<p>SLT with PH</p>	<p>Reference to mathematics plan. * Support and time made for guided learning. * Subject leadership and management time consistently given to impact on improvement. * Two TAs to receive training locally with Every Child Counts teacher and to cascade knowledge to others. * Parents to have an evening mathematics work shop and be consulted about home-learning arrangements and give feed back. * Non contact day training with EALC conference – Learning, Mathematics and Enrichment. * Pupil mathematics attainment and progress to be addressed with teachers and TAs through performance management</p>	<p>From September From September Autumn term 6 x 2 hour sessions September with termly feedback October Autumn term</p>	<p>£240</p>	<p>* Raised attainment in Mathematics with all pupils making at least expected levels of progress * Standards of teaching raised and areas of weakness addressed. * Parents have a greater understanding of primary mathematics and can confidently support their children. * TAs have received training with Every Child Counts and ideas are implemented at school level. * Subject leader given higher profile to impact positively on improvement.</p>
<p>j)To further develop (AFL) assessment for learning through the use of (APP) Assessment of Pupil Progress to develop meaningful personalised learning targets to improve pupil progress in mathematics, reading and writing.</p>	<p>DP</p>	<p>Reference to Assessment, English and Mathematics plans. *New timetable allows Guided activities in English and Maths with AFL ongoing. * Training for new and inexperienced staff on using pupil tracker * Children to know their individual targets for English and Maths. * APP discussion and moderation meetings planned in to strategic meeting calendar throughout year</p>	<p>Each term</p>	<p>None</p>	<p>*All teachers formatively assessing pupils and settings individual targets to raise attainment in reading, writing and maths * Accurate and meaningful data on pupil tracker each term and analysis conducted by assessment leader communicated to SLT and Governors * Attainment raised in English and Maths</p>

<p>k)To engage pupils more strongly in physical activity (PE) to offer more personal challenge in lessons and build on existing provision within both the statutory and the extra-curricular.</p>	<p>SLT with PL & CK</p>	<p>Reference to PE plan * Evaluate current provision * Appoint proven subject leader * Plan for change in both curriculum and extra curriculum learning and linking into the EALC sports partnership. * Offer CPD to staff through specialist PE coaching using Catherine Kilburn for 2 terms *Specialist provision through external local sources explored.</p>	<p>Summer term, 2011 Autumn term ,2011 & Spring term 2012</p>	<p>£6743</p>	<p>*Attainment in all aspects in PE improved and at a high level. * Staff feel empowered by CPD to teach to a high level after 2 terms * Pupils have minimum 2 hour sport as part of active and healthy life style which also impacts on improved academic attainment and well being. * Pupils see sport as a way of making a strong contribution to school life.</p>
<p>l)To use specialist music teaching consistently through Key Stage 2 to raise attainment and improve the quality of provision impacting in stronger choir and more pupils learning to play instruments.</p>	<p>DP</p>	<p>Reference to Music plan * All KS2 children to learn instrument through Devon wider opportunities * Wider extra-curricular opportunities for children to engage in singing and playing instruments * Broader range of peripatetic lessons including additions of strings and vocal coaching * Musicians used in Collective Worship through performance and accompany school songs * Ensemble performances within community events and church. * More involvement within Devon music and festivals and events.</p>	<p>Each term</p>	<p>£60 per set of instruments per term = £180</p>	<p>* Attainment in all aspects of Music improved to a higher level. * All pupils have improved access to high quality music experience. * Music making is more strongly linked with aspects of school life, well being and enjoyment impacting on improved academic attainment. * Pupils see music as a way of making a strong contribution to school life. * More children accessing choir and learning to play instruments.</p>

Timetable of action for improvement , monitoring and school self evaluation

Dates	Non contact days and staff meetings	Phase team meetings	Senior leadership meetings & Performance management	Subject leadership and management time
	1 st September School learning Workshop – 6 hours – ME & DP 2 nd September Guided work in English and Mathematics – 3 hours VD & PH			
5 th - 9 th September, 2011	8 th September – PE workshop – PL & CK		Performance Management of teachers Agree school based objectives DP with ME CS with DP	
12 th -16 th September	15 th September – APP – DP Subject leadership role – ME		LB with ME DP with CT HJ with BC	12 th Sept – PE (PL)/ CS 13 th Sept. –Maths (PH) CS 14 th Sept – English(VD) ES
19 th -23 rd September	22 nd September- - Mathematics - PH		HJ with ME CT with DP LB with HT	19 th Sept – Science (CH) CS 20 th Sept – RE (CT) CS
26 th -30 th September	29 th September – Parental Mathematics workshop (5-6)pm- PH		PH with ME VD with DP HJ with ES	27 th Sept – PSHE (JM & ES) CS
3 rd -7 th October		Writing Moderation exercise	HW with ME PL with DP	3 rd Oct – PE (PL) CS 4 th Oct - - Maths (PH) CS 5 th Oct – Eng (VD) ES
10 th – 14 th October	13 th October ICT – Learning Platform			11 th Oct – MFL (PH) CS 12 th Oct – Art (BC) - ES

	DP			
17 th – 21 st October	Parents Evenings 18 th Oct 4-6 pm 20 th Oct 6-8 pm			16 th Oct PSHE (JM & ES) CS 17 th Humanities (PL & HT) CS
		Half term		
	31 st October, 2011 EALC Learning Conference with focus on Mathematics			
1 st -4 th November	3 rd PE workshop - PL & CK		Appraisal of Support Staff DP with RC ME with JD LJ with HR	1 st Nov. – PE (PL) CS 3 rd Nov – English (VD)ES
7 th -11 th November		Learning walks evaluating the learning environment YR, Y2, Y4 Y6	DP with KB HW with KC LJ with DP LB with DD	7 th Nov – Science (CH)CS 8 th Nov – Maths – (PH)CS
14 th -18 th November		Learning walks evaluating the learning environment Y N YF/1 Y1/2 Y3 Y5	DP with PC HW with GG LJ with DM LB with AW JD with ST	14 th Nov – RE- (CT) CS
21-25 th November	SEN focus Dyslexic Friendly Classrooms		LB with JC LB with BP JD with RA	21 st Nov Humanities (PL & HT)CS 22 nd Nov – MFL (PH) CS 23 rd Nov- English (VD)ES
28 th Nov. –2 nd December		Writing moderation in phase groups	Monitoring Home-learning books YF – Y3	28 th Nov – DT –(HJ)CS 29 th Nov – Maths – (PH)CS 30 th Nov – Art – BC ES
5 th – 9 th December			Monitoring Home-learning books Y4- Y6	

