

School Improvement Plan 2019-2020

Red – review 1 (18/10/19); Purple – review 2 (13/10/19); Green – review 3 (14/2/20); Blue – review 4 (3/4/20); Orange – review 5 (19/5/20); final review against the outcomes set for each area of the SIP

1) Ofsted Category: Quality of Education			
Target: Building on knowledge and applying new skills throughout a real world context.			
UN Convention of the Rights of Child: Article 29: Education must develop every child’s personality, talents and abilities to the full		Strategic Leads: Sarah Cooper, Sophie Berridge & Kat Winskill, Sally Clare & Lisa McCrindle	Estimated budget costs:
Outcomes:			
<ul style="list-style-type: none"> Children show a deeper knowledge and understanding of their IPC projects 			
Targets	Actions	Monitoring	Evaluation
Exciting ‘hooks’ to engage the pupils for IPC Project entry points.	Inset/staff meeting time is allocated for teachers to prepare the entry points. Entry point planning format developed to help focus ideas. Staff meetings used to share ideas between staff team.	IPC Learning Journeys will have evidence of the entry points. Pupil conferencing. Web posts.	
Exit points for IPC Project that showcase pupils’ learning to an audience.	Audiences to be selected at start of project – this is reflected in medium term plans. Meaningful events planned to showcase the knowledge. Inset/staff meeting time is allocated for teachers to prepare the entry points.	IPC Learning Journeys will have evidence of the exit points. Pupil conferencing. Web posts.	
Create beautiful work that has real value beyond the classroom.	Planning thoroughly linked to the desired outcomes.	Learning journeys with evidence. Outcomes shared at exit points.	
Key texts studied in literacy lessons that are closely linked to IPC Project units.	New core texts selected for each IPC project per year group. Planning changed from previous year in line with new text.	Literacy lesson observations. Literacy planning. Evidence in both IPC project books and also writing books.	
Create more contextualised writing within literacy lessons that are focused around IPC projects.	Writing planning linked more closely to IPC units. Increase in no. of personal responses – these can be done in Writing lessons & presented in Lit books. More published pieces of writing.	Writing monitoring (done by SC & LM). Evidence of published writing around the school for community audience.	

2) Ofsted Category: Behaviour and Attitudes

Target: To further improve attendance

UN Convention of the Rights of Child: Article 28: All children have a right to an education Article 19: Ensure that children are safe and protected from harm	Strategic Lead: Sarah Cooper & Jess Wilson	Estimated budget costs:
--	--	--------------------------------

Outcomes: Target – Percentage attendance for school to be at least 96%

Attendance Figures for Whole School:

Autumn 1 = Autumn 2 = Spring 1 = Spring 2 = Summer 1 = Summer 2 =

Targets	Actions	Monitoring	Evaluation
Reduce the number of children classified as Persistent Absentee*1 (PA) from 2018-2019 academic year figure of 59 pupils (R to Y6). 2017-2018 the figure was 53 pupils. *1 PA is under 90%	Half-termly tracking reports of all PA. If ch become a PA: 1) Contact made with parent by AH or HT 2) Where needed support put in place 3) If pupil remains sig below – attendance contract put in place 4) If no improvement after contract made then EH referral. Fixed penalty notices issued for term time leave. Termly letter to go out to all children who are classified as PA.	Attendance data analysis for PA	
Reduce the gap in attendance of pupils who are eligible for PPG. 2018-2019 attendance of PPG (R-Y6) = 93.2% 2018-2019 attendance of non-PPG (R-Y6) = 95.4 2018-2019 gap = 2.2%	Monitor reasons for absence for PPG pupils. Where patterns are evident work on strategies to address these. Key families targeted through Achievement for All. Key families targeted through WLZ. Increase in number of free places for pupils. Learning mentors to work with children with attendance less than 90%.	H-T report of attendance figures of children who are PPG and non-PPG. Weekly class PPG notes to include info about absences - these are followed up by an AO.	
Engaging hard to reach parents	Developing parent workshops. Parents learning alongside pupils. AfA & WLZ working with parents and providing support. Community days to further develop relationships with parents. Home visits – supporting parents with routine and home learning Workers' Cooperative before school for selected pupils targeting lateness and/or low attendance.	Attendance data analysis. Feedback from parents – questionnaires/conversations etc. Feedback from staff running Workers' Cooperatives.	

3) Ofsted Category: Behaviour and Attitudes

**Target: To ensure high standards of behaviour around the school leading to a safe, calm, orderly and positive environment.
Promoting positive behaviour and attitudes - giving them the greatest possible opportunity to achieve positive outcomes.**

<p>UN Convention of the Rights of Child: Article 28: All children have a right to an education Article 19: Ensure that children are safe and protected from harm</p>	<p>Strategic Lead: Sarah Cooper & Eileen Keogan</p>	<p>Estimated budget costs:</p>
---	---	---------------------------------------

Outcomes:

Targets	Actions	Monitoring	Evaluation
Ensure children walk around the school in a calm and safe manner.	Regular reminders in briefings. Staff placed on stairs at key points in the day. All classes to have a line order. All KS2 classes to be collected from the playground at the end of break and lunch.	School has a sense of calm and orderliness at all times.	
Standardising what is displayed in all classrooms and communal areas.	All classrooms to have on display: <ul style="list-style-type: none"> - Code of conduct - Stay on Green chart - List of weekly star winners and gold card winners Class Charter	Learning walks	
Communal displays of the school's special words and vision statement.	Displays being made by Workers' Cooperative. Display screens around the school used to display examples of special words.	Learning walks	
Ensure absolute clarity of the expected standard of pupils' behaviour.	Refresh the Behaviour Policy – going through opinions and views of children from the pupil questionnaires in July 2019. Half termly assemblies promoting ethos and behaviour expectations. At staff briefings to have reminders about expectations. Behaviour check list which is distributed to all staff. Staff are clear on the behaviour policy and are confident that their colleagues will respond to incidents consistently.	Fewer incidents of red cards and exclusions. Reduction of number of children on report.	
Develop a leadership programme of children who are recurrently on report.	Learning mentors to research, develop, manage and implement leadership programme.	Fewer repeated incidences. Feedback from teachers about the change in the identified pupils.	
Growth mind-set embedded through display and teaching methods.	Whole school INSET Parent workshops Classroom displays	Learning walks Evaluation of workshops from parents.	

		Pupil conferencing.	
Ensure children start the day with a positive mind-set.	All children have access to a free breakfast at breakfast club. Learning mentors to work alongside children who need support at the start of the day.	Feedback from staff about children's attitudes.	

4) Ofsted Category: Leadership & Management

Target: Further develop a whole school approach to emotional well-being and mental health

<p>UN Convention of the Rights of Child: <i>Article 3: To ensure the best interest of the child is a top priority</i> <i>Article 14: Every child has a right to think and believe what they want as long as they are not stopping other people from enjoying their rights</i> <i>Article 19: Ensure that children are safe and protected from harm</i> <i>Article 29: Education must develop every child's personality, talents and abilities to the full</i> <i>Article 31: Every child has the right to relax, play and take part in a range of cultural and artistic activities</i></p>	<p>Strategic Lead: Sarah Cooper & Leila Kent</p>	<p>Estimated budget costs:</p>
--	--	---------------------------------------

<p>Outcomes:</p> <ol style="list-style-type: none"> 1. Further develop a whole school approach to promoting good mental health 2. Pupils and staff will make changes in their own behaviour towards the environment: the use of non-essential plastics will be phased out
--

Targets	Actions	Monitoring	Evaluation
<p>To ensure staff well-being remains a priority</p>	<p>To set up a well-being action groups which consists of teachers and LSA who will develop an action plan that incorporates the 6 management standards:</p> <ul style="list-style-type: none"> - Demand - Control - Support - Relationships - Roles - Change <p>To establish well-being champions who will lead on different areas of the action plan. To create a staff well-being policy.</p>	<p>Feedback from staff.</p>	
<p>Embed the Mind-Up programme throughout the school.</p>	<p>All staff to have 1 full day Mind-Up training with 2 follow-up review sessions. All pupils to have 15 Mind Up sessions throughout the year aimed at building resilience, reducing stress and anxiety and improving concentration and academic performance.</p>	<p>Mind Up questionnaire feedback.</p>	
<p>To have a clear understanding as to the use of non-essential plastics across the school and begin a programme to phase</p>	<p>An audit of:</p> <ul style="list-style-type: none"> - Cater Link & kitchen - All regular external suppliers 	<p>Assess impact of action plan.</p>	

<p>out usage.</p>	<ul style="list-style-type: none"> - Resources used at school and community functions - Classroom resources - Admin resources <p>Subsequently create an action plan to reduce use in all areas. Speaking to suppliers and seeking plastic-free alternatives.</p>		
<p>Raise awareness of point 3 in pupils and staff through educational sessions and events.</p>	<p>Visitors/ guest speakers to the school. Whole school events – e.g. World Earth Day. Classes to create eco-bricks. Further develop plastic displays around the school.</p>	<p>Pupil conferencing shows increased understanding and awareness. Children have reusable water bottles. Orders will show that staff have made changes to their order 'behaviour.'</p>	