

**Dane Ghyll Community Primary School  
School Improvement Plan  
2017 -2018**

**A learning community: achieving the best for all.**

The aim of this plan is to secure pupils' academic achievement and overall personal development as well as the development of the school as a whole.

The School Improvement Plan sets out the school's strategy and development planning for the next academic year 2017-2018.

The School Improvement Plan is a working document which is reviewed and updated at regular intervals. A full detailed review takes place annually to inform the following years priorities and any necessary changes to legislation/government policy.

Yearly subject/area based Action Plans are created which run alongside this to inform planning, focus priorities and resources in greater depth.

The Plan is developed through discussion by, and consultation with, staff, governors, parents and pupils and is informed by the school's self-evaluation.

There is an improvement calendar and cohort tracker that runs alongside the plan to inform progress.

**School Data**

End of KS2 2016	EXP	EXP NAT AV	Greater Depth	GD NAT AV	End of KS1 2016	EXP	EXP NAT AV	Greater Depth	GD NAT AV	Early Years 2016		NAT AV	Year 1 Phonics Screen 2016	NAT AV
R,W,M	78%	53%	9%	5%	R,W,M					Gd level of	65%	69.3%	86%	81%
Reading	84%	66%	38%	19%	Reading	80%	74%	30%	24%	Reading	73%	77%		
Writing	97%	97%	13%	15%	Writing	83%	65%	17%	13%	Writing	65%	73%		
Maths	88%	70%	22%	17%	Maths	80%	73%	17%	18%	Maths (N)	77%	79%		
GPS	97%	72%	38%	22%						Maths (SMM)	88%	82%		

End of KS2 2017	EXP	EXP NAT AV	Greater Depth	GD NAT AV	End of KS1 2017	EXP	EXP NAT AV	Greater Depth	GD NAT AV	Early Years 2017		NAT AV	Year 1 Phonics Screen 2017	NAT AV
R,W,M	57%	61%	7%	9%	R,W,M	66%		10%		Gd level of	70%		85%	81%
Reading	71%	71%	32%	25%	Reading	72%	76%	36%	25%	Reading	89%			
Writing	82%	76%	14%	18%	Writing	72%	68%	24%	16%	Writing	79%			
Maths	75%	75%	21%	23%	Maths	79%	75%	17%	21%	Maths(N)	85%			
GPS	89%	77%	26%	31%						Maths (SMM)	85%			

### **What are the key development areas based on the last Ofsted inspection? (February 2013)**

Pupils do not get enough opportunities to develop their mathematical skills in different subjects nor do they get sufficient time to check their work and make a response after it has been marked.

The use of individual targets to help pupils to understand what they have to learn next is not fully developed across the school.

Teachers do not get enough opportunities to share things they do best when they are teaching.

The school has not checked if there is a good balance for pupils between English and Mathematics lessons and extra-curricular activities.

### **What are the key development areas based on current school evaluation?**

To increase the % of children who achieve the expected standard and achieve high scale score/at greater depth at end of KS 1 & 2 in all areas

To develop our school vision and values (incorporating British Values) – A Learning Community: achieving the best for all.

Develop our EYFS provision to ensure every child achieves to the best of their ability

Develop our school leadership team

Develop our school's strategic future

### **Strategic Intention:**

**To provide a rich, relevant and enjoyable curriculum that inspires our children and leads to outstanding learning, achievement and progress.**

### **Strategic Goals:**

1. Pupils make rapid and sustained progress throughout all year groups.
2. Attainment in core subjects is high and consistently above the national average.
3. Both formative and summative assessment is used effectively to improve pupil progress.
4. Teachers provide adequate time for practice to embed and refine key skills across the curriculum.
5. Teachers and teaching assistants check pupils' understanding throughout lessons, anticipating and identifying need for intervention,
6. Successful strategies are used to engage parents for the benefit of the pupils.

What?	Why?	Strategies used - What we are doing?	How and when?	How we know? Who is responsible?
<ul style="list-style-type: none"> <li>• Audit curriculum to ensure there is a good balance for pupils between English and Mathematics lessons and extra-curricular activities.</li> </ul>	1,2,4	Whole timetable curriculum audit to ensure teachers focusing enough teaching time on core subjects	Timetables cross referencing out sourced sport provision and core subjects. Dynamic weekly timetables to ensure subject coverage Drop ins Learning walks	Half termly cohort specific check points are met and exceeded. Autumn 1 checkpoint 20 <sup>th</sup> Oct (HT) Pupils conference 19 <sup>th</sup> Oct (HT)
<ul style="list-style-type: none"> <li>• To ensure teachers have the highest expectations (whole curriculum focus)</li> </ul>	Strategic goals 1,2,3,5,6	Implementation of new whole school marking policy.  Implementation of new whole school house point system to ensure consistent behavioural management and positive learning behaviours.  Relevant teacher CPD linked to Performance management.  Data analysis linked to performance management  Expectations made explicit to parents in parent introduction meetings	Monitoring of specific targets will be detailed in the Improvement Calendar.  Regular learning walk/drop ins Pupil conferencing Regular book scrutiny Half termly Pupil conferencing Half termly Lesson observations Half termly pupil progress meetings Data analysis – progress tracking linked to performance management	Half termly cohort specific check points are met and exceeded. Autumn 1 checkpoint 16 <sup>th</sup> Oct (HT)  Marking policy implemented 18 <sup>th</sup> September (DHT) House points initiated 18 <sup>th</sup> September (DHT) Learning walk 20 <sup>th</sup> Sept (HT &MC) Lesson Obvs 18 <sup>th</sup> /25 <sup>th</sup> Sept (HT) English book scrutiny 2 <sup>nd</sup> Oct (HT & JT county to lead) Pupils conference 9 <sup>th</sup> Oct (HT) Maths book Scrutiny 16 <sup>th</sup> Oct (HT & JT county to lead) PM 2 <sup>nd</sup> – 16 <sup>th</sup> Oct (HT)
To increase the	1,2,3,4,5,6	Subject Leaders to work with	Monitoring of specific targets will be detailed in	Half termly cohort specific

<p>% of children who achieve the expected standard and achieve high scale score at end of KS 1 &amp; 2 in Reading</p>		<p>county Librarian to refocus both school and class Libraries.</p> <p>Whole school book banding to enable clear reading progression (particularly in KS2) (23/23th Oct) Implement new reading schemes in KS1 (30<sup>th</sup> Nov)</p> <p>Relevant teacher CPD linked to Performance management.</p> <p>Data analysis linked to performance management</p> <p>Parent reading days (autumn 1)</p> <p>Investigate whole school approach to guided reading</p> <p>(see English Action Plan)</p>	<p>the Improvement Calendar.</p> <p>Regular learning walk/drop ins Pupil conferencing Regular book scrutiny Half termly Pupil conferencing Half termly Lesson observations Half termly pupil progress meetings Data analysis – progress tracking linked to performance management</p> <p>Investigate and implement new reading scheme (Autumn 1)(RT &amp; KS)</p> <p>Subject Leader audit 12<sup>th</sup> Oct (JT county advisor)</p> <p>9<sup>th</sup> &amp; 23 Nov Reading observations with (JT county advisor and Subject Leader</p>	<p>check points are met and exceeded.</p> <p>Autumn 1 checkpoint 16<sup>th</sup> Oct (HT) County Library book audit (Wed 20<sup>th</sup> Sept)(AD &amp; HT) Learning walk 20<sup>th</sup> Sept (HT &amp; MC) Lesson obvs 18<sup>th</sup>/25<sup>th</sup> Sept (HT &amp; MC) English book scrutiny 2<sup>nd</sup> Oct (HT &amp; JT county general advisor) Pupils conference 19<sup>th</sup> Oct (HT &amp; MC) PM 2<sup>nd</sup> – 16<sup>th</sup> Oct (HT)</p>
<p>To increase the % of children who achieve the expected standard and achieve high scale score at end of KS 1 &amp; 2 in writing</p>	<p>1,2,3,4,5,</p>	<p>Implementation of new whole school marking policy.</p> <p>Investigation into the teaching of writing. (See Action Plan)</p> <p>Shared practice and observations of modelled writing</p>	<p>Monitoring of specific targets will be detailed in the Improvement Calendar.</p> <p>Regular learning walk/drop ins Regular book scrutiny Pupil conferencing Half termly Pupil conferencing Half termly Lesson observations Half termly pupil progress meetings Data analysis – progress tracking linked to performance management</p>	<p>Half termly cohort specific check points are met and exceeded.</p> <p>Autumn 1 checkpoint 16<sup>th</sup> Oct (HT) Learning walk 20<sup>th</sup> Sept (HT &amp; MC) Lesson Obvs 18<sup>th</sup>/25<sup>th</sup> Sept (HT &amp; MC) English book scrutiny 2<sup>nd</sup> Oct</p>

		<p>Relevant teacher CPD linked to Performance management.</p> <p>Data analysis linked to performance management</p> <p>(see English Action Plan)</p>	<p>31<sup>st</sup> Subject Leader CPD</p> <p>13<sup>th</sup> Nov Writing scrutiny revisit (JT county adviser)</p> <p>20<sup>th</sup> Nov Moderation @ Newbarns</p>	<p>HT &amp; JT County lead)</p> <p>Pupils conference 9<sup>th</sup> Oct (HT)</p> <p>PM 2<sup>nd</sup> – 16<sup>th</sup> Oct (HT)</p>
<p>To increase the % of children who achieve the expected standard and achieve high scale score at end of KS 1 &amp; 2 in maths.</p>	<p>1,2,3,4,5,</p>	<p>Implementation of new whole school marking policy.</p> <p>Maths teaching audit Vocab and method focus to ensure consistency throughout year group and key stage.</p> <p>Shared practice and observation of good practice</p> <p>New schemes of work and assessment implemented.</p> <p>Relevant teacher CPD linked to Performance management.</p> <p>Data analysis linked to performance management</p>	<p>Monitoring of specific targets will be detailed in the Improvement Calendar.</p> <p>Regular learning walk/drop ins</p> <p>Regular book scrutiny</p> <p>Half termly Pupil conferencing</p> <p>Half termly Lesson observations</p> <p>Half termly pupil progress meetings</p> <p>Data analysis – progress tracking linked to performance management</p> <p>Subject Leader audit 11<sup>th</sup> Oct (JT General County Advisor)</p> <p>Nov 1<sup>st</sup> Subject leader Maths scrutiny planning (with JT county adviser)</p>	<p>Half termly cohort specific check points are met and exceeded. (HT)</p> <p>Autumn 1 checkpoint 16<sup>th</sup> Oct</p> <p>Marking policy implemented (DHT) 18<sup>th</sup> September</p> <p>New maths scheme planning and assessment initiated 18<sup>th</sup> Sept (DHT)</p> <p>Learning walk 20<sup>th</sup> Sept (HT &amp; MC)</p> <p>Lesson Obs ?? (HT &amp; ?)</p> <p>Pupils conference 9<sup>th</sup> Oct (HT)</p> <p>Maths book Scrutiny 16<sup>th</sup> Oct (HT &amp; JT County lead)</p> <p>PM 2<sup>nd</sup> – 16<sup>th</sup> Oct (HT)</p>
<p>To increase the % of children who achieve the expected standard and achieve high</p>	<p>1,2,3,5</p>	<p>Implementation of new whole school marking policy</p> <p>Audit of resources</p> <p>Relevant staff CPD</p>	<p>Half termly data analysis – progress tracking linked to performance management</p> <p>Lesson observations</p> <p>Learning walks</p>	<p>Half termly cohort specific check points are met and exceeded. (HT)</p> <p>Autumn 1 checkpoint 16<sup>th</sup> Oct</p>

scale score at end of KS 1 & 2 in Science		Raise profile of subject across both key stages Introduction of a Science week  See subject action plan		Marking policy implemented 18 <sup>th</sup> September (DHT) House points initiated 18 <sup>th</sup> September (DHT) Learning walk 20 <sup>th</sup> Sept (HT) Lesson Obsvs ?? Pupils conference 9 <sup>th</sup> Oct (HT) PM 2 <sup>nd</sup> – 16 <sup>th</sup> Oct (HT)  Subject Leader
Evaluate the current assessment systems used in school. (considering latest STA changes Sept 14 <sup>th</sup> 2017)	1,2,3	Audit systems against national frameworks/expectations.  Ensure systems assess accurate progression across six yearly checkpoints.  Explore other systems, visit other schools.  Ensure systems are updating with STA change in requirements.	Compare half termly tests requirements against national standards in reading, maths (new scheme) and GPS. Investigate progress made Direct comparison with other successful (popular systems)  New Reading assessment (Autumn 1) New Maths assessment (Autumn 1)	Half termly cohort specific check points are met and exceeded. (DHT) Autumn 1 checkpoint 16 <sup>th</sup> Oct

### Strategic Intention:

**2) Develop and encourage pupil's spiritual, moral, social and cultural skills so that in time they will be ready for the opportunities, responsibilities and experiences of adult life.**

### Strategic Goals:

1. Pupils' spiritual, moral, social and cultural development is promoted throughout all areas of school life.
2. The promotion of fundamental British Values is at the heart of school's work.
3. Through House groupings, school council and values group pupils take responsibility for peer to peer mentoring, providing support for younger pupils.
4. Themed days/weeks are integrated into the academic year to enhance SMSC skills and cross school working.

5. Visits, trips and external providers extend SMSC opportunities and vary experiences beyond the local community that the children are regularly exposed to.
6. Staff are confident and vigilant in challenging pupils' views and encouraging debate to protect pupils from prejudice, racist views, radicalisation and extremism.

What?	Why?	Strategies used - What we are doing?	How and when?	How we know? Who is responsible?
To establish the school house reward system.	3	Introduce a new whole school 'house system' incorporating the interactive 'Dojo' system and introduction of a house cup	Introduced Autumn 1  Let by all staff to enhance behavioural management across whole school.  Using DoJo interactive system  Sponsored House Cup to be awarded at end of year .	Staff feedback (DHT) Parent feedback questionnaires issued? (HT) Pupil conference 9 <sup>th</sup> Oct (HT) Improvement in overall behaviour of pupils Less sanctions  (DHT review half termly)
To develop a values group.	1,2,3,4,5	Visit and research values group in other school settings.  Establish Values group and develop six school core values into the whole school community. Core Values to have presence in school (display in hall) Value will be bases for Assembly focus Work with St Paul's church to coordinate assemblies	Learning walks Conferencing with values group Conferencing with pupil body Comments from external visitors	Value group conference (HT) Pupil conference (HT) Log of external visitor (Admin) comments (started 20 <sup>th</sup> Sept)
To develop British Values	2,6	British Values to be displayed around hall	Pupils understand the British values of	Learning walk 20th Sept (HT)



throughout the school curriculum.		<p>Opportunities within the curriculum, themed days/weeks are utilised to promote British Values.</p> <p>Governor agenda</p>	<p>democracy, the rule of law and mutual respect.</p> <p>Children are reflective about their own beliefs and are well prepared for life in modern Britain.</p>	Pupil conferencing 9 <sup>th</sup> Oct (HT)
To develop the use and profile of our SERIS group.	1,6	<p>Reintroduce it to all parents and children.</p> <p>Open a drop-in session.</p> <p>Establish need and arrange more formalised groupings.</p> <p>Support is fluid to meet individual children's needs.</p>	<p>Embed Autumn 17</p> <p>To ensure social and emotional needs of our children are met effectively.</p> <p>To ensure our pupils know they are members of a community where they are safe and valued.</p>	<p>SERIS Worker/Headteacher</p> <p>Response from children and families.</p>

**Strategic Intention:**

To develop and embed new leadership and governor team to ensure the school community makes fast and relevant progress.

**Strategic Goals:**

1. To establish a clear concise vision to drive the school forward and raise standards
2. Develop a strong leadership team that drives school improvement.
3. Establish a supportive, strategic and scrutinising Governing body
4. Develop middle leaders across school that can raise standards.
5. Create a learning community that achieves the best for all.

What?	Why?	Strategies used - What we are doing?	How and when?	How we know? Who is responsible?
Support the new Headteacher in the transitional stage of leadership.	1,2,5	Relevant CPD Regular Governors Meetings Introduction of a peer head	Member of PHA and Barrow Association of Headteachers. Monthly Full Governing Body Meetings	School improvement and strategic intention realised  Raise in attainment and progress at checkpoint 1 16 <sup>th</sup> Oct  Chair of Governors/full Governing body.
Support the Governing body to provide a robust body of scrutiny and accountability	1,2,3	Check & Challenge Question template included in plan Middle leaders to meet with Governing body.	Monthly scheduled FGB meetings Relevant CPD	Chair of Governors/full Governing body. School improvement and strategic intention realised  Raise in attainment and progress at checkpoint 1 16 <sup>th</sup> Oct (HT)
Ensure action plans for improvement have sharp, measurable targets against which the school can evaluate its successes and show impact in cohort trackers	1,2,4	English, Maths, Early Years and SEN leaders continue to produce Action Plans detailing how they will support staff in improving quality of teaching, accelerating progress and improving outcomes on a term by term basis.	Regular learning walks <ul style="list-style-type: none"> <li>• Regular book scrutiny</li> <li>• Pupil conferencing</li> <li>• Lesson observations Undertaken by senior/middle leaders (see timetable)</li> </ul> Subject leaders report to FGB at least once during the year. See Action Plan/Improvement calendar Gov SM to summarise impact of governors meetings by reviewing which questions from the SIP have been answered and which require a governor visit.	Clear distributed leadership that has an impact on standards linked to the SIP  Increase in % of children meeting Age related/more than age related expectations in line with cohort specific targets. (HT)
Subject leaders	1,2,4	Subject leaders to have one	<ul style="list-style-type: none"> <li>• Regular book scrutiny</li> </ul>	Professional development is

<p>regularly check on the quality of teaching and pupils' progress in their areas of responsibility in order to evaluate the impact of school initiatives on different groups of learners.</p>		<p>morning release time per term to check on quality of teaching, analyse data, look at books and talk to pupils to keep their monitoring file up to date.</p> <p>Subject leaders to write report for governors</p>	<ul style="list-style-type: none"> <li>• Pupil conferencing</li> <li>• Lesson observations Undertaken by senior/middle leaders</li> </ul> <p>Subject leaders report to FGB at least once during the year.</p> <p>See Action Plan/Improvement calendar</p> <p>Governors to summarise impact of governors meetings by reviewing which questions from the SIP have been answered and which require a governor visit.</p>	<p>having a positive impact on teaching.</p> <p>% of good and outstanding teaching to rise as Subject leaders can evaluate the impact of initiatives/strategies to raise standards and training that has supported their development (HT)</p>
<p>Subject leaders provide high quality professional development in the light of data analysis, learning walks, book &amp; planning scrutiny.</p>	<p>1,2,4</p>	<p>Dependent on need going through the year. See improvement calendar.</p> <p>Strategies will include:</p> <ul style="list-style-type: none"> <li>• Input from subject leaders at staff meeting</li> <li>• Support teachers with planning</li> <li>• In class support –</li> <li>• Potential Mentoring/Coaching available from Eng &amp; Maths leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Regular book scrutiny</li> <li>• Pupil conferencing</li> <li>• Lesson observations Undertaken by senior/middle leaders</li> </ul> <p>leaders report to FGB at least once during the year.</p> <p>Subject Leader audits (Autumn 1)</p> <p>Subject Leader training (Autumn 1)</p>	<p>Clear distributed leadership that has an impact on standards linked to the SIP</p> <p>Increase in % of children meeting Age related/more than age related expectations in line with cohort specific targets.</p> <p>Headteacher</p>

**Strategic Intention**

To develop our Early years knowledge and environment to enable rapid and relevant progress.

**Strategic Goals:**

1. To develop expertise and skills of EYFS lead
2. To create a learning environment where all children can achieve to the best of their ability.
3. To have an outstanding Early Years Provision that achieves the best for all

What?	Why?	Strategies used - What we are doing?	How and when?	How we know? Who is responsible?
Early Years Lead to observe other Early Years practitioners and see other Early Years environment	1,2,3	Observations of other local practitioners to embed subject knowledge and develop new ideas and strategies	Autumn 1 Full day shadowing EYFS in SW infant school 6.10.17	EYFS Lead /Headteacher
Early Years Lead to access accurate and relevant CPD to develop Knowledge and expertise	1,2,3	Access CPD to develop practice and knowledge	Ongoing throughout the year See improvement diary	Headteacher KS1 Coordinator
Develop Early Years learning environment	1,2,3	New furniture to enhance learning area Assist play lead learning and 'choosing' Re design outdoor area to impact on open indoor/outdoor learning	Furniture to be purchased Autumn 2017  Outdoor area ongoing	EYFS lead

## **What evidence has been seen by governors in order to be able to answer these questions?**

### **What evidence can be recorded in the minutes?**

- What percentage of triangulated (data, book scrutiny, observations) teaching is good?
- What percentage of triangulated (data, book scrutiny, observations) teaching is outstanding?
- Which cohorts are on track to meet age related milestones?
- Which cohorts are on track to meet greater depth milestones?
- What % of Year R cohort are on track to achieve Good Level of Development (GLD)
- What % of Year 1 cohort is on track to pass Year 1 phonics check?
- What progress have cohorts made so far?
- What progress have pupil Premium (disadvantaged) children made? Is there a GAP? Is it diminishing?
- What progress have SEN children made? Is there a GAP? Is it diminishing?
- Does SENCOs tracking and analysis provide clear evidence about the impact of interventions?
- Do all leaders have a strategic understanding of the progress and attainment of cohorts across the school and identified pupil groups compared to their target and national average?
- Do all teachers closely monitor the progress made by disadvantaged pupils when compared to other pupils?
- How do class teachers use data analysis to identify target individuals or groups who need to make accelerated progress?
- Have subject leaders got a strategic overview and understanding of the progress and attainment in their subject?

## **Key questions all leaders need to ask themselves**

- Where do you fit into the school's vision and goals?
- What is your vision for your subject? • What have you done in order to improve outcomes in your subject? (action plan)
  - What impact have you had in securing improvements (evidence required)
- What are standards like in your subject? (data) • How do you know? (evidence of monitoring)
- Training and development – what is in place for you and how is that transferred across to the team?
- How do you hold people to account in your subject?
- How are you held to account?
- How are you using assessment to plan for improvement in your subject?
- What are outcomes like for disadvantaged pupils?