

SCHOOL
IMPROVEMENT
PLAN
Charter Primary
School
September 2017



Area for improvement 1 - Effectiveness of Leadership and management

OFSTED development points: To improve the quality of teaching so that pupils make the best progress they can by sharing outstanding practice to raise attainment further.

Ensure opportunities for pupils to develop a better understanding of the diversity of cultures that exists in modern Britain



Target	Action	Date	Cost	Evaluation/Impact including Governors
For all subject leaders to hold all staff to account for outcomes in their subject and drive subject forward to improve outcomes for all pupils	<ul style="list-style-type: none"> ➤ Targeted teacher appraisal ➤ Subject leader case conferences x 3 with clear action plans ➤ PDM input on expectations for all in terms of subject leadership including Foundation subject areas ➤ PDM lead by subject leaders – shared action planning, data findings, next steps and CPD ➤ Moderation by all ➤ Professional responsibility – Expectations grid ➤ Subject leader surgeries - core subjects and SEN ➤ Review curriculum skills statements, ensure understanding for accuracy of tracker 	See wall planner for dates	Release E02 supply	
For leaders at all levels (including Governance) to hold all staff to account for pupil outcomes including Early Years	<ul style="list-style-type: none"> ➤ Pupil progress meetings x6 ➤ SER reviews x3 ➤ Subject leader case conference x3 ➤ Early years lead meetings x 3 ➤ HT reports x3 ➤ Leadership impact reports x3 ➤ Professional dialogue ➤ Commitment to contribution to PDM discussion 	See wall planner for dates	Release E02 supply	
To use the perspective solutions performance management system to its full capacity to support school improvement.	<ul style="list-style-type: none"> ➤ Evaluations of impact ➤ System training to include SEF and SIP ➤ In depth lesson observation feedback – form changes 	SLT/PDM dates term 1	Perspective solutions - annual cost	
To ensure that the gap between achievement for disadvantaged and SEN/disabled is closing rapidly in English, including phonics and mathematics and shows substantial progress (see outcomes)	<ul style="list-style-type: none"> ➤ Pupil progress meetings – monitor and evaluate OPP/MP ➤ Subject surgeries ➤ Shanghai maths approach (LKS1) ➤ Phonics focus ➤ Parental engagements ➤ Data tracker ➤ Lesson observations ➤ Learning walks ➤ Pupil voice ➤ Disadvantaged mentors ➤ SEN specialist teacher 	See wall planner for dates	Release E02 supply	
For EYFS lead to ensure consistency and cohesion between all members of the EYFS team across the base unit to improve Early years outcomes	<ul style="list-style-type: none"> ➤ Regular meetings - weekly updates ➤ Targeted NQT release time ➤ Targeted appraisal for all staff ➤ Clear action planning ➤ Inset/staff development on areas of the EYFS curriculum - term 2 ➤ Moderation in school and across town for consistency ➤ Ensure all staff have clear understanding of the Early learning goals and development matters statements ➤ 	See EYFS action plan	Release for training courses E02 supply	



Area for improvement 2 - Quality of teaching, learning and assessment



Key entitlement is to high-quality teaching and learning that enables all children to make good progress to reach or exceed national expectations

Target	Action	Date	Cost	Evaluation/Impact including Governors
Much teaching over time in Early Years and both key stages is outstanding across the prime areas of learning and core subjects. As a result, almost all pupils on roll are making sustained progress that leads to outstanding achievement in these areas.	<ul style="list-style-type: none"> ➤ Participation and dissemination across the teaching and support staff – training on new method of teaching all groups from outset, questioning and precision teaching for support staff ➤ Lesson studies ➤ Performance management linked targets ➤ Learning walks and drop ins ➤ QAR and CASP ➤ Clear evidence of high quality cross curricular learning in all year groups ➤ Sustained and extended writing across different subject areas ➤ EYFS – child initiated writing opportunities ➤ Moderation and tracking 	See wall planner for dates	Release E02 supply	
To ensure all teachers and support staff have high expectations of what learners should be able to do and of their attitudes to learning, that work challenges pupils at the right level, and anticipate where they need to intervene to make a notable impact on the quality of learning.	<ul style="list-style-type: none"> ➤ Moderation in teams focusing on differentiation and expectations ➤ Peer observations of teaching and support staff to share outstanding practice ➤ Lesson studies in focused areas ➤ Consistent expectation and challenge of all staff - monitored by SLT 	PDM dates list Wall planner dates	Release E02 supply	
To ensure high quality marking and constructive feedback is consistent to ensure that pupils make significant and sustained gains in their learning. Teachers provide adequate time to embed knowledge, understanding and skills securely.	<ul style="list-style-type: none"> ➤ Embedding of PACE/NAPE time in all classes as per policy (not EYFS) ➤ Reflection time weekly in all classes – Orally in EYFS and Year 1) ➤ Development of collaborative learning and peer tutoring/marking ➤ Child friendly verbal and or written feedback ➤ Pupil voice for feedback ➤ PDM – review of marking policy ➤ HLTA and supply teacher training 	PDM/ SLT dates Wall planner dates	Release E02 supply	
To ensure that online safety and computing teaching is of high quality and meets all statutory requirements	<ul style="list-style-type: none"> ➤ Programming ➤ Resourcing ➤ Online folders ➤ Computing assessment ➤ Online safety part of curriculum ➤ Digital leaders ➤ SLT – review on 360 	To begin September 2017 then ongoing	E02 supply	
For first class quality teaching of phonics to take place across the school (where necessary), ensuring as secure foundation for reading and writing	<ul style="list-style-type: none"> ➤ PDM, TA training ➤ Parent workshop ➤ Year 2 and 3 lesson studies ➤ Phonics link with Pings Den for support ➤ Targeted intervention with additional teacher in EYFS ➤ Disadvantaged pupils – mentor support for phonics ➤ Explore use of sounds discovery as support programme 	See wall planner for dates	E02 supply	



Area for improvement 3 - Personal development, behavior and welfare



Target	Action	Date	Cost	Evaluation/Impact including Governors
To work towards gaining the rights respecting award (RRA) from UNICEF – level 1	<ul style="list-style-type: none"> ➤ Moving from Roc (achieved March 2017) to Level 1 standard ➤ UNICEF expectation - PDM clarification of articles and understanding 	<p>June 2018</p> <p>Wall planner dates</p>	<p>Credits</p> <p>E02 supply</p>	
To provide more opportunities for pupils to develop a better understanding of the diversity of cultures that exist in modern Britain	<ul style="list-style-type: none"> ➤ Hold a culture week in each year group with sharing assembly - link to menus and food technology. Look at one identified culture per year group. Explore the culture both nationally and internationally. (food, dress, religion, festivals, family life, languages) communities in Chippenham – celebrating ➤ Contact Andrew Skelton – Chippenham commonwealth ➤ Ensure important dates from all cultures are identified and shared with staff and on website 	February 2018	Bids for visitors - CBLB	
Development of child leadership team – Roles and Responsibilities for children to have more say and impact over their school	<ul style="list-style-type: none"> ➤ Review and development of child leadership team in discussion with pupils and subject leaders ➤ Children involvement in pupil voice across subjects and action planning ➤ Yearly overview of expectations for the ambassadors completed ➤ Time allocated during 1 assembly per term for teachers and ambassadors to meet ➤ Job description for the ambassadors ➤ Timetable key events/activities for completion ➤ Introduction of EYFS buddy system with year Key stage pupils 	<p>Ongoing</p> <p>Various</p>	<p>Subject leader release</p> <p>E02 supply</p>	
For all children to have their social and emotional needs met effectively to allow access to learning with a focus on SEMH	<ul style="list-style-type: none"> ➤ Whole school Well – being focus ➤ Child mental health training ➤ Nurture room provision – clear boundaries and expectations for access to provision – right reason/right time ➤ Transition project ➤ Social communication at lunchtime between pupils and lunchtime staff - high expectations 	Ongoing	<p>Nurture room costings – see disadvantaged plan</p> <p>CBL bids for well-being project</p>	
To decrease % of children arriving to school persistently late (particularly for disadvantaged group)	<ul style="list-style-type: none"> ➤ Regular letters to parents identifying amount of school missed ➤ Parent meetings and support ➤ Invitation to breakfast club ➤ Assess to mentor me sessions and/or Ping's Den ➤ Disadvantage mentors ➤ New PSA from September 2017 ➤ Attendance cup and on newsletters ➤ Reward for attendance ➤ Increased parental engagement from target group – Analysis of attendance at parent events 	Ongoing	See disadvantaged action plan	





Area for Improvement 4 – Outcomes for pupils

For all children to make good progress to reach or exceed national expectations

Target	Actions	Date	Cost	Evaluation/Impact including Governors
Year 1 – To increase % of boys achieving age related for Reading, Writing and Mathematics by the end of year 1	<ul style="list-style-type: none"> ➤ First class quality teaching ➤ Differentiated What ➤ Purposeful learning for all from start of lesson ➤ Constructive use of PACE/ instant feedback ➤ Teacher Appraisal x3 ➤ Pupil progress meetings x 6 ➤ Evidence in books x6 ➤ Pupil voice x3 ➤ Weekly planning tool and planning statements ➤ Planning and work scrutiny x6 ➤ Lesson observations x3 ➤ Learning walks ➤ Links to subject leader action plans for core subjects ➤ Greater depth opportunities for learners ➤ Quality teaching of SEN (Teacher focus) ➤ Shanghai Maths focus – years 3 and 4 ➤ Easy access to concrete resources as appropriate ➤ Engage in professional dialogue and action agreed targets ➤ Use of outdoor learning ➤ Parental engagement 	September 2017 – July 2018	Supply for release E02	
Year 2 – To increase the % of pupils reaching greater depth in Reading, Writing and Mathematics				
Year 3 - To increase the % of pupil premium pupils achieving the expected standard for Reading, Mathematics and, in particular, writing.				
Year 4– To increase % achieving greater depth in writing To increase the % of pupil premium pupils achieving ARE in writing To narrow the gender gap in Reading, Writing and Mathematics and increase % of pupils working above ARE				
Year 5 - To narrow the gender gap of those achieving greater depth in Reading, Writing and Mathematics To increase % of pupil premium pupils achieving ARE or above in Reading and Writing To increase % of boys achieving ARE in mathematics				
Year 6 – To narrow the gender gap in Reading, Writing and Mathematics To narrow the pupil premium gap in Reading and Writing To increase % of pupils achieving ARE in Mathematics				
EYFS – To raise the % of pupils exceeding in ELG’s from previous years To increase % of boys and disadvantaged pupils achieving GLD	<ul style="list-style-type: none"> ➤ Teacher Appraisal x3 ➤ Pupil progress meetings x 6 ➤ Evidence in books x6 ➤ Pupil voice x3 ➤ Weekly planning tool and planning statements ➤ Planning and work scrutiny x6 ➤ Lesson observations x3 ➤ Learning walks ➤ Pings challenge – exceeding opportunities ➤ Focused use of play planner to challenge and target both in and outside of the classroom ➤ Use of outdoor learning ➤ Early years profiles ➤ Regular updates to parents –communication ➤ Easy access to concrete resources as appropriate ➤ Engage in professional dialogue and action agreed targets 	September 2017		
To increase % of SEN support pupils in all year groups achieving ARE	<ul style="list-style-type: none"> ➤ Targeted learning walks ➤ TA training ➤ Support staff appraisal ➤ Pupil progress meetings x6 ➤ Targeted moderation and book scrutiny ➤ Specialist SEN teacher ➤ IT specific support for identified pupils with SEN ➤ Access to SEN support resources – sound buttons, reading rulers, visual resources etc 	September 2017		

