

Westover Green Community School



SCHOOL IMPROVEMENT PLAN

September 2017 – July 2018

School Improvement Planning

The 5 priorities were agreed by the Senior Leadership Team as areas for improvement and shared with staff and governors.

The plan was discussed, written in detail and success criteria agreed.

Professional Development

Staff training will be directly linked to the School Improvement Priorities and Performance Management targets set for 2017/18. This will ensure that it is carefully tailored to the particular needs of our school context and the individual development needs of the staff.

Monitoring and Review

Plans will be reviewed half-termly by the SLT and future plans will be written/adjusted in the light of the progress made to date. These reviews will be written and presented to Governors for monitoring at the Governing Body Meetings through the Headteacher's Report.

SCHOOL IMPROVEMENT PLAN 2017 – 2018

The overarching school motto is “**Opening the gates to learning**”

All aspects of the plan have that in the forefront of our thinking in terms of:

quality of teaching and learning
quality of provision and resources
quality of environment

School Improvement Plan Priorities 2017 / 18

1. To continue to raise standards of attainment in Writing across the school.
To effectively develop pupils’ writing skills across all aspects of the curriculum.
2. To embed the new Maths curriculum and to provide pupils with regular opportunities to solve mathematical problems that fully challenge their thinking and deepen their learning.
3. To bring together the Personal Development strands of emotional literacy, mindfulness, social skills and spiritual development through a whole school approach.
4. To raise awareness and develop the knowledge and understanding of Global Learning.
5. To provide high quality and well differentiated provision to meet the needs of all vulnerable groups of pupils (EAL, PP, Persistent Absentees, SEN, More Able).

PRIORITY AREA 1.

To continue to raise standards of attainment in Writing across the school.

To effectively develop pupils' writing skills across all aspects of the curriculum.

Overall success criteria – By the end of the academic year ARE in writing in each year group will improve from;

Year 1 – 73% FS to 75%

Year 2 – 80% ARE to 83%

Year 3 – 71 % ARE to 81%

Year 4 – 69% ARE to 74%

Year 5 – 60% ARE to 69%

Year 6 – 76% ARE to 76%

Objective	Action	Lead Person	Timescale	Resources	Success Criteria	Monitoring and Evaluation
To develop the technical accuracy of writing through the daily teaching of spelling, grammar, punctuation and handwriting.	To develop sharing expertise through peer partnership and observations (Phonic/Spelling, Grammar Expectations, Handwriting, Reading).	English Subject Lead/ Class Teachers	On-going Initial planning Autumn 1 Actioned Autumn 2	Staff Meeting Time Lesson Time	Feedback in staff meetings/performance management interviews	SLT
	1:1 pupil conferencing twice a year to improve the quality of	ESL Class Teachers	Autumn Term 2 and Summer 1	Class cover	Improvement in writing as evidenced through writing assessment book	ESL

	writing. Emphasis to be on 'Developing Target Group'	HoS				
	To refresh Teachers and TLAs subject knowledge through 'English surgeries' led by an English consultant.	English Consultant	Autumn 2	Consultancy Fee £400	Increased confidence and competence in supporting Class Teachers High quality Professional Development provided for support staff.	ESL
	To give out to all pupils, staff, volunteers and parents the 'Grammar Passport'.	Class teachers	Autumn Term	Photocopying £50	Improvement in writing as evidenced in WA books and NFER Grammar Tests	SLT
To raise the profile of spelling and develop the teaching and learning of spelling through a KS2 daily approach.	To introduce and then teach a daily spelling programme in line with the Statutory curriculum for each year group in KS2.	English Subject Lead/ Class Teachers	On-going	Staff Meeting Time Lesson Time Photocopying £50 Spelling Books £50	A quantifiable improvement in attainment of spelling as evidenced through summative assessment tests (NFER).	SLT
	To give out termly spelling objectives to parents and a booklet on how to support their child with spelling.	Class Teachers	Start of each term	Photocopying £80	NFER Test Results	SLT English Governor
	To introduce a	ESL Class	Spring 1	Photocopying	Competition results	SLT

	Spelling Bee for KS1/LKS2/UKS2 to be held twice yearly – link one of these to a sponsored spelling.	Teachers	and Summer 2	£30 Prizes £30	Pupil's self esteem is raised through an 'I can' mindset and the BLP Stripes	
To further develop poetic understanding and apply SPaG skills through a whole school display of Causley poetry.	To introduce the unit in a Staff Meeting outlining the outcomes. Each class to study and produce a piece of writing (narrative or non-fiction) based on a Causley poem.	ESL Class Teachers	Autumn 1	Photocopying £50 Staff Meeting Time Lesson Time	Display	Learning Walk SLT
	To film pupils introducing and presenting; reciting/reading poetry to enhance understanding and accurate use of spoken language.	Class Teachers	Autumn 1 / On going	Sony 'Handy cam' Camera £140	Uploaded to website Pupil's confidence is developed in a range of performance scenarios Pupils performance in assembly	ESL SLT English Governor
	To produce a piece of writing based upon a Causley poem which demonstrates the SPaG skills appropriate to the year group in the Autumn Term.	Class Teachers	Autumn 1	PPA time	Whole School display.	SLT Learning walk
To review	To complete an audit	ESL	Spring 1	Leadership	Updated list of resources	ESL

reading schemes and the teaching of reading throughout the school.	of current resources ORT/Bug Club/Other and identify gaps in provision.			Time		
	To complete a class audit of reading provision in each class	Class Teachers	Spring 2	PPA	Completed audit Costings to provide additional reading resources	ESL
	To facilitate a staff meeting and then action current provision in the teaching of reading.	ESL Class Teachers	Summer 1	Staff Meeting Time	ESL Report with proposals to take reading forward.	Exec HT

PRIORITY AREA 2.

To embed the new Maths curriculum and to provide pupils with regular opportunities to solve mathematical problems that fully challenge their thinking and deepen their learning.

Overall success criteria – By the end of the academic year ARE in Maths in each year group will improve from;

Year 1 – 80% FS to 80%
 Year 2 – 84% ARE to 85%
 Year 3 – 76% ARE to 86%
 Year 4 – 69% ARE to 79%
 Year 5 – 62% ARE to 71%
 Year 6 – 71% ARE to 71%

Objective	Action	Lead Person	Timescale	Resources	Success Criteria	Monitoring and Evaluation
To continue to develop a 'mastery' approach to class teaching.	To facilitate staff training on planning and resourcing 'mastery' lessons.	L Weller	Autumn term	Staff meeting time	Staff will continue to build confidence with teaching a 'mastery' curriculum, improving teaching and learning in their classes.	SLT – lesson observations Pupil interviews Book scrutiny
	To develop 'mastery for all' through mixed ability whole class teaching.	Class teachers/ TLA's	On-going	Lesson time	There will be a range of ability and mixed ability teaching with no streaming. Children will have the opportunity to work within different groups within the maths week.	SLT – lesson observations Pupil interviews
To develop	To continue to	Class	On-going	Times Table	Children will be more	L Weller – leadership

children's fluency and calculation methods in maths.	promote the learning of times tables through reward systems for children.	teachers/ L Weller		Rockstars (and number bonds when released) £50 a year subscription Magic Maths and Numeracy Ninjas certificates	confident with their times tables and number bonds which will be evident in arithmetic and end of term assessments.	time – data analysis
	To ensure dedicated time-tabled 'Number Sense' sessions to teach and assess methods throughout the year.	Class teachers/ L Weller	On-going	Lesson time	Gaps in children's core maths skills will be evident and addressed through number sense sessions. Arithmetic scores will improve.	L Weller – leadership time – data analysis
	To audit the calculation methods used by children in addition to inform the teachers of areas to develop.	L Weller	Autumn Term	Leadership time	Gaps in calculation methods will be passed on to teachers who will use this to inform their Number Sense sessions. Arithmetic scores will improve.	L Weller – leadership time Pupil interviews
	To facilitate staff meetings to develop the Number sense lesson resources and ideas.	L Weller	Autumn term	Leadership time	Number sense sessions will give children variation of calculation methods to help their overall arithmetic skills.	'Drop-in's', lesson observations, book scrutiny time.
To continue to embed reasoning and	To facilitate staff meeting to discuss planning	L Weller	Autumn Term	Staff Meeting Time	Reasoning and problem solving rich tasks will be provided for all ability	Lesson observations SLT – book scrutiny

<p>problem solving into activities for children of all ability levels.</p>	<p>independent and guided tasks which involve problem solving and reasoning.</p> <p>To ensure that reasoning starters are used within lessons or 'Number Sense' time.</p>	<p>Class teachers/ TLAs</p>	<p>On-going</p>	<p>Reasoning starters – photocopying costs £400</p>	<p>groups.</p> <p>Written and verbal reasoning skills will improve</p>	<p>Lesson observations SLT – book scrutiny NFER test analysis</p>
	<p>To ensure that reasoning tasks are taught across all abilities during each week.</p>	<p>Class teachers/ TLAs</p>	<p>On-going</p>	<p>Reasoning tasks – photocopying costs</p>	<p>Written and verbal reasoning skills will improve</p>	<p>Lesson observations SLT – book scrutiny NFER test analysis</p>
<p>To encourage parental involvement and understanding of the teaching of Maths.</p>	<p>To inform parents of the changes in calculation methods.</p> <p>To send home parent game packs to encourage maths a home.</p>	<p>L Weller/ A Comley</p>	<p>Autumn term</p>	<p>Photocopying costs (PP budget and Maths) £300</p>	<p>Parents will be aware of the changes in calculation methods and how the Singapore curriculum works in our school.</p> <p>Parents will be aware of games that can be played at home.</p>	<p>Parent questionnaire</p>
<p>To assess 'Mastery' pupils to secure moderation.</p>	<p>'Mastery' pupils will be given tasks to show that they are meeting 'mastery' standards.</p>	<p>Maths Consultant</p>	<p>On-going Different year groups during different terms</p>	<p>Consultancy fee (£1200)</p>	<p>Evidence will be shown to back up teacher judgements and to show moderation.</p>	<p>Evidence reviewed by L Weller/ SLT</p>

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PRIORITY AREA 3.

To bring together the Personal Development strands of emotional literacy, mindfulness, social skills and spiritual development through a whole school approach.

Overall success criteria – There is a consistent whole school approach that enables pupils to develop mindfulness techniques, their personal development, the building of emotional resilience and the enhancement of pupil focus and concentration.

Objective	Action	Lead Person	Timescale	Resources	Success Criteria	Monitoring and Evaluation
To research the Jigsaw scheme of work.	Attend an SRE course run by Jigsaw.	Personal Dev Lead	July 2017	£100 Course Fee	The Personal Development Lead has a greater understanding of the Jigsaw Scheme and its relevance to Westover Green School.	CPD Lead
	Arrange a meeting with a representative of Jigsaw to discuss appropriateness to Westover Green.	Personal Dev Lead	July 2017			SLT
	To visit another school to see Jigsaw in action.	Personal Dev Lead	July 2017	Yeo Moor School, Clevedon – Visit Time	The Personal Development Lead will be able to observe and evaluate the effectiveness of the Jigsaw Scheme in action and receive feedback from other colleagues using the scheme.	Exec HT
To acquire the	Purchase of	Personal	July 2017	£3000	'Jigsaw' is purchased in	Exec HT

Jigsaw scheme.	Jigsaw scheme with additional 'story' books relevant to the scheme.	Dev Lead Finance Officer			preparation for training and curriculum planning in September.	Governors (Finance)
To deliver training to all teachers.	Deliver training to introduce all teachers to Jigsaw so that they are able to access the scheme of work and all relevant resources available.	Personal Dev Lead	INSET Day Sept 4th	Jigsaw Scheme	Staff feel confident and secure in delivering the new programme of work.	SLT
To raise the profile of Jigsaw through assemblies.	Lead a Key Stage 1 and Key Stage 2 assembly every half term to present the whole school theme to the children and staff.	Personal Dev Lead	On going Half Termly	Assembly Time Jigsaw Assembly Resources	There is a consistent approach to the teaching of Jigsaw and a whole school awareness / focus of the themes covered.	SLT
To monitor the effectiveness of the Jigsaw programme.	Monitor time tables and curriculum maps to ensure themes are planned and delivered appropriately.	Personal Dev Lead CB – Curriculum lead	On going	Curriculum Maps	The Jigsaw theme of the term is evident within each year group's curriculum and is given a high profile within the planning and delivery.	SLT
	Undertake 'drop ins', questionnaires and informal pupil interviews at the beginning of the	Personal Dev Lead	Sept 17 Dec 17 April 18 July 18	Questionnaires Monitoring Time	There is clear evidence of impact regarding the children's emotional, social and spiritual development.	SLT Governors

	year and at the end of each term to monitor the impact of the Jigsaw programme.					
To develop a greater awareness of mental health needs and how to identify them.	Investigate whole school training to raise awareness, knowledge and understanding of mental health and wellbeing.	SENCo	Spring Term 18	Invitation to KG to attend a staff meeting	Staff have a better understanding of children's needs in relation to mental health and wellbeing.	SLT
To audit existing provision regarding mental health and wellbeing.	Staff to share strategies used in school that provide support for mental health and wellbeing i.e positive ethos, use of PP funding, counsellor, key workers etc.	SENCo	Spring Term 18	Staff Meeting Time	Good practice is shared and recognised by staff in relation to mental health and wellbeing. Areas for development are recognised and acted upon.	SLT
To assess the needs of pupils through an audit tool.	Staff to complete the Behaviour and Vulnerability Audit to highlight pupils in need of additional support. To ensure appropriate support is enabled and/or the appropriate referrals to support	SENCo	Termly	Behaviour and Vulnerability Audit Staff Meeting Time	Vulnerable pupils are highlighted and supported appropriately.	SLT

To work in partnership with parents and carers to promote emotional health and well being.	services are made. HSLW to continue working with parents to support mental health and well being through parent groups, Get Set etc.	HSLW	On going	Family Room	Parents are well supported regarding their own mental health and wellbeing but also in recognising the needs of their children.	SLT
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PRIORITY AREA 4.

To raise awareness and develop the knowledge and understanding of Global Learning

Overall success criteria – Teachers are enabled to help pupils learn about the challenges our world faces and to understand their role within a global society.

Objective	Action	Lead Person	Timescale	Resources	Success Criteria	Monitoring and Evaluation
To complete a GLP whole school audit.	GL Leads to complete audit based on existing practice.	MB / GF	Sept 17	GLP Audit	A baseline is created for the school to build upon.	SLT
To create an action plan based on the audit outcomes.	Action plan to be devised based on audit information and shared with staff.	MB / GF	Sept 17 Staff meeting 4 th Oct	Staff Meeting Time	Future actions are clear and will impact on staff and pupils understanding of Global Learning.	SLT
To assess teacher's knowledge of Global Learning.	Introduce Global Learning in a staff meeting. Introduce the strands of the Global Learning Programme.	MB / GF	Staff Meeting 4 th Oct	Staff Meeting Time	Teachers are made aware of the Global Learning Programme strands to incorporate into their teaching.	SLT
To audit areas of Global Learning taught.	Compile a list of areas of Global Learning on curriculum maps.	MB / GF	Autumn Term 17	Curriculum Maps	Global Learning is incorporated within the curriculum across the school.	Curriculum Lead

To ensure all Global Learning Strands are covered.	Distribute Global Learning Strands to be taught to fit into relevant topics. Include within planning and termly curriculum maps.	MB / GF	Autumn Term 17	Global Learning Strands	A wider range of global Learning is taught within the school's curriculum.	Curriculum Lead
	Leaders to collate pieces of work / planning for each Global Learning strand as evidence.	MB / GF	On going	Teachers Planning / Pupils work	Impact of Global Learning work is evidenced.	SLT
To develop pupil voice through Global Learning.	To appoint 4 Year 6 Global Learning Ambassadors.	MB / GF	Autumn Term 17	Ambassador Badges	Pupils are involved in promoting global learning across the school.	SLT
To attend local cluster GLP meetings.	Half Termly cluster meetings attended to gather up to date information and work collaboratively with other schools on Global Learning projects.	MB / GF	Half Termly Meetings GL Conference Autumn Term 17	Class Cover	GL Leads gather up to date information to disseminate to staff. Good practice is shared across the cluster of schools.	CPD Lead
To research Global Learning Quality Mark for KS2 and	Research materials and resources available and disseminate to	MB / GF	Spring Term 18	Quality Mark Information and Curriculum Frameworks.	Teachers are provided with a range of resources to assist them in the teaching of Global Learning.	SLT

GLP curriculum frameworks.	staff for use within their planning.					
To plan a creativity week focussing on Diversity and Cultural difference.	Multi Cultural Week to be organised with visiting artists and speakers.	Creativity Lead	Oct 17	£1000	Pupils develop positive attitudes towards diversity and cultural difference through creative activities.	SLT Governors
To raise awareness of Global learning through a fund raising event.	Hold assembly for Red Nose Day. Global learning Ambassadors to organise event re selling red noses etc.	GL Ambassadors	March 18	Assembly Time Red Nose Packs / noses etc.	Pupils are involved in the planning and running of global learning activities across the school.	SLT
To assess impact of the Global Learning Project.	Undertake pupil interviews to assess impact of project / knowledge gained.	MB / GF	Summer Term 18	Monitoring Time	Impact is measured. Pupils knowledge and understanding of Global Learning has improved.	SLT Governors

PRIORITY AREA 5.

To provide high quality and well differentiated provision to meet the needs of all vulnerable groups of pupils (EAL, PP, Persistent Absentees, SEN, More Able).

Overall success criteria – All pupils in any vulnerable group will be tracked closely by the class teacher individually and discussed thoroughly in termly Pupil Progress Meetings to ensure appropriate interventions are in place and good progress is achieved. By the end of the academic year the gap between FSM and Non FSM ARE in Reading, Writing and Maths in each year group will narrow and SEN pupils will achieve well from their starting points.

Objective	Action	Lead Person	Timescale	Resources	Success Criteria	Monitoring and Evaluation
To develop the new Autism Centre.	Oversee the building of the new centre, including the ICT and furnishings i.e sensory room etc.	SENCo / HoS	Autumn Term 17	Finances (SCC)	The new Autism Centre is fit for purpose and completed / furnished according to need.	Governors
	Ensure all staff are included in Westover Green policies, practices and performance management procedures.	SENCo / HoS	Sept 17	Meeting Time	All staff are clear about Westover Green systems and procedures and follow them accordingly.	Exec HT
	Audit provision for pupils within the centre re mainstream provision and specialist support	SENCo / HoS	Autumn Term 17	EHC Plans to audit needs.	Individual provision maps are completed with appropriate balance between mainstream and specialist provision.	Exec HT

	required i.e music therapy, OT etc.					
	Track attendance of Autism centre pupils, ensuring pupils attend school full time as quickly as possible after induction.	SENCo	On going	Registers	Pupils attending the Autism Centre are supported and encouraged with clear, timed, action plans to attend full time as soon as possible.	Exec HT Governors
To continue to develop the use of SIMs to track pupils progress / vulnerable groups etc in English and Maths.	Analysis of 2017 data to recognise gaps in attainment	HT Pupil Premium Leads	Sept 17	Assessment data	Assessment data is closely tracked and used to inform future learning.	HT Governors
	Organise one to one tuition programmes for KS2 PP Pupils (particularly Years 5 and 6).	Year 5/6 Teachers	Jan 17	£3000 Staffing Costs	Additional support is provided for underattaining FSM pupils to ensure national expectations are achieved.	SLT through Book Scrutiny
To continue to make explicit next steps in marking and feedback to move pupils' learning forward.	Ensure target sheets are used effectively for Maths and English and that marking reflects the progress made / areas for improvement needed in line with the targets set.	English / Maths Leaders	Autumn Term 17	Marking Time	Children understand next steps in their learning and what they need to do to improve their work. Assessment practice is embedded and gives staff a clear picture of how well each pupil / group is achieving in relation to ARE.	Governors through HT Reports.

To continue to research best practice re PP funding .	To research best practice through the Education Endowment Foundation and implement where appropriate.	HT PP Lead	Ongoing	Research Materials	Staff are kept updated about best practice / research regarding 'Closing the Gap.'	HT
To ensure teachers plan timely intervention for disadvantaged pupils.	Track intervention programmes and progress made by individual pupils in each category (EAL, PP, SEN). Incorporate data in Pupil Progress Meetings to ensure interventions are having appropriate impact.	SENCo EAL Lead PP Lead	Ongoing	Data	Provision is appropriate to assist disadvantaged pupils to achieve at least as well as non disadvantaged pupils.	HT Governors
			Termly	PPM Time	The gap between the performance of disadvantaged pupils and that of their peers closes.	HT
To improve the attendance and punctuality of FSM, EAL and SEN pupils.	Continue to work with the HSLW and Attendance Officer to target persistent absentee families. To continue to develop reward systems to encourage good attendance.	HT HSLW Office Admin	Ongoing	HSLW Time Attendance Awards (£1000)	Attendance / Punctuality improves across the school (Target 96%) which will then impact on levels of attainment / progress.	HT Governors through HT report
			Half Termly			

<p>To ensure that disadvantaged pupils continue to have supported access to enrichment activities e.g after school, school visits, booster classes etc.</p>	<p>Provision to be kept updated and monitored regularly on SIMs to ensure all PP pupils receive equal access to enrichment opportunities on offer. PP Lead to inform staff if pupils are not receiving their entitlement and activities to be offered within and outside of school e.g swimming, peripatetic music etc.</p> <p>Gifted and Talented Days and residential opportunities are offered to PP pupils who show a skill / talent in an area of the curriculum.</p>	<p>PP Lead Class Teachers</p> <p>PP Lead</p> <p>G&T Lead</p>	<p>Termly</p> <p>Half Termly</p> <p>Ongoing</p>	<p>PPA Time</p> <p>£2000</p>	<p>All PP pupils are given valuable opportunities to participate in a range of activities.</p> <p>Self esteem and enjoyment for learning is developed.</p> <p>Gifted and Talented pupils are given focussed tuition to develop their skills.</p>	<p>HT</p> <p>HT</p> <p>HT</p>
<p>To work with the Newtown Cluster to develop opportunities for</p>	<p>To develop G&T poetry and Maths projects for PP pupils across the cluster through</p>	<p>Cluster HT's</p>	<p>3 mornings across the year culminating in a 'poetry</p>	<p>Funding through PPG bids and Maths bid funding</p>	<p>Across school projects are successful in raising standards and aspirations of Pupil Premium Pupils.</p>	<p>HT across the cluster.</p>

PP Pupils across Bridgwater	funded PP project bids.		Slam' event. Maths workshops Spring term 18			
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