



Ilketshall St Lawrence Primary School
School Development Plan 2015 – 2016

Aims of the School Improvement Plan

To set challenging targets in the curriculum and whole school environment to raise achievement and attainment for all pupils

To raise expectations and standards of learning and teaching

To provide high quality resources throughout the school ensuring quality and appropriate provision at all stages of children's development

To provide staff with appropriate resources and training to enable them to improve their practice and carry out teaching more effectively

To provide a safe and secure learning environment which enables children to continue to treat others with understanding & respect

Glossary

ECM – Every Child Matters

OFSTED Framework 2015

RRSA – Rights respecting schools award

SCC – Suffolk County Council

LO – Little Owls

GPS – Grammar, Punctuation and Spelling

Priority 1 To raise standards in writing and maths across the school

Background/ Rationale

Three year upward trend in writing results but needs to continue. 86% of children achieved L4 writing at end of KS2 of those 50% achieved L5
 KS1 - 100% of children achieved L2B+ in writing of those 18.75% achieved L3
 Value Added From KS1 to KS2 99.68%
 In Maths, although attainment was good with 93% of children achieving L4+, progress was not as good with only 79% achieving 2 levels progress.

Success Criteria

100% of children making at least expected progress
 25% of children making more than expected progress from their starting points
 Value Added from KS1 TO KS2 to be 100+

ECM - Be Healthy **Enjoy and Achieve** Stay Safe **Make a Positive Contribution** Achieve Economic Well Being

OFSTED - Effectiveness of Leadership **Quality of Teaching** Personal development, Behavior and Welfare **Outcomes for learners**

Key Objectives – To improve the quality of writing across the school through the further development of key skills such as spelling and punctuation.
 To improve the use of ambitious vocabulary and sentence structure across the school.
 To improve progress in Maths so 100% of children make at least expected progress.

Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring
Writing Greater use of ambitious	Investigate the use of Big Write across the partnership	HT/GH	Lit Co to discuss at Lit Co meeting Supply £180	Autumn Term	HT/GH– to monitor children’s written work through: work scrutiny

vocabulary in written work.	Staff to watch Big Write in action – staff to visit other schools in partnership where Big Write already embedded and look at how similar could be adapted.		Supply for release time £600	Autumn Term	lesson obs learning walks
	CPD to train staff in use of Big Write -	HT/GH	PD Day	Spring Term	
	Staff using Big Write in the classroom to develop and improve vocabulary in written work	HT/GH	Class resources as required £500	Ongoing	
	Up levelling to take place consistently in written work.	All staff	None	Ongoing	
	Staff to plan focused lessons to teach and practise editing, redrafting and improving.	All staff	None	Ongoing	
Half termly assessments of GPS and independent writing in place to show progress and as analysis tool for Next Steps teaching	Purchase of half termly assessments for GPS – Rising Stars? Independent writing to be assessed against Chris Quigley	WABSP	Rising Stars resources (cost to be negotiated across Partnership)	Autumn Term	SW to monitor data and highlight target children for Pupil progress meetings Standards files being created across partnership, staff to use as a resource to confirm judgements
	Progress to be entered onto Pupil Asset to be shared at Pupil Progress meetings	All staff	Staff meeting for training		

					Writing moderation to take place across partnership
Implementation of assertive mentoring maths across the school	School to purchase the Assertive mentoring maths system as part of a partnership approach to the improvement of maths.	SW WABSP	£1400	Autumn term	SW – to monitor progress through the use of pupil asset
	Staff to complete placement assessments for each child to decide on starting points under the new system and enter the data into the tracking system to highlight gaps in learning LO – Summer term only	Whole staff	Photocopying, paper etc.	Autumn term in order to agree placement for Spring term	
	Staff to implement weekly skills tests to highlight gaps in learning	Whole staff		Spring term	
	Prompt sheets to support learning created at each stage	Whole staff	£100 (plus t.a time to create prompt sheets)	Spring term	
	Lessons planned based on weekly skills tests to ensure that gaps in learning are filled	Whole staff		Spring term	
<u>Governor Involvement and Monitoring</u>					
Governors receive presentation from HT at FGB meeting on the Big Write, Pupil Asset and assertive maths.					
Lead Governor of Primary Data to meet with HT to review progress plans.					

SIC monitor pupil progress in writing using pupil asset and RAISEonline.

Lead SEN Governor to link in with school SENCO and HT termly and report to FGB on writing progress.

SIC – to monitor progress in maths to assess impact of Assertive mentoring maths

Evaluation against Success Criteria

Governor's evidence use of Big Write and assertive maths within the classroom in their Buddy visits and learning walks reports.

Head Teacher reports success criteria to FGB.

Priority 2 To improve attendance across the school

Background/ Rationale

Last year attendance for the whole year (including LO) was 94.3 %
 Unauthorised absences were 0.58%
 5.4% persistent absence (Chn with less than 90% attendance)
 There were 21 holidays taken in term-time, this affected 35 children. 3 holidays met the criteria for authorisation

Success Criteria

Attendance to improve – target for attendance for year 97 %
 Holidays taken in term time to be reduced to **exceptional** circumstances only

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OFSTED - **Effectiveness of Leadership** Quality of Teaching **Personal development, Behavior and Welfare** Outcomes for learners

Key Objectives – To reduce the numbers of absences across the school for reasons other than genuine illness.

Outcomes	Actions	Who	Resource/Cost	Timescale	Monitoring
The school attendance policy unambiguously reflects the decisions made by HT in regards to absence and term-time holidays	Update/review school attendance policy in line with expectations of attendance.	HT/GB	Governing body meeting	Autumn term 2015	HT – To ensure that updated policy in place and rigorously adhered to.
	Updated policy completed and ratified by GB	HT/GB	Governing body Meeting	Autumn term 2015	

	Updated attendance policy on website	HT/MK	Following policy update	Autumn term	
Attendance will be monitored closely and persistent patterns of absence will be recognised quickly and acted upon.	First day response – Parents to be contacted on first day of absence if no notification has been received.	HT/CT/SG	ongoing	Daily	HT - Review registers on regular basis look for patterns of attendance, potential persistent absence etc.
	Every newsletter to include an attendance matters up-date, highlighting the weekly attendance across the school, giving information with regards to the importance of regular attendance.	HT	ongoing	Weekly	HT – To report on attendance at GB meetings
	Attendance data shared with all parents at parents evening (herringbone) – discussion held with parents of children with attendance of less than 95% about the importance of regular attendance	Class teachers	Meeting time to discuss with parents	Parents Evening	
Children encouraged to take ownership of their own attendance.	Well-week raffle tickets Each child who manages 100% attendance for the week will be entered into a class prize draw, to be done each half term.	Class teachers	Staff meeting time Raffle tickets Prizes £200	Half termly	HT to monitor and best class attendance of week to be celebrated in assembly on Friday
	Class attendance award – Half termly Class with the best overall attendance to receive the class attendance cup and	Class teachers	Staff meeting time	Half termly	

	have a class reward such as tea with H.T, golden-time, I.T afternoon etc.	HT			
<p><u>Governor Involvement and Monitoring</u></p> <p>To have attendance as standing agenda item at all main governing meetings.</p> <p>Governors agreed SCC penalty charging policy in line with other schools in the Waveney and Blyth Partnership (WBP).</p> <p>Termly Governor newsletters by Communication and liaison (CLC) committee.</p>					
<p><u>Evaluation against Success Criteria</u></p> <p>Evidence scrutinized on attendance at School improvement committee and all full governing body meetings.</p> <p>Evidence of challenge and monitoring of Head teacher attendance improvement plan and any subsequent changes.</p>					

Priority 3 To provide frustration free I.T which is future-proofed.

Background/ Rationale

Provision of computing curriculum within the school is very rigorous
 Hardware and software needs updating – older technologies still in use and in some cases is less up-to-date than the children have access to at home
 Inconsistencies across the technologies – different operating systems etc. within the school
 Many new technologies available that are not yet being used within the school

Success Criteria

Use of I.T within lessons is observed as at least good 100% of the time and outstanding 50% of time.
 Hardware/Software is up-to-date and consistent across the school.
 Pupils are enthusiastic, motivated, techno-literate learners of the future.
 Pupil perception of IT has improved from the initial pupil perception survey.

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Key Objectives – To ensure that the school has an appropriate I.T strategy in place.

Outcomes	Actions	Who	Resource/Cost	Timescale	Monitoring
Infra-structure in place to ensure that cross-curricular I.T. taking place	Audit of I.T resources across the school, both hardware and software	CS/KH External provider	Additional hours for KH to complete audit £150	Autumn term 2015	SW to monitor progress and meet with KH for regular updates

	Action plan in place for the updating/upgrading and replacement of I.T. equipment within the school	CS/KH	3 year rolling programme	Autumn term and then over 3-5 years	
	Technology is up-to-date.		£10000 per year		
Greater awareness of the understanding/skills of and use of I.T. within the school	Pupil perception survey. What do they like about I.T they use in school? What do they think would be better? Why?	CS/KH	Proforma to be created – time available for SW/KH to work on this Cost £150	Spring term 2016	SW – to report results of pupil perception survey to FGB
	Staff perception survey/skills audit – What do they think of the I.T provision within the school. How confident are they in the use of I.T?	CS/KH	Staff meetings	Spring term 2016	
	Gaps in staff knowledge highlighted and training needs addressed Staff are confident in the use of I.T. – No frustration in its usage	CS and staff	CPD costs £500 Training day?	Spring term 2016	

New technologies such as cloud-based systems, google apps etc used to enhance learning	Children are techno-literate and well prepared for future Confident use of I.T across the curriculum lead to improved standards.	All staff	CPD costs £500 Set up time – access to gmail facilities etc.	Summer term 2016	
<p><u>Governor Involvement and Monitoring</u></p> <p>FGB receives outline proposal for IT strategy and agrees next steps.</p> <p>FGB to set up IT task and Finish group. To commence November 2015.</p> <p>Finance committee to have oversight and finance governance of funding in line with school policies.</p> <p>Standing agenda item for FGB.</p> <p>Lead Governor for IT to meet and discuss progress with HT.</p>					
<p><u>Evaluation against Success Criteria</u></p> <p>Governor’s evidence use of IT within the classroom in their Buddy visits and learning walks reports.</p> <p>Head Teacher reports success criteria to FGB.</p>					

Priority 4 To ensure that 'British Values' are embedded and explicit within the culture of the school.

Background/ Rationale

There is a much greater focus within the 2014 National Curriculum on the importance of 'British values'
The school population is almost exclusively from White British heritage and therefore it is important to raise awareness of cultural diversity and respect for other cultures within British society.

Success Criteria

There will be evidence that 'British values' are being taught across all topics and that this explicit rather than implicit within teaching.
The school will achieve the UNICEF Rights respecting school award Level 1 (RRSA)

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OFSTED - **Effectiveness of Leadership** Quality of Teaching **Personal development, Behavior and Welfare** Outcomes for learners

Key Objectives – To promote tolerance.

To ensure that the children are familiar with the work of UNICEF and value and respect the lives they have.

Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring
There is a greater emphasis on promotion of 'British' values across the curriculum.	Staff development – staff to work to build a definition of what 'British' values mean to our school and how we use and embed them within our school	HT/AP	Staff meetings	Autumn term 2015	SW to check actions and report to FGB
	Provision map in place to show where British Values are linked into the	HT/AP	Staff meetings	Spring term 2016	

	curriculum map across the curriculum not just within PSHE and RE.				
	Timetable of assemblies to promote British values throughout the year.	HT/AP	Assembly times	ongoing	
UNICEF RRSA award achieved	Self evaluation and Audit completed to highlight starting points	HT/AP	£500 Learning resources	Spring term 2016	SW to check actions and report to FGB
	Action plan produced and RRSA introduced to staff and launched	HT/AP	Staff meetings	Summer term 2016	
	RRSA award introduced to parents and children.		Parents' coffee morning School Council Assemblies	Summer term 2016	

Governor Involvement and Monitoring

Governors to join staff meeting in definition working of British values.
Governor attendance at British Values assembly.
Monitoring of HT action plan.
Chair attendance at school council.
Lead Governor for C&L to meet with HT termly.

Evaluation against Success Criteria

Governor's evidence use of British Values within the classroom in their Buddy visits and learning walks reports.
Head Teacher reports success criteria to FGB.

Priority 5 To identify and carry out the key elements of the role of the Governing Body in securing successful outcomes across the school

Background/ Rationale

To demonstrate the role of the Governing Body in the attainment of the School Development Plan in supporting and holding to account the Head teacher and School Staff.

Success Criteria

To provide support in the transition to the new Head teacher within the school
 To ensure that there are safe standards and policies in place for Safeguarding across the School.
 To ensure there are effective plans to meet the needs of children with SEN.
 To ensure that the school Website is updated frequently and includes relevant information.
 All Governors and school staff to prepared for OFSTED inspection in respect of roles, responsibilities and evidence.

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OFSTED - Effectiveness of Leadership Quality of Teaching Personal development Behaviour and Welfare Outcomes for learners

Key Objectives – To provide a visible governance structure for the school, its pupils and staff.

Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring
Support to new head teacher	Chair holds weekly meetings with Head teacher	PF/SW	weekly	Autumn Term	Info from Chair and Head's agreement shared at FGB
	Agreement is drawn up for future working.	PF/SW		Autumn Term	

	Head teacher Performance management objectives to be set	Chair and HT Performance committee	Buying into SCC PM package £1000	December Autumn Term	
	Head teacher mentor secured and the Head teacher given opportunity to access the County HT induction programme and mentoring service including well-being service				
	Safeguarding	All staff	None	Ongoing	
	Ofsted Preparation	All staff	None	Ongoing	
SEN – All children achieve to their full potential.	SENCO appointed to manage SEN across the school	CMc	0.3fte	Autumn 2015	
	SEN action plan in place to develop the SEN role throughout the school	CMc	Release time for staff to meet with CMc	Autumn 2015	
	SEN Governor identified and meets termly with SENCO and Headteacher	CMc/RW	Termly	Autumn 2015	
	Pupil Premium plan updated in line with SEN action plan and published on website	HT		Autumn 2015	
Governor Presence in School	Buddy visits – Governor identified for each class to undertake visits termly and report linked to the SIDP objectives	HT/GB		Autumn 2015	

	Governor visits policy updated				Govs to be reminded to book in visits at the next Business meeting
	Chair meeting with school council	PF	Release time	Autumn 2015	
	Committee meetings undertaken and minuted to support school development	PF	Ongoing	Ongoing	Policy to be shared with Govs for Business meeting
	Lead Governors identified for the following areas: Safeguarding ST Looked After Children RW Finance NW Communication and Liaison KW I.T. MK Health and Safety ES Assessment and Data SD SEN RW Staff liaison CS	FGB	Ongoing	Ongoing	
Safeguarding – to ensure that all safeguarding is up to date and in-line with National policies	Review of safeguarding policies in line with National guidance Identify and carry out training needs for staff and Governors Update all staff and Governors to current DBS requirements from CRB Lead Governor and Head teacher to make Safeguarding walks to assess levels of risk across the school FGB reports on actions taken and child protection data	HT/ST	Termly	Autumn 2015	

Website – To ensure that the website meets OFSTED criteria and is regularly updated.	Lead Governor identified to work with HT on reviewing and updating the content half-termly To publish the communication and liaison committee on an annual basis.	CS/MK	Meeting time	ongoing	
OFSTED – To ensure that the school, its staff and the governing body are fully prepared for an OFSTED inspection	Ensure that all staff and governing body receive training on the new OFSTED framework using cascade methods To have OFSTED preparation as a standing agenda item for all FGB meetings To evidence through SIDP and meeting minutes To send out OFSTED questionnaire to all parents (Spring term)	FGB	Meeting time	ongoing	
<p><u>Governor Involvement and Monitoring</u></p> <p>Role of GB and Business meeting</p> <p>Performance Management of SIDP.</p>					
<p><u>Evaluation against Success Criteria</u></p> <p>Within the SIDP</p>					