



Dedicated to Excellence

Ox Close Primary School School Improvement Plan 2016-17

Target One – Outcomes for Pupils

Target / Outcome	Actions / Strategies to be completed by May 2017	Evaluation
<p>Ia) Accelerate pupil progress and raise attainment in EYFS - New Baseline assessments and targets to be formulated then targets set</p> <p>Ib) Accelerate pupil progress and raise attainment at the end of KS I, particularly boys and more able pupils in reading, writing and mathematics.</p> <p>Achieve or exceed KS I targets:</p> <p>Reading: 85% of Y2 pupils to reach expected levels.</p> <p>Writing: 75% of Y2 pupils to reach expected levels.</p> <p>Maths 85% of Y2 pupils to reach expected levels.</p> <p><i>Exceeding expectations are pending national expectations being released in RAISE.</i></p>	<p>Key Strategic Developments:</p> <ol style="list-style-type: none"> 1. Further development of Assessment for Learning- spreading best practice. Develop assessment in light of `Life without levels` 2. To make pupil target setting integral to the teaching and learning process and to increase the involvement of children in this process. Use of Classroom Monitor. 3. Read Write Inc to be maintained as a 5 day model to maintain the progress in phonics. GR to oversee while LW on maternity. Training for new staff. 4. Boys Writing- inspiring through the Arts, linked to Arts mark Gold. AC to oversee Arts and WSPPL to lead writing. 5. Emphasis to be put on feeling safe throughout the year and consultation with children to monitor impact. 6. Internal and EDA support for new staff and for those who are new to a phase. 7. Creating the Space - opportunity to observe, analyse, reflect and improve in practice and leadership. Links to other schools. 8. Increased opportunities and accountability for subject leaders- leadership coaching with Chris Jones. If not possible, DHa to find another suitable option. 9. Whole School Pupil Progress leader to liaise closely with the Headteacher and Deputy Headteacher to increase progress and further improve the quality of provision across the school. WSPPL role clearly defined by HT and DHT on her return. 10. Reading - implementation of Accelerated Reader- named people to oversee this. 11. Reading - HT, WSPPL to research best practice in schools in similar context and feed into Ox Close practice. 12. Reading - EDA support to be prioritised in this area and 	

Ic) Accelerate pupil progress and raise attainment in reading, writing and mathematics at the end of Key Stage 2, particularly of pupils with low prior attainment (<13 points at Key Stage 1) and more able pupils.

Key Stage Two Attainment Targets:

Reading:

75% of Y6 pupils to reach expected levels.

Writing:

80% of Y6 pupils to reach expected levels.

EGPS:

80% of Y6 pupils to reach expected levels.

Maths:

80% of Y6 pupils to reach expected levels.

Exceeding expectations are pending national expectations being released in RAISE.

Key Stage 1 to 2 – Progress Measures

Increased proportions of children to be working at expected levels in Reading, Writing and Maths (in comparison with Y2 2012).

Increased proportions of children to be working beyond expected levels in Reading, Writing and Maths (in comparison with Y2 2012).

whole staff training facilitated.

13. Whole School Pupil Progress leader to lead the `Good to Great` teaching programme to increase the proportion of outstanding teaching. To mentor RC, GR, HS and JT.
14. End of year targets produced for each Year Group and these are to be broken down into termly targets and class stepped targets. HT and DHT to meet with phase leaders to review progress ever half term. DHT and WSPPL to work together on data at each assessment round.
15. Continued high levels of skilled TA support throughout the school, especially with Y1/2 to `catch them early`. TA team further strengthened by the appointment of 3 qualified teachers as TA 3 enhanced. Monitor the impact of this.
16. Regular scheduled TA meetings - led by the DHT.
17. Performance Management to be continued for all staff – this will be managed by HT and DHT.
18. Increased staff involvement in tracking through the continued implementation of Classroom Monitor.
19. New Curriculum to be embedded and evaluated in terms of the impact upon the consolidation of key skills. Long term plan to be reviewed. Importance of class texts. Monitor the impact of the new curriculum. Each phase to have a copy of the Rainbow Continuum to monitor coverage.
20. Targeted early intervention programme organised by SENCO and monitored by WSPPL. Extra staff employed, including 1 extra teacher to facilitate an 1:1 class model, 2 qualified teachers to work with less able Y5's and extra TAs to reduce group size in Read, Write Inc. Priority given to `Ever 6` children. Small group and 1:1 tuition and coaching. Money from Pupil Premium.
21. Sets organised across the 3 Y3/4 and Y5/6 classes to further reduce group sizes and narrow the gap. Focus also to be on developing the potential of the more able learners. Favourable adult-pupil ratios and high level of TA support. Potential for extra teacher in spring term to make a 4th set across 5/6. Children to work in year groups in Y1 and Y2 in spring term.

Id) To increase the percentage of children passing the Y1 phonics screen:

- 80% of pupils to pass the phonics test
- 80% of pupils to pass the re-test in Y2

Ie) To exceed a target of 96% attendance.

- Continue Whole School Weekly 'Attendance Award' and 'Perfectly Punctual Award.'
- Continue termly colour coded attendance certificates for parents / carers.
- Introduce Formal Attendance Procedures:
 - Joint half-termly monitoring activities with EWO
 - Attendance and lateness letters/fines to be issued termly
 - Initiate SAF's if required.
- Improved and regular communication to parents reinforcing whole school attendance policy via school newsletters / website etc.
- All term time holiday requests to be recorded as unauthorised (unless there are exceptional circumstances)
- Parents exceeding 7 days holidays within term time to be fined.
- Hays Travel continue to sponsor – Annual 100% Attendance Awards.

22. After school 1:1 work in Maths and Writing for disadvantaged and off track children in the Autumn.
23. Booster programme to target key groups and individuals in Y2 and Y6- spring term- in school and out of school activities.
24. Improve the effectiveness of homework across the school. SLT to research and implement.
25. Continued opportunities for children to work outdoors and to access the Community Garden. Emphasis upon the impact upon boys writing.
26. Installation of outdoor toilet in the Community Garden.
27. Strong emphasis upon E Safety - purchase of Gooseberry Planet, staff training and parent workshops. Purchase of extra iPads to make a half class set.
28. Disaster Recovery Plan to be facilitated and training delivered to all staff.
29. School Extension - development of new areas and adjustment of all fire and safety plans. Utilisation of new facilities.
30. School Extension - modification to some existing areas required. Improve security of front entrance, transform HT office into library, convert Blue Room into Senior Management Room, move partition wall in Reception to create larger side room, extra toilets provided to cope with increased numbers.
31. School Environment - monthly inspections to ensure that school is kept tidy and safe. Office areas to be of a high standard as 'front of house'. Move towards a more paperless approach. Clear desk policy as part of Better Environment Initiative.

How will we monitor and evaluate this improvement?

- Classroom Monitor / KS Agreement Trialling Activities
- End of Year and end of term targets for each year group
- Progress meetings – termly to discuss data and targets and half termly to discuss target children and intervention.
- Regular sampling of planning and books in SLT meetings
- Regular Monitoring Activities – see Monitoring Timetables produced on a termly basis.
- Pupil and Parent Feedback / Questionnaires following parent workshops / development of e-learning materials.

Target Two – Quality of Teaching, Learning and Assessment

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
<p>2a) English</p> <p>Reading i To continue to use systematic, synthetic phonics to improve reading. <i>See Target 1d</i></p> <p>ii To continue to improve reading skills <i>See Target 1c</i></p>	<p>See English Action Plan See RWI Action Plan</p>				
	<p>Read Write Inc training for new staff.</p>	Training	LW	September 2016	
	<p>GR to organise, analyse and monitor - management time given for this. Track pupils with pre assessment and regular assessments throughout.</p>		GR	Termly	
	<p>High staffing levels maintained in KS1.</p>				
	<p>Fresh Start Key Stage 2 to run in KS2.</p>		CD	Daily sessions	
	<p>Reading Actions</p> <p>Research into best practice (collaborate, observe, analyse, reflect, improve).</p>		DHa, MB and SH.	Autumn Term	
	<p>Accelerated Reader- implement and monitor.</p>		AB, MB, SH.	Ongoing	
	<p>Staff training by EDAs</p>	SLA	DHa	Ongoing	
	<p>New format for Guided Reading: <i>Monday – Reading Skills Lesson</i> <i>Tues to Thurs – Guided Reading Activities</i> <i>Fri – Class Novel Time</i></p>		KS2 Staff	Ongoing	
	<p>Guided Reading staff training. Uplift in level of texts across the school. Develop test strategy in line with new higher expectations. Focus of triads Spring term</p>	SLA	EDA	Autumn Term	
			AB	Autumn Term	

<p>Writing</p> <p>i To further improve writing outcomes throughout the school <i>See Targets 1a, 1b and 1c.</i></p> <p>ii To monitor progress of GPS throughout the school. <i>See Targets 1a, 1b and 1c.</i></p>	<p>Writing journals to be continued by DHa.</p> <p>Focus on improving outcomes for boys- Arts link to boys writing (Sam Jackson, Adam Bushnell, Brendon Renwick and Andy Wiegand - mosaic artist). WSPPL to oversee writing spin offs.</p> <p>Increased opportunities to write through the new curriculum in topic lessons.</p> <p>Further develop the Ox Close newspaper/media team.</p> <p>Durham CCC`s Literacy programme in spring-project for writing and other possible project.</p> <p>Further work with EDAs for staff who are new to a phase.</p> <p>Revisit new spellings associated with NC appendices. Teach rules associated with specific letter strings etc. Develop whole school approach. Staff meeting. Further EDA work on spelling.</p> <p>Vocabulary games implemented across the school - try and then share in staff training (Autumn 2016) Possible vocabulary activity packs to send home</p>		<p>DHa</p> <p>SH</p> <p>DHa</p> <p>DHa</p> <p>SH and MB</p> <p>DHa and SH</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn Term</p> <p>Ongoing</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Ongoing</p>	
<p>Handwriting and Presentation</p> <p>i To develop consistent and improved cursive handwriting and presentation</p>	<p>To further develop a fluent, consistent cursive style of handwriting across the school. Staff to model cursive style in their teacher comments.</p>			<p>Ongoing</p>	

<p>Speaking and Listening</p> <p>i To develop and improve children's vocabulary throughout the school</p>	<p>Maintain high level of TA support to facilitate discussion: introduce, explain and use new vocabulary. Vocabulary packs and games. Link to homework – Y3/4 to pilot this.</p> <p>Develop the use of role play areas in Y1/2. Encourage high levels of performing arts through assemblies.</p> <p>Consider an end of year show 2017</p>				
<p>2b) MATHS</p> <p>i To develop instant recall of multiplication and division facts <i>See Targets 1a, 1b and 1c.</i></p> <p>ii To further improve outcomes in Maths throughout the school</p>	<p>See Maths Action Plan</p> <p>Planets competition- new way of organising.</p> <p>Times table challenge in assembly.</p> <p>Link to homework- Y3/4 initial pilot. Activities organised, pre and post course assessment (half term).</p> <p>Parental survey.</p> <p>Further training and development on mastery.</p> <p>Use of Nrich problems</p> <p>Spreading of good practice - focus of triads Summer 2017.</p> <p>EDA support to staff who are new to phases.</p>		<p>JP and then all staff</p> <p>KS Leaders</p> <p>Y3/4 Staff</p> <p>JP and DHa</p> <p>JP</p> <p>All staff</p> <p>AB</p> <p>DHa</p>	<p>Ongoing</p> <p>Ongoing</p> <p>September 2016</p> <p>Termly</p> <p>Ongoing</p> <p>Summer Term 2017</p> <p>Autumn Term 2016</p>	

<p>2c) Assessment</p>	<p>i To use assessments accurately and informatively.</p>	<p>Assessment without levels to be consolidated through the use of Classroom Monitor.</p>	<p>AB SH SLT</p>		
	<p>Focus upon integral continuous teacher assessment. DHT and WSPPL to oversee. SLT to monitor and analyse effectiveness. <i>NB tests to be used to back up teacher assessment act as teacher assessment.</i></p> <p>Work samples analysed regularly at SLT meetings.</p> <p>Writing to be moderated to ensure that targeted marking is being employed effectively. Writing moderated at each assessment round.</p>		<p>SLT</p> <p>All staff</p>		
	<p>ii To use data strategically</p>	<p>Classroom Monitor: Staff to have ownership of data and to input information. Increased knowledge of disadvantaged children and other significant groups.</p> <p>End of year targets set for each year group and these to be broken down into termly targets. Half termly pupil progress meetings and termly data meetings.</p> <p>Review interventions/support in light of findings.</p>	<p>All staff</p> <p>DHa and AB</p> <p>DHa and AB</p>		
	<p>iii To further improve the use of assessment for learning to raise standards</p>	<p>Share best practice to increase consistency. WSPPL to model best practice and to organise meetings with good to outstanding group.</p> <p>Whole school triad focus to be on AfL in Autumn term. DHT to organise whole school triads on a termly basis.</p>	<p>SH</p> <p>AB</p>		

<p>2d) Intervention</p> <p>i To use tracking to ‘narrow the gap’ <i>See Targets 1b, 1c and 1d.</i></p> <p>ii To continue sets across Y5/6, and Y3/4 ‘narrow the gap’ <i>See Target 1c</i></p> <p>iii To use an effective Booster programme to raise standards <i>See Targets 1b,c,d</i></p>	<p>SENCO to lead new way of interventions and how to record and track these. WSPPL to monitor effectiveness.</p> <p>Small group and 1:1 intervention.</p> <p>Discussion re interventions during TA meetings</p> <p>Very favourable adult-pupil ratios and high level of TA support.</p> <p>Continue to deploy sets in KS2. Ensure lower sets have smaller numbers and a higher level of adult support.</p> <p>2 Extra teacher employed between 2012 and 2014 to facilitate this. Further teacher employed to create 4th set (2 x Y5 and 2x Y6) in January 2017 for SATs.</p> <p>Parents information meetings, Y2 and Y6.</p> <p>Carefully planned “close to boundary” work, plus work on the “exceeding” at Y6. <i>NB Peter Taylor to work with Y6 in Maths.</i></p> <p>Use of another teacher to create 4th Y5/6 set and allow focused afternoon work in the spring of 2016.</p>		<p>LSm SH</p> <p>KS Leaders</p> <p>AB</p> <p>AB and JP</p> <p>AB</p> <p>DHa and AB</p>	<p>September 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>October 2016</p> <p>Weekly</p> <p>January 2017</p>	
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<p>2e) Curriculum and Provision</p> <p><i>See Targets 1a, 1b and 1c.</i></p> <p>i To develop the use of outdoor learning.</p> <p>ii To ensure that the curriculum is heavily weighted to the development of English <i>See target 1b,c</i></p> <p>iii To further develop music provision</p> <p>iv To further enhance the quality of ICT provision</p>	<p>See Outdoor Learning Action Plan</p> <p>See Curriculum Action Plan</p> <p>Writing opportunities through topic. Consolidation of key skills through the curriculum. See Curriculum Plan- curriculum to be audited.</p> <p>See Music Action Plan</p> <p>Continued opportunities to play a range of musical instruments in KS2 and to work with Brendon Renwick in EYFS and KS1.</p> <p>End of term brass and harp concerts.</p> <p>Brendon Renwick to write Garden song with target group (see Artsmark Gold submission and links to boys writing).</p> <p>Specialist Music teaching, utilising internal expertise</p> <p>See Computing Action Plan</p> <p>Staff audits followed up with EDA training.</p> <p>E Safety training for parents by LA.</p> <p>Gooseberry Planet purchased to develop E Safety awareness amongst children.</p>		<p>SLT to monitor</p> <p>Y3/4 to organise.</p> <p>RC</p> <p>RC</p> <p>RC</p>	<p>During monitoring weeks</p> <p>Termly</p> <p>Autumn Term</p> <p>Spring Term</p> <p>Autumn Term</p>	
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<p>v To develop and improve MFL across the school</p>	<p>Extra iPads purchased to make a half class set</p> <p>See MFL Action Plan</p> <p>Higher profile 2016-17. EDA involvement to audit.</p>		<p>DHa</p> <p>LSm</p>	<p>Discuss at budget meeting</p> <p>Throughout 2016 – 2017</p>	
<p>vi To further develop sporting provision</p>	<p>See PE Action Plan See Sports Premium Statement</p> <p>To ensure breadth and excellence in provision - utilise expertise of outside coaches.</p> <p>Partnership with Pink Gym.</p> <p>Utilise the expertise of Sports Assistant and LSi (Gymnastics, Dance).</p> <p>To develop MAT children- provision from LSi, BMcH and TC.</p> <p>To develop structured lunch time provision- MUGA to be timetabled.</p> <p>JT to investigate possible new sports to try on MUGA, such as Hockey (utilise skills of CE).</p> <p>Yard to be zoned and Freddy Fit equipment to be utilised by Sports Assistant. Refresher training for Freddy Fit YL.</p> <p>Sports Assistant to award medals for leadership and for effective play.</p>		<p>JT to lead PE. RC to support.</p>	<p>Throughout 2016 – 2017</p>	

vii To further enhance the quality of Science provision	<p>See Science Plan Action Plan</p> <p>Continue Faculty Style Leadership with AB and AC</p> <p>Investigate possible accreditation to acknowledge excellence.</p>		AB and AC	Throughout 2016 – 2017	
viii To further develop Art and DT provision	<p>See Art and DT Action Plan</p> <p>Develop Faculty Style Leadership- AC to lead in LW's absence , supported by LSi (Art) and MP (DT and Art), and by Dana H in aspects of Primary leadership- (review plans, curriculum coverage and practice).</p> <p>Artsmark Gold submission- children working with mosaic artist (l/w boys writing)</p>		AC and DHa	Autumn Term 2016	
ix To review and improve homework provision	<p>HT, DHT and WSPPL to investigate best practice in other schools. To pilot focussed homework in Y3/4 in the Autumn term.</p> <p>English Leads and SLT to identify vocabulary packs/activities and homework to be based on these activities. Pre and post assessment of children. Pre and post surveys with parents.</p> <p>Similar approach with Y3/4 on times tables.</p> <p>Roll out across the school if successful.</p>		DHa, AB and SH SLT MB and SH	Autumn Term 2016 Throughout 2016 – 2017	

How will we monitor and evaluate this improvement?

Staff questionnaires, Pupil questionnaires, Parent questionnaires, Work scrutiny, Planning analysis and monitoring, Data to illustrate performance and progress.
SIP reviewed on a half termly basis.

Target Three – Personal Development, Behaviour and Welfare

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
<p>3a)</p> <p>To continue to incorporate 'BE THE BEST YOU CAN BE' to all aspects of school</p> <p><i>Impacts upon all aspects of measurable outcomes</i></p>	<p>Celebrating Success Assemblies to re-enforce.</p> <p>Nominations made by staff for awards, which will be made in the CSA. Wall of fame of photographs to be created with citations.</p> <p>Staff to give constant reminders of the ethos. <i>What does it mean in relation to each element of school?</i></p> <p>HT to continue to mention on newsletters and website.</p>		<p>All staff</p> <p>All staff</p> <p>All staff</p> <p>DHa</p>	<p>Weekly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
<p>3b)</p> <p>To encourage positive behaviour</p> <p><i>Impacts upon all aspects of measurable outcomes</i></p>	<p>Positive reinforcement - all staff to value and celebrate children who are carrying out this ethos.</p> <p>Behaviour Policy refresher in September 2016.</p> <p>Consistent use of school reward systems - rainbow status positive post cards, award of Gold Coins, pirate points for work and class dojo points for behaviour.</p> <p>Pirate day in September. Rewards for winning teams- money raised from the Pirate day- incentive to all. Winning team each term to attend reward trip.</p> <p>Lunch time reward system to be introduced to help ensure that lunch time is a consistently positive experience for most children. Training for lunch staff via SAFC Foundation. Observations of lunch procedure as part of monitoring by HT and DHT plus peers.</p>		<p>All staff</p> <p>DHa and AB</p> <p>All staff</p> <p>AB</p> <p>DHa</p>	<p>Ongoing</p> <p>September 2016</p> <p>Ongoing</p> <p>September 2016</p> <p>September 2016</p>	

	<p>Utilisation of studio area - vulnerable children to be targeted for lunch time supervision by the support staff.</p> <p>Library Boxes installed outside</p> <p>Cloudy time sanctions to be instant. Letters home to parents to inform of behaviour. Provision set up with Behaviour Support plus LACES for targeted children. NB possibility of Nurture Group over lunch time and afternoon for targeted children.</p> <p>New system of playground buddies instigated (Y2 and Y6).</p>		<p>DHa and AB</p> <p>DHa and Wendy Minhinnert</p> <p>All staff</p> <p>DHa</p>	<p>September 2016</p> <p>Autumn Term 2016</p> <p>Ongoing</p> <p>Autumn Term 2016</p>	
<p>3c) To involve the children as key stakeholders. To embed British Values across the school.</p>	<p>School Council to visit Houses of Parliament.</p> <p>School Council to write a 'Children`s School Improvement Plan`.</p> <p>Continued use of Action Groups.</p> <p>Children to develop enterprise skills by making things to sell and compete against each other at Coffee afternoons.</p> <p>SNAG group to work with Taylor Shaw on monthly activities, including food tasting at the gate.</p> <p>Mosaic design – involve children.</p> <p>Playground marking - involve children.</p>		<p>LSm</p> <p>DHa and LSm</p> <p>KS Leaders to organise</p> <p>JP</p> <p>Taylor Shaw HS and GR</p> <p>DHa</p> <p>LSm</p>	<p>Spring Term</p> <p>Autumn Term</p> <p>Ongoing</p> <p>Spring Term 2017</p> <p>Ongoing</p> <p>Autumn Term</p> <p>Autumn Term</p>	

	Library Box project - involve children.		DHa	Autumn Term	
	British Values display in new media room.		AB and JP	Autumn Term	
3d) To audit and improve anti bullying work	Anti-bullying group to meet regularly with HT and do a podcast on the website. Anti-bullying week activities. Assemblies for parents - Y3/4 in Autumn, Y5/6 in Spring and Y1/2 in Summer. Focus upon Cyber Bullying, Social networking etc. Input from the LA. Workshops facilitated by LA. Initiatives with the Local Councillors.		DHa DHa, AB and LSm DHa AB and RC	Ongoing Anti-Bullying Week Ongoing Ongoing	
3e) To challenge and extend all groups of children	Ox Close to host another event for MAT children in the area. RC to organise. Training for RC in MAT. Focus upon mastery and greater depth in staff meetings and training.		RC DHa	Summer Term 2017 Autumn Term 2016	
3f) To engage children through broad based school provision	See New Curriculum Maps. See Subject Action Plans				
3g) To update staff on good Health and Safety practice	Basic First Aid for support staff in September 2016 and for teachers in January 2017. Health and Safety Staff Meeting – September 2016		AB DHa and AB	September	

3h) To maintain and improve Safeguarding procedures	Review Single Central Record – Headteacher, Deputy Headteacher and Mandie Spence.		DHa, AB and Mandie Spence	September 2016	
	Monitoring - Safeguarding Trail - Headteacher, DHT		DHa and AB	Ongoing	
	Fortnightly meetings of safeguarding team as part of SLT meetings (Thurs pm).		SLT	Fortnightly	
	Upgrade of security of front entrance.		DHa	Autumn Term	
	Safeguarding System to be overhauled and improved by Mandie Spence in September 2016. Review of all office systems to follow.	£600	Mandie Spence	Autumn Term	

How will we monitor and evaluate this improvement?

Pupil questionnaires, Parental questionnaires, Pupil consultation outcomes (withdrawn groups), Lesson observations. SIP reviewed on a half termly basis.

Target Four – Learning and Working Environment

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
4a) To equip and utilise the school extension.	Ensure new classrooms are fully equipped.		DHa	August 2016	
	Recruit extra cleaning staff.		DHa	July 2016	
	Develop internal display along the corridor (Wall of Fame).		DHa	Autumn Term 2016	
	Develop external mosaic (see Art and DT section).		DHa	Ongoing	
	Complete fire and evacuation plans for new areas.		DHa and AB	September	
	Establish safest and best route out of school for children who are in the new classrooms.		DHa and AB	September	
	Utilise the studio hall to allow more PE, drama, Family Learning and faster lunches.		DHa and AB	September	
	Equip new media room and store lap tops and iPads in new office area.		DHa and RC	September	
	New office to house confidential cupboard, which has items such as SATs papers in.		AB	Autumn Term 2016	
Possible purchase of further confidential cupboard to house Child Protection and LAC information.	DHa	Autumn Term 2016			
Equip medical room with fridge, locked cabinet, bed etc.	DHa, AB and ER	Autumn Term 2016			

	<p>Adjust cloak area in KSI corridor to allow more open design and easier access.</p> <p>Assess School Office lay out and look to create more space. Tidy desk policy. Floor ways to be kept clear.</p> <p>Assess quality of windows at the front of the school and access quotes for improvements. Work to be phased over time.</p> <p>Energy Conservation- new person appointed to be in charge of the Eco team. Children to get involved in monitoring energy consumption. To raise awareness amongst staff and children. Weekly reports to be filed, reports made during assembly. Use SLA</p> <p>HT, DHT and JC to do monthly inspection as part of the Better Environment initiative.</p>		<p>AMBIC</p> <p>JS, ER, DHa and AB</p> <p>DHa and JC</p> <p>DHa</p> <p>DHa, AB and JC</p>	<p>Spring Term 2017</p> <p>Ongoing</p> <p>Throughout 2016 – 2017</p> <p>Ongoing</p> <p>Monthly</p>	
<p>4c)</p> <p>To equip and utilise the school extension.</p>	<p>Children to select markings for the new, improved yard.</p> <p>MUGA to have markings added and to be timetabled on a play time and lunch time.</p> <p>Investigate the possibility of installing outdoor table tennis table and fence posts with solar powered story panels.</p> <p>Library Boxes to be installed throughout the grounds to encourage reading outside.</p> <p>Insurance to be arranged for log cabin when heating finally completed.</p>		<p>DHa, LSm and School Council.</p> <p>JT</p> <p>DHa and JT</p> <p>DHa</p> <p>DHa</p>	<p>September 2016</p> <p>Ocotber 2016</p> <p>Spring Term 2017</p> <p>Autumn Term 2016</p> <p>Autumn Term</p>	

	<p>Electrical estimators to provide costs for electricity as it is linked to Ox Close Nursery. Financial Reimbursement necessary.</p> <p>Reeds to be removed from the pond and pond to be maintained on a regular basis. Approach local companies to request volunteers through the Company Volunteer Scheme.</p> <p>Further Feasibility Study commissioned by the HT to determine the best way of providing a toilet in the Community Garden. Investigate the possibility of linking to the drainage associated with the extension. If not possible, septic tank installed, with water from the nursery.</p> <p>Trim trail to be maintained and tested on an annual basis. Caretakers to check on a daily basis. <i>Outstanding improvements to be made by the Wickstead (those which they identified themselves as priority).</i></p> <p>Car Parking:</p> <p>All staff to park on site now that there are 10+ extra spaces. 5mph sign to be put back up and staff to be reminded of the need to drive at this speed. Nursery to remind parents of the need to avoid walking down the drive and to instead use the pedestrian entrance and exit. Fence to be built across to block access to where the former cycle gate was.</p>		<p>DHa and JS</p> <p>DHa and AB</p> <p>DHa</p> <p>JC and EB</p> <p>DHa, AB, JC and EB</p>		
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How will we monitor and evaluate this improvement?

Survey visiting schools regarding the outdoor provision provided. SIP reviewed on a half termly basis.

Target Five – Effectiveness of Leadership and Management

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
<p>5a)</p> <p>To further develop leadership capacity</p>	<p>See Governors Improvement Plan.</p> <p>Leadership Coach to work with all teachers on the purpose of school leadership and the link between teaching and learning and school and subject leadership.</p> <p>DHT to continue to receive effective CPD and opportunities. To be involved directly with budget in review in autumn and setting new budget in Spring 2017.</p> <p>SLT, including KS leaders and SENCO, HT, DHT and WSPPL to have training on new Raiseonline, plus on the use of FFT Aspire. Use FFT Aspire to assist with target setting.</p> <p>HT, DHT and WSPPL to look to ‘create the space’ to allow effective observation, analysis, reflection and improvement.</p> <p>WSPPL to deputise for DHT in her absence.</p> <p>WSPPL to be key person for LAC.</p> <p>HT, DHT and WSPPL to work together to improve practice and to develop leadership amongst teachers (Good to Great). WSPPL 30 minute review discussion with RC, JT, HS and GR per half term.</p> <p>WSPPL to mentor teachers above and MP and AF.</p>	<p>£2250</p> <p>SLA</p>	<p>DHa and Chris Jones</p> <p>SLT</p> <p>DHa to organise.</p> <p>JP/SH</p> <p>JP/SH</p> <p>DHa, AB, SH and JP</p> <p>SH</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn Term 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	

	<p>WSPPL to lead drive to improve writing outcomes for boys via work with the Arts.</p> <p>DHT to continue as facilitator on NPQSL</p> <p>HT, DHT, JC to lead inspections of Better Environment.</p> <p>HT and DHT to monitor Lunch time provision as part of monitoring arrangements. Peer shadowing/observations also to take place.</p> <p>Subject leaders to have the opportunity to present to Governors. Involvement in the SEF process. New FGB model to include more direct involvement between key staff and named Governors.</p> <p>Weekly scheduled, timetabled meetings of the SLT (Thurs PM for 30 mins).</p> <p>Key Stage leaders to take more direct responsibility for their own phase, following half termly data meetings with SLT.</p> <p>To use Chris Armstrong as professional partner to HT to help drive standards forwards.</p> <p>AB to be Professional Tutor for SCITT.</p> <p>JP to become SBM for SCITT in 2016 – 2017 and to attend training in September.</p>		<p>SH</p> <p>AB</p> <p>DHa, AB and JC</p> <p>DHa and AB</p> <p>DHa and PS</p> <p>SLT</p> <p>KS Leaders</p> <p>DHa</p> <p>AB</p> <p>JP</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Weekly</p> <p>Half Termly Meetings</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	
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<p>5b)</p> <p>To promote consistency in lesson observation judgement and feedback and how this is used to improve teaching and learning.</p> <p>To share and disseminate good practice L and M</p>	<p>Refer closely to OfSTED schedule.</p> <p>Close discussion during SLT meetings.</p> <p>Paired observations, including some with the LA Literacy advisor and EDP.</p> <p>Cross authority moderation arrangement with Wynyard Free School, Lingey House- staff arranged in reciprocal lesson observation process.</p> <p>'Good to Great' teaching programme driven by WSPPL.</p> <p>DHT to set up termly triads.</p> <p>Database of expertise established- eg AfL, Guided Reading, Gymnastics etc. Opportunities to shadow and observe.</p>	<p>SLA</p>	<p>DHa and AB</p> <p>SLT</p> <p>DHa</p> <p>DHa</p> <p>SH</p> <p>AB</p> <p>DHa</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Half termly meetings</p> <p>Termly</p> <p>Ongoing</p>	
<p>5c)</p> <p>To distribute leadership and accountability.</p>	<p>HT to consider continuing with application to receive OfSTED training.</p> <p>Subject leaders to undertake audits with all staff during INSET.</p> <p>Identify training and development needs in view of the new curriculum. Subject leaders to drive this plan forward.</p> <p>All subject leaders must be involved in monitoring and observation at some point over the academic year and produce a brief report to Governors against each of their subject targets.</p>		<p>DHa</p> <p>Subject Leaders</p> <p>Subject Leaders</p> <p>DHa, PS and Subject Leaders</p>	<p>Autumn Term 2016</p> <p>Ongoing</p> <p>September 2016</p> <p>Ongoing</p>	

	<p>Scheduled leadership release time available via CE</p> <p>Faculty style leadership model to operate in Art and DT, Science and PE. Model to utilise the expertise of TAs - LSi in Art, DT and PE, MP in Art and DT, BMc and TC in PE and AC in Science. To develop the leadership capacity of those TAs as part of the process. Opportunity offered to all TAs. DH bought in to assist Art and Design team with subject leadership, to model practice and coach others in Art and DT.</p> <p>AC to be named person for MP and DW as they adjust to move from teacher to TA, also to assist AF</p> <p>JTh to lead work on Young Carers</p> <p>Opportunities for all subject leaders to create links with counterparts in other good and outstanding schools. To share good practice and establish the requirements of moving from good to great.</p>		<p>AB and CE</p> <p>All staff identified</p> <p>AC</p> <p>JTh</p> <p>DHa</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn Term 2016</p> <p>Ongoing</p>	
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How will we monitor and evaluate this improvement?

Staff questionnaires. SIP reviewed on a half termly basis.