



Dedicated to Excellence

Ox Close Primary School School Improvement Plan 2018 - 2019

Outcomes for Pupils

Aspirational Targets for 2018 - 2019

Aspirational Target - EYFS 2019:

Good Level of Development	74%
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Aspirational Target – Phonics Screening Y1:

Pass Y1 Phonics Screening	85%
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Aspirational Targets - Key Stage One 2019:

	Expected Level	Working at Greater Depth
Maths	85%	44%
Reading	85%	35%
Writing	76%	26%
GPS	79%	32%

Aspirational Targets - Key Stage Two 2019

	Expected Level	Higher Score
Maths	90%	37%
Reading	87%	37%
Writing	86%	29%
GPS	87%	29%
RWM	77%	16%

Target/Outcome	Actions	Resources	Person responsible	Timescale	Evaluation
<p>To further accelerate progress of vulnerable groups in order to narrow the attainment gap.</p>	<p>Pupil Premium:</p> <ul style="list-style-type: none"> - Monitor provision of intervention through learning walks. - Monitor outcomes of intervention through talking to staff and pupils. - Focus on improving writing outcomes for pupil premium pupils. This will include diagnostic analysis of writing, training for staff on the writing process, EDA involvement, discussions with staff and interventions that are needs lead. This needs to be reviewed regularly with data analysis carried out termly. - Pupil Premium Writing to be focus of Triads in Autumn Term 2018. <p>SEND:</p> <ul style="list-style-type: none"> - Work alongside outside agencies to ensure interventions match the needs of the children. - Monitor provision of intervention through learning walks. - Time to be built in so that SENCo can strategically monitor and manage SEND across the school. <p>Boys:</p> <ul style="list-style-type: none"> - Staff to plan topics around current boy interests. - Focus group of more able boys to be set up and then consulted on how stimulating they feel the curriculum to be. - Create opportunities for more able boys to work with external creative professionals such as Adam Bushnell (local author). This to then be followed up during intervention time in Spring 2. 	<p>Intervention Tracking System</p> <p>Work Samples Questionnaires EDA Support</p> <p>Use of SENCO Time</p>	<p>DH, AB and SH</p> <p>DH, AB and SH</p> <p>SH and MB</p> <p>DH and AB</p> <p>LSm</p> <p>LSm</p> <p>DH and LSm</p> <p>AB – to monitor topics</p> <p>DH</p> <p>DH, SH and MB.</p>	<p>Termly</p> <p>Ongoing</p> <p>September 2018 and reviewed regularly.</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing – time to be agreed in September 2018.</p> <p>Ongoing</p> <p>September 2018</p> <p>Spring Term 2019</p>	

How will we monitor and evaluate this improvement?

- End of year and end of term targets for each year group to be created in September 2018.
- Progress meetings – termly to discuss data and targets and half termly to discuss target children and intervention.
- Regular sampling of planning and books – DH and AB to have a weekly focus. Subject leaders to be involved termly during monitoring cycle.
- Regular Monitoring Activities – see Monitoring Timetables produced on a termly basis.
- Pupil and Parent Feedback / Questionnaires following ongoing throughout the year.
- Feedback from staff.
- Feedback from focus groups.

Effectiveness of Leadership and Management

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
To continue to ensure that safeguarding is effective.	<ul style="list-style-type: none"> - Complete Safeguarding Audit alongside Lead Governor for Safeguarding. - Weekly meetings to held between Designated Lead and Deputy Designated Lead. - Fortnightly reviews with PSA. - Monthly meeting with SLT team to identify pupils who may be at risk and discuss ongoing safeguarding cases. - New staff to receive induction and training in Safeguarding. - Continue SLA with Assistems to ensure that Single Central Record continues to meet all legal requirements. - New governors to undertake relevant safeguarding training. - Minute staff meetings to show where safeguarding updates have been shared with staff. - Implement new Keeping Children Safe in Education policy in September 2018. 	£1500	Designated Lead – Daniel Harrison Deputy Designated Lead – Anna Bowden	Ongoing	
To ensure that there is a strategic focus of leadership upon teaching and learning.	<ul style="list-style-type: none"> - Deputy Headteacher to be non-classed based in the Autumn Term 2018. - Regular sampling of planning and books – DH and AB to have a weekly focus. - Needs led focus on pupil premium writing to be managed and monitored by SH with regular feedback given to DH and AB. 		AB DH and AB SH	Autumn Term 2018 Ongoing Autumn Term 2018	
Governors to continue to hold leaders to account.	<ul style="list-style-type: none"> - Governors to continue to update Governor School Improvement Plan. - Governors to write update for parents. - Termly Full Governing Body Meetings. - Regular committee meetings to give governors the opportunity to work with and challenge key leaders. 		Governors	Ongoing	

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
To improve the accountability and capacity of Middle Leaders.	<ul style="list-style-type: none"> - Use of EDS SLA to support Middle Leaders in enhancing provision and their readiness for OFSTED. Potential opportunities for staff to work with leads in other schools - Middle Leaders to have the opportunity to work with secondary school colleagues/ subject experts. - Subject leaders to audit staff and subject and use this to use a range of different leadership strategies to improve practice and outcomes for pupils in their subjects. - Opportunities for Middle Leaders to work and be challenged by Governors. - Opportunities for Middle leaders to have an impact on ITT – High Force SCITT and Durham University PGCE. - Work alongside colleagues within school and externally to identify best practice. 	£600	DH DH Subject leaders DH DH DH	Autumn Term 2018 Ongoing	
To implement Performance Development for teachers.	<ul style="list-style-type: none"> - Continue to implement Performance Development model and reinforce how this links in to data, SIP and OFSTED focuses. - Monitoring system to triangulate all areas of OFSTED framework (data, teaching and learning, work scrutinies and pupil consultation) before a judgement on performance development is given 		DH	September 2018	
To embed British Values across the curriculum.	<ul style="list-style-type: none"> - Take part in the 'Making a Difference' Challenge. - Take part in Fairtrade Week activities week February and March 2019. - Introduce Playground Buddies in Year 2 and Year 6 with caps / jackets to wear. - Celebrate National Awareness Days / Weeks through assemblies. - Educate and Celebrate events to be timetabled at various points in the year. - Show Racism the Red Card – Years 5 and 6 		JP LW DH	Ongoing through school year	

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
<p>To continue to ensure that pupil premium funding is used effectively to accelerate the progress of disadvantaged children.</p>	<ul style="list-style-type: none"> - Pupil Premium Strategy for 2018 - 2019 - Continue to manage and monitor the intervention tracking system, which monitors the progress of Pupil Premium children in interventions. - Monitor provision of intervention through learning walks. - Monitor outcomes of intervention through talking to staff and pupils. - Focus on improving writing outcomes for pupil premium pupils. This will include diagnostic analysis of writing, training for staff on the writing process, EDA involvement, discussions with staff and interventions that are needs lead. This needs to be reviewed regularly with data analysis carried out termly. - Pupil Premium Writing to be focus of Triads in Autumn Term 2018. - Governors to hold senior leaders to account during Curriculum team meetings and Full Governing Meetings. 		<p>DH AB and SH</p> <p>Governors</p>	<p>September 2018</p> <p>Ongoing</p>	

How will we monitor and evaluate this improvement?

- Regular review safeguarding procedures in school and these will be audited by the Safeguarding Governor.
- Headteacher Reports which are linked to the outcomes within the SIP.
- EDP Notes of Visits.
- Governing Body Meetings – minutes.
- Questionnaires – pupils, parents and staff.
- Termly analysis of Pupil Premium Strategy and impact of the spend.
- Performance Development reviews.

Quality of Teaching, Learning and Assessment

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
To increase proportion of teaching which is outstanding.	<ul style="list-style-type: none"> - Opportunities for all teachers to observe best practice within the school. Triads to be formed and specific focuses to be given. - Planning in teams to be continued to ensure consistency and provide a further opportunity to learn from each other. - Opportunities to work with professionals from other setting to share ideas and disseminate best practice. - Create a strategic focus in school upon aspects of best practice. Autumn Term – Writing (Pupil Premium) Spring Term – Maths – Dive Deeper Challenge Summer Term – Subject Specific Skills - Regular monitoring of staff with an identification of needs being shared after. 	Release Time PPA Time Staff Meetings	AB DH and AB DH and AB SLT	Termly Ongoing September 2018 Ongoing Ongoing	
To use Classroom Monitor as a target setting device for all children across school.	<ul style="list-style-type: none"> - Set up Classroom Monitor target tracker for all groups. - Refresher training tracking system –revisited on a termly basis to ensure that the system is being used efficiently. - Half-termly pupil progress meetings to be held with SLT. - Targets to be reviewed by class teachers and HT/DHT on a termly basis. 	Staff Meeting	AB AB DH and AB DH, AB and Class Teacher	September 2018 Ongoing	
To continue to develop the whole school assessment approach for the wider curriculum	<ul style="list-style-type: none"> - Become a member of the ‘Assessment Working Party’ with other primary schools to continue to explore how we assess and moderate the wider curriculum. - Review foundation assessments on a termly basis and track children’s progress. - Regular meetings of ‘Assessment Working Party’ to ensure consistency across schools. 	Termly meetings	AB AB AB and Class Teachers	September 2018 September 2018 Termly	

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
To ensure that staff have the capacity to teach subject specific skills in the wider curriculum	<ul style="list-style-type: none"> - Subject leaders to audit staff and subject and use this to use a range of different leadership strategies to improve practice and outcomes for pupils in their subjects. Pre and post questionnaires to be used. - Subject leaders to design 'Milestone Assessment Tasks' on a half-termly basis which best capture the necessary range of skills to be working at and beyond the expected stage in relation to the National Curriculum. As part of this, subject leaders to work alongside secondary school subject experts, EDAs and subject experts from other primary schools to moderate the expectations. - Subject leaders to create a portfolio of work for each year group which can be used for future moderations and exemplification. 	SLA - £1000	Subject Leaders Subject Leaders Subject Leaders	September 2018 Autumn Term 2018 Ongoing	
To continue to enhance the quality of reading provision across the school.	<ul style="list-style-type: none"> - 5-day model of Read, Write, Inc. to be continued. RWI leader to be provided with release time to monitor the provision of RWI across EYFS and KS1. RWI Leader to run an intervention group. - Children who did not pass phonics test in KS1 to access Fresh Start Phonics in KS2. - Monitor Accelerated Reader across KS2 and monitor children's progress on a half-termly basis. - Lexia to be implemented throughout school for those children who struggle with reading and spelling. Children to be identified by SENCO. 	£1700 – licence fee.	LW and EYFS/KS1 Staff LW AB, MB and SH LSm	Ongoing September 2018 September 2018 Ongoing	

<p>To enhance the quality of writing provision across the school.</p> <p>To enhance the provision for Greater Depth writers.</p>	<ul style="list-style-type: none"> - Staff training and input on the development of the writing process so that there is a consistent approach to the planning of English. - Modelling Writing training delivered by EDA and then followed up by subject leaders. - Input on the teaching of specific genres – led by EDA and followed up by subject leaders. - Subject leaders to develop staff questionnaire to identify areas of need in the teaching, learning and assessment of English focussing on genres of writing. - EDA to train staff on creating challenge for children through marking – subject leaders to follow up on this. - Strategies to accelerate progress amongst less able/confident writers- feed into Pupil Premium provision. This is to include a steer on intervention work, which will be carried out by Teaching Assistants. - Increase teacher confidence through working with other schools to look at what greater depth writing in each year groups looks like. - Staff to attend Local Authority training on Greater Depth writing. - Create opportunities for more able boys to work with external creative professionals such as Adam Bushnell (local author). This to then be followed up during intervention time in Spring 2. 	<p>EDA Time - £1000</p>	<p>EDA</p> <p>MB and SH to monitor and feedback to DH and AB.</p>	<p>Autumn Term 2018</p> <p>Monitoring ongoing</p>	
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Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
<p>To ensure staff are secure with planning and delivery of effective Mastery Maths lessons.</p> <p>To introduce Dive Deeper tasks in order to embed differentiation tasks for Greater Depth pupils.</p>	<ul style="list-style-type: none"> - Subject leaders to take part in Mastery training throughout 2018 – 2019 and be part of the Carmel Maths Teaching Alliance. - Use of Fluency, Reasoning and Problem Solving to be monitored through lesson observations and book scrutiny. - Training on delivery of Dive Deeper tasks to ensure evidence of children working at Greater Depth. - Training to discuss effective use of assessment to ensure children are effectively challenged. 	Release time to attend Carmel Maths Alliance	<p>JP and AB</p> <p>JP and LP</p>	<p>September 2018</p> <p>Ongoing</p>	
To further enhance homework provision across the school.	<ul style="list-style-type: none"> - Key Stage One and Two to continue with topic related 'Pick 'N' Mix' grids. For those who do not wish to access these grids, consolidation packs to be produced. - Termly exhibitions of homework – parents to be invited in to school to view the homework. - Consider working with Whitworth Park to display homework from both schools. - Ensure questions about homework is included on pupil and parent questionnaire. 		<p>All Staff</p> <p>AB and Key Stage Leaders</p> <p>DH</p> <p>DH</p>	<p>Ongoing</p> <p>Termly</p> <p>Spring Term 2019</p> <p>October 2018</p> <p>June 2019</p>	
To continue with holistic provision in order to have a broad and balanced curriculum and provide a range of opportunities for the children at Ox Close.	<ul style="list-style-type: none"> - See individual subject action plans. <p>Examples of additional provision:</p> <ul style="list-style-type: none"> - Outdoor Education from Sc.Out.Ed - Music - The Arts - Sporting Opportunities - Educate and Celebrate - British Values 	Enrichment Budget	<p>Subject Leads</p> <p>DH and AB</p>	Ongoing	

How will we monitor and evaluate this improvement?

- Regular sampling of planning and books – DH and AB to have a weekly focus. Subject leaders to be involved termly during monitoring cycle.
- Regular Monitoring Activities – see Monitoring Timetables produced on a termly basis.
- Pupil and Parent Feedback / Questionnaires following parent workshops / development of e-learning materials.
- Staff Feedback.
- Monitoring of attainment and progress throughout the school.

Personal Development, Behaviour and Welfare

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
<p>To ensure that children know how to keep themselves safe and healthy.</p>	<ul style="list-style-type: none"> - Ensure children are questioned in pupils questionnaires about feeling safe in school. - Curriculum focus on keeping safe and healthy during citizenship actions of topics. - Anti-Bullying Week to be held in March 2019. - Safety assemblies to be held on a termly basis: <ul style="list-style-type: none"> o Autumn – Firework Safety o Spring – Water Safety o Summer – Sun Safety - Local PCSO assemblies and workshops. - NSPCC Assemblies for KS1 and KS2. - NSPCC Workshops for Years 5 and 6. - Drugs awareness assemblies following discussions with Safeguarding Governor about current community issues. - School nurse puberty talks for Year 5 and 6 children. - Educate and Celebrate assemblies. 			<p>October 2018 and June 2019</p> <p>March 2019 Termly</p> <p>Summer Term 2019 Ongoing</p>	
<p>To continue to develop a greater awareness of online safety with both pupils and parents.</p>	<ul style="list-style-type: none"> - Send home latest edition of 'Digital Parenting' magazine. - Regular newsletter items to alert parents to current online safety issues. Social media to be used for this as well. - Organise Online Safety week around Safer Internet Day within school. Children to participate in classroom activities and share learning in whole school assembly. - E-safety display board in KS2 corridor. - Parent workshops February 2019 with EDA Pauline Stewart. - E-Cadets to continue to run and present in KS assemblies. - Continue to hold regular meetings of the E-Safety committee. 	<p>£600</p>	<p>DH</p> <p>RC</p> <p>Pauline Stewart and RC</p> <p>RC</p> <p>AB and RC</p>	<p>Ongoing</p> <p>February 2019</p> <p>6th February 2019 Half Termly</p> <p>Termly</p>	

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
To reinforce school behaviour system and ensure that a consistent approach is being used throughout school.	<ul style="list-style-type: none"> - Behaviour Policy refresher in PD Day. - Consistent implementation of behaviour system. - Revisit the values in class and in assembly so that children are linking these to the school code of conduct. - Monitoring of system to ensure that there is a consistent approach. - Speak to staff, pupil and parents about the Class Charts and act upon their feedback. - Introduce the online app to parents. 		DH DH and AB AB	September 2018 Ongoing Autumn Term 2018	
To encourage positive behaviour during all parts of the school day – lunchtime focus.	<ul style="list-style-type: none"> - Design and implement a new behaviour system taking in to the views of the lunchtime supervisors and the children. - 'Top Table' to be created in dining hall to promote good behaviour in dining hall. - Lunchtime Supervisors to continue with restorative questioning approach. Refresher training to be provided. - Observations of lunchtime procedures as part of monitoring procedures. Feedback to be given to lunchtime supervisors. - Sports Apprentice to organise effective provision of games and to lead the LEAP leaders. PE Co-ordinator to oversee this. - Continue to utilise the MUGA via rota at playtime and lunchtime. - Play Council to continue to provide outdoor play opportunities on a rota basis. - Play Council and LEAP leaders to be involved in assemblies. 		DH and AB DH and AB DH DH LP and HS	September 2018 September 2018 September 2018 Ongoing September 2018 Ongoing Ongoing Ongoing	

How will we monitor and evaluate this improvement?

Pupil questionnaires

Parental questionnaires

Lesson observations

Observations of lunchtimes

Staff questionnaires

SIMs Data - Attendance

Early Years Provision

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
To moderate Baseline Data to ensure the accuracy of on entry assessment.	<ul style="list-style-type: none"> - Use of EDS SLA to support Baseline Data judgements. - To work alongside the Headteacher of Ox Close Nursery to ensure data is aligned. 	£600	DH and MB	October 2018	
<p>To ensure that the EYFS provision meets the needs of children including vulnerable groups.</p> <p>To accelerate progress of vulnerable groups in order to narrow the attainment gap.</p>	<p>Pupil Premium:</p> <ul style="list-style-type: none"> - Implement the new intervention tracking system, which monitors the progress of Pupil Premium children in interventions. - Ensure interventions change on a regular basis according to pupil need. - Monitor provision of intervention through learning walks. <p>Boys: <i>20 boys and 14 girls in the new EYFS cohort.</i></p> <ul style="list-style-type: none"> - Staff to plan topics around current boy interests. - Input from EDA on changing the provision to suit the needs of the boys on a termly basis. <p>More Able:</p> <ul style="list-style-type: none"> - Ensure that children are given more problem solving and reasoning opportunities in Maths. - Provide additional writing opportunities to challenge and extend the more able children. 	EDA Support - £600	DH, MB and LSm.	Ongoing	
To moderate end of year data to ensure consistency and accuracy of judgements.	<ul style="list-style-type: none"> - Use of EDS SLA to moderate end of year data. - To share data and moderation judgements with Governors. - Transition with Y1 staff to discuss data and identify children who will need extra intervention. 	£600	DH and MB EYFS and KSI Staff	June 2019 July 2019	

How will we monitor and evaluate this improvement?

- Regular sampling of planning and learning journals.
- Regular Monitoring Activities – see Monitoring Timetables produced on a termly basis.
- Pupil and Parent Feedback / Questionnaires following parent workshops
- Staff Feedback.
- Monitoring of attainment and progress throughout EYFS.