



Dedicated to Excellence

Ox Close Primary School School Improvement Plan 2019 - 2020

Aspirational Targets for 2019 - 2020

Aspirational Target - EYFS 2020:

Good Level of Development	76%*
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**To be reviewed following Baseline monitoring in October 2019.*

Aspirational Target – Phonics Screening Y1:

Pass Y1 Phonics Screening	86%
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Aspirational Targets - Key Stage One 2020:

	Expected Level	Working at Greater Depth
Maths	86%	39%
Reading	86%	32%
Writing	73%	24%
GPS	77%	32%

Aspirational Targets - Key Stage Two 2020:

	Expected Level	Higher Score
Maths	88%	34%
Reading	88%	34%
Writing	85%	20%
GPS	85%	34%
RWM	85%	20%

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 with a focus on continuing this across the wider curriculum. - Ensure that there is a focus on improving attainment of pupil premium children in Y3 and Y6 children. <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. <p>Additional Vulnerable Groups:</p> <ul style="list-style-type: none"> - Reception to Y1 - Y2 to Y3 	<p>Intervention Tracking System</p> <p>Work Samples Questionnaires EDA support if required</p> <p>Use of SENCO Time</p>	<p>DH and AB</p> <p>DH and AB</p> <p>AB, SH and MB</p> <p>LSm</p> <p>LSm</p> <p>DH and LSm</p> <p>AB – to monitor topics</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p>	

<p>To increase the proportions of children working at greater depth in all areas of the curriculum, with a particular focus that a greater number of children leave KS2 working at greater depth.</p>	<ul style="list-style-type: none"> - Monitor provision of intervention through learning walks. - Monitor outcomes of intervention through talking to staff and pupils. - Use of EDA's to moderate and evaluate practice. - Look at groupings of children to ensure that they match the needs of the children. - Half-termly pupil progress meetings to be held with SLT. - Targets to be reviewed by class teachers, Executive Head Teacher and Head of School on a termly basis. 	<p>EDA Support - £600</p>	<p>DH and AB DH and AB DH DH and AB AB DH and AB</p>	<p>Ongoing Ongoing Autumn Term 2019 Ongoing Half Termly Termly</p>	
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Effectiveness of Leadership and Management

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
<p>To continue to ensure that safeguarding is effective.</p>	<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/Attendance Manager. - 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. - Current staff to have refresher training in September to ensure that records on CPOMs are accurate. - All staff to have refresher training regarding GDPR in September. - 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 2019. 	<p style="text-align: center;">£1500</p>	<p>Designated Lead – Daniel Harrison</p> <p>Deputy Designated Lead – Anna Bowden</p>	<p>Ongoing</p>	
<p>To ensure that there is a strategic focus of leadership upon teaching and learning.</p>	<ul style="list-style-type: none"> - Head of School to be non-classed based in the Autumn Term 2019. - Regular sampling of planning and books – DH and AB to have a weekly focus. This is also to be carried out with subject leaders where appropriate. - Needs led focus on greater depth children ensuring that they are being catered for effectively in lessons. Focus for teaching triads. 		<p>AB</p> <p>DH and AB</p> <p>DH, AB and Subject Leaders</p>	<p>Autumn Term 2019</p> <p>Ongoing</p> <p>Autumn Term 2019 and then ongoing</p>	

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
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. 		Governor with responsibility for this to be appointed in Autumn Term	Ongoing	
To continue to improve the accountability and capacity of Middle Leaders.	<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. - Subject leaders to confidently talk about intent, implementation and impact of their subject and how it fits in to the wider curriculum of the school. - 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 develop leadership skills across schools, share and identify best practice and share knowledge regarding subject. 	£600 for additional resources	Subject Leaders DH and AB Subject leaders DH and AB DH	Autumn Term 2019 Ongoing Termly rota to be devised Ongoing 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, quality of education, curriculum design, work scrutinies and pupil consultation) before a judgement on performance development is given. - Leaders from Oxclose Nursery and Ox Close Primary to work together to evaluate practices across both settings – this to take place informally and formally during monitoring weeks. 		DH and AB Termly meetings with staff to review progress against targets. DH, AB and JT(OCN)	September 2019 Termly Ongoing. Termly during monitoring weeks.	

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
To embed British Values across the curriculum.	<ul style="list-style-type: none"> - Take part in the 'Making a Difference' Challenge. - Celebrate National Awareness Days / Weeks through assemblies. - Increase the opportunities to bring in visitors from other faiths, linked to the RE curriculum. - Educate and Celebrate events to be timetabled at various points in the year. - Show Racism the Red Card – Years 5 and 6 		JP to arrange LW	Ongoing	
To continue to ensure that pupil premium funding is used effectively to accelerate the progress of disadvantaged children.	<ul style="list-style-type: none"> - Pupil Premium Strategy for 2019 – 2020. - 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. - Governors to hold senior leaders to account during Curriculum Team meetings and Full Governing Body meetings. 		DH and AB Governors	Ongoing	
To promote the wellbeing of staff.	<ul style="list-style-type: none"> - Termly wellbeing weeks. - Ongoing commitment to workload management. - Staff wellbeing questionnaires. 		DH and AB	Termly Ongoing	

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 Education

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. - 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 2019 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, Executive Head Teacher and Head of School on a termly basis. 	Staff Meeting	AB AB DH and AB DH, AB and Class Teacher	September 2019 September 2019 Half Termly Termly	
To embed the recently initiated curriculum and assessment approach with consistency so that pupils' gaps in learning are identified and addressed.	<ul style="list-style-type: none"> - Continue to develop the progression of skills for each subject area. Ensure that children are gaining knowledge and developing skills in each subject. - Subject leaders to confidently talk about intent, implementation and impact of their subject and how it fits in to the wider curriculum of the school and feed this to all staff and children. - Review foundation assessments on a termly basis and track children's progress. - Work alongside colleagues within school and externally to identify best practice and share knowledge regarding subject. 	Release Time	AB, Subject Leaders and Class Teachers	Ongoing 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. - Class teachers to work alongside 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. - Subject leaders to create a portfolio of work for each year group which can be used for future moderations and exemplification. 		<p>Subject Leaders</p> <p>Subject Leaders</p> <p>Subject Leaders</p>	<p>September 2019</p> <p>Ongoing</p> <p>Ongoing</p>	
<p>To enhance the quality of writing and GPS provision across the school.</p> <p>To enhance the provision for Greater Depth writers and GPS.</p>	<ul style="list-style-type: none"> - AB to attend course on the teaching of EGPS. - English GPS training delivered by school staff and then followed up by subject leaders. - Input on how this links in when teaching of specific genres – led by AB and MB 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 focusing on GPS. - 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. - Year 2 and Year 6 to take part in County Moderation process and receive EDA support. 	Course Cost - £300	AB MB	<p>Autumn Term 2019</p> <p>Autumn Term 2019</p> <p>Summer Term 2020</p>	
Maths – To embed the Master for All approach across school.	<ul style="list-style-type: none"> - Subject leaders to take part in Mastery training throughout 2019 - 2020 and be part of the Carmel Maths Teaching Alliance. - Use of Fluency, Reasoning, Problem Solving and Dive Deeper to be monitored. - Training programme to be designed and implemented by Maths leads. 	Release time to attend Carmel Maths Alliance	<p>JP and LP</p> <p>JP and LP</p>	Ongoing – half termly meetings with Maths Alliance	

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
To introduce continuous provision in Year 1 to aid with transition from EYFS and also accelerate progress.	<ul style="list-style-type: none"> - Attended DCC Year 1 Conference – July 2019 - KSI Training following conference on how to introduce continuous provision. - Continuous Provision to be implemented from September 2019. It is to be reviewed on a regular basis in KS meetings. 	£300	JP and RC JP and AB JP and AB	July 2019 July 2019 September 2019 and then ongoing	
To ensure that all groups of pupils, particularly the most able, are challenged to think harder about their learning in subjects across the wider curriculum.	<ul style="list-style-type: none"> - Class teachers to ensure that writing opportunities are embedded across all subject areas. - Subject Leaders to monitor writing opportunities within their subject. - Staff to work with local schools to share opportunities for wider curriculum writing and discuss the best practice surrounding this. 		Class Teachers Subject Leaders DH and AB	Ongoing Ongoing Termly	
To further enhance homework provision across the school.	<ul style="list-style-type: none"> - Key Stage One children to receive weekly maths and spelling tasks to complete at home. These will be shared with parents via the new KSI School Diary. - Key Stage 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. - Ensure questions about homework is included on pupil and parent questionnaire. 		All Staff AB and Key Stage Leaders DH	Ongoing Termly End of each term January 2020	
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. Examples of additional provision: <ul style="list-style-type: none"> - Outdoor Education from Sc.Out.Ed - Music - The Arts - Sporting Opportunities - Educate and Celebrate - British Values 	Enrichment Budget	Subject Leads DH and AB	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.

Behaviour and Attitudes

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
<p>To reinforce school behaviour system and ensure that a consistent approach is being used throughout school.</p>	<ul style="list-style-type: none"> - Behaviour Policy refresher for all staff as well as refresher on effective behaviour for learning strategies. - 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. 		<p>AB</p> <p>DH and AB</p> <p>AB</p>	<p>September 2019</p> <p>Ongoing</p> <p>Ongoing</p>	
<p>To encourage positive behaviour during all parts of the school day – lunchtime focus.</p>	<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. - New equipment to be purchased for the MUGA. - Play Council to continue to provide outdoor play opportunities on a rota basis. - Selection of lunch supervisors to meet with the CLT on a termly basis. 		<p>DH and AB</p> <p>DH and AB</p> <p>DH</p> <p>DH</p> <p>LP and HSha</p> <p>LP</p> <p>DH</p>	<p>September 2019</p> <p>September 2019</p> <p>September 2019</p> <p>Ongoing</p> <p>September 2019</p> <p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>	

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
To ensure that all staff have the highest expectations of behaviour to promote consistently impeccable conduct across the school and in pupils' attitudes to learning.	<ul style="list-style-type: none"> - Staff training on strategies for ensuring behaviour for learning is positive and that staff have consistent high expectations for behaviour and attitudes for learning. - To monitor during monitoring weeks in school and ensure impact of training is evident. - Focus of learning walk in Autumn Term. - Focus of Spring Term triads. - Focus of governor visits throughout the year. - Ongoing monitoring and evaluation throughout the year – intervene and offer more training if required. 		AB DH and AB DH and AB DH and AB DH and Governor		
To improve overall attendance and punctuality in school. Attendance Target -96%	<ul style="list-style-type: none"> - Monitor attendance and punctuality on a weekly basis. Weekly assembly with children. - Attendance initiatives to be termly – these to be launched in assembly in September 2018. - Address the gap between pupil premium and non-pupil premium children in terms of overall attendance and persistent absenteeism. - Consult with Attendance Intervention Team to discuss impact of term time holidays on attendance and create a strategy to reduce term time holidays especially in the Summer Term. - Continue to send out termly colour coded attendance sheets. - Letters to be sent to potential persistent absentees and meetings to be held in order to address issues and establish strategies. 		RB DH and AB to monitor	Ongoing throughout school year	

How will we monitor and evaluate this improvement?

Pupil questionnaires
 Parental questionnaires
 Lesson observations
 Observations of lunchtimes
 Staff questionnaires
 SIMs Data - Attendance

Personal Development

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 2020. - 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. - 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>DH AB LSm AB School Nurse Team LW</p>	<p>January 2020 and June 2020 March 2019 Termly 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 and school website 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 2020 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 RC Pauline Stewart and RC RC AB and RC</p>	<p>Ongoing February 2020 February 2020 Half Termly Termly</p>	

Target / Outcome	Actions / Strategies to facilitate target	Resources	Person responsible	Timescale	Evaluation
To involve children as key stakeholders in school.	<ul style="list-style-type: none"> - More active role for Children’s Leadership Team – regular meetings to be held with key stakeholders across the whole school. Representatives from CLT to feedback ideas at SLT meetings and Full Governing Body meetings. - Election of Children’s Champion and new CLT to take place in September 2019. - Introduction of a Children’s Improvement Plan. - Play Council to be relaunched on a lunchtime. Refresher training to be provided by Chris Baker at regular points throughout the year. This will be designated to a lunchtime supervisor to run and oversee on a daily basis. - Investors in Children to be renewed in Autumn Term 2019 - The following groups to run with children key stakeholders: <ul style="list-style-type: none"> o SNAG o E-Cadets o Play Council o CLT o BEE Group 	£500	<p>DH and AB</p> <p>AB</p> <p>DH DH and Chris Baker</p> <p>DH and CLT</p> <p>RC DH DH and AB RB</p>	<p>September 2019</p> <p>September 2019 October 2019 Training in September 2019</p>	
To involve parents as key stakeholders in school.	<ul style="list-style-type: none"> - PSA to maximise parental engagement through support groups and individualised tailored support. These to include: <ul style="list-style-type: none"> - Child mental health - Reading - Home Routines - PSA to hold monthly drop ins which are advertised regularly through the school newsletters. Times for these drop ins to be varied to suit all parents. 		<p>RB</p> <p>DH and AB to monitor</p>	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 Head of School at Oxclose Nursery to ensure data is aligned. 	EDA Support - £600	DH and MB JT (OCN)	October 2019	
<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"> - Use of the 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>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	
<p>To develop language and communication skills in order for the children to make accelerated progress.</p> <p>To increase the children's vocabulary bank.</p>	<ul style="list-style-type: none"> - Work alongside Oxclose Nursery to create language links and shared practice and expertise. - Run BLAST training – Claire Foster from the Nursery. - To create a language rich environment which immerses the children in language. - To ensure questioning is strong and consistent in all areas by providing key questions and vocabulary for each area. - Use of EDA to assist staff with looking at the progression of communication, language and English skills across EYFS in both settings. 	<p>Release time for CF</p> <p>EDA Support - £600</p>			
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 potential intervention required. 	EDA Support - £600	<p>DH and MB</p> <p>EYFS and KSI Staff</p>	<p>June 2020</p> <p>July 2020</p>	

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.