

YEALAND C OF E PRIMARY SCHOOL AND NURSERY



SCHOOL IMPROVEMENT PLAN

September 2018 – August 2019

Developing the plan

CONTEXT

All stakeholders have been involved throughout the process through meetings, discussions and questionnaires. They are fully committed to improving the quality of teaching and learning and individuals are keen to improve.

AREAS FOR IMPROVEMENT

The areas for improvement identified are:

Key Issue 1: Improve outcomes in Mathematics to ensure all children make at least expected progress (includes EYFS)

Key Issue 2: Effectiveness of Leadership and Management (SIAMs inspection due Summer 2019)

Key issue 3: To ensure that vulnerable and disadvantaged pupils with social, emotional or mental health needs can have those needs met in school (especially where external agency support is unavailable). Which will improve aspiration and widen life experiences for all pupils, and the disadvantaged in particular.

Key Issue 1: Improve outcomes in Mathematics to ensure all children make at least expected progress (includes EYFS)

The school to develop a mastery approach to the teaching of maths through:

- *Reviewing the existing curriculum to ensure that there are intrinsic opportunities for pupils to develop maths fluency, the ability to apply reasoning to problems and the opportunity to use math's skills in a wide variety of problems.*
- *Improving how basic math's skills are taught throughout the school and at age appropriate levels so that we enable rapid recall of core arithmetic skills.*
- *Enabling all pupils, but High Attaining (HA) pupils in particular, to routinely deepen their ability to use and apply learning in mathematics through frequent opportunities to undertake open ended and targeted investigative tasks.*
- *Developing effective and consistent systems to allow us to visibly demonstrate short-term progress in mathematics.*

These targets will be reviewed by the end of Autumn Term 2018.

		Maths	
		Secure	Greater Depth
Targets	Year 1 (1)	100%	0
	Year 2 (3)	66%	33%
	Year 3 (6)	80%	20%
	Year 4 (4)	100%	0
	Year 5 (6)	66%	33%
	Year 6 (2)	100%	0

Ref.	Target(s)	Action	Lead Person	Start/Rev./End	Resources/Costs	Success Criteria	Monitoring	Evaluation (Impact)
1.1	Enabling all pupils, but HA pupils in particular, to routinely deepen their ability to use and apply learning in mathematics through frequent opportunities to undertake open ended and targeted investigative tasks.	<p>The school will review what it defines as real-life maths and to identify where this fits into the wider curriculum (can be used cross curricula)</p> <p>Identify in medium term planning where planned opportunities for allowing pupils to undertake applied maths investigations.</p> <p>Staff to evaluate the impact of planned activities at the end of each term. From this effective practice is to be shared so that this activity can be strengthened across the school.</p>	<p>Staff</p> <p>Staff Maths SL</p> <p>Staff Maths SL</p>	<p>S December 2018</p> <p>R Termly</p> <p>E Termly as stated but ending in July 2019</p>	<p>Staff meetings</p> <p>Planning Time</p> <p>Staff meetings</p>	<p>That HA pupils achieve Greater Depth in Mathematics</p> <p>All pupils have the ability to use and apply learning in mathematics.</p> <p>Frequent opportunities are in place within planning to undertake open ended targeted investigative tasks, these will be clearly highlighted to demonstrate this.</p>	<p>Termly: SLT to look at medium term planning in place in mathematics. Planning will clearly identify opportunities to meet the target set.</p>	<p>Termly:</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>

1.2	<p>Maths subject leader is able to identify the strengths in mathematics so that this can be shared with all staff and develop teacher expertise in adopting a mastery approach to teaching with a view to improving pupil outcomes</p>	<p>Undertake an audit of learning by identifying effective practice in mathematics that enables all teachers to deliver representation and structure. What models and images are been used?</p> <p>Teaching observations, planning and book scrutiny to be evaluated to identify opportunities to enable children to use representation</p> <p>Sharing of good practice through staff meetings so that all staff can benefit from practice currently in place.</p> <p>School to apply the use of Mathematics across the school.</p> <p>Begin to introduce the mastery approach starting with 2 components- Representation and Variation. Use of staff meeting time and allocated INSET.</p> <p>Formulation of a progression document for Representation and structure.</p> <p>Opportunity for all staff to observe a Leading Maths Teacher through the LCC scheme.</p>	<p>SLT</p> <p>SLT</p> <p>Staff</p> <p>Staff</p> <p>SLT & Staff</p>	<p>S Audit of learning completed by December 2018.</p> <p>Mathletics in place for all pupils and in use</p> <p>R Termly scrutinise & observations. Time in staff meetings in place per half term.</p> <p>E INSET completed and mastery approach in place. Formulation of progression document in place.</p>	<p>Staff meetings</p> <p>SLT observation time, per with appraisal? Scrutiny during staff meetings.</p> <p>Planning Time. Cost of Mathletics?</p> <p>SL time to formulate progression document.</p>	<p>There will be a clear understanding within teaching staff how to deliver representation and structure within maths.</p> <p>Observations have taken place with feedback and linked with book scrutiny across the years. Through this good practice will have been shared across the school.</p> <p>Mathletics will be in use and embedded within pupil practice, homework and maths learning.</p> <p>A mastery approach to teaching maths will be in place, this will continue to build over the following academic year.</p> <p>A Progression document for Representation and structure will be in place.</p> <p>Teachers will have undertaken observations of Leading Maths Teachers within Lancashire.</p>	<p>Termly:</p> <ul style="list-style-type: none"> Through staff meetings and teacher feedback following observations and book scrutiny. Regular item on the staff meeting agenda focused on Maths in particular the sharing of good practice and the mastery approach. <p>By the end of academic year: Progression document in place and in use by all teaching staff.</p>	<p>Termly:</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>
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Ref.	Target(s)	Action	Lead Person	Start/Rev./End	Resources/Costs	Success Criteria	Monitoring	Evaluation (Impact)
1.3	Pupil's basic maths skills improve at all levels so that pupils are able to rapidly recall core arithmetic skills.	<p>Continue with the current approaches to embedding key skills for fluency and recall.</p> <p>Look at additional ways to ensure those opportunities are available and developed between the four operations. Consider introduction of a Mental Monday or Fluency Friday.</p> <p>Review the way in which the school teaches and develops the skills. Discuss in staff meetings and present to Governors the approach to developing these skills and embedding practice.</p> <p>Review practice after one term, put in place monitoring. How will this take place? How will the data be presented? Discuss at staff meeting to develop a section within the Maths policy to demonstrate this.</p>	<p>Staff</p> <p>SLT & Staff</p> <p>Staff</p> <p>SLT & Staff</p>	<p>S Introduction of MM, FF or similar. Review practice</p> <p>R Review way teaching in place. Share findings with Governors.</p> <p>E Identified section in Maths policy, Summer 2019</p>	Staff meetings	<p>There will be a noted improvement at all pupil learning levels showing that they are able to rapidly recall core arithmetic skills.</p> <p>Section within Maths Policy that highlights practice in place.</p>	<p>Termly:</p> <ul style="list-style-type: none"> Through staff meetings and discussions. SLT will identify areas for further improvement. 	<p>Termly:</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>

1.4	Supporting the needs of vulnerable pupils so that gaps close.	Identification of the pupil group and begin with a base line starting point. Increased opportunities for this group of pupils to access more teacher time/ teaching support throughout the Maths lessons.	Staff	S Decemb er 2018	Planning time and staff meetings	Support will be embedded into good practice to support the needs of those vulnerable pupils that will ensure that the gaps close in mathematics.	Termly: <ul style="list-style-type: none"> Identify the vulnerable pupils. Identify targeted support and staffing to ensure this is successful. Review Termly along with the progress. Effectiveness of provision and planning in place? 	Termly: Autumn Spring Summer
			Staff	R Spring 2019				
				E Ongoing				

Ref.	Target(s)	Action	Lead Person	Start/Rev./ End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
1.5	Assessing the impact of provision	Teaching learning review linked to school must have (developed in staff meeting) and in particular how fluency and recall skill based activities are undertaken at all ability levels ensuring there is those opportunities for Greater Depth. Review the SEND/disadvantaged learner provision in place within maths and its impact on closing the gaps.	Staff SEND DL & Head	S Decemb er 2018 R Spring 2018 E Ongoing	Staff meetings	Clear understanding of the provision in place and its impact on the pupil progress.	Termly: <ul style="list-style-type: none"> 'Must haves' in place for the school in connection to mathematics. SEND learner provision in place. Disadvantaged learner provision in place. Monitoring of impact of provision. 	Termly: Autumn Spring Summer

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1.6	Identification of whole school trends	<p>Teachers to identify those pupils who are working below age expected working from Summer 2018 data.</p> <p>Set aspirational targets for all pupils and share with parents at the November parents evening.</p> <p>SLT to identify and target intervention in maths to targeted groups of pupils as identified through Summer data 2018.</p> <p>Continual monitoring pupils paying particular attention to the targeted group, through pupil progress meetings.</p> <p>SLT to use RAISE online analysis to evaluate strengths/weaknesses of arithmetic achievement in 2018 SATs.</p> <p>Compare and cross reference against whole school trends emerging from in school assessments.</p> <p>Report to Staff and Curriculum Governors.</p>	<p>Staff</p> <p>Staff</p> <p>SLT</p> <p>Staff & SLT</p> <p>SLT</p> <p>SLT</p> <p>Head/Governors</p>	<p>S Autumn 2018</p> <p>R Feb 19</p> <p>E Sum19</p>	<p>Staffing meetings.</p> <p>Planning time.</p> <p>SLT time.</p> <p>Staff and Curriculum Governor Meeting.</p>	<p>All stakeholders have a clear understanding of whole school trends in relation to mathematics.</p> <p>Clear intervention is in place to close the gaps of specified groups as well as pupils at risk of not meeting age expected goals.</p> <p>Clear monitoring is in place which pays attention to targeted groups (linked to 1.5).</p>	<p>Termly:</p> <ul style="list-style-type: none"> Identified pupil review undertaking intervention. SLT analysis of RAISE online evaluated by end of Autumn 2018. Report to Staffing and Curriculum Governors. 	<p>Termly:</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>
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Ref.	Target(s)	Action	Lead Person	Start/Rev./End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
1.7	Aspirational target setting	Teachers to address their target groups and areas and ensure that these are included within planning and learning. All class teachers to identify within their medium term planning where opportunities for applied maths exist and to ensure that these are undertaken at a challenging level for all pupils. SLT to monitor this and feedback all findings to teachers.	Staff Staff & SLT	S Autumn 2018 R Spring 2019 E Ongoing	Staff meetings & Planning time.	Aspirational targets are in place for all pupils and these are shared with pupils and parents, along with updates.	Termly: • Staff meeting discussion in Autumn 2018. • SLT to monitor medium term planning and weekly planning to ensure set in place.	Termly: Autumn Spring Summer

Key Issue 2: Effectiveness of Leadership and Management

- *To develop effective partnerships with other schools to share and develop outstanding practice across our school.*
- *To further develop Governor understanding of, and impact of our Christian Distinctiveness on standards of attainment an progress, wellbeing and the children's social, moral, spiritual and cultural development. **
- *To actively promote the school and Nursery with the aim to increase numbers (September 2018: school = 24; Nursery = 0)*

**To include:*

Personal development, behavior and welfare.

- To further develop children's awareness of fundamental British values, including how our Core Values help them prepare to take their role of a citizen locally, nationally and globally.

-Children take a more active role in Collective Worship and the role our Christian Ethos and Core values in underpinning the high expectations of all.

Ref.	Target(s)	Action	Lead Person	Start/Rev./ End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
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2.1	That there is a strategic plan for the financial security of Yealand CE Primary School within a stable 'self-improving school system' in place.	Budget sustainability sub-committee delegated from the Finance and Buildings Governing Body with responsibility for the creation of a strategic plan.	Governors	S R E	Governor meetings.	There is a clear financial plan in place to maintain financial security for Yealand CE Primary School whilst continuing to improve as a school.	Termly monitoring of budget by Head teacher and Governors. Ongoing advice taken from County Finance team.	Termly: Autumn Spring Summer
2.2	That there is effective partnerships in place with other schools that impacts positively on the further improvement of Yealand CE Primary School.	School actively seek partnership/collaboration opportunities with nearby schools. Become a 'Host-school' for an event to generate opportunities for collaboration. Host moderation events across the curriculum.	Staff	S R E	Staff meeting, curriculum planning, and curriculum set time. Staff meetings, INSET	Yealand has strong partnerships within the local community, benefitting from shared expertise and Leadership.	Ongoing review by Head teacher and staff to identify ways in which the school can build and secure partnerships across the local school community. Host school event in place by Summer 2019.	
2.3	Planned future strategic management and the capacity for continued improvement is secure and benefitting the school climate.	School Self Evaluation (SEF) accurately reflects the current position and next steps for the school.	Head	S R E	Leadership time. Staff meetings. Governor Meetings.	There is ownership of the SEF by all shareholders.	SEF in place by Autumn 2018 and reviewed termly. Shared with Governors termly.	
2.4	Governors have a secure ownership of the SIAMS evaluation.	SIAMS is clearly identified in every full Governor Meeting. Named Governors who will take an active role in the SIAMS procedure. Governors have a clear understanding of the SIAMS SEF.	Head & Governors Diocese School Improvement Advisor.	S R E	Meeting with Sue Cliffe & Head. Governor meetings.	Governors have a clear understanding of the SIAMS process.	SIAMS SEF completed by November 2018. Termly review by Governing Body. Termly review during staff meetings.	

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2.5	Personal Development, Behaviour and the Welfare of all pupils is outstanding	A PSHE programme is in place and practice across the school. Monitoring of the programme is ongoing and demonstrating outstanding practice and understanding.	Staff SLT	S R E	Review of programme & implementation of new scheme Dec 2018. Review Spring 2019 Ongoing review	Possible curriculum cost of a PSHE programme of study. ? Learning for Life Bus – shared cost with local school.	The Personal Development and Behaviour in school is outstanding.	Ongoing assessment & termly reviews built into the school assessment procedures.	Termly: Autumn Spring Summer
2.6	Children's understanding of fundamental British Values is secure, children explain the impact of these and our Core Values of the decisions and choices they make and role they play as citizens.	British Values is embedded into the curriculum through careful planning and opportunities cross-curricula. British Values week to take place annual, clear aims and focus with opportunities to enrich experiences with visits and visitors.	Staff Staff	S R E	Audit Autumn 2018 Spring 2019, British Values Week. Embedded for annual inclusion.	Planning & Curriculum time dedicated to British Values.	British Values is embedded into the school curriculum and clearly identifiable in planning and displayed in school.	Termly point onto the Staff Meeting agenda.	Termly: Autumn Spring Summer
2.7	Pupil numbers in school and Nursery have increased because the local reputation of the school is strong.	School takes every opportunity to take part in interschool events. Increased advertising locally. Additional posters & banners to be updated regularly. Use of Facebook and school website to promote events and things taking place in school. School to host regular social and other events for the community; e.g. Pebble Art competition.	Head, SLT, Staff & Governors.	S R E	Highlight opportunities throughout the year to take part in events. Dec 2018.	Cost of new banners. Leadership time.	The school community is growing. Nursery numbers increase and there are increased numbers in KS1.	Ongoing review of opportunities and evaluating each event taken place. Weekly monitoring of Facebook engagement.	Termly: Autumn Spring Summer

Key issue 3: To ensure that vulnerable and disadvantaged pupils with social, emotional or mental health needs can have those needs met in school (especially where external agency support is unavailable). Which will improve aspiration and widen life experiences for all pupils, and the disadvantaged in particular.

- *To review and adopt a new PSHE curriculum that enables pupils to be equipped with the skills they need to manage feelings and emotions and to adopt healthy life choices.*
- *Ensure that all pupils, including those who are disadvantaged, are able to make and have healthy food choices at lunch time, break times and beyond.*
- *Ensure that vulnerable and disadvantaged pupils will social, emotional or mental health needs can have those needs met in school (especially where external agency support is unavailable).*
- *Improve aspiration and widen life experiences for all pupils, and the disadvantaged in particular.*

Ref.	Target(s)	Action	Lead Person	Start/Rev./ End	Resources/ Costs	Success Criteria	Monitoring	Evaluation (Impact)
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3.1	The establishment of a new PSHE curriculum that re-establishes the foundations for curricular provision. (To equip children with skills needed to manage feelings and emotions and adopt healthy life choices)	<p>Complete the Boxall profiling for all pupils which will highlight those pupils in need of support and activities that can be completed to meet needs.</p> <p>Map the needs of the school (themes) against school values/assembly foci for the remainder of the year.</p> <p>Devise a long term plan to equip all staff with the necessary resources.</p> <p>Class teachers to cross reference PSHE planning against other curriculum.</p> <p>Plan into the school calendar opportunities for all pupils to take part in enrichment opportunities that will develop pupil's wellbeing e.g. charity days, Road Safety Training, continuation of Bikeability with the option of KS1.</p> <p>Creation of class floor books to support PSHE. These will be a focus for monitoring.</p>	Staff Staff Staff Staff Staff	<p>S Dec' 2018</p> <p>R April 2019</p> <p>E Summer 2019</p>	<p>Cost of Boxall programme, shared across Carnforth Cluster. Staff Meetings.</p> <p>Staff Meeting</p> <p>SLT dedicated time & Staff Meetings.</p> <p>Planning time.</p> <p>Curriculum time, cost of minibus use, subsidised visits (monitored & review as and when).</p>	<p>There is a PSHE programme in place which includes enriched opportunities for all pupils built into the school curriculum. Pupils are equipped with the skills they need to lead a healthy, happy life.</p>	<p>Termly review of establishment of PSHE programme of study. Inclusion in INSET</p>	<p>Termly:</p> <p>Autumn</p> <p>Spring</p> <p>Summer</p>
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3.2	Ensure that all pupils, including those which are disadvantaged, are able to make and have healthy food choices at lunch times, break times and beyond.	Healthy school lunches lesson which will support pupils to make healthy choices.	Staff	S	Dec'18	Planning time.	Heathy food choices are in place and clearly identified in break snacks and lunch meals/packed selections.	Termly inclusion in staff meeting. Parents evening literature.	Termly:
		Healthy school's display which includes pupil and parental voice.	Staff	R	Apr 19	PPA time for display work.			Autumn
				E	Jul 19				Spring Summer
3.3	Enabling pupil voice and action within the school's behaviour management structure through peer mediation process.	Session lead by HT to all Yr.5 & 6 to introduce the principles behind Peer Mediation to include understanding different emotions and conflict resolutions.	Head	S	Nov'18	Leadership time. PPA time to set up folder.	Playground Peer Mediators are in place and this is shown through the behaviour log and the ways in which pupils resolve their differences.	Termly inclusion in staff meeting.	Termly:
		Select suitable pupils to train. Train them up to be Playground Peer Mediators by establishing rules and training them to use a script to support the process.	Head & Staff	R	Feb 19	Creation of Playground Peer Mediators badges (JA).			Autumn
		Set a timetable, record keeping folder and plan regular review points to support and evaluate the process.	Head	E	June 19				Spring Summer
	Plan to continue the support into the next academic year (training up present Year 4 as Year 5 Mediators).	Head & Staff							
3.4	Sustaining the school's Healthy School Focus to embed our Health School Status	To reaccredit our Healthy Schools status.	Staff	S	Dec'18	Planning time, curriculum time.	Reviewed and renewed Healthy School's Focus.	Ongoing assessment and review.	Termly:
		Look at our previous audit and update. Use review tool from Lancashire Healthy	Staff			Head time.			Autumn Spring

		<p>School website.</p> <p>Identify target areas that need evidencing & policies that need updating.</p> <p>Additional action plan for Healthy Eating Target work drawn from the audit & Lancashire Healthy Schools Programme – access the accreditation process to gain the twelve quality marks.</p>	<p>Staff</p> <p>Staff</p>	<p>E</p> <p>R</p>	<p>April 19</p> <p>Summer 19</p>	<p>Action Plan time writing to be set in place for teaching team.</p>			<p>Summer</p>
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