

School Improvement Plan 2017 / 18



The following plan is a living document and as such is constantly changing.

This version is was printed on:
28/01/18

For the most up to date details please see a member of the Senior Leadership Team

School Improvement Plan

2017 / 18

Section 1

Key Information

Aims and Values

The aims, values and vision below have been written by the children, parents, governors and staff. We believe that a shared set of beliefs will ensure that all stake holders join forces to ensure progression in all areas.

Values:

The school has decided upon the following set of Christian values (although we regularly introduce others). These values will guide the children and adults through periods of change and development on our journey to outstanding.

- Forgiveness
- Peace
- Trust
- Thankfulness
- Compassion
- Hope
- Wisdom
- Friendship

Aims:

By the time a child leaves Homefield they will have the chance to...

- Become a valued member of a community
- Experience a rich and varied curriculum
- Make progress in order to be the best they can be
- Gain the skills needed to become a life long learner
- Celebrate success and be celebrated

Vision:

At Homefield Church of England V.C. Primary School we have a clear vision for the future.

It is our vision that Homefield will be a nurturing community underpinned by strong Christian values. A community where each child is treated as an individual and outstanding teaching helps them to discover and develop their unique talents and abilities. We are a community that cares, values and encourages all the children within our care, but most of all a community that provides every child with opportunities to shine.

Current OFSTED Rating:

Good with Outstanding Behaviour – November 2014

SATS Results / Targets

Critical Issues - Areas below national targets for two years (provided by Norfolk County Council)

Measure	Pupil numbers	Result	Trend	Gender gap (%)	FSM6/CLA Gap (%)
EYFS Average Total Points	30	33.8	↕	0.7	
KS2 Reading, Writing and Maths - % Higher Standard	27	7		1	
KS2 Reading (test) - % Higher Standard	27	22		2	
KS2 Maths (test) - % Higher Standard	27	15		13	
KS2 GPS (test) - % Higher Standard	27	19		9	

EYFS: Average Points Score 33.8 below National Average 34.5.

KS2: Reading, Writing and Maths at Higher Standard 7% just below/in line with National Average 9%.

Reading at Higher Standard 22% just below/in line with National Average 25%

Maths at Higher Standard 15% below National Average 23%

GPS at Higher Standard 19% considerably below National Average 31%

Key Strengths – Areas well above national targets (provided by Norfolk County Council)

Measure	Pupil numbers	Result	Trend	Gender gap (%)	FSM6/CLA Gap (%)
Yr 1 Phonics (% Wa - Achieving Expected Level)	30	87	↑↑	6	

EYFS: Literacy 77%

Maths 87%

KS1: Phonics Screening Check 87%

Reading, Writing and Maths at Expected 70%

Reading at Expected 83%

Reading at Greater Depth 30%

Writing at Expected 80%

Maths at Expected 80%

KS2: Writing at Greater Depth 22%

Reading Progress Score 0.2

Maths Progress Score 0.2

Results by Key Stage

EYFS

EYFS profile	School				Areas & LA			National				
	2016		2017		2017			2015		2016	2017	
	2015	2016	Result	Trend	Gender gap	FSM6/CLA gap	Cluster Avg	District Avg	Norfolk	2015	2016	2017
Guidance												
EYFS GLD (% Exp/Exc in all strands of CL, PHY, PSE, Lit and Ma)	80	70	73	↑↑	6		67	66	70	66	69	71
EYFS CL (% Exp/Exc in each strand)	90	92	83	↑↓	11		81	78	83	80	82	82
EYFS PHY (% Exp/Exc in each strand)	90	92	87	↑↓	10		89	86	89	87	88	87
EYFS PSE (% Exp/Exc in each strand)	90	87	87	=	3		84	81	86	84	85	85
EYFS Lit (% Exp/Exc in each strand)	80	73	77	↑↓	14		69	68	73	70	72	72
EYFS Ma (% Exp/Exc in each strand)	87	80	87	↑↓	24		74	75	79	76	77	78
EYFS Average Total Points	35	33.3	33.8	↑↓	0.7		32.32	32.14	33.1	34.3	34.5	34.5
EYFS - GLD (%) **FSM yes**	-	-	0				46	55				
Status of data	School/Cluster/District/Norfolk: 2017 Provisional data National: "Early Emerging", 2017 Provisional data Colour-coding/ranking and Issues & Strengths - ranked against "Early Emerging" 2017 national results Colour-coded rating - this rates schools against the national maintained schools figures, for selected measures (taking into account cohort size - see guidance for more details). Note: Small schools (<6) and special schools are not rated.											
Key	Above national average In line with national average Below national average Ranking data not provided											

Key Stage 1

Keystage 1 results	School				Areas & LA			National				
	2016		2017		2017			2015		2016	2017	
	2015	2016	Result	Trend	Gender gap	FSM6/CLA gap	Cluster Avg	District Avg	Norfolk	2015	2016	2017
Guidance												
Yr 1 Phonics (% Ws - Achieving Expected Level)	73	83	87	↑↑	6		79	77	78	77	81	81
KS1 Reading - % Expected Standard +	-	80	83		29		71	70	75		74	76
KS1 Reading - % Greater Depth	-	27	30		12		21	23	27		24	25
KS1 Writing - % Expected Standard +	-	77	80		35		61	61	67		65	68
KS1 Writing - % Greater Depth	-	13	17		11		10	14	16		13	16
KS1 Maths - % Expected Standard +	-	77	80		9		67	67	73		73	75
KS1 Maths - % Greater Depth	-	13	23		14		13	17	21		18	21
KS1 Science - % Expected Standard +	-	83	80		9		77	81	84		82	83
KS1 Reading, Writing and Maths - % Expected Standard +	-	73	70		26		53	55	61		60	64
KS1 Reading, Writing and Maths - % Greater Depth	-	10	10		9		6	9	11		9	11
KS1 Reading - % Expected Standard + - **PP: FSM6/CLA yes**	-	100	-				50	61	61		62	
KS1 Writing - % Expected Standard + - **PP: FSM6/CLA yes**	-	100	-				33	52	51		53	
KS1 Maths - % Expected Standard + - **PP: FSM6/CLA yes**	-	100	-				39	57	56		60	
KS1 Reading, Writing and Maths - % Expected Standard + - **PP: FSM6/CLA yes**	-	100	-				24	46	46		46	
EYFS Emerg - KS1 Exp Prog - Read %	-	-	50				26	27				
EYFS Emerg - KS1 Exp Prog - Write %	-	-	33				22	22				
EYFS Emerg - KS1 Exp Prog - Maths %	-	-	25				22	26				
Status of data	School/Cluster/District/Norfolk: 2017 Provisional data National: "DfE-published 2017 Provisional data further update planned Colour-coding/ranking and Issues & Strengths - ranked against "DfE-published 2017 Provisional data - further update planned (RWM combined measure not provided by DfE) Colour-coded rating - this rates schools against the national maintained schools figures, for selected measures (taking into account cohort size - see guidance for more details). Note: Small schools (<6) and special schools are not rated.											
Key	Above national average In line with national average Below national average Ranking data not provided											

Key Stage 2

Keystage 2 results	Guidance	School					Areas & LA			National		
		2017		2017			2017		2016		2017	
		2015	2016	Result	Trend	Gender gap	FSM6/CLA gap	Cluster Avg	District Avg	Norfolk	2015	2016
		-	70	83				53	54	58	53	61
		-	0	7				5	5	7	5	9
		-	50	43				40	43	42	39	
		-	1.9	0.2				-2.33	-2.03	-0.8	0	0
		-	0.1	-0.1				-2.12	-0.88	-0.3	0	0
		-	-0.9	0.2				-2.3	-1.62	-1.4	0	0
		-	83	70				66	65	68	66	71
		-	13	22				19	16	22	19	25
		-	80	70				67	72	78	74	78
		-	20	22				12	12	18	15	18
		-	73	78				69	68	69	70	75
		-	7	15				13	15	17	17	23
		-	80	83				72	76	80	81	82
		-	80	70				65	65	70	72	77
		-	20	19				16	19	23	23	31
		-	105	103				102	102	103	103	104
		-	103	103				102	102	103	103	104
		-	105	105				103	103	104	104	106
		-	50	57				52	58	58	53	
		-	50	57				55	67	63	64	
		-	50	43				49	58	58	57	
		-	-5.1	-0.7				-3.4	-2.68	-1.5	-0.7	
		-	-9	2.8				-2.5	-0.78	-0.8	0.3	
		-	-3.2	-1.6				-3.39	-2.25	-2.1	-0.6	

School Improvement Plan

2017 / 18

Section 2

This overview provides the top priorities from each of the four areas. For a more detailed picture, please see the yearly overview.

Three Year Overview (Towards Outstanding)

	Identified Priorities	Budget Implications
YEAR 1	<ul style="list-style-type: none"> • Raise the quality of teaching in school. • Ensure that standards remain consistently high. • Further develop services that can be offered in house through highly qualified support staff. • Increase the number of children making above expected progress throughout their time in school. • Develop new senior leaders within school. • Increase the attainment in PSE in EYFS. • Implement Maths Mastery. 	Training costs P/P Spend Research projects
		Can this provision be provided from within the current budget plan? Yes
YEAR 2	<ul style="list-style-type: none"> • Raise the quality of writing within the school, particularly with Boys. • Prepare school staff and governors for Ofsted with Ofsted Readiness Appraisal. • Ensure highest quality of teaching by refreshing the teaching approach; taking more risks and enhancing pupil engagement as well as their attitudes towards learning. • Raise aspirations and positive attitudes towards learning. • Implement a whole-school spelling and reading approach. 	Well-being events Release Time for leaders to work with others Training
		Can this provision be provided from within the current budget plan? Yes (Well Being events not funded by school budget)
YEAR 3	<ul style="list-style-type: none"> • Develop further links with other schools for outreach (as importance of Cluster seems to be diminishing) • Seek stronger partnership links with other Church schools. • Review potential academisation/conversion to VA options. • Ensure behaviour standards remain highest as possible. • Ensure teaching and learning remains at the highest possible levels through robust and effective monitoring and coaching. • Maintain strong attainment and progress. 	Training Costs Support with Academisation/Federation Costs Outreach work
		Can this provision be provided from within the current budget plan? Yes

School Improvement Plan 2017 / 18

Section 3

Review of Previous Year

For the detailed review document please see a member of the Senior Leadership Team or enquire at the school office

	Target Achieved	Working towards	Not Achieved
Achievement of pupils at the school			
To improve the percentage of children achieving the Exceeding/Higher Standard/Greater Depth outcomes in Literacy and Maths.	✓		
To ensure that at least 85% of pupils in all end of Key Stage classes achieve age related expectations in Reading, Writing and Maths by the end of the year. In other year groups at least 80% of pupils will achieve age-related expectations in Reading, Writing and Maths.		✓	
At least 90% of children will make expected 'in year' progress in Reading, Writing and Maths by the end of the year.		✓	
To develop a system to track and monitor the progress of all SEND and disadvantaged pupils.	✓		
To raise the outcomes of the Personal, social and emotional development strand, with particular focus on 'Making Relationships' and 'Managing Feelings and Behaviours' in EYFS.	✓		
To achieve 80% of pupils at Expected Standard in Literacy and Maths in EYFS and to increase the percentage of pupils at Exceeding Standard.	✓		
Quality of teaching in the school			
Tailor the new school assessment system further to make it more efficient.	✓		
Ensure effective communication of new assessment system with all stakeholders.	✓		
Enhance the Growth Mindset culture and implement a programme of Academic Resilience.	✓		
To ensure the higher attaining pupils are challenged appropriately to achieve across the curriculum.	✓		
To develop children's ability to assess and edit their own work and offer constructive advice to others.		✓	
Behaviour and safety of pupils			
Develop children's academic resilience.	✓		
Improve children's ability to discuss and debate issues in class in a considered way.		✓	
To increase the aspirations of children in all year groups.		✓	
Quality of leadership and management			
Develop further effective links between the Governors, Senior Leaders and Staff.	✓		
Enhance the leadership of the curriculum subject teams.	✓		
Further develop the strength of new leadership personnel.	✓		

School Improvement Plan

2017 / 18

Section 4

Current OFSTED grading: **GOOD** (November 14)

In order to further raise the quality of the education that we offer our children, the school has highlighted three key themes for improvement:

- 1) Improving the quality of writing across the whole school, particularly with Boys.
- 2) Raise the aspirations of pupils and forge stronger and more positive attitudes towards learning.
- 3) Implementing effective whole-school assessment systems for foundation subjects.

Rationale

Improving the quality of writing across the whole school, particularly with Boys.

Based on recent data our pupils have underperformed in Writing. Observations have also shown that the quality of writing is not as strong as it could be, particularly from Years 4 and below. Such underperformance can also be linked to underachievement in recent grammar, punctuation and spelling assessments at the end of KS2. Particular focus is needed to ensure pupils achieve the expected standard in all year groups and are more assured in their respective year groups' spellings and grammar/punctuation.

During the latest OFSTED inspection it was highlighted that pupils throughout the school did not have enough opportunities to write at length for different purposes using different styles, at age appropriate levels. However, the school has gone to several lengths to alter this issue and it was last year's results for 2017 that dipped in Writing.

Raise the aspirations of pupils and forge stronger and more positive attitudes towards learning.

We have already implemented Growth Mindset and Academic Resilience measures across the school over the past two years. Moving forward, we now must reduce pupil passivity towards their learning and to do so we need to firstly, revise our teaching approach to obtain more from our pupils. As teaching professionals, we need to take more risks, allow pupils to take more ownership over their own learning and increase opportunities for AFL. In so doing, we believe we will increase pupil positivity and engagement towards their learning, and therefore improve both attainment and progress.

Implementing effective whole-school assessment systems for foundation subjects.

From September 2017, we will be blocking the majority of our foundation subjects to enable us to achieve greater progress from the pupils. We already have an effective system to monitor attainment and progress in Maths and English, but the next phase is to ensure foundation subjects are extended similar attention. Our hope is that a system for each subject will be implemented and these systems will be efficient and manageable to use. It will enable a greater accuracy for pupil performance and be a beneficial tool in informing future planning. We will continue to review and tailor this to meet our needs, enabling us to improve the quality of teaching and in turn improve outcomes for all children.

School Improvement Plan

2017 / 18

Section 5

Actions from OFSTED report (November 2014)

(Also see You Said, We Did document for further detail)

What does the school need to do to improve further:	Actions planned:
<p>Pupils throughout the school do not have enough opportunities to write at length for different purposes using different styles, at age appropriate levels.</p>	<p>Actions carried out 2016/17</p> <ul style="list-style-type: none"> • Training received for EYFS and KS1 in Phonics from County Advisor. New policy written. • National Poetry Day and Titanic-themed creative writing projects carried out, as an Inter-House competition. • Spelling Bee launched to raise the profile of spellings. • Hot and Cold tasks implemented to see progress more easily. <p>Actions planned for 2017/18</p> <ul style="list-style-type: none"> • Training for the delivery of phonics (EYFS / KS1) • Continue with more creative writing projects • Continue with the inter-house writing competitions • Forge links with other schools/cluster for writing • Blocking of foundation subjects to enable lengthier pieces of writing in other subjects. • Open-ended Independent Homework Challenge Projects.
<p>Teachers do not always plan sufficiently challenging tasks for the most-able pupils.</p>	<p>Actions carried out 2016/17</p> <ul style="list-style-type: none"> • Implemented Academic Resilience Coaching for staff and pupils to deal more with the pressures of challenge. • Let's Think in English imparted to three classes across KS1 and KS2. • CPD in Maths Mastery - Fractions • Held Inter-House School competitions. • Launch independent style of research project through homework. • Ensured lesson observations and learning walks focused on challenge. (Observations quality assured by another Cluster Headteacher) • Governor Challenge Days in place to focus on appropriate challenge for pupils. Held interviews with pupils. • Year 6 Boosting Sessions differentiated and most able pupils challenged to achieve the Higher Standard. <p>Actions planned for 2017/18</p> <ul style="list-style-type: none"> • Further Governor Challenge Days focusing on appropriate challenge for pupils. • Development of AFL within the pupils to enable them to select greater challenge for themselves. • Renewed teaching approach to enhance pupil engagement, risk taking and more creative challenge in lessons. • Continued lesson Observations focusing on appropriate challenge. • Let's Think in English CPD for all teachers 1-6 to enhance meta-cognitive abilities of pupils. • Links with independent schools/High Schools for subject challenge days. • Open-ended Independent Homework Challenge Projects. • Look at undertaking the PhD student links with the Brilliant Club.

Section 6

DETAILED ACTION PLANS 2017/18

Effectiveness of Leadership and Management

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. Develop role and impact of Governors within the school.	<p>Recruit new Governors with specific skill sets. (Co-Opted)</p> <p>Continue with 'Governor Challenge Days (GCD)' so that all Governors are in school for half a day before FGB meetings.</p> <p>Enable Governors to monitor key areas of the school more formally, i.e. RE/Collective Worship</p> <p>Prepare a Governor Ofsted Readiness Pack regarding all key information about the school.</p> <p>Ensure new Governors access appropriate training. Assist a more robust approach by Chair of Governors.</p> <p>Enable senior leaders/staff to attend to be challenged over their areas of responsibility.</p> <p>Enable Governors to link themselves to curriculum teams, so as to enhance the profile of subjects.</p> <p>Encourage Governors to liaise with Curriculum Teams to organise themed events and jointly monitor the school's provision of the curriculum areas.</p> <p>Ensure all challenges are minuted from all committees meetings. List of questions to be emailed to clerk based upon HT report ready for meetings. Challenge questions raised recorded in different colour.</p>	Oct 2017 – Oct 2018	BY / JE	<p>Challenge within FGB meetings will increase by the time of review.</p> <p>Governors will feel more confident in their knowledge of the school and more confident in presenting staff with challenging questions.</p> <p>Governors more visible in school aiding and supporting school improvement.</p> <p>Staff more aware of Governing Body members.</p> <p>Governors more prepared for Ofsted and other official visits.</p>	<p>FGB minutes</p> <p>GCD notes</p> <p>Governor Log</p>

<p>2. Further develop the impact of the curriculum subject leaders.</p>	<p>Implement strategic overview enabling subject leaders to regularly monitor how well subjects are being taught, to act upon underperformance swiftly and improve quality of teaching and learning.</p> <p>Ensure leaders of the curriculum teams raise the profile of the subjects within them.</p> <p>Subject Leads to liaise with SLT in evolving the curriculum further.</p> <p>Continue to evidence in scrapbooks as a more effective alternative to subject leader files to build a portfolio of evidence</p> <p>Launch blocking of many foundation subjects, so as to enable greater progress from pupils. Use of progression challenge template to ascertain summative progress.</p> <p>Devise and implement foundation subject whole school assessments.</p> <p>Hold subject leaders more accountable for their subject areas with monitoring proforma. More effective appraisal of stretch and challenge by subject leaders.</p>	<p>Nov 2017- July 18</p>	<p>BY / KN</p>	<p>Subject leaders effectively monitoring subjects and recording evidence on learning walk template.</p> <p>Staff will have the ability to produce scrapbooks to evidence how subject areas are operating in school, enabling them to have a far greater understanding of how their area is led effectively.</p> <p>Themed days increased for subjects.</p> <p>Implemented whole-school assessments, reviewed and tailored to our curriculum.</p> <p>All subject leaders leading subjects well. Blocked subjects clearly showing strong progress.</p>	<p>Lesson observation records</p> <p>Learning Walks</p> <p>Scrapbooks</p> <p>Book Looks</p> <p>Subject Leader Monitoring Form</p>
<p>3. To enable greater succession planning, by developing leadership skills of middle/senior leaders.</p>	<p>Liaise with VNET to arrange a Mock Ofsted Challenge session for senior/middle leaders. (Planned for Jan 2018)</p> <p>BY to spend some time training Deputy in Headteacher roles.</p> <p>Inspire TAs to lead in areas of intervention and share training with others.</p> <p>Ensure appropriate training is arranged to further develop leadership qualities of staff.</p> <p>Enrol Deputy on HSP with Sheringham Teaching Alliance.</p>	<p>Nov 17 – Oct 18</p>	<p>BY KN SLT Subject Leads TAs</p>	<p>New members of staff more prepared to take over as Maths Leads.</p> <p>Staff to attend appropriate training to enhance leadership skills.</p> <p>TAs trained to deliver new intervention and improving the percentage of pupils achieving Expected standard in RWM.</p> <p>Year 6 and Reception areas finished.</p>	<p>Training records</p> <p>Governor minutes</p>

	<p>Register interest for Deputy to undertake NPQH qualification, as well as any new financial training.</p> <p>Enable middle leaders to attend Maths and English Network meetings to engage them in new subjects.</p> <p>Governors to challenge senior/middle leaders on their subject areas.</p> <p>Senior Leaders to take charge of in-school refurbishment projects to enhance their skills in school financial/improvement management. (Year 6 and Reception Outdoor areas)</p>				
--	---	--	--	--	--

Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2017/18 budget	Paid by Cluster
2	Course costs (training)	£4000	✓			
3	NPQH	£2500		✓		
3	Outdoor Refurbishment Year 6 / Reception Areas	£9,000 (Devolved Capital Form needed)	✓			

Quality of Teaching, Learning and Assessment

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
<p>1. Evolve the efficiency and effectiveness of whole school assessments for foundation subjects. (Linked to Leadership and Management Target 2)</p>	<p>Subject leaders to devise and implement whole school foundation subject assessments.</p> <p>Subject Leads liaise with SLT to evolve curriculum.</p> <p>Subject Leads to share implemented assessments with staff. Monitor that staff are regularly updating the systems and review performance of pupils within the subject across the school.</p> <p>Attend any CPD regarding foundation subject training.</p> <p>Have systems quality assured by outside agency (VNET) to ensure effectiveness.</p>	Sep 17 – July 18	KN / BY / SLT Subject Leads	<p>System will allow for more effective and robust pupil progress and subject leaders meetings.</p> <p>More accurate teacher assessment judgements.</p> <p>75% of pupils in each class reaching expected standard in foundation subjects</p>	<p>In-school foundation subject data</p> <p>Pupil progress meeting notes</p> <p>Subject leaders meeting notes.</p>
<p>2. To ensure a higher quality of teaching provision, taking into consideration pace, pupil engagement and a greater emphasis on assessment for learning.</p>	<p>Implement lesson study approach to boost quality of teaching. Host sessions termly and embed an open door policy amongst staff to share best practice.</p> <p>Teachers to visit other outstanding schools.</p> <p>Attend all relevant CPD to improve practice.</p> <p>Use JLT to promote assessment for learning amongst pupils. Create a video or conduct an assembly regarding it.</p> <p>JLT to carry out survey after interviewing pupils as to whether they are aware of their next steps in their learning and to their opinion regarding lessons.</p> <p>Conduct regular lesson observations</p>	Sep 17 – July 18	KN – BY - SLT	<p>All lesson observations to be at least good and show inclusion of all key elements in order to raise quality of provision, raise pupil engagement and increase pupil outcomes.</p> <p>In all lessons pupil passivity is reduced.</p> <p>95% of pupils state that they enjoy lessons and are aware of the next steps in their learning.</p>	<p>Lesson Observations</p> <p>Pupil Surveys</p>

	and learning walks in order to ensure key elements are included in each lesson and quality of provision is improved.				
3. To raise the quality and attainment in pupils' writing, particularly Boys.	<p>Ensure creative writing efforts are continued, as well as Inter House Writing competitions, which themes are selected to appeal to Boys. All pupils engaged and stimulated to write at length.</p> <p>Enable lengthier pieces of writing to be carried out during blocking across the curriculum.</p> <p>Implement open-ended independent challenge research projects for homework. At least 90% of each class engage with these regularly.</p> <p>Use intervention to tackle and improve Boys' writing.</p> <p>Promote and celebrate pupils' writing on school website.</p> <p>Survey pupils as to what they think would make writing more appealing.</p> <p>Hold assembly on barriers to writing.</p> <p>Whole School Performance Management target to raise attainment in Writing agreed for all teaching staff.</p> <p>Visit other schools who display strengths in writing attainment. (Little Melton/St.Marys Beetley.</p> <p>Seek further CPD on improving writing.</p> <p>Research the benefits of writing programmes, such as Talk for Writing.</p> <p>Visualiser and stand for each class to enable texts to be screen size more easily.</p> <p>Discuss and agree expected</p>	Nov 17 – Oct 18	SE / Teaching Staff	<p>Percentage of children on track in writing will increase on previous year's data.</p> <p>Larger percentage of Boys in each class will be on track in Writing than previous year in 2017.</p> <p>Year 1 – 25%</p> <p>Year 2- 59%</p> <p>Year 3 – 23%</p> <p>Year 4 –19%</p> <p>Year 5 – 47%</p> <p>Year 6 – 38%</p>	<p>School assessment data</p> <p>Pupil Books</p> <p>Pupil Surveys</p> <p>Writing Assessments</p>

	standards in writing within each class. What does expected standard look like?				
4. To increase the fluency of key number skills across the school in Mathematics.	<p>Develop further the school's Maths Mastery approach in Years 1-6 following White Rose Resources and Maths No Problem!</p> <p>Continue to ensure high quality Maths teaching to ensure pupils are exposed to a range of resources and are allowed to express Maths in multiple ways.</p> <p>Launch Maths "Hit the Button" app/web-based game to enhance the fluency of number skills across the school. Ensure this is given adequate time in class and the continued use of it is promoted for use within the home.</p> <p>Increase number of tablets available for classes to use. No more than 2 x class sets and secure charging trolley.</p> <p>Access CPD aimed at Maths Intervention and Maths Mastery for staff.</p> <p>Look at entering National Maths competitions or host a similar event in school.</p> <p>Implement First Class @ Number and the new Numicon-based Big Ideas intervention across KS2 for lowest achieving pupils in each year group. Forge links with feeder high schools to challenge our higher attaining pupils.</p>	2017-18	KN / All Teaching Staff / All KS2 TAs	<p>The amount of children in each year group achieving the expected attainment for the year will be in line with National Averages.</p> <p>The difference between lower achieving pupils and middle/higher achieving pupils will diminish.</p> <p>Higher percentage of "lower achieving" pupils will be on track on Maths.</p> <p>85% of children achieving minimum of 25 questions within a minute, especially basic number bonds at an age appropriate level.</p>	<p>School tracking data analysis</p> <p>Pupil progress meeting notes</p> <p>Teacher Assessment Data of Hit the Button.</p> <p>Pupil Books</p>
5. To raise the profile of Science and the quality of its provision across the school.	<p>Ensure more effective monitoring of subject by joint subject leads in EYFS/KS1 and KS2.</p> <p>Launch whole-school science weeks/days.</p> <p>Engage outside science specialists to promote the subject.</p> <p>Develop links with feeder high schools for Science days.</p> <p>Develop links with local independent</p>	Nov 17 – Oct 18	SE / SG	<p>Teacher assessment of attainment in Science will improve, particularly at the end of KS1 and KS2.</p> <p>Teacher assessment will also be more accurate and informed.</p> <p>Teaching of Science will be given a higher priority and focus.</p>	<p>Science Learning Walks</p> <p>Lesson Observations</p> <p>Science Book Looks</p> <p>In-School Data from Science Assessments.</p>

	<p>schools for Science workshops. Launch whole school science assessment. Blocking of subjects to enable greater focus and progress from the children on Science. Organise trips to Science Laboratories/UEA. Enable more regular and lengthier pieces of writing in Science. Organise a Science after-school club.</p>				
<p>6. To implement a whole school spelling approach. (Linked to Teaching Target 3)</p>	<p>Implement new approach for teaching spellings across the school. Launch Super Readers' scheme to raise the profile of reading across the school and in turn develop spelling ability. Re-launch volunteer readers' scheme to support reading and spelling development.</p> <p>Implement Spelling Bee, but expand competition to involve lower and middle attainment group.</p> <p>Link Teaching Assistant's Performance Management target to 'support and consolidate the accurate use of grammar, punctuation and spelling in all pupils' writing across the curriculum.'</p>	<p>Sept 2017- July 2018</p>	<p>SE / KN</p>	<p>KS2 GPS percentage will be in line or above National Average in July 2018. (2017 was 63% and NA was 83%)</p> <p>Spelling Assessments show steady improvement over the course of the year. (Rising Stars)</p> <p>Achieve 80% of pupils from each cohort at Blue or further with their Rainbow Words. (Creation by English Lead)</p>	<p>Spelling Rising Stars/Young's Assessments</p> <p>Rainbow Words tracking</p>

Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2017/18 budget	Paid by Cluster
1	Training Courses	£600	✓			
1	Release time for teachers	£1000	✓			
2	Possible Writing Programme	£1500-£2000			✓	
3 & 4	Tablets and Visualisers	£6000			✓ (Devolved Capital Form needed)	

Personal Development, Behaviour and Welfare

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
1. Increase the aspirations of children in all year groups.	<p>Invite speakers in to special assemblies (held separate to collective worship) to talk about their careers, e.g. doctors, firemen, designers etc.</p> <p>Host a careers' event/human library.</p> <p>Make links with schools in other parts of the country.</p> <p>Liaise with UEA to discuss the possibility of a trip for all Year 6 children.</p> <p>Participate in the Brilliant Club – possible joint venture with Hillside in Summer Term and links with PhD graduate.</p> <p>Look at the possibility of a trip to Kidzania in London or viable equivalent.</p> <p>Improve an area of the school grounds so allow a private area for Year 6 children to develop their own SMSC; to increase the spirituality of all children through reflection.</p>	Nov 17 – July 18	BY / KN	<p>Links with two schools outside Norfolk will be in place</p> <p>A career day will have been held for the whole school.</p> <p>Year 6 to have their own personal space within the school grounds.</p> <p>Pupil Survey shows pupils have a greater appreciation and future ambition.</p>	<p>Better understanding of the world around us.</p> <p>Higher aspirations of children wanting to continue education/skilled vocational work</p> <p>Pupil Surveys</p>
2. To enhance the well-being of pupils and staff within the school.	<p>Give children greater opportunities to represent the school to develop confidence and self-esteem, through sporting, competitive and/or artistic elements.</p> <p>Ensure staff are aware of support network available to them if required.</p> <p>Organise more staff well-being events.</p> <p>Ensure Nurture staff utilise academic resilience approaches to develop</p>	Nov 17 – July 18	BY / KN / PC	<p>Higher proportion of pupils representing the school.</p> <p>Less pupils requiring nurture support.</p> <p>Caring Crusaders increase their profile amongst the pupils.</p> <p>Lower number of stress related conditions amongst the staff.</p>	Staff and Pupil Surveys

	<p>coping strategies within pupils.</p> <p>Look into increasing Nurture staff hours (1 extra day) using Sports' Premium funding. This to support children displaying signs of poor well-being.</p> <p>Increase the role of the Caring Crusaders to support pupils.</p>				
<p>3. To ensure the active engagement of pupils in lessons remains high in all lessons.</p>	<p>Adopt a revised teaching approach to increase pupil engagement enabling pupils to have greater ownership over their own learning.</p> <p>Ensure stretch and challenge continues to be embedded across the curriculum as the driver for pupil engagement.</p> <p>Teachers to use reward systems to encourage pupils to be active in class.</p> <p>Thirst for Learning promoted and expected as a minimum. Look into cooperative learning strategy – visit other schools where this exists successfully.</p>	<p>Nov 2017- July 18</p>	<p>BY /Teaching Staff</p>	<p>Pupil active engagement in lessons in visibly higher.</p>	<p>Pupil Surveys Lesson Observations</p>

Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2017/18 budget	Paid by Cluster
1	Year 6 trip to Kidzania	£1000		✓		
2	Outdoor Refurbishment for a Year 6 Area	£4000			✓ (Devolved Capital Form Needed)	
1	Brilliant Club	£2000	✓			
2	Sports' Premium to increase Nurture/Well-Being/Mental Health Hours	£3500		✓		

Outcomes for Children and Other Learners

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
<p>1. To increase the percentage of pupils achieving Expected Standard in Writing, particularly Boys. (Linked to Quality of Teaching Target 3)</p>	<p>Ensure high quality teaching in all year groups.</p> <p>Perform joint observations of writing with cluster head teachers.</p> <p>Ensure creative writing efforts are continued, as well as Inter House Writing competitions, which themes are selected to appeal to Boys.</p> <p>Enable lengthier pieces of writing to be carried out during blocking across the curriculum.</p> <p>Author visits to be organised.</p> <p>Implement open-ended independent challenge research projects for homework.</p> <p>Use intervention to tackle and improve Boys' writing.</p> <p>Promote and celebrate pupils' writing on school website.</p> <p>Survey pupils as to what they think would make writing more appealing.</p> <p>Hold assembly on barriers to writing.</p>	<p>Sep 17 – July 18</p>	<p>BY / KN</p>	<p>The % of children achieving Expected Standard in Writing will be in line with National Average.</p> <p>In 2017, the school stood at: Working Towards 52% At Expected 41% Above Expected 7% in Writing.</p> <p>Larger percentage of Boys in each class will be on track in Writing than previous year in 2017.</p> <p>Year 1 – 25% Year 2- 59% Year 3 – 23% Year 4 –19% Year 5 – 47% Year 6 – 38%</p>	<p>School data</p>

	<p>Whole School Performance Management target to raise attainment in Writing agreed for all teaching staff.</p> <p>Visit other schools who display strengths in writing attainment.</p> <p>Seek further CPD on improving writing.</p> <p>Research the benefits of writing programmes, such as Talk for Writing.</p> <p>Discuss and agree expected standards in writing within each class. What does expected standard look like?</p>				
<p>2. To ensure that at least 75% of pupils in all classes achieve age related expectations in Reading, Writing and Maths by the end of the year. (Linked to Quality of Teaching Target 3 & 4)</p>	<p>Ensure baseline assessments are completed in Autumn 1, so we have standardised score to measure progress against each term.</p> <p>Ensure high quality teaching in all year groups.</p> <p>Hold termly pupil progress meetings to track attainment and hold teachers more to account for their classes.</p> <p>Ensure interventions are being utilized to support pupils underperforming. These must be tracked appropriately to evidence progress.</p>	Sep 17 – July 18	BY – KN EYFS Lead	<p>75% of children to achieve expected standard in RWM by end of academic year.</p> <p>Teaching of English and Maths will be at least good, with a high proportion at outstanding. Progress seen by all teachers will be at least good.</p> <p>PITAs – Assessment System Used</p>	<p>School data</p> <p>Observation records</p>
<p>3. To raise the percentage of attainment of SEND and disadvantaged pupils in Reading, Writing and Maths. (Linked to Quality of Teaching Targets 2, 3 and 4 and Outcomes Target 2)</p>	<p>Use the new, centralised Provision Map Tool to track the impact of Learning Ladders for SEND pupils and the intervention completed by PP and non-PP pupils.</p> <p>Provision Map Tool training for staff.</p> <p>Hold SENDCo more accountable for the attainment and progress of SEND pupils.</p> <p>SEND TA and SENDCo to work more closely with SEND pupils.</p> <p>Ensure Learning Ladders are used efficiently by all teachers and specific targets are shared with pupils and parents. Ladders must be reviewed half-termly.</p> <p>Implement more effective intervention systems across the school. The Big Ideas for Maths in Upper KS2. Use TAs/HLTAs to</p>	Sep 2017- July 2018	PS / KN	<p>The gap between SEND pupils and non-SEND pupils will be smaller.</p> <p>The gap between disadvantaged and non-disadvantaged pupils will be smaller.</p> <p>Case studies are to be written to justify why certain children did not make expected progress.</p> <p>Intervention Groups will show effective progress on new Provision Map Tool.</p> <p>In 2017, 35% of PP children on track in all areas of RWM with 15% of SEND pupils on track in all areas. This is to increase in academic year 2017-18.</p>	<p>Provision Map Tool</p> <p>Learning Ladders</p> <p>Case Studies</p> <p>PITAs/In School Data</p>

	conduct the intervention for key groups.				
--	--	--	--	--	--

Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2016/17 budget	Paid by Cluster
3	Intervention programme and Training	£400	✓			

Effectiveness of Early Years

Objective	Actions	Time Scale	Led by	Success Criteria	Measurable Data
<p>1. To increase the percentage of pupils achieving Expected standard to 75% in Literacy (Reading and Writing) and Maths (Number, Shape, Space and Measure)</p>	<p>Use 'talk for writing' to inspire ideas in children transferable to their writing.</p> <p>Lots of small world imaginative play.</p> <p>Provide lots of opportunities for mark-making and writing linked to their own interests.</p> <p>Use of Funky Fingers and other workshops to develop fine motor skills. To raise the level of coordination and fine motor control in boys.</p> <p>Author visits to promote writing and reading.</p> <p>Ensure resources to develop the understanding of number, shape and space are in place.</p> <p>Complete the renovation of the outdoor space in order to raise creativity within their thinking and play.</p>	<p>Nov 2017 –July 2018</p>	<p>EYFS Lead - Nurture staff</p>	<p>The gap between in attainment of boys and girls will be closer.</p> <p>There will be less pupils at emerging level in writing and reading within the Literacy strand.</p> <p>75% of pupils to achieve Expected in Literacy and Maths strands.</p>	<p>Tapestry</p> <p>Foundation Stage Profile results – June 2018.</p>

<p>2. To achieve 75% of pupils attaining a Good Level of Development.</p>	<p>Develop the Reception outdoor area to improve the curriculum provision.</p> <p>Work with PC to create a nurture system focused on the early years. A play based scheme of sessions to address the needs of the children through focused circle times, toast times, and where appropriate specific pupil or group intervention.</p> <p>Ensure Nursery tackle key areas of the curriculum which Nursery pupils find more challenging in order to create a strong foundation for Reception.</p> <p>Ensure more pupils can achieve an Exceeding standard in other areas of the curriculum, such as Understanding the World.</p> <p>JLT to work with Reception children to maintain allotment area.</p> <p>Enable more adult presence in Reception to support the level of SEND need.</p> <p>Enable EYFS to continue homework challenges, which parents can upload on to Tapestry to aid assessment.</p>	<p>Nov 2017 – July 2018</p>	<p>EYFS Lead - BY</p>	<p>75% of pupils achieve GLD, which is an improvement on the previous year.</p> <p>Higher percentage of pupils achieving exceeding in Understanding the World strand.</p>	<p>Tapestry</p> <p>Foundation Stage Profile results – June 2018.</p>
---	--	-----------------------------	-----------------------	---	--

<p>3. To implement a revised approach in Nursery, including a new Linked Provision.</p>	<p>Implement a new Linked Provision in Nursery, which is driven by data and develops areas of improvement.</p> <p>Ensure the outdoor classroom is utilised to support learning.</p> <p>Ensure water, sand and paints are used inside the Nursery, as well as outside. Staff to enable more risks to be taken within the learning.</p> <p>Greater independent choice for Nursery pupils.</p> <p>Nursery teaching to focus on key skills.</p> <p>EYFS Lead to organise pupil progress meetings to review impact of Linked Provision.</p>	<p>Sept 2017 - July 2018</p>	<p>EYFS Lead - Nursery Team</p>	<p>Higher percentage of pupils at Expected standard in Literacy and Maths ready for Reception.</p>	<p>Tapestry Foundation Stage Profile results – June 2018. School Data EYFS Pupil Progress Meetings</p>
---	--	------------------------------	---------------------------------	--	--

Major Financial Implications						
Target No.	Financial Implications	Estimated amount	In budget	Add to mid-year revision	Add to 2017/18 budget	Paid by Cluster
1	Reception Outdoor Area	£5000 (also seek other sources of funding)			✓ (Devolved capital form needed)	