



Gargrave CE (VC) Primary School

SCHOOL IMPROVEMENT PLAN

SEPTEMBER 2016– JULY 2017

As agreed by the Governing Body and staff

Ethos

Gargrave is a Voluntary Controlled Church of England Primary School. Recognising the School's historic foundation the Governors and Staff will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the church at parish and diocesan level.

Gargrave School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. The School encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

Extract from Instrument of Government, Gargrave School

Vision

“every child counts; every child contributes”

- Individuals’ learning will be challenging and enjoyable
- Our staff will deliver the highest quality teaching and learning
- Staff, parents and pupils will collaborate to maximise individual learning
- The environment and curriculum will be conducive to healthy minds and bodies
- We will be a respected part of the community where every child counts and every child contributes
- Our Christian ethos will encourage and challenge the social, moral, spiritual and cultural development of all individuals within the local and global context

Reviewed with Governors and staff

Our Values

Respect
Enjoy
Safe
Politeness
Equality
Confidence
Trust
Forgiveness
United
Learning

Produced in consultation with parents, staff and Governors

Outcomes

Our pupils will

- Enjoy learning
- Be happy
- Reach their full potential; for the majority this will be at or exceed national expectations in English, maths and science
- Be self-confident
- Respect others
- Experience a stimulating curriculum
- Know what are their talents
- Have friends
- Be safe and healthy
- Contribute to our community
- Understand Christian values and faith

Produced from parent consultation and staff discussion

OFSTED CRITERIA: Outcomes for pupils

VISION: "All our pupils will be enabled to achieve their full potential"



Objectives:

Writing, raise standards across the school, including the progress of those requiring extra support and boys.

Maths, raise standards in maths, especially KS2, the girls and most able KS1. Improve problem solving.

Reading; raise attainment in upper KS2; reading widely and with fluency and comprehension

Assessment system tracks every pupil and is shared with pupils, parents, staff and governors. And it used to judge the above objectives.

| | Actions to achieve target | Persons responsible | Start date | Finish date | Resources and costs | Monitoring Person and Method | Notes on Progress |
|------------------------|---|--|-------------------|--------------------|--|---|--------------------------|
| Parental questionnaire | <p>Termly meeting with parents includes time out of meeting to look through pupil books (Sent home), identify how well a pupil is doing and what they need to do next. Targets reviewed.</p> <p>Meeting for parents to make them aware of standards required in writing in Years 1-6</p> | Sarah Peel | Oct 16 Sep 16 | June17 Sep 16 | No cost 1 day termly staff review targets | Parent gov | |
| Data- standards 2016 | <p>Writing</p> <ul style="list-style-type: none"> - Review impact of one work book for every child to include subjects - Use limiter judgements to set pupil termly targets (non-negotiables) - Track progress of 5 under-achieving boys on a weekly basis including progress in handwriting - Planning for writing across the curriculum | Subject lead Class teachers Subject lead | Oct 16 | Dec 16 | 1 day subject leader | Literacy governor through termly meeting HT report to GB | |
| Staff | <p>Handwriting</p> <ul style="list-style-type: none"> - All staff to use agreed style in all pupil print, marking and in lessons | All staff | Sept 16 | Nov 16 | ½ day Subject lead | HT report to GB Class governor visits | |
| Parent questionnaire | <p>SPAG</p> <ul style="list-style-type: none"> - To provide an on-line resource for pupils to use at school and home spag.com? - Spelling assessment system purchased to provide group targets | Jen Lindsay | Oct 16 | Nov 16 | £300 | Parent governors Lit co-ord through HT report to GB | |

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|----------------------------------|---|---|---------------|--------|--|---|--|
| Data standards 2016 | <p>Maths</p> <ul style="list-style-type: none"> - Implement Singapore Maths in year s 1,2,5,6 3 days a week - Implement weekly problem solving across the school, Big Sheet Maths - Implement challenge group for mastery level upper KS2 pupils in order to stretch and maintain progress. | <p>Jen Lindsay Nicola Heselden Jen Lindsay/Liz Woolstonholme</p> | Sep 16 | Oct 16 | £3500 | <p>Maths Governor HT report to GB</p> | |
| | Display of 'where are they now?' to develop career expectations and journey of learning | | Sept 16 | Dec 16 | 1 day time to set up and display | Talking to pupils | |
| Data 2016 (Y6) | <p>Reading</p> <ul style="list-style-type: none"> - Use the kindles - Ensure that books are appealing and accessible to all year groups - Every pupil to have a comment by staff and parent at least weekly - Y6 Teacher to timetable exam technique focus sessions for reading - Teachers in years 2-6 to incorporate Reading comprehension tasks to help cohorts become more test ready for reading papers | Louise Handley | Sept 16 | Oct 16 | <p>½ day subject leader 1 per week 2 per half term</p> | <p>Monitor the use of planners and the teacher records. Walk round of classrooms, report to HT LH to monitor</p> | |
| Staff | <p>Portfolios</p> <ul style="list-style-type: none"> - Evidence of year groups work in core subjects to show standard expected | Sarah Peel | November 2016 | Nov 16 | TRAINING DAY | HT – Chair of Governors and class governors | |
| Staff and parental questionnaire | <p>Assessment</p> <ul style="list-style-type: none"> - Staff update class track daily with a focus on the limiting judgements. - O track is completed using class track evidence - Weekly focused monitoring of a small group of pupils currently not expected to reach standard. | Sarah Peel | Sept 16 | Oct 16 | 1 staff meeting | Class governors | |

Success criteria:

Writing: Y6- 100% at National expectations, Y2 – 70% National expectations y2-Y6 25% mastery
Reading: phonics Y1 at least in-line with national expectations, Y6- 100% at National expectations. Y2 – 80% National Expectations. Y2 –Y6 30% mastery
Maths: Y6 – 100% at National expectations, Y2 80% National expectations, Y2-Y6 24% mastery
Year 4- National expectations increase in writing and maths to 65% (with view to add further value the following year 16-17)
Handwriting: joined script used by all pupils, consistent at Y2 and stylish at Y6
Boys writing- across the school 70% at year group expectations
Girls maths- across the school 70% at year group expectations
Problem solving- evidence of problem solving in portfolio books includes examples of mastery at all year groups

OFSTED CRITERIA: Quality of Teaching, learning and assessment

VISION: “The quality of teaching will be consistently good and often outstanding”



Objective 1:
Develop Standards portfolios in writing and maths (and science) to show expectation for each year group
Response from pupils to feedback, knowing what they need to do to improve and learn, allowing time for this in lessons.
Handwriting consistent
Grammar and Punctuation- links in class to home.
Homework and support of pupils struggling in maths
Performance management is used to hold staff to account for their roles and responsibilities.

| | Actions to achieve target | Persons responsible | Start date | Finish date | Resources and costs | Monitoring Person and Method | Notes on Progress |
|------------------|---|----------------------------|-------------------|--------------------|---------------------------------------|--|--------------------------|
| Monitoring | Increase curriculum time on maths. 3 lessons Singapore maths, daily arithmetic, 2 days problem solving, maths based brain gym in morning sessions. Homework: maths opportunities, extra for those who are struggling in maths | Jen Lindsay | Sept 16 | Jan 16 | £3500 | Subject lead | |
| Data | Review teaching of reading at KS2 and implement changes - Guided and individual reading | Louise Handley | Sept 16 report | Oct review | 2 x ½ day | HT – gov through HT report | |
| Lesson observati | Every lesson includes response to feedback and continuity of learning, reflection on their individual targets. Marking is in line with policy and handwriting | Class Teacher | Sept 16 | Oct 16 | Planning time at the end of every day | HT lesson obs and monitoring of planning and books | |
| Parental quest | Homework- SPAG opportunities (in particular grammar) on line resources | Louise Handley | Jan 17 | March 17 | £200 on-line spag resource | Lit Gov through termly meeting with subject lead | |
| Pupil feedback | Class Teachers plan and deliver challenges in lessons; - Resources are accessible - Pupils are encouraged to try wider variety of work - Opportunities are provided to demonstrate mastery learning and a greater depth of knowledge | Class Teachers | Oct 17 | Nov 17 | £300 maths challenges | HT lesson obs and monitoring of planning and books | |

| | Actions to achieve target | Persons responsible | Start date | Finish date | Resources and costs | Monitoring Person and Method | Notes on Progress |
|----------------|---|----------------------------|-------------------|--------------------|----------------------------|--|--------------------------|
| | Maths problem solving lessons – BIG SHEET maths, deepens pupils understanding of maths Problem solving resources from maths hub projects are shared | Jen Lindsay | Autumn 16 | June 17 | Staff meeting 1 per term | Maths governor-Termly meeting | |
| Data | Writing Visit Water Street School (or another high performing school) to investigate what works well and plan provision for Gargrave | Louise Handley | Oct 16 | Oct 16 | ½ day = £100 | Literacy Governor Termly meeting | |
| HT evaluations | HT and subject lead to complete drop-ins for 5 minutes and provide written review of what was seen including a judgement. Next steps and copies to be given to class teacher HT to complete one hour formal lesson observation of each class teacher a term. | Sarah Peel | Sept 16 | Jan 17 | ½ day per week | Chair of governors through weekly meeting and to full GB through HT report | |

Success criteria:

Portfolios provide evidence of year group standards within school

Pupils tell us they know what to do to improve and they can say what they have learnt and what they need to do next

Parents support grammar at home

Displays show quality and consistent handwriting

Maths- pupils requiring support are able to access lessons.

Quality of teaching for every staff member is evidence based.

Actions are followed up

OFSTED CRITERIA: personal development, behaviour and welfare

VISION: "Our pupils will learn in a safe environment conducive to exemplary behaviour and healthy minds and bodies"



**Objective 1:
Systematic anti-bullying monitoring
P4C- training an implementation of a project across several local schools.
Review and implement new sanctions aspect of the behaviour policy
Improve the RE curriculum and worship**

| | Actions to achieve target | Persons responsible | Start date | Finish date | Resources and costs | Monitoring Person and Method | Notes on Progress |
|----------------------|--|----------------------------|-------------------|--------------------|---|---|--------------------------|
| SIAM's 2016 | Review RE curriculum <ul style="list-style-type: none"> - Include other expressions of Christianity - System for measuring progress in RE | Sue Taylor | Nov 16 Jan 17 | Dec 16 Jan 17 | ½ day subject leader time with Diocese Staff meeting | HT to GB through HT report | |
| SIAM's 2016 | Worship <ul style="list-style-type: none"> - Pupils take responsibly - Build upon Anglicism and The Holy Trinity - Prayer Spaces in School | Sarah Peel | Sep 16 | June 17 | ½ day meeting with Diocese | HT to GB through HT report | |
| Parent questionnaire | Clear communication with parents <ul style="list-style-type: none"> - Review frequency and content of newsletter - Web site current and accessed - Home school agreement with basic requirements (monitor; uniform, planner, homework, equipment) | Sharon Aldous | Jan 17 | March 17 | 2 days and then weekly commitment to web site time 2 hours per week? £1500? | HT report to GB | |
| Parent View | HT to meet all pupils who have been involved with bullying weekly and take swift action . All conversations to be documented | Sarah Peel | Sept16 | All year | ½ hour per week | HT- Chair of Governors and Safeguarding Gov | |
| Pupil consultation | Review and implement modification of the sanctions aspect of the behaviour policy. <ul style="list-style-type: none"> - Implement the changes - Monitor the impact (within 4 weeks) | Sarah Peel | Sept 16 | Oct 16 | 1 x staff meeting 1 x ½ day GOV and HT meet sample of pupils | HT to GB through HT report | |

| | Actions to achieve target | Persons responsible | Start date | Finish date | Resources and costs | Monitoring Person and Method | Notes on Progress |
|-----------------|---|----------------------------|---------------------|----------------------|---|-------------------------------------|--------------------------|
| Cluster project | Implement P4C training and then lessons | Sarah Peel | Jan 17 training day | July 17 training day | £500 (three year project-yearly charge) | Chair of Govs/ safeguarding Gov | |
| | | | | | | | |

Success criteria:

- Pupils know they are supported if they have been involved in bullying.
- Pupils tell us they enjoy RE
- Pupils lead worship and pupils enjoy it
- Sanctions- pupils feel that those who make the wrong choices have appropriate and timely consequences
- P4C lessons aid the personal, social and emotional well being of the pupils

OFSTED CRITERIA: The effectiveness of Leadership and management

VISION: “Distributed leadership will drive school improvement and promote excellent effective team working and the highest standards of teaching and learning and pupil achievement”



Objectives:

Provide curriculum to ensure that it meets the physical, mental and personal well-being of all our pupils.

Subjects are developed by leaders

Ensure staff in EYFS receive the training for the pupils with SEN

Governors monitor their responsibility in line with the criteria from ofsted and SIAM's

| | Actions to achieve target | Persons responsible | Start date | Finish date | Resources and costs | Monitoring Person and Method | Notes on Progress |
|--------------------|---|---|---|---|---|--|--------------------------|
| SIAM's report 2016 | Termly focussed foundation governor visit agreeing on SIAM's judgement from evidence | Foundation Governor Plus staff | Oct 2016 Feb 2017 | June 2017 | 3 X ½ day subject leader time | Governors through GB meeting and written report | |
| Staff | Subject leads demonstrate lessons to colleagues to show standards expected across the school <ul style="list-style-type: none"> - Nicola Behaviour - Louise Writing - Jen Maths - Sue RE - Rachel EYFS/ SEN Staff to then review what they have learned and what they will do in response. HT to follow up within a fortnight | Sarah Peel | Sep 16 Nov 16 Jan17 Feb 17 April 17 | Sep 16 Nov 16 Jan17 Feb 17 April 17 | 5 staff meetings | HT – GB through HT report to GB | |
| | Subject leads write actions plans and weekly up-date them in dedicated time. Subject leads attend CASTLE training and up-date plans and actions with relevant staff to achieve the objectives in overall plan | Lit- Louise Maths- Jen Sci- Nicola PE- Nicola RE- Sue EYFS- Rachel | Sept 16 | On-going | 1 hour weekly = £4000 Music lessons, French lessons | HT – GB through HT report to GB Plus subject lead to GOV lead | |

Success criteria:

Subject leads have an in-depth evidenced knowledge of the strengths and weaknesses of their subject and know actions to address weaknesses



VISION:

Objective 1:
Challenge more able in maths-
Storage accessible
Opportunities for writing in EYFS
Knowledge of needs of SEN pupils

| | Actions to achieve target | Persons responsible | Start date | Finish date | Resources and costs | Monitoring Person and Method | Notes on Progress |
|--|---|----------------------------|-------------------|--------------------|----------------------------|-------------------------------------|--------------------------|
| | Visit other setting which is outstanding to see what provision could be put in place to enable stretch in maths and writing TA support to target this Parents to provide and support evidence | Rachel Holme | Nov 16 | Jan 17 | ½ day | | |
| | Price and evaluate storage of outside provision. Fix bolt on one gate so that it can be locked. | Rachel Holme | asap | | £1000? | | |
| | Plan more gross and fine motor writing activities outside linked to the children's interests. Attend Early Excellence course? | | | | | | |
| | Staff training in autism and specific language, non-verbal pupil (Makaton) | All staff in EYFS | Sept 16 | | Staff meeting one per term | | |

Success criteria-
Greater % exceeding in maths at the end of reception
Tracking shows more able progress to exceeding in maths and writing
Storage is accessible and safe