



# School Improvement and Development Plan 2018-19<sup>1</sup>

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June 2018



### *Our Values Statement*

*We aim to enhance the lives of all our community members and bring hope for the future by valuing the contribution of all and by developing global citizenship. We all have the right to enjoy, to learn, to be safe, to be treated kindly, to welcome, to share our world resources and to be treated with respect. All that we do is underpinned by our shared values; hope; joy; trust; community; honesty.*

## **What does OFSTED (October 2017) say we need to improve?**

‘Ensure that teachers provide more opportunities for children to develop and improve their writing skills in the early years so that more children achieve the national expectation at the end of Reception.’

## **How does this document link with other school development documents?**

The School Improvement Development Plan (SIDP) is closely linked to our Pupil Premium (PP) expenditure which is available on the school website. This is an overarching strategic plan linked to outcomes, teaching learning and assessment, personal development, behaviour and welfare and leadership and management . It runs alongside the Whole Team Improvement Plan (WTIP), which is an approach we use to raise the profile and outcomes in highly specific areas, which school leaders and governors identify and believe will have the most impact over a short period of time. The WTIP is highly specific approach to addressing and improving specific aspects and will address a number of the objectives on the SIDP. We strongly advocate, where possible an evidence based practice approach for all areas of school development.

### **Development Plan Content**

Improving Outcome for all learners	Pages 4-7
Teaching, Learning, curriculum and assessment	Pages 7-10
Personal development, behavior and welfare	Pages 10-11
Leadership and management	Pages 11-15

## 1.IMPROVING OUTCOMES FOR LEARNERS

Objective  WTIP link	Action/ Tasks/people	Outcomes / Success Criteria What do we want to see?	Resourcing Professional Development Budget incl PP	Milestones What will have changed or what will have been achieved?
<p>A. To continue to narrow the gap between KS1/EYFS achievement in reading comprehension/ phonics and national data; including disadvantaged children with potential to exceed and other statistically significant groups i.e gender variance</p> <p><b>WTIP 1</b> <b>WTIP 2</b> <b>WTIP 3</b> <b>WTIP 5</b></p>	Targeted groups following phonic assessment - HW	<ul style="list-style-type: none"> <li>Gap between national data and school data decreasing and/ or progress from starting points better than similar schools – FFT data</li> </ul>	Moderation materials. Wave 3 resources	1. June 18 Increase number of children on track to pass Y1 phonic check at end of EYFS.
	Wave 3 intervention – SM/HW	<ul style="list-style-type: none"> <li>Increasing number of children at expected in reading at end of Reception.</li> <li>Increased number of children in expected phonic group at end of Reception.</li> </ul>	Purchase of model books above.	2. Summer 18. EYFSP data shows gap narrowing between school and national
	1:1 RWI support	<ul style="list-style-type: none"> <li>Increasing number of children working at expected or greater depth on transfer in Y2 with focus on disadvantaged.</li> </ul>	Implementation meeting	3. Summer.18 Reading Recovery intervention training for Y1 staff and school leaders
	Rapid introduction to RWI/Listening and Attention activities in Nursery and Reception.	<ul style="list-style-type: none"> <li>Increasing number of children working at expected standard in all subjects, who previously did not achieve Good Level of Development in EYFS</li> <li>Reduction in stubborn non-readers in Y1 and Y2</li> </ul>	Update meetings/Iris Camera/ Coaching - HW Eng/EYFS network RWI devt days	4. Aut.18 Full implementation of Reading recovery intervention for children entering Y1 well below expectation.
	EC/OM	<ul style="list-style-type: none"> <li>Number of children passing Phonic check by end of Year 2 is 100%</li> <li>Children read widely for pleasure and to learn in other subjects</li> </ul>	Reading Recovery training  FFTWave3 I07 (92530) £1440 E09 (17450) £2319	5. Sum.19 Number of children meeting expected in reading AND at appropriate stage in phonics is closer to national for Y1.

			<p><u>IRIS:</u> E19 (49020) £2995</p> <p><u>English Network</u> E09 (17450) £475</p> <p><u>RWInc</u> <u>Development</u> <u>days/training:</u> E09 (17450) £1800 E09 (17450) £1200</p> <p><u>Model books</u> E19 (40820) £1000</p>	
<p>B: To continue narrow the gap between KS1/EYFS achievement in writing and national data; including children for whom Pupil Premium provides support and disadvantaged children with potential to exceed and other statistically significant groups i.e gender variance– focus on handwriting/spelling</p>	<p>Implement spaced practice for handwriting and spelling</p> <p>See also individual Subject leader plan for specific areas to target i.e content and using what has been read.</p>	<ul style="list-style-type: none"> <li>• Gap between national data and school data decreasing and/ or progress from starting points better than similar schools – FFT data</li> <li>• Increasing number of children at expected in writing at end of Reception.</li> <li>• Increased number of children using phonics in writing.</li> <li>• Children from YR- Y2 routinely spell common exception words correctly</li> <li>• Increasing number of children working at expected or greater depth on transfer in Y2</li> </ul>	<p>Moderation materials/exemplification Purchase of model books above.</p> <p>Update meetings/Iris camera Eng/EYFS network RWI devt days</p>	<p>1. Summer 2.18 Evidence of improved handwriting. Training and staff meet about teaching of common exception words.</p>
				<p>2. Aut2.18 Increased evidence of children using common exception words appropriate for year group.</p>
				<p>3. Spr2.19 Books identified that are challenging but accessible models to promote writing. Children with potential to exceed are identified.</p>

<p>and purposeful writing</p> <p><b>WTIP 1</b> <b>WTIP 3</b> <b>WTIP 4</b> <b>WTIP 5</b></p>		<ul style="list-style-type: none"> <li>Increasing number of children working at expected in EYFSP</li> <li>Children use writing more effectively across the curriculum and for range of audience purposes</li> <li>Progression handwriting evidenced for individuals and across cohorts</li> </ul>	<p><u>IRIS:</u> E19 (49020) £2995</p> <p><u>English Network</u> E09 (17450) £475</p> <p><u>RWInc</u> <u>Development</u> <u>days/training/sp</u> <u>elling:</u> E09 (17450) £1800 E09 (17450) £1200 E19 (49020) £60</p>	<p>4. Sum2.19 Number of children meeting expected increases including those with lower prior attainment. Increased number of children exceeding age related expectations.</p>
<p>C: To narrow the gap between KS1/ EYFS achievement in Maths and national data; including children for whom Pupil Premium provides support and</p>	<p>To implement of spaced practice to consolidate mental recall.</p> <p>See also individual</p>	<ul style="list-style-type: none"> <li>Gap between national data and school data does not fluctuate significantly</li> <li>Increasing number of children at expected in number at end of reception</li> <li>Increasing number of children who transfer to</li> <li>WEJS at expected or Working at Greater depth</li> <li>Formative assessment shows increasing</li> </ul>	<p><u>Moderation</u> <u>materials</u></p> <p><u>Update</u> <u>meetings/I</u> <u>Maths/EYFS</u> <u>network</u> <u>Resourcing audit</u></p>	<p>1. Aut.18 Specific objectives identified from formative assessment to be addressed through spaced practice.</p> <p>2.Aut.19 Baseline assessments show improvement from previous year</p>

disadvantaged children with potential to exceed and other statistically significant groups i.e gender variance <b>WTIP 1</b> <b>WTIP 3</b> <b>WTIP 4</b> <b>WTIP 5</b>	Subject leader plan.	<ul style="list-style-type: none"> <li>evidence of fluency</li> <li>Children using Maths across curriculum and in environment.</li> <li>Improved mental recall or number facts as shown by teacher assessments</li> <li>Improved use of mathematical vocabulary particularly as vehicle to increase confidence for girls and children with SEND</li> </ul>	<p>Use of PP 1, 4, 8 (tbc)</p> <p><u>Maths Network E09 (17450)</u> £475</p>	
D: To continue to embed targeted teaching of vocabulary as vehicle for improving attainment across the curriculum developing to include including 'Blanks' levels of questioning.	Induction training	<ul style="list-style-type: none"> <li>Welcomm Assessment provides evidence of progress for any child with delay from start at school (nursery or Reception)</li> <li>Teachers routinely share key vocabulary across school and with families</li> <li>Decrease in number of children with behaviour needs linked to poor oracy skills</li> <li>Classroom environments reflect communication friendly principles</li> <li>Blanks levels used to have developmental approach to teaching</li> <li>Monitoring samples from each year group</li> </ul>	Speech Therapist	
	Identification of key words and subject specific vocabulary progression by subject leaders		In school training for existing and new staff.	1. Sum.18 Poms data shows increasing number of children moving from red/orange to green
			Purchase of assessment materials	2. Sum.18 EC to re-evaluate spaces for communication friendly principles.
			Use of PP/SEND funding 3, 5, 6 (tbc)	3. Sum.18 key words identified by subject leaders on long term plan
<b>2. TEACHING LEARNING CURRICULUM AND ASSESSEMENT</b>				
Objective	Action/ Tasks	Outcomes Success Criteria What do we want to see?	Resourcing Professional Development Budget	Milestones What will have changed or what will have been achieved?
A: Develop teacher and support staff	Provide CPD for KS1 teachers	<ul style="list-style-type: none"> <li>Teachers understand the issues linked to working memory for universal teaching and</li> </ul>	Identification of resources to	1. Spr2.18 BNE CR attend workshop

<p>understanding of cognitive load and how to use spaced practice</p> <p><b>WTIP 3</b></p>	<p>Implement use of Formative Asst Journal</p>	<ul style="list-style-type: none"> <li>• individuals</li> <li>• Adaptations to practice – specifics based on what we have learned</li> <li>• Routine use of spaced practice for basic skills i.e spelling, mental recall</li> <li>• Teachers use FAJournal to provide reflection and approaches</li> <li>• Barriers for individual children identified</li> <li>• Improved outcomes for learners with focus on SEND and EAL</li> <li>• Increased confidence in articulating outstanding</li> <li>• practice for each phase.</li> </ul>	<p>support independent learning i.e practice tasks</p> <p>INSET – V.Groom 5.9.18 Serv to school</p> <p><u>Inset day: E09 (14750) £600</u></p>	<p>2.Sum2.18 EC/SM Provide info to receiving teacher about individual children with working memory issues</p> <p>2. Aut1.18 INSET day for cognitive load for whole staff – include action research planning for individual teachers, identifying universal and individual approach (school/class and ind children)</p> <p>3. Spr 2.19 Workshop for families for children with poor working memory 5. Spr2.19 FAJ and planning in moment shows specific activity and adaptations</p> <p>6. Sum 2.19 Monitor impact for individual children with working memory issues and specific area of focus i.e number recall</p>
<p>B. To develop knowledge and concept organisers for foundation subjects and overviews for Eng and Maths</p>		<ul style="list-style-type: none"> <li>• Subject leaders and class teachers are precise about specific content and knowledge to be taught in enquiry themes.</li> <li>• Staff develop greater in depth expertise around given themes and objectives.</li> <li>• Children acquire meaningful knowledge that can be applied across a range of context</li> <li>• There is clear progression and lack of ‘incidental repetition’ of content i.e. where there is repetition it is to build on prior learning and based on assessment of need</li> </ul>	<p>Planning format Reference to Mowlem Primary – poss visit?</p> <p>Staff meeting allocation time for knowledge organisers.</p>	<p>1. Spr 2. 18 Subj lead staff meet with Bev hall to explore models of curriculum progression models</p> <p>2. 2. Sum 1.18 Format for progression document to be agreed</p> <p>3. Sum2.18 Subject leaders complete progression document with proposed vocabulary for year group review</p>



		<ul style="list-style-type: none"> <li>Precision teaching of key vocabulary</li> </ul>	Dedicated subject leader time.	<p>4. Aut1.18 Use of progression document to underpin planning. KS1 Year groups develop knowledge organisers for specific themes</p> <p>5. Sum2.19 Bank of knowledge organiser for taught themes/subjects.</p>
C. To evaluate tracking process	Ensure assessment policy reflects changes in central policy but meets local requirements	<ul style="list-style-type: none"> <li>Clarity and precision for class teachers</li> <li>Reviewed policy reflecting WEINs curriculum</li> <li>Evidence of good progress in children’s work</li> <li>Consistency in understanding and practice across EYFS and KS1</li> <li>Transfer of assessment data is well managed to ensure receive school/class gives clear picture of children’s current attainment</li> <li>Feedback is appropriate and effective for the developmental stage of the learner</li> </ul>	<p>Updates from STA</p> <p>Staff Meeting</p> <p><u>Learning Ladders</u> E20 (44170) £700</p>	<p>1. Aut 18 Review of learning ladders</p> <p>2. Sum 19 Make necessary adaptations to Policy</p>
D. To embed enquiry based learning (EBL) in KS1	Plan areas for Y1 and Y2 classes Curriculum plan to reflect themes/ Enquiry as above	<ul style="list-style-type: none"> <li>Transition is smooth from EYFS to Year 1</li> <li>Children not making GLD able to access appropriate provision to meet needs</li> <li>Children maintain and improve appropriate levels of independent learning in KS1</li> <li>Environments enhanced in KS1 to support enquiry based learning</li> <li>Deep and rich learning opportunities embedded</li> <li>Children use subject specific vocabulary</li> <li>Children show habit of enquiry based learners</li> </ul>	<p>Furniture and resources to support development of provision</p> <p><u>Furniture:</u> E19 (40930) £4000</p>	<p>1. Sum.18 EBL themes mapped on curriculum map for each year group ready to be adapted based on 2B objective above</p> <p>2. Sum.19 Subject leaders monitoring provides evidence of high quality learning in foundation subjects</p>
<b>WTIP 3</b>				

E. To explore use of comparative judgements in writing	To trial more formal use of comparative judgement - HW	<ul style="list-style-type: none"> <li>Confident, accurate and objective assessment of writing</li> </ul>	Access to web based tool.	Sum2.19 Establish next steps for comparative judgements – to inform planning from Sept.18.
F. To ensure provision meets needs of children with EAL.  <b>WTIP 4</b>	SM/EC	<ul style="list-style-type: none"> <li>Children and families with EAL feel supported</li> <li>Administrators provide information in accessible format</li> <li>Children with EAL make at least expected progress</li> </ul>	Renewal of books, letters and information updated  Staff meet	Aut 1. 18. Identify Language in each class and provide basic labels  Spr 1. 19 Monitor Language acquisition of children with EAL  Sum2 19. Review progress of children with EAL
<b>3. PERSONAL DEVELOPMENT BEHAVIOUR AND WELFARE</b>				
A. To maintain high expectations for behaviour for learning and conduct.  <b>WTIP 1</b> <b>WTIP 2</b>	Embed PHSE themes  Introduce behaviour for learning habits to families – BNE/CG/SM/EC	<ul style="list-style-type: none"> <li>Maintain high conduct behaviour</li> <li>Further develop behaviour for learning</li> <li>Consistency for individual children evident</li> <li>Maintain reduction in exclusions.</li> <li>Families clear about roles and responsibilities of school and home</li> </ul>	Website update  Staff meeting planning Time  Pupil premium 1, 2	Aut1.18 Revised Behaviour policy implemented  Autumn1.18 'Habits for learning' theme weeks September - introductory event for families  Spring 2.19 Behaviour meeting for families  Autumn2.19 Behaviour monitoring
B. Improve resilience of disengaged learners	Class teachers to identify using POMS and own observation.	<ul style="list-style-type: none"> <li>Staff able to plan even more effectively to develop relationships to build esteem and engagement</li> <li>Barriers for individual children identified</li> <li>Improved levels of independence, well-being and involvement</li> </ul>	Access to POMS  Staff meet to identify how identified children could	Aut1.18 Vulnerable learners identified - POMS  Spr 2. 19 Teachers have used individual strategies and planning to address issues.

<p><b>WTIP 1</b> <b>WTIP 2</b> <b>WTIP 3</b></p>		<ul style="list-style-type: none"> <li>• Good relationships and levels of engagement with families</li> <li>• Reduction in low level disruption or individual support required.</li> </ul>	<p>be supported.</p>	<p>Sum2.19 POMS data shows higher levels of well-being and involvement</p>
<p>C. To support children and families to adopt healthy lifestyles</p> <p><b>WTIP 4</b> <b>WTIP 6</b></p>	<p>Re-implement daily Mile in KS1</p> <p>Family meetings with children considered to be overweight</p>	<ul style="list-style-type: none"> <li>• Reduction in percentage of obese children in National measurement programme – Rec aged children</li> <li>• Clubs data to show percentage children in KS1 accessing sports clubs</li> <li>• In future years to increase this by 10% year on year.</li> <li>• Advice and support from health practitioners about appropriate approach for young children</li> <li>• Each class to have daily high intensity work out ie skip to be fit</li> <li>• Increase whole school fitness activity</li> </ul>	<p>PE Equipment Planting Gardens Curriculum Time</p> <p>As per PE spend plan inc. E27 (44650)</p>	<p>Aut2.18 Share Recp measurement programme with EYFS – SM Class teachers to identify and plan physical programme for individual children and meet with families. CG to access information for families. Share information about active lifestyles with families</p> <p>Sum2.19 SN/JS to produce summary report of numbers o children accessing clubs.</p> <p>Sum2.19 Feedback from class reps/families about improving health</p>
<p>D. Develop systemic supervision sessions to manage family caseloads</p>	<p>Create routine systemic groups to discuss and manage difficult cases -BNE</p>	<ul style="list-style-type: none"> <li>• Staff able to learn from case management and reflect on how their responses/attitudes impact on the child/family</li> <li>• Staff feel like they are well supported when managing difficult issues</li> <li>• Supervision group practice used to manage any difficult issue within school</li> </ul>	<p>Simon Blackmore Dedicated supervision sessions in timetable</p> <p>Simon Blackmore E09 (17450) £2500</p>	<p>Sum2.18 Systemic group begins with designated safeguarding and behaviour leads</p> <p>Aut2.18 Group supervision begins in year groups with Simon Blackmore</p> <p>Sum2.19 Key staff feedback about value of sessions</p>

#### 4. LEADERSHIP AND MANAGEMENT

A. To continue to develop subject leaders role across school	Meet with Bev Hall	<ul style="list-style-type: none"> <li>To ensure there is sufficient focus on non-core subjects to maintain a broad and balanced curriculum</li> <li>Subject leaders to be advocates for their subject and demonstrate increased knowledge across phases of what good learning and progress in subjects looks like</li> <li>Assessment of ARE is robust</li> </ul>	<p>Promote developing contacts in other schools.</p> <p>Publish knowledge organisers</p> <p>Training with Bev Hall</p> <p>VNET E28 (45170) £3000</p>	1. Summer 1 Subject Leader support – Bev hall
	Share foundation subject data			2.Sum2.18 Progression charts in place
	Subject leaders identify 3 actions and desired impact			3. Aut. 18 Use of progression document to underpin planning. Subject leaders develop 'Working at Greater depth' portfolio to promote aspirations. KS1 Year groups develop knowledge organisers for specific themes
				4. Sum.19 Subject leaders have portfolio of End of Year age related expectations
				5. Sum2.19 Bank of knowledge organiser for taught themes/subjects.
B. To develop peer coaching.	Coaching leadership to continue.	<ul style="list-style-type: none"> <li>URN teachers/deputy able to develop an support specific areas of practice for their peers by identification of barriers and enablers</li> <li>The school has a sustainable culture of development as more staff develop experience as coaches</li> </ul>	<p>Coaching time allocated in directed time.</p> <p>Planning sessions with</p>	Sum1.18 Planning session for URN/deputy/head Individual sessions completed for this group
	Coaching triads/partners			Sum2.18 Each URN + dep identifies individual (in year group) to coach. Access

	to be established utilising Upper Range Teachers (URN)		<p>Mary Jo-Hill. Access to online resources</p> <p><u>Coach4School Improvement</u> E09 (14750) £2995</p>	<p>Aut1.18 Mary-Jo Hill to review with head/URN/deputy to scale up model OR plan rolling programme.</p>
C. For Governors to maintain professional partnerships in light of national legislation	Termly meet with partnership team WEJS	<ul style="list-style-type: none"> <li>Secure leadership and governance of school as part of wider education system</li> <li>Appropriate collaborations with other schools based on shared vision and ethos</li> <li>Clarity in vision/values and purpose for any collaboration with priority in improving outcomes for children and promoting the teaching profession.</li> <li>Identification of key individuals and organisations who can support /contribute and develop the vision/values and purpose</li> <li>Clear plan for maintaining and continual improvement with WEJS</li> <li>Efficiencies evident in range of areas i.e. CPD, purchasing, leadership support, effectiveness of governor meetings</li> <li>Opportunities for shared work with WEJS established.</li> <li>Leaders held to account by highly skilled governance</li> </ul>	<p>Specific/ realistic leadership time allocated without detracting from school improvement. Dedicated governor working party meetings.</p> <p>Senior leaders governors to attend briefings/ academy workshops. Senior leaders to keep staff informed</p>	<p>1.Summer 1.18 Continual involvement in head teacher association and representation on consultative groups as a means of comparing WEINs development with that of other schools. BNE representative on Norwich Opportunity Area strategic board.</p>
				<p>2. Aut.18 Governors and school leaders continue to explore meaningful collaborations.</p>

<p>D. To continue to identify barriers to success for children, and plan to mitigate against impact of deprivation.</p> <p><b>WTIP1</b> <b>WTIP 3</b> <b>WTIP 4</b> <b>WTIP 5</b></p>	<p>Beginning of year meeting – ‘Getting to know your class teacher’.</p>	<ul style="list-style-type: none"> <li>• School gives highly accessible information to enable families to better support children in learning i.e. reading/spelling/mental recall</li> <li>• School has identified where improved day to day relationships could enhance outcomes for children</li> <li>• Teachers individually proactive in pursuance of improving relationships and sharing of information to improve outcomes.</li> <li>• Key staff proactive in accessing/signposting to additional support for families i.e. troubled families resourcing.</li> <li>• Families and children all refer to their teacher by name not ‘your/my teacher’.</li> </ul>	<p>Digital support for producing materials</p> <p>Reading material to support development of effective relationships.</p>	<p>Sum2.18 Transition meeting to include information about families who we have not successfully engaged. Create ‘case study’ approach?</p>
	<p>Regular sessions/digital or face to face to share how we are teaching.</p>			<p>Aut1 1. 18 Beginning of year meeting for all families in year group – ‘getting to know your teacher’.</p>
	<p>Identify vulnerable children/families due to poor contact/relationship with school</p>			<p>Sum2.19 Review information shared with families – look at individual case studies?</p>
<p>E. Management of financial pressures</p>	<p>Agree planned reductions</p> <p>Seek external support – MPs and County Councillors</p> <p>Consultation Review impact</p>	<ul style="list-style-type: none"> <li>• School has a financial sustainable plan in place</li> <li>• Impact of cost savings reviewed in light of health and safety risks.</li> <li>• Continue to seek external funding to support specific projects</li> </ul>	<p>Access to financial advice and support. Access to HR and union advice and support</p> <p>Meeting times Administration</p> <p><u>Services4Schools</u> Finance enhanced £28 (45170) £2575</p>	<p>As per budget revision</p>

F. Monitoring implementation of GDPR	GDPR online training	<ul style="list-style-type: none"> <li>• School meets Legal requirements for GDPR</li> <li>• Systems in school streamlined to support process</li> <li>• Families informed of changes.</li> <li>• No data breaches</li> </ul>	Review external strategies used by other industries	Sum 1.18 GDPR online training completed by staff Face to face training
	Face to face GDPR for staff		Meeting times	Sum2.18 Policy in place
	Lead data identified		<u>Data Protection Education</u> E28 (45170) £2195 GDPRIs E28 (45170) £275	Sum2.19 Implementation and policy into practice review
Govs to monitor.				

#### Whole Team Improvement Plan themes (WTIP)

1. High Expectations
2. Developing Problem Solving and reasoning
3. Science of learning
4. Engaging Families
5. Reading for learning
6. Get Moving

#### Autumn 2018 Tasks:

- Cross Reference to Pupil Premium Plan
- Check cross referencing to Whole Team Improvement plan.

Full Review of SIDP: Spring 2019

This report is written in consultation with stakeholders including:

- Governors
- Family representatives
- School leaders, subject leaders and wider staff representatives
- The voice of the child is heard informally through small group discussions/assemblies etc.

The plan is developmental and strategic. It is a working document that is adapted in responses to contextual changes and external policy.

Comments are welcome and should be directed via the school office or to [head@westearlhaminfant.norfolk.sch.uk](mailto:head@westearlhaminfant.norfolk.sch.uk)