

Aims/Vision of school

Our vision is to develop the independence and self-esteem of all pupils in the moral, cultural and religious aspects of our society so that through a broad and stimulating curriculum they will achieve their full potential and be able to lead rewarding lives in a fast changing world.

School Improvement Specific Priorities for Academic Year 10/11

- **To provide a broad and stimulating Creative Curriculum with a focus on Christian Values and Sustainability to help prepare all children for life:** *Introduction of new curriculum & progression of skills; planning & delivery of the curriculum including use of outdoor environment and the development of pupil voice; embedding and monitoring of provision for identified groups of children (the more able, gender & SEN); introduction of learning and thinking skills to develop independence; Launch of V.L.E., embed ICT in learning.*
- **Develop the use of assessment data & practices that identify the performance of different groups of children so as to further inform teaching and learning and raise standards:** *introduce School Pupil Tracker ensuring all teachers have clear measures of pupil progress to enable them to plan lessons closely matched to individual learning needs; develop teacher assessment of non-core subjects alongside new curriculum; develop assessment for learning, self- and peer assessment with a focus on use of I Can statements to help children measure success..*
- **Raise standards further in core subjects of Mathematics and Literacy so that every child can achieve their full potential in basic skills:** *Introduce Revised Mathematics Framework; extend familiarisation with APP in Maths and targeting MA ____ (tbc from SL& JG after SATs analysis) __; embed ICT in teaching & learning of both maths and literacy; develop cross curricular writing; consistent approach / criteria to assessment of writing every half term; involvement of children in setting targets with use of child-friendly language.*

Improvement Priority 1

To provide a broad and stimulating Creative Curriculum with a focus on Christian Values and Sustainability to help prepare all children for life: Introduction of new curriculum & progression of skills; planning & delivery of the curriculum including use of outdoor environment and the development of pupil voice; embedding and monitoring of provision for identified groups of children (the more able, gender & SEN); introduction of learning and thinking skills to develop independence; Launch of V.L.E., embed ICT in learning.

Action	Time Scale	Who Responsible	Resources/ Cost	Monitoring	Success Criteria/Impact	Evaluation
<p>Introduce our Creative Curriculum with a focus on Christian Values and sustainability for life</p> <p>Plan for, teach and monitor the effectiveness of the new curriculum in providing a broad and balanced curriculum that engages all pupils and builds in independence for pupils, taking into account pupil/parent voice</p> <p>Use a wide variety of teaching approaches to challenge and motivate all learners including ICT and outdoor learning environment.</p> <p>Review Teaching & learning policy to reflect changes in curriculum</p> <p>Provide CPD for all staff to enable them to deliver the new curriculum confidently and effectively.</p>	Sept 10- July 11	<p>Class teachers</p> <p>RE, Geography, Science Coordinator s/</p> <p>ASTs - inhouse</p> <p>KS Leaders SENco DHT HT</p>	<p>Staff meeting / planning time</p> <p>SMT time</p> <p>AST / Coordinator release time as required.</p> <p>INSET time (amount tbc)</p>	<p>Teachers to evaluate termly through year group planning meetings /staff meetings / discussions with SMT</p> <p>RE Coordinators& Geog/SCi Coordinator – ongoing with DHT</p> <p>KS Leaders – ongoing - twice termly through Departmental meetings / Performance Management</p> <p>DHT, HT ongoing through P.M., Staff meetings, SMT, year group planning meetings, meetings with SLs, questionnaires to parents and focus groups of children.</p> <p>Governors – through subject leader liaison, day visits and DHT/HT feedback at curriculum committee.</p>	<p>Teachers plan and deliver new curriculum with outcomes integrating skills from different curriculum areas, working in year group teams in line with whole school T&L policy. Timetables will reflect the use of CC time (roughly 5 hrs p.w.)</p> <p>Teachers embed Christian values/sustainability in their theme plans as per long term curriculum plan 2010-2011 and link to RE/Geography/Science where applicable- making links explicit to children</p> <p>Children involved in practical activities at least x1 termly (KS1&2) and x2 for FS2, that give them opportunities to say what they would like to learn about linked to subsequent themes / values and get better at (skills) and for these to planned for where possible.</p> <p>Parents to be invited into school (Term 2- open afternoon) to be given an opportunity to observe the new curriculum in action and asked to evaluate</p> <p>Children are aware of their values and can give examples to explain what this means to / for them when asked.</p> <p>Termly plans by year group show clear use of the outdoor learning environment. A consistent approach on monitoring and moderating work will take place as per revised monitoring policy and timescale to</p>	<p>Monitoring in Oct / Nov '10 shows that teachers are planning for CC. Timetables reflect time allocated to CC. Values evident in Medium term plans - need to see how this works at a weekly plan level and links more closely to the PHSE & RE.</p> <p>All year groups experienced a landing pad / launch pad & outdoor learning opportunities visiting speakers. These are planned for on the MTP. Special funding made available to support use of outdoor learning & CC.</p> <p>Values planned for and monitoring will take place talking to children to see what they know about their values. Monitoring is taking place as per new schedule / timeline for the year & monitoring policy. Date booked for open day in school T2. AH monitoring - teachers given the choice of having their observation linked to the C.C. CPD - took place - see staff meeting schedule.</p>

					support the development of the curriculum.	
Use & development of new progression of skills for themed learning in new curriculum. Focus on all groups of learners.	Sept 10- July 12	Class teachers SL's ASTs - inhouse KS Leaders DHT HT	Staff meeting / planning time SMT time AST / Subject Coordinator release time as required.	Class Teachers to monitor coverage of skills in planning meetings to ensure all skills/ content areas required by N.C. are covered as new curriculum is introduced. Class teachers to evaluate effectiveness termly through staff meetings / discussions with SMT. DHT – ongoing with all parties. Governors – through subject leader liaison, day visits and DHT/HT feedback at curriculum committee.	Teachers plan for new curriculum using skills identified for each year group and record on plans to ensure continuity and progression throughout the school. Up-to-date provision map in place by end of September 2010 showing more able, SEN. Progression of skills to be in an electronic format to be in use by July 2011. Monitoring shows broad and balanced coverage of skills with progression through the school accessed by all groups – SEN, gender, G&T e.t.c.	Progression of skills went live in September 2010. Since then PE now updated. Music to be done alongside D.T. later in the year. So far year groups are using to record what they have planned. Will renew focus in term 2 as a tool to support what needs to be covered / have to plan for. Provision map in place by October 2010 identifying groups of learners who are to be supported by wave 2 & 3 plus extended. Monitoring in theme has so far taken shape in the form of celebrating books whole staff in staff meetings (Oct/Nov), looking at MTP in subject groups during SM (Nov 2010) & looking at sample plans by CC leaders(Nov 2010). CC leaders shared guidance for theme books term 2 during inset 3 as a result of the monitoring that took place. T2 to have subject groups look at examples of weekly plans that demonstrate how discrete subjects are being taught through the CC. CC leaders to look at plans and give feedback-provision for all groups of learners and personalisation being a focus. T3 - to look at the skills maps of each year group for the subject areas and see which areas are being covered the most - look at emphasis and how we can ensure all requirements being met.
Introduce & develop as part of the curriculum skills in how to learn, develop active learners who are independent &	Oct 10- July 2012	Class teachers ASTs – in	Staff meeting time	ASTs/DHT – termly with Feedback to SMT	Termly moderation of theme work. Pupils actively involved in their learning	Pupils involved in shared planning and ideas used in development of whole school

<p>confident and deepen their understanding of how to be successful learners</p>		<p>house SMT</p>	<p>AST time – as required INSET – time and amount tbc</p>	<p>HT</p>	<p>making choices about what and how to learn.</p> <p>Pupils can articulate what they need to do to be a successful learner and to get better in age appropriate language.</p> <p>Evidence of thinking skills being used in each class.</p> <p>Use of questioning to engage learners as thinkers</p>	<p>curriculum.</p> <p>Di Pardoe booked for INSET in October 2011 – successful learners – details to be refined nearer the time once an evaluation of progress of this year clearer.</p> <p>Thinking skills developing – teachers shared what they did (Oct 2010) – have requested a follow up on TASC and sharing of activities. Will set up a board of activities for Term 2 and have a sharing staff meeting again.</p> <p>Questioning appears on all MTPs and weekly plans to encourage thinking. Use of I can to begin to empower learners to discuss what they think they are good at. Next step is to look at the marking policy and how best to develop to build in next steps in child friendly language.</p>
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<p>Develop and extend the ICT curriculum so that ICT is fully embedded in both core subjects and in the Creative Curriculum,</p> <p>Create greater awareness of e-safety for pupils, staff and parents.</p> <p>Provide training for all staff in e-safety, V.L.E. AND on going developments.</p>	<p>Sept 10- July 12</p>	<p>ICT Coordinator, ICT technician (as required), SL & KR (for VLE) , E-safety team DHT & HT</p>	<p>CPD time INSET time-staff & LSAs / Subject Coordinator time Staff meetings, team meetings, year groups-sharing of good practice. Mean cost of VLE per annum _____ Cost for ICT Technician _____</p>	<p>Monitoring and moderation of standards by ICT Coordinator.</p> <p>Provision of e-safety and progression to be monitored by E-safety Team</p> <p>DHT to support</p>	<p>Revised ICT curriculum plans and outcomes as each term's planning is rewritten for discrete teaching of ICT. Focused monitoring by ICT co-ordinator.</p> <p>For children to receive e-safety training early in new academic year 2010 across whole school to ensure progression and coverage of e-safety requirements. Programme of training for staff and children to be implemented with regular information sessions for parents.</p> <p>To launch our V.L.E. in Autumn 2010, developing it for use in school by all teachers and pupils by end of Spring 2011 and at home by end of July 2011.</p> <p>For all subject leaders, where applicable, to identify how / when ICT is to be further embedded as part of the learning opportunities and activities provided for children, in line with revised ICT age-related expectations, developments in their own subject areas and launch of V.L.E.</p>	<p>ICT curriculum - LTP now exists for renewed curriculum. Whole school focus on e-safety in September to kick year off. (Both 2 / 3 lessons and 2 assemblies - one for each key stage) ICT curriculum shared with staff and staff now writing new schemes of work for ICT to ensure it is taught discretely and firmly embedded in the curriculum.</p> <p>E- safety evening at school on 2nd Dec for parents.</p> <p>VLE launched in Nov 2010 with staff. Group of mentors beginning to publish courses. Group of parents to be identified and launch to begin in school spring 2011.</p> <p>ICT leaders working on assessment of new curriculum.</p>
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Improvement Priority 2

Develop the use of assessment data & practices that identify the performance of different groups of children so as to further inform teaching and learning and raise standards: *introduce School Pupil Tracker ensuring all teachers have clear measures of pupil progress to enable them to plan lessons closely matched to individual learning needs; develop teacher assessment of non-core subjects alongside new curriculum; develop assessment for learning, self- and peer assessment with a focus on use of I Can statements to help children measure success.*

Action	Time-Scale	Person Responsible	Resources/ Cost	Monitoring	Success Criteria/Impact	Evaluation
<p>Introduce School Pupil Tracker</p> <p>Discussions about class performance data between KS Coordinators and members of their team to help build profiles of class / keys stage and to assist in targetting different groups of children for core subject areas to help all learners achieve their full potential</p>	<p>Sept 2010 – July 2011</p>	<p>ICT Technician SENco KS Leaders DHT HT</p>	<p>INSET time (amount tbc)</p> <p>Cost of ICT technician</p> <p>Time in departmental meetings/ P.M. meetings and with KS Leader as required</p> <p>Termly meeting time with DHT/HT to meet with individual teachers</p> <p>SMT – time as required including cover for KS1 / KS2 Coordinators</p>	<p>DHT & SMT</p> <p>HT</p>	<p>Class teachers (Core subject leaders- initially Maths, English & ICT) to be able to use SPT to track progress, analyse data and know how to sort data and find answers to class / cohort queries electronically by end of Spring 2011.</p> <p>Data to feed into provision maps.</p> <p>Class Teachers to have an increased understanding and ownership of data, being able to refer to relevant data during annual discussions with KS Coordinators to set challenging class targets in Autumn 1, to be reviewed mid-year and end of year – linked to P.M. and end of KS targets. SMT to monitor full use and effectiveness of Pupil Tracker.</p>	<p>SPT introduced in September 2010 in a staff meeting- given passwords and a brief orientation around the site. In October teachers asked to complete provision maps and identify how many children in certain groups to further familiarise them with the system and what it can do.</p> <p>First discussions with KS leaders took place in October 2010 before parents' evening. Groups of children identified to target in maths in line with SIP.</p> <p>Dates to be fixed for Spring / summer term.</p>
<p>Develop teacher assessment of non-core subjects in light of new curriculum.</p> <p>Modify assessment timeline / policy as required in preparation for academic year 2011 – 2012.</p>	<p>Sept 2010 – July 2012</p>	<p>DHT, Subject Coordinators and HT</p>	<p>DHT time</p> <p>Subject Coordinators time as required</p> <p>Staff meeting time as required.</p>	<p>DHT & SMT</p> <p>HT</p>	<p>Teachers use skills progression to help build a picture of individual/class performance against age-related expectations so as to inform Teacher Assessment by June 2011.</p>	<p>Y3 to trial assessment of non-core subjects in Autumn 2010 - extend to Y4 & Y2 in spring 2011. Use feedback to devise manageable and purposeful system by end of July 2011.</p>

<p>Assessment for learning - further develop learner independence and success</p> <p>Assessment for Learning to be part of Assessment Policy by October 2010.</p> <p>Consistent use of I can statements as a tool to measure success for children – tiered where appropriate.</p>	<p>Sept 2010 – July 2011</p>	<p>DHT & SMT</p>	<p>Staff Meeting time</p>	<p>DHT & SMT through observations & performance management.</p> <p>Subject Coordinators when monitoring</p>	<p>Consistent use of I can statements evident in plans, books, and by children and teachers during observations as a tool to measure success– tiered where appropriate.</p> <p>Develop a consistent approach to self-assessment for each key stage in line with revised assessment / assessment for learning policy by end of Autumn 2010.</p>	<p>I can in plans MTP and weekly theme plans. Need to get feedback from subject monitoring over year to see how other areas are developing.</p> <p>Afl - will develop in T2 - T1 was too soon - people needed to reflect on SPT and new curriculum this term.</p> <p>Marking policy under review in both KS - discussions to be finalised - will link to Afl fro mid-Spring term 2011.</p> <p>Various year groups are trialling different tools for self-assessment this term - will pool ideas together for Spring 2011.</p>
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Improvement Priority 3

Raise standards further in core subjects of Mathematics and Literacy so that every child can achieve their full potential: *Introduce Revised Mathematics Framework; extend familiarisation with APP in Maths and targeting MA2 (Calculation strand), MA3 (Understanding Shape strand); embed ICT in teaching & learning of both maths and literacy; develop cross curricular writing; consistent approach / criteria to assessment of writing every half term; involvement of children in setting targets with use of child-friendly language.*

<p>Introduce Revised Framework for mathematics across the whole school and use of standard planning format.</p> <p>Continue to develop ICT as a learning tool in mathematics through the introduction of mathematics activities on the VLE, opportunities for parents to attend mathematics workshops so that they can support children in developing mathematics skills, provide good ICT resources available in every class to engage range of learning styles.</p> <p>APP – to extend to all strands for tracked pupils in Maths.</p> <p>Providing CPD for all staff in the teaching and learning of Calculation</p>	<p>Sept 2010 - 2011</p> <p>Spring 2011</p> <p>Sept 2010- 2011</p> <p>Spring 2011</p>	<p>SL, JG, Class Teachers</p> <p>SL, JG, ICT Co-ordinator, Other staff</p> <p>Class Teachers</p> <p>SL, JG</p>	<p>Co-ordinator review time</p> <p>Co-ordinator preparation time Staff meeting time Evening presentations</p> <p>Co-ordinator monitoring time</p> <p>Staff Meeting time</p>	<p>Co-ordinator planning and review time</p> <p>Co-ordinators</p>	<p>All year groups to plan using the revised framework for mathematics to help raise revised age-related expectations with ICT embedded.</p> <p>Regular moderation opportunities for staff and a focus on assessment for learning; Feedback from parents on workshop evenings; VLE set up with maths activities present for at least 6 classes (SM, CB, KP/MS, JG, SL, KR).</p> <p>APP records maintained for 6 pupils per maths groups and used to help form teacher judgements on levels. Thorough 'build-a-picture' grids completed on tracked pupils to give a informed teacher assessment.</p> <p>Agreed calculation policy; models and images progression secure; calculation to be central to weekly lessons.</p>	
<p>Development of writing across the curriculum – creation of rich learning experiences to develop writing linked to work on talk for writing.</p> <p>Ensure a consistent approach/criteria to assessing writing every half term</p> <p>Develop ICT as a learning tool for literacy and embed in teaching & learning opportunities - provide good ICT resources available in every class to engage range of learning styles.</p>					<p>Individual writing targets are set with the children and written in child-friendly 'age-appropriate' language so they have greater ownership of their learning and are clear how they can move forward.</p>	

