



SCHOOL IMPROVEMENT OBJECTIVES 2019-2020

‘EVERY MOMENT MATTERS’

1. OVERALL EFFECTIVENESS

Objective: Increase number of pupils gaining Greater Depth and decrease gender gap

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
1.1 Increase rate of progress of boys’ in reading, writing and maths.	<ul style="list-style-type: none"> Conduct survey on what boys most enjoy writing and reading about. Review planning to reflect a more boy friendly approach to teaching writing. Library to be reviewed to promote boy friendly reading resources. Complete an analysis of maths, reading and writing assessments to identify areas of development for boys. 	<ul style="list-style-type: none"> LMT All staff LMT LMT, TE 	<ul style="list-style-type: none"> Complete survey by end of Autumn 1 Sample planning to be completed by end of Aut 2 Library resources to be reviewed & replenished by end of Autumn 2 (£500) Non-contact time (1 day at £200) 	Planning to show clear evidence of boy friendly writing activities with reference to survey outcome. 10% increase in boys in KS1 and KS2 making better than expected progress in reading, writing or maths i.e. average of 2 boys in each year group. Minimum of 10% decrease in gender gap across KS1 and KS2 in reading, writing and maths.
1.2 Increase number of pupils in KS1 achieving Greater Depth in reading and writing.	<ul style="list-style-type: none"> Complete an analysis to identify areas of development. Identify pupils with potential to move from point 7 to an 8 and create a Greater Depth intervention group. Review cross curricular links to provide opportunities for 	<ul style="list-style-type: none"> LMT, WT LMT, KS1 Team KS1 Team 	<ul style="list-style-type: none"> Non-contact time (1 day at £200) 	Minimum 10% increase of pupils gaining Greater Depth in reading. Minimum 5% increase of pupils gaining Greater Depth in writing.

	reading and writing in foundation subjects.		<ul style="list-style-type: none"> Teacher release time to be incorporated into weekly timetable. 	
1.3 Increase number of pupils gaining Greater Depth in Maths.	<ul style="list-style-type: none"> Maths lead to attend Maths Mastery Training Introduce Maths Mastery across the school. Order Maths Mastery resources to support teaching. Train all staff, teachers and TAs, in maths mastery approach. Observe Maths Mastery sample lessons. 	<ul style="list-style-type: none"> TE TE TE TE All staff 	<ul style="list-style-type: none"> £1000 (funding through Maths Hub) 1 staff meeting £2500 + £1400 (for storage) 2 staff meetings Staff to be released – internal cover/no cost 	At least 1 pupil from each cohort moving from a point 7 to a point 8 by the end of the year.

2. QUALITY OF EDUCATION

Objective: Improve cross curricular links to aid progress in reading, writing and maths

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
2.1 Create a knowledge and skills based curriculum that has clear subject links and is accessible to all.	<ul style="list-style-type: none"> Attend 'Reviewing Your Curriculum' course Review current curriculum and resources. Create Knowledge Organisers for each year group and adapt where necessary for pupils with SEND Create Tier 1, 2 and 3 curriculum vocabulary list for each cohort. 	<ul style="list-style-type: none"> BT and RH All staff (BT lead) All staff (BT lead) All staff (BT lead) 	<ul style="list-style-type: none"> £120 course cost plus 1 day supply at £200. No cost No cost No cost 	<p>Pupils make connections between subjects and can articulate this clearly.</p> <p>Books show clear evidence of cross curricular learning.</p> <p>Knowledge Organisers (KO) are being used effectively to support learning across all subjects. Pupils of all abilities are able to use KO as a quick point of reference to support their learning.</p> <p>There is clear evidence of improved standard of writing in foundation books.</p>

2.2 Improve staff curriculum knowledge.	<ul style="list-style-type: none"> • Provide staff and governors with training on the use of the new Knowledge Organisers. • Teachers to share more detailed planning with TAs. • Address any further training needs for staff. • Provide staff supporting SEND with support for adapting the curriculum to suit a child's needs 	<ul style="list-style-type: none"> • BT • Teachers • RH and BT • RH (as SENCO) 	<ul style="list-style-type: none"> • 0.5 INSET DAY • Liaison meetings • In-house training • In-house and ongoing 	<p>Staff are able to draw of pupils' knowledge gained from other subject areas.</p> <p>All staff are able to talk with confidence about the curriculum their children are being taught.</p> <p>Staff supporting pupils with SEND can confidently adapt activities to ensure pupil progress is evident against personal targets.</p>
2.3 Improve learning environments so that they reflect new curriculum expectations and support the learning of pupils.	<ul style="list-style-type: none"> • Working walls to reflect new curriculum focus to include Knowledge Organisers. • Staff to do learning walks with LMT to enable sharing of good practice and ensure consistency. • Quality resources to be easily accessible to pupils and staff. • Corridor wall displays to reflect knowledge and skills based curriculum of all foundation subjects. 	<ul style="list-style-type: none"> • All staff • LMT and staff • Curriculum Leads 	<ul style="list-style-type: none"> • 1 staff meeting • 1 staff meeting • New resources, if required e.g. maths mastery (£2500) and £1400 for fixed shelving and storage 	<p>All classes have consistent approach to the use of working walls.</p> <p>Evidence during lesson observations of high quality resources and working walls being used effectively by staff and pupils as additional learning tools.</p> <p>Pupils are able to articulate how they use their learning environment to support their learning.</p>
2.4 Increase parent awareness on how best to support their child's learning.	<ul style="list-style-type: none"> • Meetings to be held with parents to share Knowledge Organisers and teacher expectations. • Website to be reviewed to provide better access for resources for parents wanting to support their child. • Home Learning activities to be reviewed to ensure they link to the Knowledge Organisers and curriculum intent. 	<ul style="list-style-type: none"> • All staff • LMT and admin • All staff 	<ul style="list-style-type: none"> • After school meetings to be held at the beginning of the Autumn term from 3pm • No cost, ongoing • 1 Staff meeting 	<p>Parent survey shows 100% positive feedback on how well school informs parents of their child's learning.</p>

3. BEHAVIOUR AND ATTITUDES

Objective: Raise Standards through improving consistency of behaviour management across the school

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
3.1 Increase pupil involvement in behaviour management.	<ul style="list-style-type: none"> Conduct a pupil survey on behaviour in school. Involve pupils, parents and governors in reviewing the anti-bullying policy. Hold anti-bullying workshops for all pupils as part of anti-bullying week. Create a webpage on the school website dedicated to Behaviour and Attitudes. Develop school prefect status as support and role models for younger pupils. 	<ul style="list-style-type: none"> School Council, WT Steering group of parents, governors and school council reps, BT and RH External organisation LMT LMT 	<ul style="list-style-type: none"> Lunch time meetings After school meeting Possible costs for external agency, approx. £300 1 meeting ongoing 	<p>Pupils, parents and staff are fully conversant with the anti-bullying policy. Pupils have a clear understanding of the term 'bullying'.</p> <p>School website seen as a helpful point of reference for new parents and staff enquiring about school ethos, behaviour and attitudes. Pupils are seen taking responsibility for their own behaviour and the behaviour of others.</p>
3.2 Improve staff behaviour management skills to ensure consistency.	<ul style="list-style-type: none"> Send two members of staff on TIS (Trauma Informed Schools) training to become TIS practitioners. Provide staff with second level TIS training. Provide Governors with third level TIS training. Identify two further members of staff as pastoral support staff and provide relevant training. 	<ul style="list-style-type: none"> RH and BT BT BT LL and PP 	<ul style="list-style-type: none"> Free training. Classroom release cost approx. £300 0.5 INSET day, no cost 1hr, no cost Free training. Cover to be done internally. 	<p>Clear consistency of approach to managing pupil behaviour evidenced by focused observations by RH and BT and monitoring visits by governors (KH)</p> <p>Low level disruption decreased. Challenging behaviour from certain pupils quickly addressed and not affecting the continued learning of the other pupils.</p>
3.3 Improve interaction between pupils at playtimes	<ul style="list-style-type: none"> Discuss playground use with School Council and ask for a wish list of resources. 	<ul style="list-style-type: none"> BT, WT and RH 	<ul style="list-style-type: none"> 1 meeting 	<p>Pupils are continuously engaged in physical activity during break times.</p>

	<ul style="list-style-type: none"> Review use of playground areas. Introduce new playground makings. Purchase playground resources to support active and risky play and positive interactions between pupils. Involve pupils in developing playground rules. Provide staff with training on how to support positive playground interaction between pupils. Review playtime transitions back into the classroom and address areas of concern quickly. Conduct a second survey as an evaluation of implemented changes. 	<ul style="list-style-type: none"> BT and RH RH BT and RH All staff BT All staff School Council, WT 	<ul style="list-style-type: none"> 1 staff meeting Sports Premium funding to the value of £3000. Sports Premium funding to the value of £5000 and capital funding to the value of £4250. 2 sessions 1 staff meeting and ongoing support during playtimes Ongoing 2 school council meetings and attend 1 governors meeting to present findings 	Resources are suitably challenging and accessible to all pupils. There is clear evidence of improved interaction between certain groups of pupils. Pupils enter classrooms calmly and settle to learn quickly. Governor monitoring shows evidence of improved interaction between pupils throughout the day. Pupil survey shows increase in positive view of behaviour across the school inside and outside the classroom.
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4. PERSONAL DEVELOPMENT

Objective: Increase self-esteem through consistent use of high quality PSHE based activities

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
4.1 Improve consistency and impact of RTime across the school.	<ul style="list-style-type: none"> Introduce The Diamond Rules. Relaunch RTime across the school to be used weekly. Provide staff training where needed. 	<ul style="list-style-type: none"> RH and Staff All staff LMT, LL 	<ul style="list-style-type: none"> 1 assembly Ongoing 1 staff meeting and ongoing support 	Pupils, staff and parents have a clear understanding of and can demonstrate The Diamond Rules. Evidence of RTime being used across the school in a range of lessons and at different times of day - evident in governor monitoring reports and school observations.

				Improved pupil interaction between specific pupils.
4.2 Increase pupil awareness of future career options	<ul style="list-style-type: none"> • Invite parents in to talk about their careers and be interviewed by the pupils. • Hold a careers day/week • Pupils to complete a questionnaire before and after about their likes/dislikes, what they are good at, what they enjoy learning about most, what career aspirations they may already have etc • Pupils to create a check list of skills and qualities they possess i.e. personal qualities passport. • Create a wall display entitled 'Become what you want to be' based on inspiring careers. 	<ul style="list-style-type: none"> • RH and staff • External company, RH • LMT • Pupils and Staff • RH and staff 	<ul style="list-style-type: none"> • 2 to 3 sessions over a half term • 1 day (cost to be confirmed) • 1 session • 1 session • 2 weeks to complete 	<p>Pupils can talk about their personal achievements and future aspirations with confidence and enthusiasm – monitored by governor and staff.</p> <p>Pupil questionnaire shows an increase in awareness of career options and self-esteem.</p> <p>All pupils can recognise some of their own personal qualities and have the self-confidence to share this with others.</p>
4.3 Improve pupil and parent understanding of making healthy choices.	<ul style="list-style-type: none"> • Conduct baseline assessment on contents of lunchboxes. • Invite Nutritionist in to run workshops on healthy lifestyles and 'eatwell'. • Provide parents with the opportunity to attend a workshop after school. • Provide parents with information leaflets including the 'eatwell' plate. • Review Healthy Schools Status and apply for reaccreditation. • Create a standalone 'Health and Wellbeing' curriculum planning document. • Review Fabulous Friday cooking to include healthy 	<ul style="list-style-type: none"> • RH, JD and DB • RH, LT • RH, LT • JD and DB • RH and BT • LMT, LT, School Council, WT • RH and RC 	<ul style="list-style-type: none"> • Lunch break for 2 weeks • No cost, 0.5 day • No cost, 1 hour • No cost • 0.5 day, no cost • 0.5 day, no cost • Minimal cost for ingredients, weekly 	<p>There is clear evidence that the content of lunchboxes is greatly improved.</p> <p>A 'Health and Wellbeing' document is positively received by parents.</p> <p>Pupils are able to clearly articulate what an 'eatwell' plate should include.</p> <p>Pupils can quickly sort foods into healthy and not so healthy and can quickly assess if a lunchbox is healthy or not.</p>

	<ul style="list-style-type: none"> recipes as part of the 'Health and Wellbeing' Curriculum. Conduct evaluation of lunchboxes and note any improvements Skipping workshop to increase active play. 	<ul style="list-style-type: none"> RH, DB and JD External company 	<ul style="list-style-type: none"> Lunchbreak at end of term for two weeks Sports Premium funding to the value of £300. 	
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5. LEADERSHIP AND MANAGEMENT

Objective: Raise Standards through increasing awareness of accountability of individual roles

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
5.1 Increase staff awareness of their accountability against school improvement objectives, with reference to 'Every Moment Matters'	<ul style="list-style-type: none"> Performance Management meetings to be conducted by LMT for all members of staff - targets and training are linked to TIS and the newly reviewed curriculum. Review staffing structure, job specifications for LMT and line manager responsibilities. Conduct whole school training on Safeguarding, TIS, Curriculum Review, Knowledge Organisers and the focus on 'Every Moment Matters' Conduct termly reviews and check on progress against personal targets and school expectation of standards. 	<ul style="list-style-type: none"> LMT RH and Governors LMT 	<ul style="list-style-type: none"> Staff release time – covered internally No cost 3 staff meetings and 2.5 INSET days (Eden CAPH workshops) – no cost 	<p>Staff are fully aware of their level of accountability in all aspects of their work with children. There is clear evidence in lesson observations and staff interaction with pupils of the impact of training.</p> <p>LMT roles are clearly defined and they have clear impact on moving the school forward.</p> <p>Staff are confident in their knowledge of the curriculum and how they can support pupils to make progress.</p>

5.2 Improve recording system of safeguarding and pastoral concerns	<ul style="list-style-type: none"> • Scrutinise pastoral folders and archive information. • Install new programme 'My Concern' as new safeguarding and pastoral recording system. • LMT to receive 2 x training sessions on the use of 'My Concern' 	<ul style="list-style-type: none"> • HP (DSL) • HP • LMT 	<ul style="list-style-type: none"> • 0.5 days – no cost • £420 annual cost • 2 x 1.5hrs – no cost 	<p>My Concern is being used with confidence by LMT to record any safeguarding concerns or pastoral issues.</p> <p>My Concern quickly highlights pupils on alert that can be carefully and easily monitored. Staff awareness of Safeguarding is heightened and staff are more tuned in to concerns that should be recorded.</p> <p>Patterns of behaviour that could otherwise have gone undetected, enable the school to identify a pupil of concern.</p>
5.3 Increase parent awareness of the role and impact of governance	<ul style="list-style-type: none"> • Conduct a 360° self-evaluation and set targets accordingly. • Conduct a governor specific parental survey. • Create a simple guide to governance at PAW for parents. • Review governance area on the website to ease accessibility for parents. 	<ul style="list-style-type: none"> • Clerk • Governors • Governors • Governors 	<ul style="list-style-type: none"> • 2 hr meeting • 3week period • 2 x 2hr meetings • 2 x 2hr meetings 	<p>Parental survey shows a minimum 10% increase in parents knowing the role and impact of the governors.</p> <p>School website information about governance is easily accessible.</p>

6. THE QUALITY OF EARLY YEARS FOUNDATION IN SCHOOLS

Objective: Raise standards through increased use of new outdoor space

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
6.1 Increase number of boys gaining the Early Learning Goals (ELG) in reading and writing	<ul style="list-style-type: none"> • New resources for outdoors to be used to provide greater opportunities for reading and writing. • Visit schools where EYFS boys are making good progress in 	<ul style="list-style-type: none"> • EYFS staff • EYFS Teacher and TA 	<ul style="list-style-type: none"> • Up to £1000 • 0.5day – cover internally 	<p>Number of boys gaining ELG in reading and writing has increased by at least 10%.</p>

	<p>reading and writing and implement additional ideas.</p> <ul style="list-style-type: none"> • Provide opportunities for reading and writing through all curriculum areas. • Develop Knowledge Organisers to improve cross curriculum learning. • Provide parents with information on how to support their child's learning. 	<ul style="list-style-type: none"> • EYFS Teacher • EYFS Teacher • EYFS Teacher 	<ul style="list-style-type: none"> • Ongoing • Staff meeting • Ongoing 	
<p>6.2</p> <p>Increase opportunities for children to gain greater depth in maths.</p>	<ul style="list-style-type: none"> • Review EYFS curriculum for maths and resources available. • Identify pupils with potential to gain Greater Depth. • Provide opportunities for extending maths skills. • Provide opportunities for Greater Depth EYFS to work with Year 1 pupils, if appropriate. • Access Maths Mastery resources when appropriate. • Work with the Maths Lead on developing an EYFS Maths Mastery curriculum. 	<ul style="list-style-type: none"> • EYFS Teacher, RH and TE • EYFS Teacher and RH • EYFS Teacher and TE • EYFS Teacher and TE • EYFS Teachers • EYFS Teacher and TE 	<ul style="list-style-type: none"> • By end of Autumn Term2 • By end of Autumn Term1 • Ongoing • Ongoing • Ongoing • End of Year 	<p>Increase number of pupils gaining Greater Depth in Maths by a minimum of 10%.</p>