

School Improvement & Development Plan 2015-16

Introduction

Welcome to the SIDP for 2015-16. This year the format has changed to try and make the plan concise, actions cohesive and focuses and the monitoring and evaluation of the plan sharp and effective. All activities link to the impact on Pupil Outcomes whether academic or holistic. The plan clearly include all stakeholders in improving the schools.

Pupil Numbers and Class Structures – September 2015

Colkirk CE VA Primary		Sculthorpe CE VA Primary		West Raynham CE VA Primary		Totals
YrR	6*(+2)	YrR	10*	YrR	2*	20
Yr1	9	Yr1	12 (+2)	Yr1	7	28 (30)
Yr2	6 (+2)	Yr2	7 (+1)	Yr2	9	24
Yr3	7	Yr3	11 (+2)	Yr3	8	26 (28)
Yr4	7	Yr4	14	Yr4	12	33
Yr5	7 (+1)	Yr5	9	Yr5	11	27
Yr6	6	Yr6	11	Yr6	9	26
Total NOR Sept 15	48 (55)	Total NOR Sept 15	74 (79)	Total NOR Sept 15	58	180 pupils (192) pupils

Possible Class Structures September 2015

YrR ,1 & 2	21 (25)	Yr2 boost each morning (6 children)	YrR	10	YrR,, 1 &2	18	Yr2 boost each morning (9 children)
Yr3&4	14		Yr1&2	18 (22)	Yr3 &4	20	
Yr5 &6	13 (14)		Yr3&4	25 (27)	Yr5 &6	20	
			Yr5&6	20			

Funding for SIDP 2015-16

Priority	Funding / School
1. Maths Standards	£2850 (£760 Colkirk, £1172 Sculthorpe, £918 WRaynham)
2. Pupil Premium Enrichment Projects	£4340 (£2000 per school – leaving £1700 for supply)
3. Computing	£500 (£133 Colkirk, £205 Sculthorpe, £162 WRaynham) + Training Costs split 33% per school
4. Christian Distinctiveness	No Cost

Priority: STANDARDS Raise achievement in Maths at the end of KS2 to be at least in line with national expectations (in terms of attainment and progress) and maintain the progress and achievement made in KS1. <i>Standards in maths have been lower than that of Reading and Writing (RAISEonline) and children's achievement has been lower than national expectations whilst progress has been tracked as good or better by the school.</i>		
Issues related to Teaching & Learning	Actions and Success Criteria	Completion Date and Staff Involved and Cost (Inc Supply)
<ol style="list-style-type: none"> Ensure Teaching challenges all children and promotes rapid and sustained progress in their learning. Ensure Teaching is linked directly to children's needs. Ensure all children are provided with high expectations in their learning at all times. Ensure there is a high level of numeracy skills balanced with problem solving opportunities in children's learning. Staff to identify pupils who require additional support or intervention to progress in their learning quicker and match their peers. 	<ul style="list-style-type: none"> Training with Leading Maths Teacher on ensuring greater challenge for all children. Planning to be bespoke to children and not reliant on published schemes or website planning tools. Every teacher sets consistently high expectations in learning and this is supported by weekly homework that consolidates and extends learning in maths. Every lesson has a problem solving element that requires a range of numeracy skills to be used. Termly Pupil Review Meetings to identify focus children in Maths, half termly reviews to evaluate mid-point picture for these children. 	<p>By April 2015 – Callen organise with R Newport.</p> <p>Start from March 2015, review April 2015, July 2015, Oct 2015</p> <p>Start from March 2015, monitor as below in lesson monitoring.</p> <p>Start from March 2015, monitor as below in lesson monitoring.</p> <p>April 2015, June 2015, July 2015, September 2015, October 2015, December 2015, February 2016, April 2016</p>
Issues related to Leadership & Management	Actions and Success Criteria	Completion Date and Staff Involved and Cost (Inc Supply)
<ol style="list-style-type: none"> Maths Co-ordinator to monitor teaching and learning on a half termly basis with the following foci: Challenging learning, Extending Learning, Problem Solving in every lesson, Expectations in Maths Teaching. Maths Co-ordinator to monitor planning and provide greater challenge to teachers to ensure planning is bespoke to children's needs. Homework is agreed and established as a means to extend learning further as well as an opportunity to consolidate prior learning. Governors (STANDARDS COMMITTEE) receive a termly report from Maths Co-ordinator based on this action plan. Governors monitor pupil outcomes on a half termly basis from the school tracking system and focus on rates of progress and % of children meeting and exceeding Age Related Expectations (ARE). 	<ul style="list-style-type: none"> Monitoring completed (shadowed by Gov / ExecHT) with agreed focus (some unannounced), report to identify strengths and CPD needs, shared with Standards Committee and Staff. Planning is checked for meeting needs of learners, over reliance on published schemes that are not tailored for children's needs. Homework extends learning from that week in the classroom. It offers consolidation also and meets needs of different groups of learners. Governors interrogate termly report from maths Co-ordinator and match this to achievement reports and outcomes in monitoring activities to triangulate their views on progress towards priority being achieved (at each GB meeting). 	<p>By July 2015, By Oct 2015, By Dec 2015, By Feb 2016, by April 2016. 2 days per half term x 6 = 12 days £1200 Supply</p> <p>June 2015, Nov 2015, Jan 2016</p> <p>July 2015, Dec 2015, Mar 2016</p> <p>May 2015, July 2015, September 2015, November 2015, February 2016, April 2016</p>
Issues related to Staff Training and Development	Actions and Success Criteria	Completion Date and Staff Involved and Cost (Inc Supply)
<ol style="list-style-type: none"> Staff undertake a series of training in Mathematics delivered by Leading Maths Teacher (R Newport) - focus shall be: <ul style="list-style-type: none"> Challenging & Extending Learning, Problem Solving in every lesson, Raising Expectations in Teaching & Learning of Maths. Maths Co-ordinator to attend the termly Mathematics Leaders Network to gain ideas, training and resources for improving maths. 	<ul style="list-style-type: none"> Maths Co-ordinator sets up training sessions as part of training calendar and staff attend and implement new ideas into practice. Maths Co-ordinator disseminates information and ideas from the network meeting to staff on a termly basis. 	<p>Challenging & Extending Maths Problem Solving in every lesson Raising Expectations £150 per session x 3 = £450</p> <p>£1200 to cover cost of network subscription and supply mtg once per term.</p>

Priority: Standards / Curriculum / Resources
To increase the range of educational experiences and opportunities children in receipt of Pupil Premium funding have in our federation and the impact this has on educational standards (expecting all EVER6 children to make at least expected progress in their learning as a result).
EVER6 pupils have access to a systematic intervention programme of support but often lack the life experiences that other pupils in their classes hold. In allocating a proportion of Pupil Premium funding to establish an enrichment project package it is hoped these children will then maintain expected progress in their learning and be able to draw on this to improve their work.

Issues related to Teaching & Learning	Actions and Success Criteria	Completion Date and Staff Involved and Cost (Inc Supply)
1. Establish a Writing Enrichment Project for KS2 Ever6 pupils. 2. Establish a Practical Maths Problem Solving Project for KS1 Ever6 pupils. 3. Establish a Forest School Social Skills Project for All Ever6 pupils. 4. Establish a Resident Artist Project for ALL Ever6 pupils. 5. Establish a Computing Project for KS2 Ever6 pupils. 6. Establish 3 x cultural day experiences for ALL Ever6 Pupils.	<ul style="list-style-type: none"> ◆ Children work with a writing specialist teacher to create a story book and publish this. Focus on writing skills, extending learning and writing for a purpose. ◆ Children in KS1 undertake practical problem solving activities leading to an overall solution extending their learning and love or maths. ◆ Children complete team building activities and build social skills. ◆ Children have the opportunity to work with a resident artist to produce a piece of artwork with support from their parent(s). ◆ Children in KS2 undertake a programming challenge to develop their Computing skills. ◆ 1 x day visiting a museum, 1 x day visiting an art gallery, 1 x day visiting the theatre. 	3 days June 2015 £600 supply + £200 resources 2 days July 2015 £400 + £150 resources 2 days Sept 2015 £300 (Inc resources) 2 days Nov 2015 £600 (Inc resources) 2 days Jan 2016 £400 (Inc resources) 3 x days March 2016 £750 (£250 per day) Total: £3400
Issues related to Leadership & Management	Actions and Success Criteria	Completion Date and Staff Involved and Cost (Inc Supply)
1. Establish a Pupil Premium Champion for the federation. 2. Pupil Premium Children continue to be tracked and evaluated each half term, audit of learning behaviours and attitude to learning introduced as a further measure to impact.	<ul style="list-style-type: none"> • Appoint a named person with responsibility for Ever6. • Champion has all information on every Ever6 child. • Champion co-ordinates the enrichment programme. • Champion reports half termly to Governors and identifies impact on learning behaviours and academic progress. • Tracking demonstrates positive impact on EVER6 children's academic progress. • Learning Behaviours and Attitudes audit provides core data for impact of enrichment projects. 	June 2015 3 x 0.5 days supply release time (£450) Starts September 2015 – ends April 2016 October 2015, December 2015, February 2016, April 2016
Issues related to Staff Training and Development	Actions and Success Criteria	Completion Date and Staff Involved and Cost (Inc Supply)
1. Attend Pupil Premium Training led by DNEAT.	<ul style="list-style-type: none"> ◆ Training accessed and ideas implemented in action plan for federation. 	February 2015 SIDP April 2015

Priority: Curriculum Develop the use of Computing to be an effective part of specialist learning and a cross curricular tool for learning across the federation. <i>Staff have requested further training and guidance on the implementation of Computing within the primary curriculum and to develop strategies to use this effectively to support learning within the broad curriculum we offer.</i>		
Issues related to Teaching & Learning	Actions and Success Criteria	Completion Date and Staff Involved and Cost (Inc Supply)
<ol style="list-style-type: none"> Teachers to become confident in using the LearnPad technology and plan lessons that are 'pushed out' for children to access and use regularly. Teachers to use computing plans to deliver effective computing to children and integrate e-safety within this teaching as a regular part of the curriculum. Teachers to begin to use the online tracker to assess children's learning in Computing on a termly basis. 	<ul style="list-style-type: none"> Teachers to plan a Computing Learning Together week using the main areas of the computing curriculum. Teachers to access LearnPad Teacher area, plan a lesson with resources and 'push' it out for children to use. Teachers to compile an e-safety curriculum that sits alongside the main computing curriculum. Teachers to use the curriculum learning objectives to assess children's learning and record this on the tracker each term. 	<p>September 2015 £300 per school for resources</p> <p>June 2015 (monitored by Exec Head and Governor)</p> <p>July 2015 (ready to begin in September 2015)</p> <p>Trail in Summer Term 2015.</p>
Issues related to Leadership & Management	Actions and Success Criteria	Completion Date and Staff Involved and Cost (Inc Supply)
<ol style="list-style-type: none"> Computing co-ordinator to monitor to planning and teaching of Computing. Computing co-ordinator to survey the range of ICT used to support learning across the curriculum. Computing co-ordinator to undertake a skills survey of staff to identify training needs for implementing the Computing Curriculum. Governors to undertake an evaluation of the Computing provision in the federation, focus on resources, training and future needs. 	<ul style="list-style-type: none"> Planning identifies key themes and skills from Computing Curriculum and activities that challenge learning. Survey clearly identifies skills gaps and training needs of all staff. CPD plan developed for staff to implement Computing Curriculum Confidently. Standards Committee meet with staff and form an evaluative view on Computing across the federation. 	<p>April – July 2015</p> <p>May 2015</p> <p>May 2015 1 x day supply £200 (2 x half days to write survey and collate results and form action plan)</p> <p>May 2015</p>
Issues related to Staff Training and Development	Actions and Success Criteria	Completion Date and Staff Involved and Cost (Inc Supply)
<ol style="list-style-type: none"> SBrown to provide a series of training sessions for teachers on how to use the new LearnPad technology. SBrown to provide a series of training sessions for support assistants on how to use and support learning with the LearnPads. Computing Co-ordinator to create a training programme to upskill staff on aspects of the computing curriculum. 	<ul style="list-style-type: none"> Teachers access training on LearnPad Technology and feel confident to deliver curriculum. Support Staff understand LearnPad Technology and how they can use this to support learning. Training programme established to 'upskill' staff in delivering all aspects of Computing Curriculum. 	<p>June 2015 – Dec 2015</p> <p>June 2015 – Dec 2015</p> <p>Sept 2015 – Feb 2016 (Cost covered in Training Budgets from each school)</p>

Priority: Christian Distinctiveness <i>To develop the Christian Distinctiveness of the federation and each school to reflect the Christian foundation and values of the schools and support those explicit values of British Society.</i>		
Issues related to Teaching & Learning	Actions and Success Criteria	Completion Date and Staff Involved and Cost (Inc Supply)
<ol style="list-style-type: none"> To introduce the teaching and learning of the Eucharist as a gathering for worship in a Christian community. Develop the link of Home and School through our shared values as a Church of England Federation. Develop the work of the Ethos Children to lead a monthly act of collective worship in their school or another in the federation based on the planned values theme. 	<ul style="list-style-type: none"> Undertake a trial of the Eucharist Cycle agreed with the Diocese of Norwich and Father Edward / Foundation Governors. Introduce a half termly Home School Values Activity using the Jumping Fish resources. Children to plan with Ethos Governor an act of collective worship and deliver this to their school or another in the federation. 	<p>July 2015, September 2015, November 2015, February 2016, April 2016, June 2016.</p> <p>September 2015, October 2015, January 2016, March 2016, April 2015, May 2016</p> <p>April 2015 Callen / GYarham</p>
Issues related to Leadership & Management	Actions and Success Criteria	Completion Date and Staff Involved and Cost (Inc Supply)
<ol style="list-style-type: none"> Governors to undertake a Self-Review of each school within the federation. Governors and school leaders to undertake an evaluation of how each school promotes the fundamental British values as part of SMSC in schools. Governors to undertake a survey of parents, children and staff on the Christian distinctiveness of our schools and federation. 	<ul style="list-style-type: none"> Use Appendix 2 of Working Together (Oct 2014) to undertake a self-review focusing on quality of education, leadership and staffing, governance, demographics, links with the community and partnership / collaboration. Governors and leaders to use Promoting fundamental British values as part of SMSC in schools (DFE Nov 2014) as a guide to evaluating this in our federation. Governors to undertake Christian distinctiveness surveys, collate and evaluate results and work with school leaders in forming actions as a result. 	<p>May 2015 – June 2015</p> <p>July 2015 – September 2015</p> <p>Oct 2015</p>
Issues related to Staff Training and Development	Actions and Success Criteria	Completion Date and Staff Involved and Cost (Inc Supply)
<ol style="list-style-type: none"> Eucharist training for staff and parents. Staff training on Godly Play. 	<ul style="list-style-type: none"> Diocese (Juliet Corbett) and local incumbents / foundation governors. Staff to revisit and re-energise selves with the concept of Godly play and its use within the teaching of RE and worship in our schools. 	<p>July / September 2015</p> <p>Autumn 2015</p>