



SCHOOL IMPROVEMENT PLAN 2
September 2011/ July 2012

'Every Child Matters'

"Achieving Excellence Together in a Caring Community"

Headteacher: Louise Austin
Chair of Governors: Tony Marshall

Introduction

School improvement and self evaluation are central to the aims of Dorchester Primary School.

'Every child matters' and we strive to do our best for every child and person within the organisation. We have high expectations and high standards within the school. We are continually looking to improve all aspects of school life to make the education of the children effective and fun. Through this plan we will continue to develop a strong partnership with parents and governors. We endeavour to include all children fully in life at Dorchester Primary; we differentiate and adapt the curriculum in order to meet each child's individual needs and try to personalise learning to interest, motivate and challenge each pupil.

This document has been formulated as a result of a School Self Assessment and the recent Ofsted recommendations (February 2011). The assessment process has involved all members of the community reviewing the school priorities, all areas of the curriculum and management plans. The Senior Leadership Team and Governors continually reflect on the plan and review it ensuring we are on track to achieve our objectives and priorities for the year.

It is the responsibility of the subject leader as stated in their job description to evaluate and review the subject policy, schemes of work and to monitor standards, teaching and learning through a variety of ways e.g. talking to children, staff, looking at work and plans.

The curriculum manager (shared role of Head teacher and deputy) will meet with all subject leaders biannually to discuss developments and progress in each subject area and set new targets for the following year which form the action plan.

This plan has been formulated taking into account the relevant priorities and initiatives from central government.

It has been decided to review the SIPlan in September and add the results of the SATS for 2011. This plan will now run until July 2012.

1. Outcomes from the previous School Improvement Plan

Of the priorities in our previous school improvement plan, we have successfully achieved 5 out of 8 priorities, which have led to improvements in the quality of provision and pupils' progress.

A. Priority 1: To raise standards and achievement in writing from the Foundation Stage to Year 6, particularly boys and for more able learners

In 2010 the Key Stage 2 SATs results exceeded the national averages in English and our own targets. 85% of Year 6 pupils gained a level 4 or above in English with 32% achieving a level 5. (Target was 72% level 4 and 15% level 5). 90% reach 2 levels of progress from KS 1. Boys outperformed the girls. However in Key Stage 1 62% gained a level 2c and above in writing; 48% gained a level 2b and above; 7% level 3 which was disappointing (see School Review 2010/2011).

In 2011 the KS 2 SATS results were above the national average again at 85% for English. The target set for 52 pupils was 86%; 58 pupils took the SATS tests (3 pupils were EAL). 33 girls outperformed 25 boys in English by gaining 94 % L4+ and 39% L5 compared to 72% boys gained L4 and only 8% L5. More pupils 89% gain a L4 in Reading compared to 83% L+ in writing. 48% pupils gained a L5 in reading compared to 28% in writing.

88% pupils gained a Level 4+ in Maths and 40% level 5; (Target was 90% L4 and 30% L5). This was a 10% improvement on the previous year for Level 4 + and 4% for Level 5. 90% of girls gained a L4+ compared to 84% boys however 48% of boys gained a L5 compared to 33% of girls.

In 2011 in KS 1 87% gained a L2+ in reading, 77% in writing and 92% in Maths and 23% in reading gained a L3+, 18% in writing and 25% in Maths. This is an improvement on last year's results especially with the increase of level 3 writers.

Generally it appears standards are improving however writing is still an area of focus particularly for boys.

B. Priority 3: To develop the role of the curriculum leaders further, so that they are fully involved in all aspects of monitoring and evaluating their areas.

The skills and experience of the leaders has developed significantly over the year through coaching, shared observations with the head teacher. This has resulted in higher expectations and better planning, teaching and evaluation of children's learning

(see subject leaders reviews).

In May 2011 the English subject leader for KS 1 and CLLD has developed her skills immensely. She has trained the school staff and she was asked to train other staff across the LEA in the delivery and organisation of CLLD.

C. Priority 6: To continue to develop our managed learning environment to extend collaboration and communication across the whole school community and develop further community cohesion and a sustainable school.

This has partly been achieved through a parent workshop, the installation of TV Life Channel, recruitment of a new ethnic minority community governor, developing stronger partnerships with 8 local schools and 1 Croydon school. Staff have been able to analyse strategies to develop a sustainable school in Eco week with the pupils (see ICT subject reviews)

D. Priority 7: To improve learning and teaching by continuing to develop training for all leaders, staff, parents and governors

This has partly been achieved by staff attending a variety of training especially for middle leaders who have used their new skills to support staff to improve their teaching. Parents have been trained by staff in how to support their children with ICT and reading and writing. Unfortunately some staff haven't used the training effectively to improve their teaching skills (see Ofsted Report 2011).

E. Priority 8: To improve attendance

Attendance improved to 95.12% at the end of the academic although the snowy days when the school remained open did affect our figures in the autumn term. Penalty notices issued appeared to be making an impact.

The following priorities were not fully achieved:

- To ensure that teachers provide the right level of challenge in lessons for all pupils, but especially for the more able. More work needs to be done to ensure this.
- To plan and familiarise the new primary curriculum when it arrives. A change of government resulted in this being postponed until 2013.
- To achieve the "outstanding" Ofsted status. Ofsted in February 2011 identified Dorchester Primary as a good school with 4 outstanding features (see Ofsted report 2011).

2. Pupil and school achievements

Key Stage 2	2010		2009		2008	
	L4	L5	L4+	L5	L4+	L5
English	85	32	73	35	91	32
Maths	78	36	78	53	91	35
Combined	71	-	67	-	-	-
Science TA/test	81	47	88	35	94	47
Key Stage 1	2010		2009		2008	
	L2	L3	L2	L3	L2	L3
Reading	85	12	84	27	80	20
Writing	62	7	75	2	71	20
Maths	92	15	98	23	93	24

The KS2 results (60 children in year group) in 2010:

- The Key Stage 2 SATs results exceeded the national averages in English and our own targets.
- 85% of Year 6 pupils gained a level 4 or above in English with 32% achieving a level 5. (Target was 72% level 4 and 15% level 5). 90% reach 2 levels of progress from KS 1.
- 81% of pupils achieved a level 4 or above in Science with 47% gaining a level 5 in Science.
- 78% achieved a level 4 or above in Maths; 36% gained a level 5. (Target was 81% for L4+ and 22 L5+). The girls didn't achieve as well as expected. 6 girls became stressed by the maths mental tests and didn't score the predicted levels. The level 5+ target was exceeded.
- 71% of pupils gained both level 4 in English and Maths which missed our target of 78%.
- The contextual value added from Key Stage 1 to Key Stage 2 is 99.8. This means "that progress made by pupils in the school KS 2 cohort is not significantly different from the national average" (Middle 20% of schools nationally).

Quality of provision

From our regular programme of monitoring and self-evaluation, there has been improvement in the quality of teaching and learning. However there are still inconsistencies which need to be addressed. From first hand observations, the overall quality of teaching has been judged as good however there is still satisfactory practice which needs to be eradicated.

The quality of pupils' learning and their progress is good (Ofsted 2011). The pupils acquire good understanding and good knowledge due to the broad, balanced, imaginative and creative curriculum. From lesson observations it can be confirmed that pupils practise their skills diligently and learn well in the vast majority of lessons. Pupils are very enthusiastic and keen to learn new skills and knowledge trying hard to produce their best work in every lesson.

The CVA from Key Stage 1 to 2 has fluctuated over the years. Girls didn't make as much progress as expected in July 2010 due to their lack of confidence especially within the mental maths test. However over the three year average CVA there is improvement especially with the boys, SEN and EAL pupils.

2. School Finance

The budget for 2010/2011 which included all income, grants and additional funding was **£1,674,394**; 85% was spent on staffing; 10% was spent on premises; 8% was spent on curriculum. A balance of **£30,781** will be taken forward to continue to support the priorities in this school improvement plan.

Summaries of the school budget and forecasts are attached to this plan.

3. Future priorities

The following school improvement priorities were identified by Ofsted in February 2011. The governors have already agreed the school targets for 2012 – a summary is attached.

Our next priorities are:

- a) **Priority 1: To ensure every lesson taught is at least good through further coaching, observations and training**
- b) **Priority 2: To provide additional training and support so that teachers confidently and accurately assess the levels at which pupils work in all areas**
- c) **Priority 3: To ensure all groups of pupils are sufficiently challenged in all lessons**
- d) **Priority 4: To identify trends over time for all individuals and groups by using all data and target tracker information in order to precisely target further improvements**

TARGETS 2011

Key Stage 2

Number of pupils in year 6	58	non statutory targets for 2010 (present year 6)	58	non statutory targets for 2010 (present year 2)	61				
Statutory targets for 2010 (present year 5)		proportion of pupils achieving level 4+ in English	86		2c+	2b+	2a+	3	
proportion of pupils achieving level 4+ in both English & maths	86	proportion of pupils achieving level 5+ in English	20	proportion of pupils in reading achieving	85	70	49	26	
proportion of pupils progressing two levels in English	96	proportion of pupils achieving level 4+ in maths	90	proportion of pupils in writing achieving	77	62	32	15	
proportion of pupils progressing two levels in maths	90	proportion of pupils achieving level 5+ in maths	30	proportion of pupils in maths achieving	92	80	48	17	

The governors formally agreed and adopted this School Improvement Plan on 31st March 2011.

Key Stage 2 Results July 2011

Key Stage 2	2011 L4	2011 L5
English	85	26
Maths	88	40
Combined	81	
Science TA	86	41
Key Stage 1	L2	L3
Reading	87	23
Writing	77	18
Maths	92	25

In 2011 the KS 2 SATS results were above the national average again at 85% for English. The target set for 52 pupils was 86%; 58 pupils took the SATS tests (3 pupils were EAL). 33 girls outperformed 25 boys in English by gaining 94 % L4+ and 39% L5 compared to 72% boys gained L4 and only 8% L5. More pupils 89% gain a L4 in Reading compared to 83% L+ in writing. 48% pupils gained a L5 in reading compared to 28% in writing.

88% pupils gained a Level 4+ in Maths and 40% level 5; (Target was 90% L4 and 30% L5). This was a 10% improvement on the previous year for Level 4 + and 4% for Level 5. 90% of girls gained a L4+ compared to 84% boys however 48% of boys gained a L5 compared to 33% of girls.

KS2	2010 - 11		2009 - 10		2008 - 09	
	4+	5	4+	5	4+	5
English	85	26	85	32	73	35
Boys (25)	72	8	86	31	58	19
Girls (33)	94	39	83	33	90	52
Reading	89	48				
Writing	83	28				
Maths	88(-2)	40(+10)	78	36	78	53

Boys	84	48	93	52	77	45
Girls	90	33	63	20	83	65
Combined	81		71		67	
Science TA	86	41	81	47	88	35

In depth analysis has been completed by the assessment co-ordinator (please see assessment file)

Key Stage 1 Results July 2011

KS1	2010 - 11		2009 - 10		2008 - 09	
	2+	3	2+	3	2+	3
Reading	87(+7)	23(+3)	85	12	84	27
Writing	77(-3)	18(+3)	62	7	75	2
Maths	92(+6)	25(+10)	92	15	98	23

In 2011 in KS 1 87% gained a L2+ in reading, 77% in writing and 92% in Maths and 23% in reading gained a L3+, 18% in writing and 25% in Maths. This is an improvement on last year's results especially with the increase of level 3 writers.

Generally it appears standards are improving however writing is still an area of focus particularly for boys.

Foundation Stage Results at the end of Reception July 2011

2011 FSP	DA	SD	ED	LCT	LSL	R	W	NLC	C	SSM	KUM	PD	CD
Total pupils 60	56	53	40	49	49	41	39	52	44	50	51	57	46
%	93	88	67	82	82	68	65	87	73	83	85	95	77

The children in the nursery and reception classes have made good progress however only 68% achieved 6 points or more (6/7 points being the average standard) in reading and 65% in writing; therefore to meet our targets and expectations of the national average by the end of Key Stage 2 work needs to be clearly targeted and focused for individuals to make the necessary progress.

Key Priority 1

To ensure every lesson taught is at least good through further coaching, observations and training

Key Priority 2

For teachers to confidently and accurately assess the levels at which pupils work in all areas by implementing training and recommended strategies

KEY PRIORITIES for 2011/2012

Key Priority 3

To ensure all groups of pupils are sufficiently challenged in all lessons

Key Priority 4

To identify trends over time for all individuals and groups by using all data and target tracker information in order to precisely target further improvements

Key Priority 5

To ensure all pupils (especially boys in writing) make the expected progress every year; a minimum of 4 average points

Priority 1: To ensure every lesson taught is at least good through further coaching, observations and training

Aim: To raise attainment and progress for all pupils in all lessons

What are we trying to achieve? Success criteria				Total finance: £ 5,000
100% good to outstanding inspirational lessons taught across the school				
What does this mean for	What do we have to do?	By when?	Lead person?	Outcome for children
Governors	Recruit good to outstanding staff Monitor induction and performance management policy Scrutinize school data Challenge progress at Curriculum committee meetings Conduct professional conversations with HT	May 2011 July 2011	Tony Marshall	Confident that good to outstanding progress and attainment is being achieved for all pupils in all lessons
Headteacher	Recruit good to outstanding staff Ensure induction policy is fully implemented Ensure objectives for performance management are SMART and cycle is fully implemented by SLT Observe lessons regularly and give constructive development points Identify individual teachers' needs and organise coaching, training, visits to their classes or schools Revisit and support further improvements Employ inspectors to validate judgements (£2,000)	Half termly or more frequent if the needs arises	Louise Austin	Good to outstanding attainment and progress achieved in every lesson across the school for all pupils
Assessment Co-ordinator	Monitor individual and class progress and attainment Report to HT	Half termly	Debbie Damestani	Accurate data collated Conclusions drawn and recommendations made
SENCo	Monitor progress of all SEN pupils Observe in classes and offer support/strategies Report to HT	Half termly	Sheena Hindocha/ Louise Austin	Successful interventions being put in place to raise attainment and progress of SEN pupils
Teachers	Plan and teach good to outstanding lessons daily Apply excellent subject knowledge consistently to challenge and inspire all pupils Check systematically and effectively pupils' understanding in lessons	Daily	All teachers	Every lesson is good to outstanding which enables all pupils to achieve maximum progress and attainment.

	Talk to pupils and mark their work to make an impact on progress and attainment Be receptive to advice and constructive development points Be proactive in embedding recommendations into practice from coach/ SLT/HT Attend training, reflect on theory and apply Improve teaching so that all lessons are good to outstanding	Daily	All teachers	Every lesson is good to outstanding which enables all pupils to achieve maximum progress and attainment.
Subject leaders	Observe in classes and offer support/strategies Provide a range of appropriate and effective resources to support good subject knowledge and teaching Model outstanding lessons to specific staff Organise team teaching and training (£2,000) Report to HT	Half termly	All subject leaders	Consistently good subject knowledge being taught to all pupils to raise attainment and progress
Support staff	Liaise with class teacher, follow plan, communicate with class teacher and support children to learn effectively and make good progress	Daily	All LSAs	Confidently supporting individuals and small groups to meet target
Children	Listen, participate and learn in all lessons in order to meet the learning objective and success criteria All pupils inspired and learn extremely well Attend school for 96% or more	Daily	All pupils	Inspired and motivated to learn to personal best in every lesson
Parents	Support child at home to complete any home learning	Daily	All parents	Proud of child's achievements
External agencies	Support class teacher to ensure all pupils making good progress in every lesson Model and coach teachers (£1,000)	Half termly	All agencies AIS	Good progress and attainment achieved by specific pupils
Evaluation: The senior staff and members of the governors' curriculum committee will formally evaluate the overall effectiveness of this priority against the stated success criteria				

Priority 2: For teachers to confidently and accurately assess the levels at which pupils work in all areas by implementing training and recommended strategies

Aim: To raise attainment and progress in English and Maths for all pupils

What are we trying to achieve? Success criteria				Total finance: £5,000
Teachers are able to assess all work particularly reading, writing and Maths work accurately and confidently against the National Curriculum levels				
What does this mean for.....	What do we have to do?	By when?	Who is the lead responsible person?	Outcome for children
Governors	Scrutinize school data Challenge progress at curriculum committee meetings	October February May	Tony Marshall	More accurate data termly/annually to aid target setting and measuring progress for all pupils; groups of pupils and trends
Subject leaders	Provide accurate examples of levelled work Create a portfolio for staff reference Train staff to be confident about levelling Moderate random samples of all subjects Support staff and pupils to understand how to uplevel work	Half termly	Jenny Rowsome Geeta Watson Kay Wyman	
Headteacher	Moderate work with teachers and subject levels Seek advice and moderation from external agencies	Termly	Louise Austin	
Assessment Co-ordinator	Moderate samples of work Support staff with moderation Ensure accurate data is put onto tracking sheets Monitor pupil progress and levelling	Half termly	Debbie Damestani	
SENCo	Ensure SEN pupils work is accurately levelled Ensure all pupils and support staff understand levels and how to improve work	Half termly	Sheena Hindocha/ Louise Austin	
Teachers	Attend training and be receptive to moderation (£5,000 training) Gain expertise to levelled accurately with subject leaders and SLT Display levelled writing and Maths in the class room Teach pupils effectively in order to uplevel their work and make good progress	As required Daily	All teachers	Accurate pupil levelled work with next steps to improve and uplevel work.

	Level work regularly and discuss with pupils Level a piece of writing for parents Seek advice and support as required	March 2011 and 2012		Accurate pupil levelled work with next steps to improve and uplevel work
Support staff	Become familiar with levelled work Discuss levelled work with pupils and teachers Understand how to support pupils to improve and uplevel their work	Ongoing Daily	All LSAs	
Children	Understand their own levels Work hard to improve their levels Understand what they have to do to improve their work and up level it	Daily	All pupils	Higher attainment in all subjects
Parents	Understand their child's levelled work Communicate with the class teacher Support child to improve and up level their work	Ongoing	All parents	Celebrate and be proud of child's achievements
External agencies	Support staff with levelling Offer advice and strategies to improve work	As required	AIS	More accurate school data for comparison with other school
Evaluation: The senior staff and members of the governors' curriculum committee will formally evaluate the overall effectiveness of this priority against the stated success criteria				

Priority 3: To ensure all groups of pupils are sufficiently challenged in all lessons

Aim: To raise attainment in reading for all pupils

What are we trying to achieve? Success criteria	Total Finance £ 3,000
2011 Reading: 90% pupils achieve level 4 30% level 5 by the end of Y6 80% pupils achieve level 2+; 20% L3+ by the end of Y2	
2012 KS 2 80% L4 35% L5 KS 1 82% L2 + 18% L3	
CLLD 80% of children are secure at phase 3 by the end of Reception in 2012. 80% of children are secure at phase 5 by the end of Year 1 in 2012.	

What does this mean for.....	What do we have to do?	By when?	Lead person?	Outcome for children
Governors	Scrutinize school data Challenge progress at curriculum committee meetings	October February May	Tony Marshall	Achieved school target
Subject leaders	Inspire and train staff Monitor class progress Keep up to date with national strategies Purchase appropriate resources £2,000 (1 book per child) Model good practice Complete class observations Organise peer/other school, observations (£200 x 5 days supply) Complete book scrutiny Talk to pupils about reading skills Report to HT	Termly Termly	Jenny Rowsome Geeta Watson Jenny Rowsome Geeta Watson	Achieved school target and ensure each pupil achieved own personal target
Headteacher	Challenge individual progress tracking sheets with class teacher Complete class observations with subject leaders/teachers Draw out conclusions from book scrutiny and recommend action Analysis pupils talk report Analysis school progress and attainment with SLT	Termly Termly	Louise Austin Louise Austin	Progress being made termly for all pupils; 1 average point score per term. Progress being made termly for all pupils; 1 average point score per term.

Assessment Co-ordinator	Check all tracking sheets are up to date Summarise all the data for groups (EAL, SEN, G & T, LAC, FSM) Analysis findings with HT Report back to Curriculum Committee	Termly	Debbie Damestani	Progress is mapped across the school for all pupils and groups
SENCo	Monitor progress of all SEN pupils Observe in classes and offer support/strategies	Termly When needed	Sheena Hindocha/ Louise Austin	All pupils with SEN making good progress
Teachers	Provide cross curricular reading materials for all abilities Plan carefully differentiated lessons to challenge all pupils Plan and read a variety of books to class. Teach daily high quality literacy lesson and phonic/spelling sessions Differentiate must, should and could Guided reading weekly with all groups Focus on higher order reading skills Individual reading fortnightly Monitor individual progress Plan carefully with LSA Assess pupil progress and address any concerns Discuss progress with HT Observe peers or other teachers in other schools	Daily Weekly Daily Half termly Termly	Each class teacher Each class teacher	Every child making good progress (1 average point score per term) to ensure the school's targets are met by the end of Key Stage
Support staff	Liaise with class teacher to plan, support and intervene with children who are not making appropriate progress	Daily	Class teacher SENCO	Every child making good progress to ensure the school's targets are met by the end of Key Stage
Children	Read at home Read at school as much as possible Attend school daily	Daily	Each pupil	Reach own target Enjoy reading fluently and accurately
Parents	Support child at home daily by reading to/with child Support child to complete any reading home learning	Daily Weekly	Each parent	Support child to reach own target an become a fluent reader
External agencies	Teach and support individual pupils with strategies to develop reading skills Liaise with teacher and LSA Monitor progress	Weekly	Learning support: Ruth CLL	Support child to reach own target an become a fluent reader

	Give school staff strategies to help support pupil reading progress Give staff and parents feedback on progress and attainment.		Fenice	
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Evaluation: The senior staff and members of the governors' curriculum committee will formally evaluate the overall effectiveness of this priority against the stated success criteria

Aim: To raise attainment in Writing for all pupils

What are we trying to achieve? Success criteria	Total finance: £4,000
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**80% of pupils to achieve expected level or above within one academic year.
100% of pupils to make 2 sub-levels of progress or more within one academic year.
100% of pupils to make 2 levels of progress between KS1 and KS2.**

2011 English KS2 86% pupils achieve level 4 + 20% level 5+ by the end of Y6

2011 Writing KS1 77% achieving L2+ 15% L3+

2012 English KS2 77% L4+ 30% L5+

2012 Writing KS1 80% achieving L2+ 15% L3+

**CLLD 80% of children are secure at phase 3 by the end of Reception in 2012.
80% of children are secure at phase 5 by the end of Year 1 in 2012.**

What does this mean for.....	What do we have to do?	By when?	Who is the lead responsible person?	Outcome for children
Governors	Scrutinize school data Challenge progress at curriculum committee meetings	October February May	Tony Marshall	Achieved school target
Subject leaders	Inspire and train staff Monitor class progress using tracking sheets. Keep up to date with national strategies Purchase appropriate writing resources £3,000 (dictionaries, phonics resources, whiteboards etc) Model good practice	Termly	Jenny Rowsome Geeta Watson	Achieved school target and ensure each pupil achieved own personal target.

	Complete class observations and book scans Talk to the children and feedback to teachers. Organise peer/other school, observations (£200 x 5 days supply) Report to HT	Termly	Jenny Rowsome Geeta Watson	Achieved school target and ensure each pupil achieved own personal target.
Headteacher	Challenge individual progress tracking sheets with class teacher. Complete class observations with subject leaders and teachers. Draw out conclusions from discussions with children and recommend action. Analyse pupils talk report. Analyse school progress and attainment with SLT.	Termly	Louise Austin	Progress being made termly for all pupils
Assessment Co-ordinator	Check all tracking sheets are up to date Summarise all the data for groups (EAL, SEN, G & T, LAC, FSM) Analysis findings with HT Report back to Curriculum Committee	Termly	Debbie Damestani	Progress is mapped across the school for all pupils and groups
SENCo	Monitor progress of all SEN pupils Observe in classes and offer support/strategies	Termly When needed	Sheena Hindocha/ Louise Austin	All pupils with SEN making good progress
Teachers	Provide cross curricular writing materials for all abilities. Plan carefully differentiated lessons to challenge all pupils. Children's levels are shared and next steps created collaboratively. Teaching of explicit writing skills should be planned for and delivered on a regular basis. Talk for Writing is an integral part of the teaching and learning process. Teachers should plan for the use of a range of resources eg ICT to inspire writing. Teach daily high quality phonics and support for spelling sessions Differentiate must, should and could. Monitor individual progress. Plan carefully with LSA. Assess pupil progress and address any concerns.	Daily Weekly Daily Half termly Termly	Each class teacher Each class teacher	Every child making good progress (1 average point score per term) to ensure the school's targets are met by the end of year/Key Stage. Every child making good progress (1 average point score per term) to ensure the school's

	Discuss progress with HT. Observe peers or other teachers in other schools.			targets are met by the end of year/Key Stage.
Support staff	Liaise with class teacher to plan, support and intervene with children who are not making appropriate progress.	Daily	Class teacher SENCO LSA	Every child making good progress to ensure the school's targets are met by the end of year/Key Stage.
Children	Write for a range of purposes at home through home learning. Use level ladder targets when writing in order to improve work. Peer and self assessment on a daily basis. Attend school daily.	Daily	Each pupil	Reach own target Enjoy writing in a range of genres and accurately and know next steps.
Parents	Support child at home daily in writing and spelling. Give children opportunities to write for pleasure in a range of genres.	Daily Weekly	Each parent	Support child to reach own target and become an independent writer. Develop child's ability to write for pleasure.
External agencies	N/A			
Evaluation The senior staff and subject leaders will formally evaluate the overall effectiveness of this priority against the stated success criteria.				

Aim: To raise attainment in Maths for all pupils

What are we trying to achieve? Success criteria	Total finance: £1000
All children to make at least 2 sub-levels of progress within the year. <u>2011 – Year 6.</u> 90% of Y6 pupils progressing 2 levels. 90% achieving Level 4+. 30% achieving Level 5+. <u>2011 – Year 2.</u> 92% achieving 2c+. 80% achieving 2b+. 48% achieving 2a+. 17% achieving 3.	<u>2012 – Year 6.</u> 90% of Y6 pupils progressing 2 levels. 85% achieving Level 4+. 35% achieving Level 5+. <u>2012 – Year 2.</u> 14% achieving less than Level 2. 86% achieving Level 2. 20% achieving Level 3.

What does this mean for.....	What do we have to do?	By when?	Who is the lead responsible person?	Outcome for children
Governors	Scrutinize school data Challenge progress at Curriculum committee meetings	October February May	Tony Marshall	Achieved school target
Subject leaders	Inspire and train staff. Model/team-teach where necessary. Ensure Maths Parent Booklets are sent out in September to all parents. Purchase resources. Be aware of and monitor progress of all children. Keep up to date with national strategies. Monitor planning to ensure personalised learning. Complete class observations to ensure resources available and used appropriately. Complete book scrutiny Talk to pupils about own skills Report to HT	Termly Termly	Kay Wyman Office	Achieved school target and ensure each pupil achieved own personal target Achieved school target and ensure each pupil achieved own personal target
Headteacher	Challenge individual progress tracking sheets with class teacher. Complete class observations with subject leader. Support subject leader to draw out conclusions from book scrutiny and recommend action. Analyse school progress and attainment with SLT	Termly	Louise Austin	Progress being made termly for all pupils
Assessment Co-ordinator	Check all tracking sheets are up to date Summarise all the data for groups EAL Analysis findings with HT Report back to Curriculum Committee	Termly	Debbie Damestani	Progress is mapped across the school for all pupils
SENCo	Support co-ordinator with progress of all pupils and offer support/strategies Report to HT	When needed	Sheena Hindocha/ Louise Austin	All pupils making good progress.
Teachers	<ul style="list-style-type: none"> • Adhere to Calculations Policy. • Plan carefully and resource differentiated daily Maths lessons. • Teach daily high quality lessons. • Differentiate must, should and could. 	Daily Weekly Daily	Kay Wyman Each class teacher	Every child making good progress (1 average point score per term) to ensure the school's targets are met by the end

	<ul style="list-style-type: none"> • Monitor individual progress and use it to inform planning. • Plan carefully with LSA and use their feedback to inform planning. • Assess pupil progress and address any concerns. • Discuss progress with HT • Observe peers or other teachers in other schools 	Half termly Termly		of Key Stage
Support staff	Liaise with class teacher to plan, support and intervene with children who are not making appropriate progress	Daily	Class teacher SENCO	Every child making good progress to ensure the school's targets are met by the end of Key Stage
Children	Always do their best and challenge themselves. Learn times tables and number bonds. Attend school daily	Daily	Each pupil	Reach or exceed own target
Parents	Support child with home learning and practise skills and suggestions made in Maths Booklets that are sent home in if possible.	Weekly	Each parent	Support child to reach own target
External agencies	Provide support to school for at least 1 term over the academic year	Annually	LA advisor Subject co-ordinator	Support child to reach own target
Evaluation The senior staff and subject leaders will formally evaluate the overall effectiveness of this priority against the stated success criteria.				

Key Priority 4: To identify trends over time for all individuals and groups by using all data and target tracker information in order to precisely target further improvements

Aim: To raise attainment in English and Maths for all pupils

What are we trying to achieve? Success criteria				Total finance: £10.000 Management Time Release time
Accurate data and information to clearly identify specific areas for improvement for individuals, boys, girls, FSM, EAL, SEN, G & T				
What does this mean for.....	What do we have to do?	By when?	Who is the lead responsible person?	Outcome for children
Governors	Scrutinize school data Challenge progress at Curriculum committee meetings	October February May	Tony Marshall	Accurate data to use to set targets for all pupils
Subject leaders	Collate data for subject for whole school; key stage, year group, class, FSM, LAC, SEN, G & T, boys and girls Analyse subject data and information Draw conclusion to inform future teaching, learning and curriculum objectives and skills Identify areas for improvement	Half termly	All subject leaders ½ management time weekly	Carefully planned curriculum to ensure attainment meets predicted targets for attainment
Headteacher	Scrutinise and analyse all data with class teachers, subject leaders and assessment coordinator Identify trends for different groups Plan areas for development and improvement with staff Monitor progress and attainment	Termly	Louise Austin	Accurate targets set for all pupils
Assessment Co-ordinator	Collate all data from subject leaders for all pupils and groups; ; key stage, year group, class, FSM, LAC, SEN, G & T, boys and girls Input data into target tracker and SIMs Analyse data and identify trends over time using levels of progress and average point scores Advice HT, subject leaders and governors over trends, attainment of groups and progress termly Draw conclusions and recommendations	Termly	Debbie Damestani	Accurate reports to inform pupil targets

SENCo	Collate all data for core subjects for SEN pupils on School action, school action plus and statements from assessment co-ordinator Analyse progress and attainment over time for specific need e.g. EBD, CL, MLD Discuss with class teachers/LSA to inform interventions and future teaching	Termly	Sheena Hindocha/ Louise Austin	Accurate SEN report to inform pupil targets
Teachers	Accurately level each pupils' progress and attainment Implement any recommendations	Half termly	All teachers	Accurate attainment and targets set
Support staff	Input pupil assessment data from teacher onto termly tracking sheets (Release time to input £1,000)	Half termly	All support staff	Accurate data on system for all pupils
Children	Learn to their best ability and achieve their best in all assessments	Half termly	All pupils	Achieved best attainment and progress
Parents	Support any interventions or home learning programmes to raise attainment and progress of their child	Termly	All parents	Proud of child's progress and achievement
External agencies	Assess individual pupils progress and attainment Inform SENCo/teacher of assessment data	Termly	Fenice Ruth Keri Dore	Accurate data to inform school target setting process
Evaluation: The senior staff and members of the governors' curriculum committee will formally evaluate the overall effectiveness of this priority against the stated success criteria.				