

Moor End Community Primary School



School Development Plan

2019-2020



Moor End Community Primary School

Contents

To improve the attainment of writing in boys across the whole school.

- To provide a variety of writing opportunities to take place as whole school, planned focus
- To identify reasons for writing that will appeal to boys with an identified end product
- To re-evaluate the non-core curriculum and link non-literacy skills and knowledge to written outcomes (link to curriculum development and ICT SDP)

To review our whole school curriculum and develop clearer links between the skills and knowledge taught to measurable outcomes in literacy and mathematics

- To have a school based curriculum that provides appropriate sequenced skills and content with a creative model of progression from each year group.
- A curriculum that has a clear relationship with knowledge, skills and outcomes linked to literacy and numeracy leading to higher attainment and deeper understanding, preparing the children with those skills and knowledge for the wider world and their future.
- Ensure teachers have secure knowledge, skills and expertise to teach our curriculum through collaborative planning and the sharing of skills to enhance our school provision.

To further develop ICT across the school and to use and identify opportunities that uses new and existing technology to improve attainment with a real focus on writing

- Update our ICT hardware including the purchase of notebooks and I-Pads (see budget plan)
- To use the new hardware to produce writing outcomes through the use of video, blogging and work sharing to a wider audience through whole school planned tasks
- To use ICT as a means to enthuse boys in the writing process and help develop our whole school curriculum into one that encourages our children to be ready for future opportunities

- ***Disadvantaged***
- ***Safeguarding***
- ***EYFS***
- ***Teaching and learning (KS1)***
- ***Teaching and Learning (KS2)***
- ***Physical Education***
- ***SEND***

SLT and staff meetings 2019/20

Events

Date week beg	SLT	Staff meeting	Notes/events
Year 6 and Rec Talk for writing this term			
2 nd Sept	Dates		INSET 2 nd /3 rd September
9 th Sept	SDP	Subject leaders – responsibility Check folders	Pupil questionnaire – boys writing to be completed
16 th Sept	SDP – ICT linked to writing task Questionnaire	ICT	Appraisals
23 rd Sept			23 rd September – individual photos
30 th Sept	Book scrutiny - topic	Curriculum	
7 th Oct	Maths book scrutiny - calculations	Planning	Lesson obs week - writing
14 th Oct		None	16 th October – Parent's evening 17 th October – Golden Time 18 th – 1 st Writing task completed - narrative
21st October Half term			
Year 2 Talk for writing this term			
28 th October	Book scrutiny – feedback and marking	Writing task evaluation	30 th October – Halloween disco 1 st November data in
4 th November			
11 th November	ICT linked to writing task	ICT	Pupil progress meetings – start to the year/lesson obs
18 th November			
24 th November	SEND	SEND	
2 nd December	Book scrutiny - topic	Curriculum	6 th December – Christmas fair
9 th December	Book scrutiny guided reading	Planning	13 th – Entertainer? 14 th Dress rehearsal 14 th - 2 nd Writing Task completed - persuasion
16 th December Christmas Week			Monday 16 th nursery Christmas show Concert evening Tuesday 17 th Concert pm and evening Wednesday 18 th EYFS/KS1 Parties Thursday 19 th KS2 party Friday 20 th Reception nativity
Christmas holidays			
Year 1 talk for writing this term			
6 th January		Writing task evaluation	Autumn data due
13 th January	SDP - Review		
20 th January	Data review – ICT outcomes	ICT	Pupil Progress meetings – Autumn data
27 th January	Book scrutiny - topic	Curriculum	
3 rd February		Planning	
10 th February			11 th Feb – Health & safety visit 13 th Feb – Golden Time 14 th Feb – 3 rd writing task completed – In the news

17 th February Half term			
Year 4 talk for writing this term			
24 th February	Book scrutiny – writing focus	Writing task evaluation	27 th Feb – Class photos
2 nd March			
9 th March	SEND	SEND	
16 th March		Curriculum	
23 rd March	Book scrutiny - science	Planning	
30 th March		Subject leadership	2 nd April -4 th Writing task completed – non chron report 2 nd April – Golden time
Easter Holidays			
Year 5 talk for writing this term			
20 th April			22 nd April – Parent’s evening Spring data on trackers – 24 th April
27 th April	SDP review	Writing task evaluation	Closed 1 st May - INSET
4 th May	Data review	Curriculum	Closed Monday – May day bank holiday Pupil progress meetings – spring data
11 th May	Book scrutiny - topic	Planning	SATs week
18 th May			Thursday 21 st Golden Time
25th May half term			
Year 3 talk for writing this term			
1 st June		ICT	
8 th June	SDP - planning		5 th Writing task completed - narrative
15 th June	SDP - Planning	Writing task evaluation	Boys writing questionnaire follow up
22 nd June	SEND	Curriculum	Sports week Tues – Nursery sports am Wednesday 24 th June – Sports day: KS2 morning. KS1 afternoon Thursday – Sports day reserve (see above) Friday am – Sports carousel
29 th June	Self evaluation	Planning	30 th June -Summer celebration to school 1 st July – Summer celebration to parents pm 1 st July – Reports to Andy at latest
6 th July	Self evaluation		6 th July – Moving up class 9 th July Golden Time
13 th July			Monday – summer disco afternoon (outside) Tuesday – Trip Wednesday – year 6 leavers afternoon show Wednesday – Year 6 Francos 6.00pm
School Ends Thursday 16th July 3.15pm 2020 Friday 17th and Monday 20th July INSET			

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- **School Priorities**
- **Writing**
- **ICT**
- **Curriculum**

Moor End Community Primary School

School Improvement Plan 2019/20

Actions/tasks columns should be RAG rated at the end of each term to indicate **what has been achieved**, **what has been started but not yet embedded** and **what has not yet been achieved**.

Boys writing

Key priority/focus To narrow the attainment gap between boys and girls writing	To provide a variety of writing opportunities to take place as whole school, planned focus To identify reasons for writing that will appeal to boys with an identified end product To re-evaluate the non-core curriculum and link non-literacy skills and knowledge to written outcomes (link to curriculum development and ICT SDP)
Measures of success Required improvements	Boys see writing as an enjoyable experience with clear purpose and outcomes Writing tasks are linked to outcomes that have a 'wow' factor – including the use of ICT to enhance the curriculum The school curriculum is enhanced and built upon to meet the needs of our school community Overall boys attainment in writing improves from 59% attainment to 70% attainment while maintaining the high attainment of girls at mid to high 80%
Success evaluated by	Headteacher

Objectives	Action/tasks	Lead person/ Other personnel	Intended outcome and date objective will be completed	How objective will be monitored including Governor contribution	Impact
To provide a variety of writing opportunities to take place as whole school, planned focus	Identify 5 opportunities to carry out a whole school write. Also each class is required to carry out a talk for writing performance across the year.	Headteacher Literacy co-ordinator Whole teaching staff	5 quality independent written pieces of work for each child of a different genre. See dates in whole school dates/planning document Opportunity to publically perform talk for writing.	Planned staff meetings involving whole school writing moderation of selected pieces from every year group. Report termly on outcomes at Gobs SEC meetings.	Attainment of all writing to improve as the year progresses. Move boys attainment from 59% to 70% by year end.
	To plan in a consistent way the read, retrieve, write model in a 2/3 week block with time for quality editing to take place during the writing process.	Headteacher Literacy co-ordinator Whole teaching staff	To establish quality teaching into the process that involves the development and application of editing stations.	Lesson observations planned as part of the writing process Book scrutiny during process.	Use of editing stations embedded as an important part of the writing process to improve outcomes. Impact on the quality and consistency of teaching writing.
	To evaluate and assess as a whole school the outcome of each piece of writing to identify factors that differentiate boys and girls writing.	Headteacher Literacy co-ordinator Whole teaching staff	To use each piece of work as the springboard for the improvement of the next through careful whole school analysis by SLT and all staff.	After each moderation-set target for next piece of work.	Whole school development of writing opportunities and the factors that need to be added each time to improve boys writing.

To identify reasons for writing that will appeal to boys with an identified end product	In each piece of whole school writing identify an outcome that has a purpose	SLT Literacy co-ordinator All teaching staff	Each identified piece of work will have an identified purpose beyond just the classroom. See dates in whole school dates/planning document	Planned staff meetings involving whole school writing moderation of selected pieces from every year group. Report termly on outcomes at Govs SEC meetings.	Boys see writing as an activity with a real purpose. They identify writing as a meaningful activity with real world outcomes and possibility They link writing to more relevant everyday activities that they can relate to, e.g. you tube presenters, bloggers etc Boys start to choose to write.
	To widen the audience for the writing outcome beyond the classroom in the form of blogs, sharing work with other schools and children within the school community. Use ICT to produce films, news reports, recordings etc.	SLT Literacy co-ordinator All teaching staff	To give boys a reason for writing beyond the school activity. To provide a wider audience for their work and to provide opportunities for feedback beyond the classroom	Children questionnaires of boys on why they would like to write and then same questionnaires at the end of the year to gauge change in attitude	
To re-evaluate the non-core curriculum and link non-literacy skills and knowledge to written outcomes (link to curriculum development and ICT SDP)	Key stage planning sessions will identify the writing opportunities to be carried out over the course of the topic and link to skills and knowledge	SLT Mr.Sumner	Planned holistic curriculum with links between subjects See dates in whole school dates/planning document for staff meetings on ICT	Planning documents assessed by SLT	To widen the opportunities to write for boys beyond literacy lessons in a more meaningful context. To provide a bank of evidence to show improvement in attainment.
	Planning collated and placed on website	KS leaders	Published curriculum on the website	Shared with govts at SEC meetings	To widen the context of using editing to improve outcomes.
	Staff training on identified use of ICT to provide a purposeful writing outcome	All staff	Embed the use of ICT across the whole curriculum with new multi-media skills taught and used to enhance learning	Outcomes using ICT monitored by SLT at identified meetings	To improve the attainment of ICT across school.

Evaluation (Headteacher)	1 Aut	1 Spr	1 Sum	2 Aut	2 Spr	2 Sum	3 Aut	3 Spr	3 Sum
Rag rating									
Next steps (Headteacher)									
RAG against overall key priority (Govs)									

Key priority cost summary or total available budget			
New ICT hardware - £1500			
Staff time, meetings		Total cost £1500	
Area for Development	Term 1	Term 2	Term 3

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Curriculum Development
(see links to boy's writing)

Key priority/focus	<ol style="list-style-type: none"> To review each topic/theme of our planned curriculum and identify links between knowledge/skills/outcomes within that planning To ensure there are stated written outcomes at the end of each knowledge/skills strand as identified above To integrate those stated outcomes to achievement/attainment in literacy and to use those outcomes to form accurate assessment of attainment in a wider context.
Measures of success Required improvements	<ul style="list-style-type: none"> To have a school based curriculum that provides appropriate sequenced skills and content with a creative model of progression from each year group. A curriculum that has a clear relationship with knowledge, skills and outcomes linked to literacy and numeracy leading to higher attainment and deeper understanding, preparing the children with those skills and knowledge for the wider world and their future. Ensure teachers have secure knowledge, skills and expertise to teach our curriculum through collaborative planning and the sharing of skills to enhance our school provision.
Success evaluated by	Headteacher

Objectives	Action/tasks	Lead person/ Other personnel	Intended outcome and date objective will be completed	How objective will be monitored including Governor contribution	Impact
1. To review each topic/theme of our planned curriculum and identify links between knowledge/skills/outcomes within that planning	To introduce a new planning format (see attached)	Key stage leaders Whole staff M. Crowther (linked to appraisal)	Each half term Clearer planning identifying links between knowledge/skills and outcomes	Share each planning stage with gobs via SEC meeting	To have a school based curriculum that provides appropriate sequenced skills and content with a creative model of progression from each year group.
	Identified half termly staff meetings where each key stage plans using the new format		Shared involvement in curriculum design using all staff skills		
	To publish each new format/plan on website linking to overall topic plan/theme grid		Mapped curriculum plan at the end of the year building on existing plans showing development of curriculum – this will be built upon over the next course of the whole curriculum cycle		

2. To ensure there are stated written outcomes at the end of each knowledge/skills strand as identified above	Link knowledge and skills of wider curriculum with a stated written outcome within planning sessions	Key stage leaders Whole staff	Half termly planned timetable Planning sessions that link progression of skills in each Key stage to describe outcomes	Review of half termly planning	A curriculum that has a clear relationship with knowledge, skills and outcomes linked to literacy and numeracy leading to higher attainment and deeper understanding, preparing the children with those skills and knowledge for the wider world and their future. Attainment of all writing to improve as the year progresses. Move boys attainment from 59% to 70% by year end.
	To plan those outcomes in terms of year group expectations and then timetable clearly when those outcomes will be completed by – include opportunity for ICT as a tool to improve/publish outcomes	Key stage leaders Whole staff	A greater variety of written outcomes (see boys writing) that be used to practice skills across a wider area of the curriculum for greater opportunity to raise attainment with a focus on writing	Identified book scrutiny by SLT of outcomes followed by staff meeting to share good practice and discuss next steps (see yearly timetable)	
3. To integrate those stated outcomes to achievement/attainment in literacy and to use those outcomes to form accurate assessment of attainment in a wider context.	To integrate skills such as the use of editing stations into cross curriculum outcomes to build on previous year's SDP	Literacy leader Key stage leaders Whole staff	To use other whole school developments e.g. editing station, use of VIPERS in reading, in a more cohesive way that builds on each different skill across the wider curriculum.	Identified book scrutiny by SLT of outcomes followed by staff meeting to share good practice and discuss next steps (see yearly timetable)	Ensure teachers have secure knowledge, skills and expertise to teach our curriculum through collaborative planning and the sharing of skills to enhance our school provision. To then use those skills in a wider curriculum context to build on the children's curriculum knowledge and attainment.
	To plan those outcomes in terms of year group expectations and then timetable clearly when those outcomes will be completed by – include opportunity for ICT as a tool to improve/publish outcomes		For teachers to see the wider links between initiatives and to build on skills across the whole curriculum rather than isolated subjects	Review rag rated SDP with govs via SEC meeting	

Evaluation (Headteacher)	1 Aut	1 Spr	1 Sum	2 Aut	2 Spr	2 Sum	3 Aut	3 Spr	3 Sum
Rag rating									
Next steps (Headteacher)									
RAG against overall key priority (Govs)									

Key priority cost summary or total available budget		
Staff time, meetings		
		Total Cost
Area for Development	Term 1	Term 2

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ICT

Key priority/focus	<p><i>To further develop ICT across the school and to use and identify opportunities that uses new and existing technology to improve attainment with a real focus on writing</i></p> <ol style="list-style-type: none"> 1. Update our ICT hardware including the purchase of notebooks and I-Pads (see budget plan) 2. To use the new hardware to produce writing outcomes through the use of video, blogging and work sharing to a wider audience through whole school planned tasks 3. To use ICT as a means to enthuse boys in the writing process and help develop our whole school curriculum into one that encourages our children to be ready for future opportunities
Measures of success Required improvements	<p>To have up to date hardware in school to facilitate both subject specific and cross curricular use of ICT for a whole class to access individually. Opportunities are identified through whole school projects/tasks that use ICT as a means to inspire such as the use of blogging, video production etc (see boys writing SDP)</p>
Success evaluated by	Headteacher

Objectives	Action/tasks	Lead person/ Other personnel	Intended outcome and date objective will be completed	How objective will be monitored including Governor contribution	Impact
1. Update our ICT hardware including the purchase of notebooks and I-Pads (see budget plan)	Order the following: 15 x notebooks 15 x I pads	HT & DHT	By start of autumn term will have additional 15 notebooks and 15 I pads in use across the school, all configured to the school system	Governors resources meeting SEC meeting update on SDP	Evidenced by planning and classroom use – greater variety of technology in evidence in classrooms to enhance the curriculum See writing outcomes (boys writing SDP)
	Set them up with appropriate software and apps				
2. To use the new hardware to produce writing outcomes through the use of video, blogging and	Each half term there will be a whole school writing task identified that will use IT as part of it's outcome.	HT & DHT Ms Woods	Planned writing outcomes as follows: 18.10.19 – 1st Writing task completed – narrative 14.12.19 - 2nd Writing Task completed – persuasion 14.2.20 – 3rd writing task	Writing task evaluation as part of the staff meeting agenda where all writing will be moderated. Lesson observation week 7 th October with a focus	Attainment of all writing to improve as the year progresses. Move boys attainment from 59% to 70% by year end.
	IT to be used in the role of editing stations as well as	All staff			

work sharing to a wider audience through whole school planned tasks	part of the written outcomes		completed – In the news 2nd April -4th Writing task completed – non chron report 10th June 5th Writing task completed - narrative	on the writing process	Use of editing stations embedded as an important part of the writing process to improve outcomes. Impact on the quality and consistency of teaching writing – using ICT as part of process
3. To use ICT as a means to enthuse boys in the writing process and help develop our whole school curriculum into one that encourages our children to be ready for future opportunities	Key stage planning sessions will identify the writing opportunities to be carried out over the course of the topic and link to skills and knowledge and how that will be linked to ICT	SLT Mr.Sumner	Planned holistic curriculum with links between subjects See dates in whole school dates/planning document for staff meetings on ICT and links to SLT	Planning documents assessed by SLT	To widen the opportunities to write for boys beyond literacy lessons in a more meaningful context. To provide a bank of evidence to show improvement in attainment.
	Staff training on identified use of ICT to provide a purposeful writing outcome	All staff	Embed the use of ICT across the whole curriculum with new multi-media skills taught and used to enhance learning	Outcomes using ICT monitored by SLT at identified meetings	To widen the context of using editing to improve outcomes. To improve the attainment of ICT across school.

Evaluation (Headteacher)	1 Aut	1 Spr	1 Sum	2 Aut	2 Spr	2 Sum	3 Aut	3 Spr	3 Sum
Rag rating									
Next steps (Headteacher)									
RAG against overall key priority (Govs)									

Key priority cost summary or total available budget		
Notebooks x 15	£1785 (identified in DSG budget)	ICT technician time
I-Pad air 32GB wifi x £139	£2085 (identified out of DFC)	
	Total Cost	£3870

Area for Development	Term 1	Term 2	Term 3

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Disadvantaged pupils

<p>Key priority/focus</p> <ol style="list-style-type: none"> 1. Providing targeted support to identified groups 2. Providing additional support, both academic and pastoral 3. To provide a wide range of educational and cultural activities to inspire and widen life experiences 	<p>In the next academic year we will aim to: Ensure that all DAPs are provided with additional support if required in other year groups through the provision of high quality TA support</p> <p>In the next academic year we will provide: Access to high quality pastoral support from 8.30am and family support and advice to families of DAPs through our full time learning mentor provision Every child the opportunity to experience a variety of experiences beyond the classroom including a visit every term to broaden experiences to improve life and academic experiences</p>
<p>Measures of success Required improvements</p>	<p>Our aim is to ensure 'The progress of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.' Particular focus on identified groups of boys (from internal tracking) – see SDP for writing development</p> <p>Every child at Moor End has the opportunity to widen their experiences beyond their immediate environment to build up life experiences from which their academic references can be drawn.</p>
<p>Success evaluated by</p>	<p>Headteacher. DAP governor (P.Dell)</p>

Objectives	Action/tasks	Lead person/ Other personnel	Intended outcome and date objective will be completed	How objective will be monitored including Governor contribution	Impact
<p>1.The progress of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally-especially boys</p>	<p>Every class to have a minimum of 20hrs TA support to use on targeted children as identified by internal tracking Also see SDP for Boys writing</p>	<p>SLT HT DAP governor Class teachers</p>	<p>Teaching and learning is enhanced and differentiated within every lesson. A highly differentiated lesson structure is provided in every subject. Intervention strategies for identified children with risk of falling behind age expected can be used</p>	<p>Half termly assessment by class teacher Termly assessment and pupil progress meeting including TA Termly report to DAP governor for SEC meeting Termly lesson obs identify teaching and learning impact</p>	<p>To continue our rising trend in attainment from starting points to the end of year 6.</p>

2.Pastoral and family support provided to vulnerable families to ensure engagement with school	Retention of learning mentor for 27.5 hrs per week Breakfast club for DAP at 8.30am Family support services identified and signposted Also see 'safeguarding' SDP	DHT HT G. Hall (learning mentor)	Maintain our Learning Mentor provision – cost £30000 per year (from PPG) Reduction of barriers to learning impact on academic success (see impact above)	Resources committee staffing update Termly update to Govs	To identify and reduce the social barriers to learning that our socio economic provides impacting on attainment and progress above
3.To provide a wide range of educational and cultural activities to inspire and widen life experiences	One trip per term at reduced cost for all pupils, To pay for year 6 children on PPG to attend PGL in Spring term	HT EVC	to provide a wide range of opportunities to inspire learning Term 1 = To be confirmed Term 2 = To be decided Term 3 = To be decided	P.Dell (Gov to attend all trips and feedback to full governors) Impact on improved writing outcomes through extending vocabulary	To narrow the gap between boy DAP and girl DAP especially in writing
	To identify opportunities to use invited visitors to provide a 'wow' aspect to topics and to bring obscure subjects alive.				

Evaluation (Headteacher)	1 Aut	1 Spr	1 Sum	2 Aut	2 Spr	2 Sum	3 Aut	3 Spr	3 Sum
Rag rating									
Next steps (Headteacher)									
RAG against overall key priority (Govs)									

Key priority cost summary or total available budget (anticipated PPgrant =£77660)		
Learning Mentor £21368	Visitors £1000	PGL 8 x £165 = £1320
Additional TA hours £45821	Trips £1500	
Total Cost		£71009

Area for Development	Term 1	Term 2

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Safeguarding

Key priority/focus To ensure all safeguarding procedures are up to date	Safeguarding policy updated To ensure all training is up to date To introduce and plan in regular practice of look down policy
Measures of success/ Required improvements Culture of safeguarding as the number one priority is maintained	Safe guarding policy updated DSL training updated Introducing lockdown policy
Success evaluated by	Headteacher and safeguarding governor

Objectives	Action/tasks	Lead person/ Other personnel	Intended outcome and date objective will be completed	How objective will be monitored including Governor contribution	Impact
1. Effective safeguarding procedure is retained and systems are effective	Update safeguarding policy in light of changes and publish on website	DSL/HT	Check LCC safeguarding team in Sept 2019 for updates. New policy on website.	Safeguarding to sign off new policy	Any child safe guarding issues are dealt with in a timely fashion that responds to the needs of the children and their families Reduction of barriers to learning
	To provide whole school training on new updates – staff to read and sign KCSIE – also governors to read and recognise their responsibilities	DSL All staff Governors	Review any changes and procedures at INSET day 1st September 2019	Feedback to Govs from Staff meeting agenda	
	Updated training for DSL for G.Hall	DSL	DSL safe guarding training summer 2020	DSL to book training	
2. To introduce lock down procedure	Review procedure in September with new staff Regular practice of procedure (termly) Letter home to outline reason for procedure	All staff	Lock down procedure practiced by whole school	Record of procedure recorded by site supervisor	To keep the school safe in times of an emergency All staff to know roles and responsibilities.

3. To provide safeguarding advice and family support	Gemma Hall – Learning mentor. 30hrs per week	HT Gemma Hall	Maintain our Learning Mentor provision – cost £30000 per year (from PPG)	Resources committee staffing update Termly update to Govs from A. Roberts	That barriers to learning are reduced as much as possible leading to a maintenance of high academic standards
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Evaluation (Headteacher)	1 Aut	1 Spr	1 Sum	2 Aut	2 Spr	2 Sum	3 Aut	3 Spr	3 Sum
Rag rating									
Next steps (Headteacher)									
RAG against overall key priority (Govs)									

Key priority cost summary or total available budget		
Learning Mentor position	Pupil Premium	£30000 incl on costs
DSL training from LCC	CPD budget	£175
Safe guarding SLA LCC	SLA budget	£210
CPOM	PE Budget (well being)	£900 per annum
Total Cost		£31285

Area for Development	Term 1	Term 2	Term 3

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EYFS

Key priority/focus	To provide a curriculum to meet the needs of the children.
Measures of success Required improvements	EYFS baseline reviewed. All staff to support the implementation of the running of a unit rather than two separate classrooms. Environment allowing children to learn and feel safe indoors and out.
Success evaluated by	EYFS Leader & EYFS Governor.

Objectives	Action/tasks	Lead person/ Other personnel	Intended outcome and date objective will be completed	How objective will be monitored including Governor contribution	Impact
To take part in NFER baseline in preparation of statutory baseline in 2020 and to update all EYFS staff on 2020 curriculum.	To complete NFER baseline in September 2019. Adapt own baseline and use NFER activities to support initial assessment.	EYFS Lead Nursery teacher.	To receive NFER documentation in July 2019. Implement baseline alongside school baseline September 2019. Review of NFER baseline with EYFS Hyndburn cluster teachers 5.11.19 held at Moor End School. Summer 2020 arrange NFER on entry assessment.	NFER baseline sent and discussed with other practitioners during November meeting. Reception teacher to feedback to SLT and foundation practitioners.	To have planned a curriculum ready for September 2020 bespoke to the needs of the children at Moor End as well as complying with the new curriculum requirements.
	Attend EYFS termly clusters and for reception TA to attend reception clusters. Share any updated documentation on 2020 curriculum with all EYFS staff.	EYFS Lead Nursery teacher and Reception TA.	Cluster attendance 15.10.19 for EYFS teachers and TA cluster to attend 31.10.18. Spring attendance EYFS teachers to attend 11.2.20 and TA cluster to attend 27.2.20.	TA to feedback on cluster and EYFS teachers to feed back to EYFS TAs after meetings. EYFS lead share	

			<p>Summer cluster EYFS teachers to attend 16.6.20 and TA cluster to attend 11.6.20.</p> <p>Attend co-ordinators update meeting or any course sharing the new curriculum when available.</p>	<p>any new information about the 2020 curriculum during supervision meetings.</p>	
	<p>Once final 2020 curriculum is published practitioners to prepare planning for September 2020.</p>		<p>Summer 2020 EYFS lead and nursery teacher to review and update curriculum/assessment ready for September 2020.</p>	<p>EYFS lead to share curriculum with HT and EYFS governor.</p>	
<p>To run nursery and reception class as a foundation unit.</p>	<p>Organise timetables to ensure the needs of the children in both age groups are met.</p> <p>Review planning to meet the needs of the cohort. After baseline identify cohort specific needs and adapt initial timetable.</p> <p>To increase more collaboration and teamwork between staff through closer planning and team meetings.</p> <p>Review running of unit at the end of Autumn and Spring due to any more nursery starters.</p>	<p>All foundation Staff</p>	<p>New timetables organised once staffing and the needs of the cohort are established. July 2019.</p> <p>Revised long term overview of topics. Plan Autumn 1 curriculum July 2019.</p> <p>Reviewed timetables before end of Autumn 1 (October 2019). Identified priorities after assessments and adjusted planning/timetable accordingly.</p> <p>Record curriculum through the use of big books. Ongoing throughout year. Possible floor books for nursery learning.</p>	<p>Impact on progress made by children and wellbeing of staff.</p> <p>Assessment at the end of each half term and half termly supervision meetings by EYFS lead.</p>	<p>To ensure learning is maintained and the unit has a positive impact on progress.</p>
<p>To monitor the wellbeing of children and staff.</p>	<p>Focus heavily on PSED during Autumn 1, setting clear boundaries and expectations.</p> <p>Ensure children with specific needs are</p>	<p>All foundation staff and SENCO (supporting</p>	<p>EYFS lead to discuss ideas with nursery teacher and staff on PSED activities and setting the rules of the classroom. July 2019.</p>	<p>Begin planning of wellbeing July 2019 ready for implementing in September 2019.</p>	<p>For children to learn in a</p>

	<p>addressed and actions put in place.</p> <p>Advice from SENCO acted upon.</p> <p>Mindfulness activities daily with all children.</p> <p>Supervision meetings for staff.</p>	role).	<p>Keyworker time timetabled and feelings chart established. September 2019.</p> <p>Meetings/discussions with SENCO when needed.</p> <p>Mindfulness timetabled into the day. July 2019.</p> <p>Supervision meetings timetabled termly</p>	<p>Reports given to HT from supervision meetings.</p>	<p>safe environment and for staff to feel valued and listened to.</p>
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Evaluation (Headteacher)	1 Aut	1 Spr	1 Sum	2 Aut	2 Spr	2 Sum	3 Aut	3 Spr	3 Sum
Rag rating									
Next steps (Headteacher)									
RAG against overall key priority (Govs)									

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KS1

Key priority/focus	To develop vocabulary and fluency in reading To extend range of boy friendly texts To focus on inferential reading skills To improve timetables fluency
Measures of success Required improvements	Skills progression clearly evident. Children use vocabulary more widely across the curriculum. Children understand different question types leading to improved inferential scores. Practical examples evident
Success evaluated by	Headteacher and Governors – termly at SEC meetings

Objectives	Action/tasks	Lead person/ Other personnel	Intended outcome and date objective will be completed	How objective will be monitored including Governor contribution	Impact
To raise vocabulary exposure and increase fluency in reading	Reading- Purchase of 'Dandelion Launchers' texts to provide a greater range of short decodable texts that focus on speech sounds linked to phonic phases	GW MC LoB/CL	Termly-Staff expect understanding and application of phonic sounds when met in texts.	Running Records Book band reading evidence. Termly Pupil progress meetings, class narratives	Childrens vocabulary and fluency levels increasing. Evidenced through reading records.
Extend range of boy friendly texts	Reading- Purchase of 'Dandelion Launchers' This is a range of extended texts with boy friendly content to support the later stages of phonics progression and provide	GW MC LoB/CL	Termly- Boys are enthusiastic about the book choices they can make .	Monitoring of records and activities	Skills progression clearly evident Boys reading progress evident

	opportunity for a range of different question types.				
To improve inferential reading skills	Y1- Focus on different question strands during guided and whole class shared text activities. Y2- use 'Reading and Thinking' activities to focus on inferential question types.	GW MC	Implemented Oct 2019 Different question types part of reading activities.	Book scrutiny Termly Pupil progress meetings, class narratives	Children understand the terms. Practical examples evident in lessons. Larger proportion of correct questions relating to reading and understanding strand
To improve times table fluency	Introduce Times Table Rock Stars for KS1 Training and guidance from KS2 Information for parents on how to use at home.	GW MC	Implemented Autumn term Y1- ipad and chanting activities Y2- ipad and chanting activities initially moving to recorded when appropriate	Scrutiny of childs individual record to assess progress	Children secure and fluent

Evaluation (Headteacher)	1 Aut	1 Spr	1 Sum	2 Aut	2 Spr	2 Sum	3 Aut	3 Spr	3 Sum
Rag rating									
Next steps (Headteacher)									
RAG against overall key priority (Govs)									

Key priority cost summary or total available budget	
Total Cost	£

Area for Development	Term 1	Term 2	

Moor End Community Primary School

School Improvement Plan 2019/20

Actions/tasks columns should be RAG rated at the end of each term to indicate **what has been achieved**, **what has been started but not yet embedded** and **what has not yet been achieved**.

KS2

(See link to curriculum development and boys writing)

Key priority/focus	<ol style="list-style-type: none"> 1) To integrate the new member of staff into the KS2 team. 2) To ensure that all staff follow the key initiatives in reading (VIPERS) and writing (editing stations). 3) To integrate ICT skills into written outcomes in non-core subjects.
Measures of success Required improvements	<ul style="list-style-type: none"> • To have a strong KS2 team who share and collaborate ideas. In particular, ensure Kathryn settles in. • Ensure teachers have secure knowledge, skills and expertise to teach our curriculum through collaborative planning and the sharing of skills to enhance our school provision. • Writing tasks are linked to outcomes that have a 'wow' factor – including the use of ICT to enhance the curriculum the school curriculum is enhanced and built upon to meet the needs of our school community
Success evaluated by	Mr Sumner- Deputy Head Ben Whittaker – KS2 Governor

Objectives	Action/tasks	Lead person/ Other personnel	Intended outcome and date objective will be completed	How objective will be monitored including Governor contribution	Impact
1) To integrate the new member of staff into the KS2 team.	Identify support and CPD opportunities for Kathryn/rest of the team.	Mr Sumner Mr Martin KS2 staff	CPD and training/support provided on the initiatives run at Moor End.	Planned staff meetings/external and internal training. Monitor through book scrutinies/lesson observations.	To ensure that Kathryn has a successful transition into life at Moor End.
	To provide mentoring opportunities/pupil progress meetings to ensure a smooth transition into Year 5.		To establish quality teaching and provide support	Lesson observations/book scrutinies and progress meetings. Termly (See timetable).	Ensure teachers have secure knowledge, skills and expertise to teach our curriculum through collaborative planning and the sharing of skills to enhance our school provision.
	To offer support in using the schools internal tracking system/end of term assessments.		To ensure accuracy of assessments using the schools internal tracking system. Termly.	Planned moderations/analysis of data. Feedback through governor reports.	To maintain a rigorous approach to monitoring and assessments and ensure accuracy across KS2.

2) To ensure that all staff follow the key initiatives in reading (VIPERS) and writing (editing stations).	To provide up to date training and support when implementing VIPERS and Editing stations.	Mr Sumner Mr Martin Ms Woods All staff	To use other whole school developments e.g. editing station, use of VIPERS in reading, in a more cohesive way that builds on each different skill across the wider curriculum.	Identified book scrutiny by SLT of outcomes followed by staff meeting to share good practice and discuss next steps (see yearly timetable)	Use of editing stations embedded as an important part of the writing process to improve outcomes. Impact on the quality and consistency of teaching writing.
	To integrate skills such as the use of editing stations into cross curriculum outcomes to build on previous year's SDP				
3) To integrate ICT skills into written outcomes in non-core subjects and produce an identified end product.	Key stage planning sessions will identify the ICT presentation opportunities to be carried out over the course of the topic and link to skills and knowledge	SLT Mr.Sumner KS leaders All staff	Planned holistic curriculum with links between subjects See dates in whole school dates/planning document for staff meetings on ICT	Planning documents assessed by SLT	To widen the opportunities to write and perform beyond literacy lessons in a more meaningful context. To provide a bank of evidence to show improvement in attainment. To improve the attainment of ICT across school.
	In each piece of whole school writing identify an outcome that has a purpose		To give boys a reason for writing beyond the school activity. To provide a wider audience for their work and to provide opportunities for feedback beyond the classroom	Moderation of outcomes that are then shared with gobs at SEC meetings	
	Staff training on identified use of ICT to provide a purposeful writing outcome		Embed the use of ICT across the whole curriculum with new multi-media skills taught and used to enhance learning	Outcomes using ICT monitored by SLT at identified meetings	

Evaluation (Headteacher)	1 Aut	1 Spr	1 Sum	2 Aut	2 Spr	2 Sum	3 Aut	3 Spr	3 Sum
Rag rating									
Next steps (Headteacher)									
RAG against overall key priority (Gobs)									

Key priority cost summary or total available budget									
ICT equipment									
Staff time, meetings									
Total Cost £1500									

Area for Development	Term 1	Term 2	Term 3

Moor End Community Primary School

School Improvement Plan 2019/20

Actions/tasks columns should be RAG rated at the end of each term to indicate **what has been achieved**, **what has been started but not yet embedded** and **what has not yet been achieved**.

Physical Education

Key priority/focus Raising the profile of Physical education in school and laying the foundations for sustained improvement in both opportunities for children to participate and learn and staff CPD.	To review the present PE funding and the impact it is having across school. <ul style="list-style-type: none"> Ensuring the children get a wide range of both curricular and extra-curricular activities provided. Increase the knowledge of existing staff to provide a legacy of enhanced provision. To use the local cluster of schools to share expertise and offer increased opportunities for all children.
Measures of success Required improvements	Sports Council to ensure coverage/pupil opinion. Greater support for staff, through increase CPD (provided by sports partnership) Achieving the Sainsbury's Gold Award for Physical Education.
Success evaluated by	SLT and governors

Objectives	Action/tasks	Lead person/ Other personnel	Intended outcome and date objective will be completed	How objective will be monitored including Governor contribution	Impact
To use the local cluster of schools to share expertise and offer increased opportunities for all children.	<ul style="list-style-type: none"> Working closely with other schools in our immediate area to develop competency and share expertise 	Mr Sumner Jill Keightley Gemma Hall	Start of the year , arrange dates for fixtures.	PE leader to report to SLT and governors.	Expertise is shared with other schools, ensuring children get the best provision.
	<ul style="list-style-type: none"> Close working with Oswaldtwistle cluster group, running meetings, organising leagues and sporting competitions 	Mr Martin	Start of each term , PE cluster meeting to ensure events are going ahead and successful.	PE leader to report to SLT and governors.	Ensuring that a wide range of PE competitions are provided and children can compete in extra-curricular activities. Gemma to set up sports clubs prior to competitions.
	<ul style="list-style-type: none"> Running sporting 		Every half term ,	PE leader to report to	Children's ability to

	competitions and increasing pupils participation in inter school games		activities and competitions will be organised by the local cluster.	SLT and governors.	participate and compete in sporting competitions.
To evaluate the effectiveness of the present school sports partnership provision.	<ul style="list-style-type: none"> Buying in quality assured professionals to extend the PE provision within school and open up additional opportunities to all children. 	Mr Sumner Mr Martin Mrs Keightley	Start of the year and then consistently throughout. The usefulness of the SSP will be judged.	PE leader to ensure PE/extra-curricular activities are being provided to all children.	A wide range of extra-curricular activities will be provided.
	<ul style="list-style-type: none"> Evaluate the effectiveness and efficiency of the SSP. 			PE leader and HT to decide whether or not to enter the SSP for the following year.	Ensuring the school is being supported correctly by the SSP.
To ensure the PE/Sports Grant is being spent efficiently and identify the training needs of the staff and addressing those needs	<ul style="list-style-type: none"> Budget the School Sports grant and measuring the impact it has having to raise the profile of PE. 	Mr Sumner Mr Martin Mrs Keightley	Throughout the year, the budget will be closely monitored to ensure it's being used effectively.	PE leader to monitor closely and measure the impact.	Ensure the funding makes additional and sustainable improvements to the quality of PE and sport they offer.
	<ul style="list-style-type: none"> Auditing the needs of the teaching staff to identify training needs 		Start of the year, staff to be audited to highlight any weaknesses within PE.	Through staff questionnaire and audit of skills.	To provide existing staff with training or resources to help them teach PE and sport more effectively
	<ul style="list-style-type: none"> Identifying new courses to improve their CPD 		Throughout the year, courses to be provided, to ensure staff CPD is being met.	PE leader to evaluate questionnaire and provide CPD where necessary.	To provide existing staff with training or resources to help them teach PE and sport more effectively.

Evaluation (Headteacher)	1 Aut	1 Spr	1 Sum	2 Aut	2 Spr	2 Sum	3 Aut	3 Spr	3 Sum
Rag rating									
Next steps (Headteacher)									
RAG against overall key									

priority (Govs)	
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Key priority cost summary or total available budget		
SSP		
Lunchtime/Sweeney Sports/Afterschool x 2 coaches		
Transport to and from events		
Emotional/healthy wellbeing/PE lead top up		
	Total Cost	

Area for Development	Term 1	Term 2	Term 3
	<p>Staff audit to take place to check what CPD is required.</p> <p>Local cluster meeting to be held for PE leader to arrange competitions.</p> <p>Set up the sports council.</p>	<p>Ensure that courses are provided to staff to improve their CPD.</p> <p>Maintain a range of activities being provided to schools.</p> <p>Allow the sports council to have a voice within school.</p>	<p>Provide a new questionnaire to staff to check that the CPD has improved their confidence to teach PE.</p> <p>Go for the Sainsbury's Gold Award again, showing that we provide a wide range of activities within sport.</p>

Moor End Community Primary School

School Improvement Plan 2019/20

Actions/tasks columns should be RAG rated at the end of each term to indicate **what has been achieved**, **what has been started but not yet embedded** and **what has not yet been achieved**.

SEND

<p>Key priority/focus To meet the SEMH needs of pupils. To narrow the attainment gap for mainstream pupils with SLCN.</p>	<ol style="list-style-type: none"> To develop and provide a sensory room to meet the needs of identified children. To review and publically publish the statutory policies and action plans related to the SEND provision at school To remove barriers for mainstream pupils with SLCN so they can reach their potential.
<p>Measures of success Required improvements</p>	<ol style="list-style-type: none"> A sensory room will be available to meet the complex needs of identified children to ensure they have a secure and safe environment where they can flourish and meet the needs of their emotional and academic requirements in order to help them meet their personal potential at their own level. That all statutory documents are up to date, that they meet all legal needs and reflect the ethos and approach of Moor End primary school in relation to SEND provision. Pupils with SLCN in mainstream benefit from the expertise of the SERF unit at the earliest opportunity and as a result make better than expected progress.
<p>Success evaluated by</p>	Headteacher

Objectives	Action/tasks	Lead person/ Other personnel	Intended outcome and date objective will be completed	How objective will be monitored including Governor contribution	Impact
<p>1. To develop and provide a sensory room to meet the needs of identified children.</p>	To identify appropriate resources to create a sensory room	SENCo	To have the room resourced, timetabled and used in the first half term of the autumn term	Feedback to SLT in termly meeting	<p>A sensory room will be available to meet the complex needs of identified children to ensure they have a secure and safe environment where they can flourish and meet the needs of their emotional and academic requirements in order to help them meet their personal potential at their own level.</p>
	To identify the children who would benefit from the access to the room, to time table the access and identify the appropriate use of the room for those children.	SLT SEND governor	To create an effective resource that meets the diverse needs of our SEND children and to be used by the end of autumn term 2019	Report to SEN gov – C. Brown to report to governor's SEC meeting	
	To evaluate the impact of the use of the sensory room for the identified children		To review the use and impact of the room on those children to SLT in timetabled termly meeting. To change it's use according to the needs of the children through continual assessment and review		
<p>2.To review and</p>	To identify the following	SENCo	All relevant policies have been		That all statutory

publically publish the statutory policies and action plans related to the SEND provision at school	documents:	HT and DHT	updated	Review the website by end of autumn term 1 st half SEND governor to check website and report back to governors SEC committee.	documents are up to date, that they meet all legal needs and reflect the ethos and approach of Moor End primary school in relation to SEND provision.
	To ensure that all of the above documents meet statutory requirements and reflect the approach and ethos to SEND and its children at Moor End.		All policies published on school website in autumn term 1 st half by HT or DHT		
3. To identify pupils with SLCN in mainstream that would benefit from access the SERF unit for early and immediate intervention.	Identify pupils and collaborate with parents	SENCO Mrs Crowther (reception teacher) Mrs Walker (nursery teacher) Mrs Linda O'Brien	Children from nursery are identified and SENCO or Head has met/informed parents. Children start SERF in September in the mornings and join their mainstream class in the afternoon.	Review the impact by end of autumn term. SEND governor to visit the SENCO and SERF, and report back to governors SEC committee.	Pupils with SLCN are identified at the earliest point and immediate intervention is in place. Barriers to learning are identified and effective strategies are put in place. The attainment gap begins to narrow and all pupils make good progress.
	Begin the graduated approach for any children that potentially will require an EHCP	Mrs Linda O'Brien	Learning Journeys are in place and reviewed termly. Personal attainment targets have been set and reviewed.		
	Monitor and evaluate the effectiveness of the intervention	Mrs Linda O'Brien SENCO Mrs Holdsworth Parents	Pupil progress meetings at the end of autumn half term and the autumn term. Learning Journeys to be evaluated and information shared with parents and SLT.		

Evaluation (Headteacher)	1 Aut	1 Spr	1 Sum	2 Aut	2 Spr	2 Sum	3 Aut	3 Spr	3 Sum
Rag rating									
Next steps (Headteacher)									
RAG against overall key priority (Govs)									

Key priority cost summary or total available budget
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Resources for sensory room £1000		
Staff time, meetings		
Total Cost	£1000	

Area for Development	Term 1	Term 2	Term 3

