



Knowles Primary School

School Improvement Plan 2016-17

This plan lays out the key actions and measurable outcomes targeted over this period.

The areas for development are organised into the following priority areas:

Priority 1 – Improve Safeguarding Procedures

Priority 2 – Improve Attendance

Priority 3 – Improve Quality of Teaching and Learning

Priority 4 – Improve leadership at all levels

Governors take areas of responsibility for monitoring and evaluation purposes.

July 2016

Page 1 of 11

Key Areas of Development and Milestones

| Priority 1: Improve Safeguarding Arrangements | |
|---|---|
| Lead safeguarding person in place, known to all | Safeguarding policy meets statutory requirements |
| Staff understand and comply with policy and statutory safeguarding requirements | Compliance with Safer Recruitment requirements |
| Compliance with expectations detailed in KCSIE (Keeping Children Safe in Education) | All vulnerable pupil absence tracked and investigated. |
| External audit validates compliance with Safeguarding and Health and Safety requirements | Reduce the percentage of vulnerable children attending <80% to 2% |
| All vulnerable pupil absence tracked and investigated to achieve 95% attendance. | |
| Priority 2: Improve Attendance | |
| 96% attendance overall | |
| Reduce the percentage of children attending <80% to 1% | |
| Reduce the percentage of children attending <90% to 10% | |
| Priority 3: Improve Quality of Teaching and Learning | |
| 100% of teaching to be judged as good or better using a range of measures | |
| All children to make above expected rates of progress in Reading, Writing and Maths (APS>6.1) | |
| Pupil Premium, Most Able, SEN to make strong progress in Reading, Writing and Maths (APS>7) | |
| Boys to make accelerated progress in Reading to narrow the gender gap in Foundation Stage. | |
| Attainment in phonics in line with National | |
| British Values are embedded into the ethos and curriculum | |

Priority 4: Improve leadership at all levels

Leaders accurately evaluate all aspects of the school's work, prioritise and sharply focus on areas for improvement

Leaders at all levels contribute to school improvement

Key Area: Improve Safeguarding Arrangements

| Outcomes | Actions | Who | Date | Resources | Evidence |
|--|--|-----------------------------------|---------------------|-----------|---|
| 1) To develop Safeguarding procedures so they are robust and meet statutory requirements | 1.1 To clarify staff roles and responsibilities (including job description) including the appointment of a single lead person. | SH, SR | July 16 | Time | Job Description Staff Meeting Minutes |
| | 1.2 Create a single central safeguarding referral grid to record all concerns and referrals | SH | July 16 | Time | SCSR (Single, Central Safeguarding Referral Grid) |
| | 1.3 Create a single central attendance register monitoring grid which highlights the most vulnerable children (<80% and <90% and social issues) | SH | July 16 | Time | SCAR (Single, Central Attendance Register) |
| | 1.4 At least three Governors are Safer Recruitment trained. | LC | Dec 16 | Gov, LA | Certificate |
| | 1.5 To ensure all job descriptions reflect the safer recruitment policies and practice. | JH and GS | Sept 16 | Time | Job Descriptions |
| | 1.6 All statutory safeguarding policies are known to all staff (including Section 1 of KCSIE (Keeping Children Safe in Education), Code of Conduct and Safeguarding). | GS | Sept 16 | Time | Signed list |
| | 1.7 To ensure all safeguarding training is completed by all staff (including fire awareness, e-safety and data protection) | GS, PH, Guardian, E2BN, Smart-Log | Oct 16 | £1500 | Certificates, Attendance logs Training notes |
| | 1.8 To ensure risk assessments and Health and Safety Policy are completed and up to date and reviewed at least annually. | SLT, AK, JH, VG, PH, HL, SB | Oct 16 | Time | H&S Pol Risk Assessment |
| | 1.9 Develop SLT meetings to include detailed analysis of accidents in the school to identify and address areas of concern. | SLT | Sept 16 and ongoing | Time | Medical tracker report |
| | 1.10 To complete Safeguarding audit to identify strengths and next steps. | SR, SH, DE | July 16 | Time | Report |
| | 1.11 Update staff handbook, induction policy, website and school prospectus to include updates to safeguarding procedures. | SR, JH, GS, SH, PH | Sept 16 | Time | Staff handbook, Induction Pol, Prospect, website |

| Monitoring Arrangements/Milestones | | | | | |
|---|---------------|--|---------------|---|---------------|
| <i>Term 1</i> | <i>Term 2</i> | <i>Term 3</i> | <i>Term 4</i> | <i>Term 5</i> | <i>Term 6</i> |
| LC to view pre and post audits to establish impact of schools work and report back to Full Governors. DE to complete initial reports on safeguarding procedures in the school. | | Governors to produce a questionnaire to evaluate the understanding of staff in relation to safeguarding practice and procedures. LA to complete external Safeguarding and Health and Safety audits to establish compliance. LC to view pre and post audits to establish impact of schools work and report back to Full Governors | | LC to view pre and post audits to establish impact of schools work and report back to Full Governors | |
| Milestones <ul style="list-style-type: none"> • Lead safeguarding person in place, known to all • Safeguarding policy meets statutory requirements • Staff understand and comply with policy and statutory safeguarding requirements • Compliance with Safer Recruitment requirements • Compliance with expectations detailed in KCSIE • All vulnerable pupil absence tracked and investigated. | | Milestones <ul style="list-style-type: none"> • External audit validates compliance with Safeguarding and Health and Safety requirements • Reduce the percentage of children attending <80% to 2% | | Milestones <ul style="list-style-type: none"> • All vulnerable pupil absence tracked and investigated to achieve 95% attendance. | |

| Key Area : Improve Attendance | | | | | | |
|--|---|---|----------------|---|---|---|
| Outcomes | | Actions | Who | Date | Resources | Evidence |
| 2) To achieve attendance rates in line with National averages for whole school and PA. (96% and 10%) | 2.1 Review and revise attendance procedures for all children (including flow chart for parents) | | SH, SR | July 16 | Time | Procedure guidelines created |
| | 2.2 Review and revise procedures for welfare checks | | SH, SR | July 16 | Time | SCAR |
| | 2.3 Create job description for attendance officer | | GS, JH | Sept 16 | Time | Job Description in place |
| | 2.4 Appoint an attendance officer | | GS, SR, SH | Nov 16 | £20K | Person in role |
| | 2.5 Review illness response procedures | | SLT | Dec 16 | Time | Procedures in writing |
| | 2.6 Create a single central attendance register monitoring grid which highlights all absent children. | | SH | July 16 | Time | SCAR in place |
| | 2.7 Conduct attendance surgeries for those families who are on the PA register which detail clear targets and expectations. | | SH, GS, DD | From Oct 16 | Time | Minutes from the meetings |
| | 2.8 School to source support from LA/other schools to enhance procedures and systems to reduce PA absence rates. | | GS, SH | Nov 16 | Time | Report to Gov body on planned improvements |
| | 2.9 Complete parent questionnaire to establish underlying causes for non-attendance. | | GS, DD | Sept 16 | Time | Analysis of questionnaire completed |
| | 2.10 Source a bi-lingual translator for attendance surgeries to support understanding. | | JH | Sept 16 | £1K | Minutes of meeting in mother tongue |
| | 2.11 Inform parents of current and new procedures. Engage and communicate with families of poor attenders to establish targets and actions for improvement | | GS, SH, DD. SH | Sept. 16 Ongoing | Time Attendance officer | Procedure in place for non-attendance Attendance policy Letters / attendance panels |
| Monitoring Arrangements/Milestones | | | | | | |
| <i>Term 1</i> | <i>Term 2</i> | <i>Term 3</i> | <i>Term 4</i> | <i>Term 5</i> | <i>Term 6</i> | |
| Non-parent/Staff Governor to complete anonymised random case study | | Non-parent/Staff Governor to complete anonymised random case study | | Non-parent/Staff Governor to complete anonymised random case study | Governor to have regular meeting with Attendance Officer. | |
| Governor to attend probationary meeting of Attendance Officer. | | Governor to have regular meeting with Attendance Officer. | | | | |
| Milestones All pupil absence tracked and investigated. 95% attendance overall | | Milestone 95.5% attendance overall Reduce the percentage of children attending <80% to 2% | | Milestone 96% attendance overall Reduce the percentage of children attending <80% to 1% | | |

| | | |
|---|---|---|
| Reduce the percentage of children attending <80% to 3% Reduce the percentage of children attending <90% to 20% | Reduce the percentage of children attending <90% to 15% | Reduce the percentage of children attending <90% to 10% |
|---|---|---|

| Key Area: Improve Quality of Teaching and Learning. | | | | | |
|--|---|--------------------------------|--|-----------|--|
| Outcomes | Actions | Who | Date | Resources | Evidence |
| <p>3) 100% of teaching to be judged as good or better using a range of measures</p> <p>All children to make above expected rates of progress in Reading, Writing and Maths (APS>6.1)</p> <p>Pupil Premium, Most Able, SEN to make strong progress in Reading, Writing and Maths (APS>7)</p> <p>Boys to make accelerated progress in Reading to narrow the gender gap in Foundation Stage.</p> <p>British Values are embedded into the ethos and curriculum</p> | 3.1 Create a set of non-negotiables from the QfLT for teachers, HLTAs and TAs which detail expectations in observations, book scrutiny, planning scrutiny, marking dialogue, attainment and progress, pupil interview and learning walks to define “good” and “outstanding” | GS, SR, SH, BJ, EN, SL, Aspire | Development Days 21 st and 22 nd Sept. | Aspire | Non-negotiables documents (Aspire) for monitoring the quality of teaching and learning |
| | 3.2 Use monitoring information to create a teacher and TA/HLTA dashboard | | Termly | Time | Dashboards |
| | 3.3 Implement a termly cycle of appraisal reviews using the teacher/TA/HLTA dashboards | | Termly | | Appraisal documents Dashboards |
| | 3.4 Identify strengths and next steps in practice for each teacher/TA/HLTA | | Termly | | Appraisal documents Dashboards |
| | 3.5 Match teachers/TA/HLTA best practice to next steps across the school | | Termly | | |
| | 3.6 Monitoring planning for Most Able in Reading and Writing to be clearly linked to bands to ensure appropriate levels of challenge | SR, BJ, SH | Termly | Time | Termly monitoring reports with next steps / targets identified |
| | 3.7 Monitoring planning for Maths to include Problem Solving and Applying in each unit to support assessment of mastery. | JA, RJ, SR | Termly | Time | Termly monitoring reports with next steps / targets identified |
| | 3.8 Ensure teachers check pupils understanding throughout lessons and make changes where needed. | SR, GS | Termly | Time | Observations Book scrutiny Monitoring of assessment |
| | 3.9 Embed the Cornerstones Curriculum with a focus on the hook and engagement activities. | SL | Termly | Time | Monitoring of enrichment days / scrutiny of learning journals |
| | 3.10 Ensure New staff and TAs have a clear understanding of the Marking and Feedback Policy. | SH | Termly | Time | Book scrutiny Monitoring of assessment |
| | 3.11 Devise a regular TA training opportunity to address identified needs from appraisal reviews | GS, | | | CPD programme |

| | | | | | |
|--|--|------------------------------------|-----------------|--------------------------------|--|
| | 3.12 Devise a monitoring schedule that details when the processes identified above will be carried out and by whom. | GS, SR, SH, EN, SL, BJ | Sept16 | | Monitoring schedule in place |
| | 3.13 Implement an HLTA timetable that enables phase leaders to conduct monitoring within their phase. | GS, SR, SH, | Sept16 | Release time for phase leaders | Monitoring schedule in place |
| | 3.14 To visit schools which are using RWI successfully and reflect on practice | BJ, SR, GS, SH | Sept16 | | |
| | 3.15 To create a rewards system that recognises home reading at least 3 times a week | BJ, SR | Sept16 | | Reward system in place and monitored |
| | 3.16 To create a reading cadets system at dinnertimes to support those not yet reading for a minimum of times each week at home. | BJ, HL | Sept16 | | Reading cadets in place for lunchtime |
| | 3.17 To continue daily story reading to children in class | BJ, SR | Sept16 | | Monitoring schedule |
| | 3.18 To complete a gap analysis on reading results from SATS to inform action plan | BJ, SR, RJ | Sept16 | | Gaps identified to inform planning |
| | 3.19 To recruit a bank of volunteer readers to develop reading skills | Governors LC, VB. HL | Sept16 | | Reading volunteers in place to support additional 1:1 reading |
| | 3.20 To implement "Better Reading Partnerships" effectively across the school | BJ | Termly | | Monitor impact of Better Reads |
| | 3.21 Strengthen SMSC policy with British values. | GS | Sept. 16 | Time | SMSC policy revised |
| | 3.22 Plan and deliver British Values through assemblies and curriculum | GS, SR, Phase leaders and teachers | Sept.16 ongoing | Time | Assembly programmes Values books Displays Curriculum Monitoring schedule |

Monitoring Arrangements/Milestones

| <i>Term 1</i> | <i>Term 2</i> | <i>Term 3</i> | <i>Term 4</i> | <i>Term 5</i> | <i>Term 6</i> |
|---|---------------|---|---------------|---|---------------|
| Trisha/Aspire and other schools to sample the monitoring processes to ensure rigour BJ/SR and class teachers to monitor home reading books to identify children not reading at home at least times a week Analysis of monitoring by groups, subject and teacher | | Trisha/Aspire and other schools to sample the monitoring processes to ensure rigour BJ/SR and class teachers to monitor home reading books to identify children not reading at home at least times a week Analysis of monitoring by groups, subject and teacher | | Trisha/Aspire and other schools to sample the monitoring processes to ensure rigour BJ/SR and class teachers to monitor home reading books to identify children not reading at home at least times a week Analysis of monitoring by groups, subject and teacher | |

| | | |
|--|--|---|
| <p>Milestones</p> <p>Non-negotiables established for Quality First Teaching</p> <p>Dashboard created</p> <p>Appraisal reviews completed</p> <p>Monitoring schedule completed</p> <p>Capacity in place for additional reading. Children identified in need of additional reading</p> <p>Action plan for phonics</p> | <p>Milestones</p> <p>Dashboards updated</p> <p>Appraisal reviews completed</p> <p>Termly monitoring completed</p> <p>All children reading a minimum of three times a week in addition to class reading</p> | <p>Milestones</p> <p>Dashboards updated</p> <p>Appraisal reviews completed</p> <p>Termly monitoring completed</p> <p>All children reading a minimum of three times a week in addition to class reading</p> <p>Attainment in phonics in line with National</p> |
|--|--|---|

Key Area : Improve leadership at all levels

| Outcomes | Actions | Who | Date | Resources | Evidence |
|--|---|---------------------------|---------------|-----------|---|
| 1) Leaders accurately evaluate all aspects of the school's work, prioritise and sharply focus on areas for improvement Leaders at all levels contribute to school improvement | 4.1 Develop a timetable for dedicated leadership time focused on school's priorities: Phase Leaders, Literacy and Maths Leaders and Subject Leaders | GS, SR, SH, BJ, EN, SL | Termly | Time | Monitoring schedule Release timetable |
| | 4.2 All leaders to review performance information for 2016 for their subject / aspect and develop an action plan | Subject Leaders | Sept. 16 | Time | Action plans |
| | 4.3 Develop QfLT non-negotiables to monitor the quality of teaching and learning with all leaders | Aspire, SLT | Sept 16 | Aspire | Monitoring non negotiables |
| | 4.4 Train all leaders on monitoring processes using non-negotiables | GS, SR, SH | Oct. 16 | Time | Monitoring documents |
| | 4.5 All leaders to be contribute to monitoring of teaching and learning using non-negotiables | Leaders | Termly | Time | Monitoring schedule Release timetable |
| | 4.6 Triangulate monitoring evidence through teacher dashboards to ensure evaluations and judgements are accurate | SR, GS | Termly | Time | Dashboards Monitoring reports |
| | 4.7 Teacher dashboards to inform appraisal cycle and set targets for improvement | SR, GS, Teachers | Termly | Time | Dashboards |
| | 4.8 Leaders identify staff training needs and address | SR, GS, Phase Leaders | Sept. Oct. 16 | Time | Appraisals Dashboards CPD programme |
| | 4.9 Leaders monitoring and evaluation judgements externally validated | | Termly | | Monitoring moderated externally |
| | 4.10 All leaders to evaluate impact of their actions and complete termly impact reports | Leaders | Termly | Time | Impact reports |
| | 4.11 All leaders contribute evidence for the school SEF and agreed judgements | SR, GS, SH, Phase Leaders | Termly | Time | SEF |
| | 4.12 Coaching for leaders in being a leader | GS, Aspire | | | |
| | 4.13 External review of Pupil Premium | External agency | Set. Oct. 16 | £2,000? | Report |

| | 4.14 Seek regular parent views; analyse, feedback and respond | | GS | ongoing | | Parental questionnaires Parent View Analysis report Newsletters |
|--|---|---|---------------|---|---------------|--|
| Monitoring Arrangements/Milestones | | | | | | |
| <i>Term 1</i> | <i>Term 2</i> | <i>Term 3</i> | <i>Term 4</i> | <i>Term 5</i> | <i>Term 6</i> | |
| Leaders monitoring and evaluating judgements externally validated by LA / external source | | Leaders monitoring and evaluating judgements externally validated by LA / external source | | Leaders monitoring and evaluating judgements externally validated by LA / external source | | |
| Milestones Monitoring schedule in place Teacher dashboards in place Phase leaders are able to accurately evaluate standards with support of GS and SR Staff training meeting are tightly focused on school needs SEF updated showing an accurate picture of the schools strengths and weaknesses SDP fit for purpose SDP evaluated and reviewed | | Milestones Teachers are aware of their strengths and next steps in practice (through dashboards) and have appropriate support from staff who demonstrate outstanding practice Phase leaders are able to accurately evaluate standards moderated by GS and SR SEF updated showing an accurate picture of the schools strengths and weaknesses SDP evaluated and reviewed | | Milestones Phase leaders are able to accurately evaluate standards monitored by GS and SR Leaders views of the schools strengths and next steps are accurate SEF updated showing an accurate picture of the schools strengths and weaknesses SDP evaluated and reviewed | | |