The aim of this plan is to detail the ways in which life in school can be improved to ensure that every child receives the best possible education we can provide and so reaches their full potential both academically and emotionally.

The School Improvement Plan sets out the school’s strategy and development planning for the three years from 2014-17. It also sets out specific Action Plans for the year ahead (2014-2015).

The Plan is developed through discussion by, and consultation with, staff, Governors, parents and children and is informed by School Self-evaluation. School Self-evaluation may lead to amendment of the plan throughout the year. The plan will be reviewed annually.
CONTENTS:

• Vision
  What the school aims to achieve.

• Strategic Planning
  This section sets out the school’s strategy, for the next 3 years, to realise its vision and achieve its aims. It gives the school its direction.

• Development Plan
  Priorities for the next 3 years are identified and drawn from the strategic plan. These priorities are determined through the process of School Self-evaluation as well as in response to external priorities.
School Vision

“WE THINK. WE DO. WE LEARN.”

- Provide children with an excellent education in a caring and understanding environment through a creative and practical curriculum.
- Help each child to develop skills, knowledge and understanding so that he or she can confidently embrace new experiences in a multicultural society.
- Celebrate the unique nature of each child’s emotional and academic development.
- Demonstrate inclusivity by encouraging each child in the development of mutual respect, sensitivity and caring for others.
- Work to maintain high standards and expectations of both children and adults.
- Seek to develop a desire for life-long learning amongst all members of our community.

Work to foster an environment in which children and adults in school and the local community can work together to achieve these aims.
Strategic Goals:

♦ Implement the new National Curriculum. Find ways of maintaining our commitment to a creative curriculum whilst meeting the demands of the new orders.

♦ Ensure that the curriculum is broad, rich, balanced and fit for purpose – a curriculum for the future

♦ Continue to develop appropriate methods of monitoring teaching and learning to ensure high levels of attainment and achievement are being maintained.

♦ Continue to develop staff knowledge and expertise across the curriculum.

♦ Children achieve to the best of their ability and are monitored through regular assessments and tracking
The Development Plan 2014-2017

**Strategic Intention:** To develop and maintain a stimulating, broad and rich **curriculum** through which children achieve excellence & enjoyment.

<table>
<thead>
<tr>
<th>Development Priority:</th>
<th>Timescale</th>
<th>Lead Responsibility</th>
<th>Success Criteria</th>
<th>Evaluation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>To evaluate the programme of whole school topics and modify, where necessary, to include new material.</td>
<td>Autumn Term 2013 → July 2014</td>
<td>Curriculum leader, Head Teacher &amp; Teaching Staff</td>
<td>That a topic programme is drawn up highlighting the different areas of focus.</td>
<td>• At the end of each topic a short evaluation is produced by each class to assess coverage and learning and kept by the relevant subject leaders. Also to be included on the website.</td>
</tr>
<tr>
<td>To ensure progression across the curriculum</td>
<td>Autumn Term 2013 → July 2014 and ongoing</td>
<td>Curriculum leader, Headteacher &amp; Subject leaders</td>
<td>• That tracking shows progress in core areas • That SLs report that pupils are making progress in the non-core subjects • That the programme of topics details some progression</td>
<td>• Termly staff meetings to discuss tracking and individual progress. • Subject leader reports based on talking to children, subject walks, work scrutiny etc.</td>
</tr>
</tbody>
</table>
| To enhance outdoor learning including Forest Schools | Summer Term 2014 | All staff | • That more time is being spent outside, in the grounds and local area.
• All planning shows opportunities for outdoor learning as part or whole of each session. |
| Children using the school grounds, community space and the local woodland areas to play & learn, showing: • Cooperation with others • Ability to handle risks • Using their own initiatives to solve problems • Also the outdoors as a key curriculum resource e.g., number of bricks in the Victory for two digit multiplication. |
| | July 2015 | |
| To ensure equality of access to all areas of the curriculum | September 13 onwards | Deputy Head | • Examine all aspects of the curriculum to ensure equality of access and consider using Pupil Premium budget to support where necessary. E.g., music tuition, one:one tuition etc. |
| That all children are having equal access to academic support and extra curricular activities and that children funded through Pupil Premium make the best possible progress |
| To develop a maths calculation policy which is shared with parents and governors and is agreed with all staff. | April 14
July 14 | Tamsin Young
Maths governor
All staff | • Policy circulated, examined and agreed by all staff then shared with governors, parents and carers |
<p>| • That monitoring shows all classes following the agreed policy • Maths café takes |</p>
<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Responsible Parties</th>
<th>Details</th>
</tr>
</thead>
</table>
| To develop the role of curriculum leader and inclusion into the SMT  | Summer term 14| HT & Governors                                                                       | - Curriculum leader in post  
- New curriculum being presented to all staff                                                                                                                                                    |
| To continue to evaluate the teaching of English & maths across the school | September 13  | English & Maths subject leaders, Head Teacher, Governors                              | - Assessments and tracking show that children are achieving at expected levels AND that interventions are in place for those who are not making expected progress  
- That assessments are being moderated within school and in the cluster                                                                                                                                  |
|                                                                      |Reviewed Annually|                                                                                      |                                                                                                                                                                                                       |
| To develop the use & inclusion of ICT across the curriculum & throughout the school | September 13  | All staff, Curriculum coordinator, ICT SL, Deputy Headteacher                         | - Planned skills progression built into medium and long term planning  
- Staff are competent & confident with new curriculum & CPD opportunities  
- Up to date website  
- Website contains all the elements which are required by the DfE such as details of Pupil Premium, complaints                                                                 |
|                                                                      | September 14  | School secretary, Headteacher, All staff                                             |                                                                                                                                                                                                       |
| To ensure that the school website is regularly updated including key school events | September 13  | All staff, Curriculum coordinator, ICT SL, Deputy Headteacher                         | - Join REFRESH and get equipment updated including  
- New server  
- Whiteboard in hall  
- Tablets in classes  
- New laptops in classes  
- Programmable devices  
- Discussion with children shows a level of understanding appropriate to their age.                                                                                   |
|                                                                      | Onwards       | All staff, School secretary, Headteacher, All staff                                  |                                                                                                                                                                                                       |
To ensure that children are kept safe on the internet and are taught about e-safety procedure etc.

Filters are in place on school equipment and that children are taught the basic rules of internet safety at regular intervals.
Strategic Goals:

- Present a warm and welcoming environment to all who come to the school.
- To create and maintain a safe, secure and stimulating environment in which pupils, staff and parents safely work and meet.
- Refurbishment of classrooms & facilities on a rolling programme of work
- Increase the space available for teaching to accommodate the growing numbers
- Broaden the opportunities to enhance the curriculum using an exciting and stimulating outdoor space
**Strategic Intention:** To create and maintain a safe and secure environment with appropriate facilities for the education and care of pupils through which they can achieve excellence & enjoyment

<table>
<thead>
<tr>
<th>Development Priority</th>
<th>Timescale</th>
<th>Lead Responsibility</th>
<th>Success Criteria</th>
<th>Evaluation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>To continue to develop additional teaching space</td>
<td>Summer Term 2014</td>
<td>All staff to be included in decisions led by HT/DHT and governors</td>
<td>A functional, multi-purpose space available for teaching small groups and the storage of PE equipment.</td>
<td>Children and staff are able to access the additional space</td>
</tr>
<tr>
<td></td>
<td>Autumn 2014</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| To provide more toilets for children's use. | Autumn 2014 | HT working with Governors and NPS | • Decision is made about where to site the new toilets  
• More toilets are available to use | Toilets are available |
| Gardening Club takes place and a bottle greenhouse is constructed. | Summer term 2014 Ongoing | Lorraine Sheldrake, Kim Lambert | • Gardening club takes place weekly  
• Vegetables and flowers growing  
• Bottle greenhouse in situ  
• Site is looking tidier | Children involved with growing plants and showing understanding of the processes involved. |
| Mud Kitchen and digging area for the younger children | Autumn Term | Lisa Howard HT | Digging area available | Children have the opportunity to play in the mud! |
Strategic Goals:

♦ Ensure children are aware of the cultural diversity within the UK community.

♦ Develop and maintain links with other schools and the local community.

♦ That children engage in decision making and support the school & local communities

♦ That children develop self confidence and are able to deal with life changes & challenges

♦ Pupils know & understand the choices for healthy lifestyles
### The Development Plan 2014 -2017

**Strategic Intention:** To respect pupils as individuals and enable them to develop their potential and be active members of the school community.

<table>
<thead>
<tr>
<th>Development Priority</th>
<th>Timescale</th>
<th>Lead Responsibility</th>
<th>Success Criteria</th>
<th>Evaluation Strategy</th>
</tr>
</thead>
</table>
| That entry and exit data is obtained for each child engaged in an intervention programme | Summer 14       | Head Teacher and SENCo supported by all staff | • All staff involved with intervention programmes have been trained in the use of assessment materials connected with the various schemes  
• That records are being kept and shared with the SMT | Meetings to review progress of all children and to review the effectiveness of all programmes |
| For more able children to make excellent progress within the curriculum on offer in school | Autumn Term 2013 onwards | All staff | • We are committed to meeting the needs of all children in class, within our normal teaching whenever possible. We need to extend our skills to ensure the excellent progress of the more able children by:  
  • differentiated teaching  
  • open ended, higher order questioning  
  • teaching philosophy | Monitoring the progress of the more able. Setting higher expectations for them. |
| Children able to deal with life challenges & decision making through P4C - | Ongoing | Headteacher | • Pupils able to formulate open questions  
• Pupils have the ability to listen to & respect the views of others  
• Pupils to use emotional intelligence to empathize with debating partners | • Wide range of issues discussed  
• Number of children engaging in discussion (because they feel comfortable, safe & respected) |
| Enable children to understand and want to become a useful member of the global community through continued development of the Ghanaian link | Autumn Term 12 onwards | Year 5/6 staff | To become more aware of & respect other ways of life, values & customs | Children show an awareness and understanding of some of the similarities and differences of the lives of the children in Ghana and their own lives. |
| Develop and maintain links with other schools in our cluster and as members of the local hub. | September 13 onwards | Headteacher | • Joint activities with other schools for staff & pupils | • Strong working relationship with other partners  
• Cost benefits of shared activities |
Strategic Goals:

- Maintain a minimum of 4 full-time equivalent teachers and 4 Higher Level Teaching Assistants as well as other support staff

- Complete phased-retirement of headteacher

- Work as a team with high morale and mutual respect.

- Continue to develop strategic continuous professional development for all staff and Governors, taking into consideration both the needs of the school and the needs of the individual

- Review & monitor specialist teaching hours in order to provide a broader curriculum in specialist areas

- To develop school to school links with other cluster and hub school to share best practice across the whole school community
## The Development Plan 2014 -2017

### Strategic Intention:
To enable staff to manage their areas of responsibility effectively.

<table>
<thead>
<tr>
<th>Development Priority</th>
<th>Timescale</th>
<th>Lead Responsibility</th>
<th>Success Criteria</th>
<th>Evaluation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain teacher levels at 4 full time equivalent</td>
<td></td>
<td>H/T governors</td>
<td>4 teachers are costed in the budget for 3 years.</td>
<td>Budget setting and review</td>
</tr>
<tr>
<td>To review the roles of staff and governors in the school.</td>
<td>September 13</td>
<td>Chair of Governors</td>
<td>• That all core areas of the curriculum are covered by subject leaders</td>
<td>• Regular committee meetings with written/oral reports to gov</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Head and staff</td>
<td>• That governors have a clear structure of what their roles &amp; responsibilities are</td>
<td>• Clear job descriptions where staff know &amp; understand their roles &amp; responsibilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To provide management &amp; planning time for all teachers re their role as subject leaders and to tackle new initiatives</td>
<td>Sept 13</td>
<td>Head</td>
<td>• That staff are able to maintain work/lifestyle balance whilst exercising their leadership role</td>
<td>• That time has been allocated &amp; this shows in coordinator’s action planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The role of the subject leader is strengthened</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ongoing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To continue to develop CPD for staff &amp; governors according to</td>
<td>Ongoing</td>
<td>Head</td>
<td>• Clear links with the SIDP &amp; training needs are</td>
<td>• Staff &amp; Governors have accessed appropriate</td>
</tr>
</tbody>
</table>
personal needs as well as those outlined in SDP

| For the headteacher to work part time 3 days per week, the other 2 days being covered by the deputy who steps up as headteacher. | September 13 ongoing | Headteacher/deputy head | Collaborative working of H/T DH/T | Children, families, staff and governors are able to relate to change of H/T |
| To use mutual observation followed by shared reflection to bring about improvements in teaching and learning. | September 13 ongoing | All teaching staff (ie all staff who teach) | use Index for Inclusion as basis for discussion on T&L | All teaching judged to be at least 'good'. |
| To Develop school to school links with other schools; to share best practice across the local school cluster and hub. | September 13 Reviewed Annually | Head Teacher | • To establish school to school partnerships with other schools  
• For staff to observe best practice in those schools | • Established links  
• Staff & maybe governors working together |
Strategic Goals:

♦ Maintain meaningful relationships with parents.

♦ Develop efficient systems of communication.

♦ Ensure parents are aware of their child’s progress and how they can be involved in their child’s education.
### The Development Plan 2014 - 2017

**Strategic Intention:** To involve parents fully in their child's education.

<table>
<thead>
<tr>
<th>Development Priority</th>
<th>Timescale</th>
<th>Lead Responsibility</th>
<th>Success Criteria</th>
<th>Evaluation Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop meaningful home/school communication re pupil learning</td>
<td>Sept 14 onwards</td>
<td>Head Teacher</td>
<td>• Feedback from Parents at parent evenings • Evidence from parent / carer questionnaires</td>
<td>• Positive feedback from parents</td>
</tr>
<tr>
<td>Involve parents in planning for future developments through SIDP</td>
<td>Autumn Term Annually</td>
<td>Head Teacher</td>
<td>• That parents feel they have a voice in future developments in the school • That parents recognize their input in the final copy of SIDP</td>
<td>• Positive feedback from parents • Parent input followed through</td>
</tr>
<tr>
<td>To develop system of communicating with parents via email for most routine events such as trips, menus and</td>
<td>Sept 14 onwards</td>
<td>Head teacher School secretary</td>
<td>That most families receive their communications via email</td>
<td>Positive feedback from parents</td>
</tr>
<tr>
<td>newsletters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>