



Rowlands Gill Primary School **School Improvement Plan**

Date: April 2017

Ratified by Governors: April 2017

Review Date: April 2018



<u>Targets</u>	<u>Measurable steps to be taken</u>	<u>Timeline</u>	<u>Budget/Resources</u>	<u>Monitoring</u>	<u>Success Criteria linked to outcomes for pupils</u>
1. Effectiveness of leadership and management					
Governors fulfil their role effectively	<p>Develop CPD for governors if appropriate.</p> <p>Establish governor days involving book scrutinies, discussions with teachers and pupils.</p> <p>Monitor specific funding and its impact.</p> <p>Ensure that all governors are accountable and fulfil their statutory duties.</p>			<ul style="list-style-type: none"> • Data meetings arranged on a termly basis. • CPD as appropriate • Governor monitoring sheets. • Governor minutes. • Review of all policies. • Self-evaluation document completed annually. 	<p>Governors understand their role and are accountable.</p> <p>% of pupils and % of staff know the governors and their role in school.</p>

<p>Subject leaders are effective in their role</p>	<p>Management time provided for staff to complete the following:</p> <ul style="list-style-type: none"> • Subject audit • Book scrutinies • Training as appropriate • Produce a policy/written document to support the approach. • Budget spending as appropriate 			<ul style="list-style-type: none"> • Review policies • Pupil progress meetings • CPD as apt • Budget costs 	<p>Policies are produced and adhered to by all staff.</p> <p>Funding is provided and impact achieved.</p>
<p>Ensure teaching and learning is consistent throughout the school</p>	<p>Produce yearly monitoring plan (including observation of lessons, book scrutinies, discussions with pupils, data analysis etc)</p> <p>Appraisal policy is adhered to by all staff and a timetable agreed.</p> <p>Report findings to Governors.</p>			<ul style="list-style-type: none"> • Monitoring plan provided. • Governor Performance Management minutes. • Appraisal policy • Staff performance management report. 	<p>% of staff to improve their teaching and learning and are consistently good.</p>

2. Outcomes for Pupils

<p>Raise achievement and progress in all pupils, particularly the PP, SEN and MA groups of children.</p>	<p>Ensure formative assessment is accurate and informs planning.</p> <p>Ensure interventions, including teacher focus, are effective and shows impact.</p> <p>Ensure staff is clear about the targets required to move their learning forward at a rapid pace.</p> <p>Ensure pupils are given enough time to respond to their teachers comments and make any necessary improvements.</p>			<ul style="list-style-type: none"> • Pupil progress meetings on a termly basis. • Descriptor portfolios for literacy/numeracy. • Internal/external moderation • Regular book scrutinies. <ul style="list-style-type: none"> • Observe lessons • Assessments/tests/data • Discussions with staff/pupil • Monitor planning and books <p>See above.</p> <ul style="list-style-type: none"> • Book scrutinies • Discussions with pupils • Marking policy 	<p>% of staff are confident that formative assessment is accurate.</p> <p>% of PP funding is effective and shows impact.</p> <p>% of staff is clear about the targets required to move their learning forward.</p> <p>Progress is evident in books.</p> <p>% of parents feel that their pupils have improved.</p>
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3. Personal development, behaviour and welfare

<p>Safeguarding is robust within this school.</p> <p>Ensure that staff focuses on the groups of pupils who have a low attendance and act upon it swiftly.</p>	<p>Reinforce the attendance policy to all staff.</p> <p>Attendance meetings with governors.</p> <p>Ensure Family Support Worker is effectively used.</p> <p>Produce certificates for 100% attendance per term.</p>			<ul style="list-style-type: none"> • Review attendance policy • Monitor data • Minutes from attendance meetings • FSW intervention notes • Attendance certificates 	<p>An attendance figure for all groups of pupils was higher than national average.</p> <p>Persistent absence was low when compared to the national average.</p>
<p>Ensure children are clear about how to stay safe online.</p>	<p>Arrange IT workshops.</p> <p>Deliver internet safety training where appropriate.</p> <p>Produce a policy that staff adhere and reinforce it.</p> <p>Develop a consistent approach.</p>			<ul style="list-style-type: none"> • Monitor planning • CPD as appropriate to staff and parents • Policy adhered to by all staff and is on website • Monitor books 	<p>% of pupils feel safe in school and online.</p>
<p>Ensure pupils' mental and emotional wellbeing is a high priority.</p>	<p>CPD as appropriate.</p> <p>Self-esteem (relax) workshops are effective.</p> <p>Produce certificates</p>			<ul style="list-style-type: none"> • Assembly themes, curriculum topics address this area • Observe sessions • Pupil survey 	<p>% of pupils feel happy and well supported in school.</p> <p>% of parents feel that their child</p>

	for healthy eating. RRSA work is ongoing.			<ul style="list-style-type: none"> • Healthy eating action plan 	feels happy and well supported in school
4. Quality of Teaching and Learning Assessment					
<p>Ensure that in all year groups across all areas of the curriculum there are the highest of expectations in terms of what can be achieved in relation to NC standards.</p>	<p>Develop CPD to enhance the subject knowledge of selected staff.</p> <p>Ensure work/activities that are planned build on previous attainment. Planning to be annotated.</p> <p>Internal/external moderation sessions for all staff.</p> <p>Continue to develop AFL strategies.</p> <p>Develop opportunities for pupils to be actively engaged in their learning.</p> <p>Ensure that SLT check data and books in pupil progress meetings.</p> <p>Continue to develop</p>			<ul style="list-style-type: none"> • Book scrutinies • Data analysis • Monitoring file • Discussions with pupils and staff 	<p>All groups of pupils make expected progress or above.</p> <p>Pupils how pride in their work and are happy to come to school.</p> <p>Parents recommend the school to others.</p>



	<p>sharing good practice between staff.</p> <p>Continue to monitor the impact of questioning skills.</p>				
Ensure we offer a broad and balanced curriculum to all pupils.	<p>Subject to audit CPD, as appropriate Financial aspects implemented.</p> <p>Continue to liaise with our feeder school to offer opportunities for transitions and staff expertise.</p>				<p>Children are independent and resilient learners who are ready to move on.</p>