Church Cowley St James Church of England Primary School

School Improvement Plan

Raising Achievement Plan

2017/18
### Specific Actions

1. Ensure 85% of all children make expected progress across KS1 to KS2, and from EYFS to KS1, as evidenced by ASP.

2. Improve attainment figures for KS2 SATs results from July 2017 (see separate targets (Y6 RAP))

3. Improve attainment figures for KS1 SATs results from July 2017

4. Achieve Phonics results above 80%, improving 2017 results (and in line with national results)

5. Improve percentage of pupils achieving GLD in EYFS to 75%+ from July 2017

6. Ensure teachers are supported in understanding children’s rates of progress, identify those at risk of underachieving and make plans to overcome obstacles and ‘diminish the difference’

6a. Ensure progress measures for those who receive PPG remain above +0 and above national average for PPG nationally.

7. Ensure pupils who are disadvantaged are supported to achieve above the national attainment expectations for pupils who are disadvantaged as evidenced through ASP Online.

8. Ensure that boys, who are also disadvantaged, are supported to achieve in writing in line with national expectations for the pupil group as evidenced through in school data/ESS.

### Priority 1: Raising Attainment and Pupil Progress

#### Where are we now? (September 2017)

1. and 2. Baseline data for Expected Standard Y6 (July ‘17/Nov ’17)
   - **Reading**: 27%/41% (GDS 9%/9%)
   - **Writing**: TBC
   - **Maths**: 21%/30% (GDS 0%/2%)
   - **SPaG**: 30%/63% (GDS 9%/11%)

3. Baseline for KS1 due to be collected in Oct ’17
   - **Reading**: 24%
   - **Writing**: TBC
   - **Maths**: 24%
   - **SPaG**: 17%

4. Baseline phonics screening results (Sept 17)
   - **Reading**: 19%
   - **Writing**: TBC
   - **Maths**: 24%
   - **SPaG**: 17%

5. Baseline data for EYFS (Oct 17):
   - **Reading**: 45%
   - **Writing**: 52%
   - **Maths**: 53%
   - **CL**: Listening 67%, Understanding 64%, Speaking 52%
   - **PSED**: Self – confidence and Self – awareness 59%, Managing feelings 46% and behaviour, Making relationships 34% (All identified as a target area and should improve by Feb ’18)

6. **6a.**

7. **6b.**

8. **6c.**

#### Success Criteria (by end of July 2018)

1a. 90% of pupils make expected – progress from KS1 to KS2 (ASP)

1b. 90% of pupils make expected progress from EYFS to KS1 (ASP)

1c. Ensure 90% of pupils make expected progress on CCSJ assessment continuums

2. **Baseline for KS1 due to be collected in Oct ’17**

3. **Baseline for KS2 due to be collected in Oct ’17**

4. **Baseline for KS1 due to be collected in Oct ’17**

5. **Baseline for KS2 due to be collected in Oct ’17**

#### Linked Documents

1. **Monitoring and Assessment Action plan**
2. **RAP year 6 plan**
3. **Phonics Action plan**
4. **Maths Action Plan**
5. **Literacy Action Plan**
7. **SEN report 2016 – 2017**
8. **Historical disadvantaged achievement report 2016 - 2017**
### Priority 1: Raising Attainment and Pupil Progress

#### Monitoring and Evaluation

**1 and 2: KS2 Results:**

**Attainment Nov 2017:**
- **Based on Y6 SATS 2017 Paper**
- **Reading** = 41% EXS/ 9% GDS
- **Writing** = TBC
- **SPAG** = 17% EXS/ 11% GDS
- **Maths** = 30% EXS/ 2% GDS
- **Combined** = TBC

**8/9: Pupils with PPG and Boys with PPG**
- **Nov 2017:**
  - **PPG:**
    - **R:** 39%
    - **W:** TBC
    - **M:** 27%
    - **Sp:** 59%
  - **Boys/PPG:**
    - **R:** 40%
    - **W:** TBC
    - **M:** 27%
    - **Sp:** 53%

**Attainment Jan 2018:**
- **Based on Y6 SATS Testbase Paper**
- **Reading** = 54% EXS/ 9% GDS
- **Writing** = TBC
- **SPAG** = 17% EXS/ 11% GDS
- **Maths** = 34% EXS/ 2% GDS
- **Combined** = TBC

**8/9: Pupils with PPG and Boys with PPG**
- **Jan 2018:**
  - **PPG:**
    - **R:** 56%
    - **W:** TBC
    - **M:** 25%
    - **Sp:** 59%
  - **Boys/PPG:**
    - **R:** 50%
    - **W:** TBC
    - **M:** 25%
    - **Sp:** 67%

**3. KS1 – Year 2 Results:**

**Attainment October 2017**
- **Based on Y2 SATS 2016 paper**
- **Reading** = 24%
- **Writing** = TBC
- **SPAG** = 17% EXS/ 11% GDS

**7/8: Pupils with PPG and Boys with PPG**
- **November 2017:**
  - **Boys:**
    - **R:** 13%
    - **W:** TBC
    - **M:** 27%
    - **Sp:** 10%
  - **Boys/PPG:**
    - **R:** 0%
    - **W:** TBC
    - **M:** 13%
    - **Sp:** 0%

**March 2018**
- **Reading** = TBC%
- **Writing** = TBC%
- **SPAG** = TBC%

**7/8: Pupils with PPG and Boys with PPG**
- **January:**
  - **PPG:**
    - **R:** 25%
    - **W:** TBC
    - **M:** 13%
    - **Sp:** 0%
  - **Boys/PPG:**
    - **R:** 0%
    - **W:** TBC
    - **M:** 0%
    - **Sp:** 0%

**4. Y1 Phonics Screen Check**
- **September:** 19%
- **January:** 41%
- **April:** TBC

**Phonics Target:**
- **Boys:** = 71% (Sept: 20% passed)
- **Boys/PPG:** = 100% (2 children) (Sept: 0% passed)

**5. EYFS Attainment Sept 2018 (As above)**
- **Reading** = 45%
- **Writing** = 52%
- **Maths** = Number: 53% Shape: 60%
- **CL = L&U:** 67%, **U:** 64% and **Sp:** 52%
- **PSED = SCSA:** 59%, **MFB:** 46% and **MR:** 36%

**7/8: Pupils with PPG and Boys with PPG**
- **January:**
  - **PPG:**
    - **R:** 25%
    - **W:** TBC
    - **M:** 13%
    - **Sp:** 0%
  - **Boys/PPG:**
    - **R:** 0%
    - **W:** TBC
    - **M:** 0%
    - **Sp:** 0%

**GLD Target:**
- **Whole cohort = 65 – 70%**
- **PPG:** = 67 - 78%
- **Boys/PPG:** = 20%*
  *Focus for Pupil Progress in Jan

**EYFS Attainment March 2018**
- **Reading** = TBC%
- **Writing** = TBC%
- **Maths** = Number: TBC% Shape: TBC%
- **CL = L&U:** TBC%, **U:** TBC% and **Sp:** TBC%
- **PSED = SCSA:** TBC%, **MFB:** TBC% and **MR:** TBC%

**Y1**
- **81%**
- **86%**
- **73%**

**Y2**
- **76%**
- **68%**
- **86%**

**Y3**
- **72%**
- **66%**
- **67%**

**Y4**
- **62%**
- **59%**
- **57%**

**Y5**
- **TBC**
- **TBC**
- **TBC**

**Y6**
- **66%**
- **TBC**
- **59%**

*Some data currently under review

**Assessment continuaus AP1:**

<table>
<thead>
<tr>
<th></th>
<th>R</th>
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<th>M</th>
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<tbody>
<tr>
<td>Y1</td>
<td>81</td>
<td>86</td>
<td>73</td>
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<tr>
<td>Y2</td>
<td>76</td>
<td>68</td>
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<td>Y3</td>
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<td>Y4</td>
<td>62</td>
<td>57</td>
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<td>Y5</td>
<td>67</td>
<td>64</td>
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<td>Y6</td>
<td>66</td>
<td>48</td>
<td>59</td>
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</tbody>
</table>
### Priority 2: Improve the Quality of Teaching and Learning

<table>
<thead>
<tr>
<th>Specific Actions</th>
<th>Ownership</th>
<th>Where are we now? (September 2017)</th>
<th>Success Criteria (by end of July 2018)</th>
<th>Linked Documents</th>
<th>Monitoring and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improve quality of teaching and learning in Reading, Writing and Maths and so that 80% teaching is good or better via lesson observations.</td>
<td>1. SLT, middle leaders 2-4. HR 5. RE 6. All SLT 7. SLT, middle leaders</td>
<td>1. September 2017: rated as good or better = %. 1a. All SLT members assigned staff members across the year (Sept 2017) 2a. Topic planning identifies key questioning in 5 areas. 2b. Topic book scrutiny yet to monitor standards across the school (see monitoring and assessment cycle) 3. Gaps identified in reading, writing and maths through CCSJ assessment continuums. Class scores as identified through assessment data (see document) 4a. Staff INSET days to cover key areas in assessment, inclusion and curriculum development – mapped out across the year. 4b. Staff meetings developed for T1-2. 4c. Support staff training (weekly x30 mins) developed for T1-2 5. 3 XPupil progress meetings achieved 2017 – 2018. Cycle in place for monitoring and developing pupil progress meetings 6 &amp; 7. Staff INSET Sept 2017. CJ to lead spelling and SPaG across the school. 7. 2016 SATs scores ave XX spellings. 8. SM leadership of GR. Monitoring plan completed.</td>
<td>1a. Teacher ratings of lessons show 80% good or better 1b. Books show accelerated progress and personalised learning in order to develop pupil skills 2a. Topic books show key skills in reading, writing and maths developed in all subject areas 2b and 3. Reading, writing and maths assessment continuums show 80% expected pupil progress across the academic year. 2c and 3. Attainment levels for assessment continuums at 70% at expected standard across the year 4. CPD plugs gaps in teacher and support staff in order to provide effective teaching and learning (through observation and data) 4b. Assessment data (national and CCSJ continuums) in line with predicted results as priority 1. 5. Accelerated progress for pupils identified at risk of falling behind. Vulnerable groups are well planned for and make 80% or greater progress, in line with their peers across the school (as evidenced through ASP and CCSJ assessment continuums). 6. Raise standards in teaching and learning and assessment to 80% or better as evidenced through books and observations 6a. 80% of planning evidences clear progression of skills for pupils and groups of pupils, in relation to the assessment continuums. 7. Improve SATs Average to XX % by end of Y6. 8. Reading improves across the school in each</td>
<td>Curriculum Action plan Maths Action Plan Literacy Action Plan Monitoring and Assessment Action plan NQT Action plans Instructional feedback document and feedback notes Pupil progress documentation</td>
<td></td>
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</tbody>
</table>
### Priority 3: Behaviour, Engagement and Safety of Pupils

<table>
<thead>
<tr>
<th>Specific Actions Action</th>
<th>Ownership</th>
<th>Where are we now?</th>
<th>Success Criteria (by end of July 2018)</th>
<th>Linked Documents</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Improve attendance to 96.8% for years 1 – 6</td>
<td>1. KD and DL</td>
<td>1a. and 2a. Attendance for 2016 – 2017</td>
<td>1. Attendance in years 1-6 is 96.8% overall</td>
<td>Inclusion Action Plan</td>
<td></td>
</tr>
<tr>
<td>2. Improve attendance in Reception to 94%</td>
<td>2. KD and RE</td>
<td>1b. and 2b.</td>
<td>2. Attendance for pupils in reception is 94% over the academic year.</td>
<td>HSLW Action plan</td>
<td></td>
</tr>
<tr>
<td>3. Ensure behaviour for learning in lessons shows 80% good or better</td>
<td>3. SLT, KD oversee</td>
<td>3. Current behaviour for learning rating:</td>
<td>3a. Behaviour for learning in lessons shows 80% good or better</td>
<td>Lunchtime supervisor Action plan</td>
<td></td>
</tr>
<tr>
<td>4. Develop the use of lunchtime supervisors and P.E equipment to ensure pupils develop ‘purposeful play’ during playtimes.</td>
<td>4 – 6. HR</td>
<td>4 - 6. Play equipment purchased for lunchtimes and playtimes</td>
<td>3b. Incident reporting reduces by 15% over the course of the year.</td>
<td>Lesson observation records and instructional feedback documents/schedule</td>
<td></td>
</tr>
<tr>
<td>5. Train lunchtime supervisors to be ‘play supporters’.</td>
<td>7. RH (PSHCE lead), HR and KD oversee</td>
<td>Playground markings in place</td>
<td>3c. Identified pupils with unsatisfactory behaviour have a clear and measurable action plan to ensure appropriate support and progress academically</td>
<td>Parental engagement records</td>
<td></td>
</tr>
<tr>
<td>6. Develop lunchtime supervisors to be better able to manage and report on incidents of unsatisfactory behaviour.</td>
<td>8. KD</td>
<td>7.</td>
<td>4 and 5. Lunchtime supervisors are purposeful in their job role, ensuring that pupils are engaged in play</td>
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<tr>
<td>7. Complete the E-safety award for the school.</td>
<td>9. SLT, middle leaders</td>
<td>8a.8b. Currently good. SLE report and dioceses reporting.</td>
<td>6. Reduction of lunchtime incidents, ensuring that consequences are appropriate, timely and managed successfully in 80% of cases</td>
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<tr>
<td>8. Behaviour and Safety remains at least good.</td>
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<td>9.</td>
<td>7. E-Safety award received for school</td>
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<tr>
<td>9. Increase parental engagement in all areas of the curriculum to ensure that parents feel fully equipped to support their child in learning</td>
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<td>8. Ofsted rating / dioceses / SLE and other professional observation shows behaviour and safety as good or better</td>
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<td>9. Engagement / attendance at parents evenings to show 80% on average across R – Y6. Curriculum events for years R – 6 show attendance of 70% and increased satisfaction on parent surveys.</td>
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## Priority 4: Develop Capacity for Leadership and Management

<table>
<thead>
<tr>
<th>Specific Actions</th>
<th>Persons responsible</th>
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<tbody>
<tr>
<td>Ensure governance demonstrates strategic direction and the capacity to improve the school.</td>
<td>SD and members of the governing body</td>
<td>1. SLT members assigned governor to oversee role 2. Governor meetings held once per term, with financial meetings per term as a separate meeting</td>
<td>1a. Regular meetings between school leaders and appropriate members of governing body in order to provide additional challenge, monitoring and scrutiny.</td>
<td>Instrument of governance</td>
<td>Staff leadership overview 2016 – 2017</td>
</tr>
<tr>
<td>Governors hold the school to account for the results at each KStage</td>
<td>SD</td>
<td></td>
<td>1b. Governor meeting minutes evidence of strategic direction and development towards targets set at HT appraisal.</td>
<td></td>
<td>All senior leader action plans</td>
</tr>
<tr>
<td>Ensure governors take responsibility for reviewing the standards in core subjects and report back to the governing body.</td>
<td>SLT, middle leaders</td>
<td>2. Minutes for meetings show increased scrutiny, questioning for evidence and support for improvement.</td>
<td>1b. Governor meeting minutes evidence of strategic direction and development towards targets set at HT appraisal.</td>
<td></td>
<td>Qualification documents</td>
</tr>
<tr>
<td>Develop leadership capacity across the school for aspiring and active middle and senior leadership.</td>
<td>SLT members</td>
<td>3. English and R.E are monitored 3X per school year and reported back to the GB.</td>
<td>3a. Improvement in performance.</td>
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</tr>
<tr>
<td>Use coaching to support leadership and management development from SLT to enable increased Middle Leader (ML) accountability</td>
<td>SD</td>
<td>4. Curriculum subject mentorship in place for leaders (NQTs and less experienced teachers).</td>
<td>4a. Accountability structures of which all staff are aware.</td>
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</tr>
<tr>
<td>Develop capacity and understanding within the wider management of the school through appropriate qualification and training.</td>
<td>SLT</td>
<td>4b. Curriculum leaders in place across the school for teachers in areas of interest</td>
<td>4b. Delegated responsibility for ML’s.</td>
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</tr>
<tr>
<td>To increase the capacity of the GB to support and challenge the school.</td>
<td>GB</td>
<td>4c. Course/INSET opportunities for all – extensive CPD budget in place (15k)</td>
<td>4c. Pupil attainment and progress reflects effective leadership across the school.</td>
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</tr>
<tr>
<td>1a. SLT and SD members of the governing body</td>
<td>2. SLT members assigned governor to oversee role 1b. Governor meetings held once per term, with financial meetings per term as a separate meeting</td>
<td>5. SLT to coach key ML’s to enable them to make better and more timely decisions concerning the curriculum. Through coaching and support ML’s to challenge poor performance (Teaching and Learning) within their team or subject and ensure that a resolution is found that enables the school to improve and the teacher to move on.</td>
<td>4d. Projects completed during course duration improve pupil progress/attainment across the school as outlined in priority 1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Where are we now?</td>
<td>3. English and R.E are monitored 3X per school year and reported back to the GB.</td>
<td>4. All enrolled on leadership courses: CW, RW, SM– NPQSL KD – EdD year 3.</td>
<td>4e. All leadership courses completed with report to show direct outcome from action research.</td>
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</tr>
<tr>
<td>2. What is our success criteria?</td>
<td>5. Diminished capacity because of high proportion of governors who are new to the role.</td>
<td>7. Diminished capacity because of high proportion of governors who are new to the role.</td>
<td>5a. Staff survey indicates that Leadership and Management are effective and supportive.</td>
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## Priority 5: Raising Attainment and Pupil Progress in EYFS

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<tr>
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<tbody>
<tr>
<td>Action</td>
<td></td>
<td>Where are we now?</td>
<td>Success Criteria (by end of July 2018)</td>
<td>Linked Documents</td>
<td>Monitoring and Evaluation</td>
</tr>
</tbody>
</table>
| 1. Ensure that the characteristics of effective learning are embedded into the ethos of EYFS practice so that children transition to Y1 with these skills. | 1. RE  
2. RE and EYFS teachers  
3. RE lead  
4. RE and KD, SLT and middle leaders | 1. Lesson observations and instructional feedback  
2. July 2017 data for GLD 68%  
Baseline data: See Priority 1  
4a. July 2018 Boys GLD: %  
4b. July 2018 PPG GLD: %  
5. 2016-2017 attendance for reception: 94.4% | 1. Lesson observations to develop characteristics show 80% good or better for all staff in EYFS  
2. GLD percentage to be 70% by July 2018  
3a. Tapestry embedded with all staff to ensure that assessment is accurate, up to date and develops next steps in pupils’ learning  
3b. Pupils receive personalised learning and thus accelerated learning within EYFS  
4a. Boys GLD July 2018 target: 65%  
4b. PPG GLD July 2018 target: 65+% (TBC based on numbers of PPG recruited by KD) Feb 2018: 4 pupils identified | Monitoring and Evaluation  
2. EYFS SEF  
3. EYFS Action plan  
4. Inclusion Action Plan  
5. EYFS Progress Feb 2018  
6. Reading = on track  
7. Writing = on track  
8. Maths = N, SSM  
9. CL = Listening and Attention, Understanding, Speaking  
10. PSED = Moving and Handling, Health and Self Care, Self Confidence and Awareness | 2. EYFS Attainment Feb 2018  
Reading = on track  
Writing = on track  
Maths = N, SSM  
CL = Listening and Attention, Understanding, Speaking  
PSED = Moving and Handling, Health and Self Care, Self Confidence and Awareness |
| 2. Raise standards of pupils learning achieving GLD to 70% for the cohort. | | | | | |
| 3. Embed the use of Tapestry (and latterly the CCSJ Continuums) to support assessment in EYFS. | | | | | |
| 4. Raise the attainment of boys and pupils with PPG. | | | | | |
**Specific Actions**

<table>
<thead>
<tr>
<th>Action</th>
<th>Persons responsible</th>
<th>Estimated Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Build new nursery to increase capacity and secure the long term future of the school.</td>
<td>SD</td>
<td>£325,000 Nursery, £30,000 Landscaping and £25,000 outdoor area games and apparatus, £18,000 fit out. (Agreed at EGM)</td>
</tr>
<tr>
<td>2. Build forest school site on school grounds for outdoor provision across the school.</td>
<td>SD</td>
<td>Tree’s £10,000 (Complete); SolarDome £33,000; Landscaping 10,000 (Complete)</td>
</tr>
<tr>
<td>3. Allotment site and green house / growing area.</td>
<td>SD</td>
<td>£6,000 on greenhouse (Complete); £4,000 on raised beds (Complete) and £10,000 disabled access. – (Complete)</td>
</tr>
<tr>
<td>4. Redevelop the old nursery building into two new classrooms.</td>
<td>SD</td>
<td>Redevelopment budget £100,000 from grant gained from OCC for capital spend on the Nursery project. (Application submitted)</td>
</tr>
<tr>
<td>5. Develop assessment system (web based) to resolve data processing issues (particularly with time) to enable improved management of data that supports Governors, SLT and Teachers and allows for a constant up-to-date view of children’s learning for parents.</td>
<td>SD and RE</td>
<td>Development costs £10,000 - £13,000 over the year (from Jan 2018 – Jan 2019) to be offset against improved data responses, data resolving, time management for SLT. Improving access to manipulated data for teachers and SLT and offering an up-to-date pupil interface / view for parents. Once trialled within school with 50% of teachers and adopted school wide the system will save approx. £20,000 per year in data administration time and increase Governor / teacher and parental understanding of data and increase productivity of Assessment and monitoring leader and teachers – future proofing data collection/ manipulation.</td>
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<tr>
<td>6. (Aspirational) Demolish the old Y3 mobile block and build 2 larger modular classrooms for Technology and a ‘studio’ for art / dance and DT that can be used as a holiday club / after school club and Breakfast club.</td>
<td>SD</td>
<td>Approx £150,000 for replacement basic+ build. Only possible from in year spend April 2018/March 2019 budget.</td>
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<tr>
<td>7. Tender for a new catering service for Jan 2018.</td>
<td>SD</td>
<td>No charge / business plan to secure profit share of 60/40% in favour of the school on any uplift in profit from 2016/17 levels of income / profit.</td>
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