



SCHOOL IMPROVEMENT PLAN 2017-2018



Outcomes for learners								
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
To raise attainment in phonics so that outcomes are at least in line with national	<ul style="list-style-type: none"> • Early baseline in Y1 to establish needs/ 2. • Establish interventions for those not on track • Trial mixed ability phonics groups • Investment in phonics resources in EYFS and Y1 (Hairy phonics & Teach your monster) • Training for BW, CH, CJ 	Autumn term T1/W2 start T1/W2 start T1/W3 start T1	KS1 team KS1 team KS1 team AR/NB AR/JW	Beginning T2 observations shows good phonics teaching. T3 vT3 comparison demonstrates progress Training completed T1	85% + of children meet the standard by the end of Y1. 95%+ meet the standard by the end of Y2	EYFS lead/ Literacy lead monitoring of phonics data + teaching x 3 a year. Report back to SLT/ Governors	Release time (covered internally) Software: approx £100 Training: £210 + supply	
To raise attainment in reading so that outcomes are at least in line with national Guided Reading	<ul style="list-style-type: none"> • Review and amend guided reading approach to whole class guided/ shared reading • Invest in Reading Vipers/ Spelling Shed • Review impact on 1-1 reading programme. • SLT listen to readers termly 	T1W1-4 Teachers assess readers. T1W5 staff mtg T4/6 All year	NB/ all staff NB NB/SLT SLT	T2 learning walks/ NB observations show guided reading is good or better. T2/ T4/ T6 teacher assessment/ summative assessment show rising attainment.	By the end of the year: Rec Y1: 80% on track Y2: 80% on track Y3: 80% on track Y4: 80% on track Y5: 75% on track Y6: 80% on track	Literacy/lead & SLT to monitor effectiveness T2 NB observes lessons T4/6 SLT evaluates impact Listens to readers Attainment/ progress reported back to governors	1x staff mtg Reading Vipers/ Spelling Shed	
To raise attainment in reading so that outcomes are at least in line with national Decoding and Fluency	<ul style="list-style-type: none"> • 1-1 reading interventions setup – with SEN/PP focus. • Burt test administered and recorded in SPTO • Y6 reading interventions set up 	T1W3 By T1W4 By T1W4	SB/NB/RB NB AR(SPTO setup) MR/ML	T1 all children's reading ages recorded. T1-T6 1-1 reading programme reviewed.	Interventions result in above expected progress as measured by teacher assessment and reading age.	SB review x 6 a year MR/ Y5&6 team review x 5 a year. Attainment/ progress reported back to governors	N/A	
To raise attainment in reading so that outcomes are at least in line with	<ul style="list-style-type: none"> • Reading records to be use in all year groups. • Rainbow reading/ Reading around the world to be set up • Workshops for parents (Reading, 	All year T1W3 (EYFS T1W5)	All teachers All phases/ NB	End of 1 – all children's reading records being used regularly at home and checked by teacher/	Regularity of reading at home increases leading to greater fluency and comprehension (evidence in teaching	NB?SLT to monitor use of reading records. NB to interview child	Reading records approx £400 N/A	

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<p>national</p> <p>Developing a culture of reading</p>	<p>EYFS phonics)</p> <ul style="list-style-type: none"> • Increase access to library – library during greenie time, junior librarians at lunch time) • Events to promote a love of reading – book fair, book at bedtime, world book day, drop and read, book club) • Review reading resources in each classroom/ topic related reading books 	<p>T1</p> <p>T1-T6</p> <p>T1-T6</p> <p>T1/T2</p>	<p>NB/LW</p> <p>RB/NB/SB</p> <p>NB</p> <p>NB/ All teachers</p>	<p>promoted with RAW?RR</p> <p>End of term 2 all classes restocked as appropriate.</p>	<p>assessment)</p> <p>Positive attitudes to reading develop.</p>	<p>re: attitudes to learning x 3a year.</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>½ x staff mtg</p> <p>Funds raised by book fair last year</p>	
<p>To maintain high levels of attainment in maths throughout KS1 so that outcomes at the end of KS1 are at least in line with national</p>	<ul style="list-style-type: none"> • Moderation activities between Y1 & EYFS staff • Organise visits for less experienced teachers to other schools to observe maths teaching • Maths consultant teaches demonstration lessons • Interventions set up • Mentors for less experienced staff 	<p>T3/ T5</p> <p>T2</p> <p>T1</p> <p>T1</p> <p>T1-T6</p>	<p>SB/MR</p>	<p>T2 Greater understanding of EYFS curriculum/ Y1 expectations</p> <p>Staff confidence and knowledge improves</p> <p>Resulting in appropriate pitch and modelling.</p>	<p>Y1 – 80% on track</p> <p>Y2- 80% on track</p>	<p>Maths lead/ SLT to monitor effectiveness</p> <ul style="list-style-type: none"> • Book looks • Learning Walks • Pupil interviews <p>Attainment/ progress reported back to governors</p>	<p>4 x 0.5 x 2 days release</p>	
<p>To raise attainment in maths throughout KS2 so that outcomes at the end of KS2 are at least in line with national</p>	<ul style="list-style-type: none"> • Organise visits for less experienced teachers to other schools to observe maths teaching • Maths consultant teaches demonstration lessons • Mentors for less experienced staff 	<p>T3/ T5</p> <p>T1</p> <p>T1-T6</p>	<p>SB/MR</p>	<p>T2 Greater understanding of EYFS curriculum/ Y1 expectations</p> <p>Staff confidence and knowledge improves</p> <p>Resulting in appropriate pitch and modelling.</p>	<p>Y3: 80% on track</p> <p>Y4: 80% on track</p> <p>Y5: 75% on track</p> <p>Y6: 80% on track</p>	<p>Maths lead/ SLT to monitor effectiveness</p> <ul style="list-style-type: none"> • Book looks • Learning Walks • Pupil interviews <p>Attainment/ progress reported back to governors</p>	<p>4 x 0.5 x 2 days release</p>	
<p>To raise outcomes for disadvantaged pupils</p>	<ul style="list-style-type: none"> • Inclusion lead to champion/ lead monitoring of progress. • Lesson, observations, book looks, pupil voice and feedback all to focus on disadvantaged children. • Outcomes for disadvantaged to be a standing agenda item for governors. • Link governor to be identified. 	<p>T1-6</p> <p>Ongoing</p> <p>Ongoing</p> <p>T1</p>	<p>DHT</p> <p>SLT</p> <p>HT/Clerk</p> <p>Govs</p>	<p>September – HT feeds back to governors</p>	<p>Pupil premium children make 3.3+ tracking points.</p>	<p>Inclusion/ SLT to monitor effectiveness</p> <ul style="list-style-type: none"> • Book looks • Learning Walks • Pupil interviews <p>Govs review progress</p>	<p>N/A</p>	

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Teaching and Learning								
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
To bed down new maths calculations policy ensuring staff understand progress and children use appropriate methods confidently.	Revisit calculation policy in staff meetings on a regular basis	T1 – T 3	MR	Staff using maths calculation policy as working document T1 – ongoing	Children choose appropriate calculation	Maths lead/ SLT	N/A	
	Hold workshop for parents	T1	MR/ all staff	Parents understand schools approach to teaching calculation	Methods used with confidence			
	Maths working group to monitor planning/ provision to ensure appropriate development of calculations.	T2,T4,T6	Maths working group	Maths group - feeds back to SLT T2,T4&T6	Children apply methods in range of problem solving.			
To ensure that children are consistently given opportunities to apply and deepen their maths understanding	Maths working group/ SLT monitor planning/ provision to ensure appropriate development of calculations.	T1 – T6	MR/ Maths group/ SLT	Learning walks/ observations/ book looks show consistent opportunities for all children to apply learning at a greater depth.	Y1 – 80% on track Y2- 75% on track Y3: 80% on track Y4: 80% on track Y5: 75% on track Y6: 80% on track 25% working at greater depth	Maths lead/ SLT	N/A	
To embed and enhance the Talk for Writing approach to Literacy	Talk for writing training – MR/SB/NB/DB Y65/6 team review approach and how to tie in with SATs preparation.	Autumn Term	JW/AR	All staff have undergone training. Y5/6 model established T2	Evidence of impact of talk for writing in books Attainment in writing increases: Y1 – 80% on track Y2- 75% on track Y3: 80% on track Y4: 80% on track Y5: 75% on track Y6: 80% on track	SLT – learning walks, book looks	4 x Knowle Park training £200 + cover	
	Talk for writing – non-fiction training NB	T2	JW/AR	Training completed T2				
	NB to follow up in staff meetings	T3	NB	Staff more confident using Talk for Writing when teaching non-fiction.				
To embed the whole school spelling strategy	Close monitoring to ensure consistent approach to spelling	T1-T6	NB/SLT	Learning walks reveal all teachers using Nussy/ high quality spelling lessons	Evidence of improving spelling in books	NB	N/A	
To improve pupil	Develop link with	T1	MR	All classes have	Pupil survey shows	SLT/ Curriculum	N/A	

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<p>attitudes towards Stem subjects</p> <p>To develop assessment of science</p>	<p>Somervale to provide specialist science to all KS2 classes.</p> <p>Science week to include TAPs sciences/ whole school science demonstration and workshops.</p> <p>Develop science club</p> <p>Science coordinator to liaise with Bath SPA project re: assessment project.</p>	<p>T4</p> <p>T3</p> <p>T2</p>	<p>Science group</p> <p>CJ</p> <p>CJ</p>	<p>opportunity to learn science in Somervale science Labs</p> <p>STEM week excites pupils and celebrates women and BME achievement in field of science</p> <p>Club up and running in T3</p> <p>Assessment systems reviewed T3/4 and revised for T6.</p>	<p>positive attitude towards science.</p> <p>Monitoring shows suitable balance of practical science and consolidation of knowledge.</p>	<p>group monitor activities planned in science.</p>	<p>£500 (Parental contribution)</p> <p>Parental contributions</p>	
<p>To improve the quality of teaching and Learning in DT including Food Tech</p>	<p>Audit DT resources</p> <p>Audit teacher skills and training needs</p> <p>Review curriculum documentation</p> <p>Staff Training in DT techniques</p>	<p>T1</p> <p>T2</p> <p>T3/4</p> <p>T4</p>	<p>DB</p> <p>DB</p> <p>DB/ Curriculum group</p> <p>DB</p>	<p>DT equipment and materials is sorted and sufficient to teach the curriculum. T1</p> <p>Review of planning shows appropriate development of DT skills.</p>	<p>Staff report sufficient resources</p> <p>Monitoring demonstrates high quality learning an detaching in DT</p>	<p>SLT/ Curriculum group monitor activities planned in DT.</p>	<p>1 x staff meeting</p>	
<p>To develop the use of ICT to enhance learning across the curriculum.</p>	<p>Audit IT resources for control and data-logging</p> <p>Audit teacher skills and training needs</p> <p>Review curriculum documentation</p> <p>Provide short 20min software training sessions in staff meetings.</p>	<p>T1</p> <p>T2</p> <p>T3/4</p>	<p>AR</p> <p>AR</p> <p>AR/Curriculum group</p> <p>AR</p>	<p>ICT equipment is organised and sorted and sufficient to teach the curriculum. T1</p> <p>Review of planning shows appropriate development of IT skills.</p>	<p>IT is used across the curriculum. IT skills are developed but also used to access and improve learning across the curriculum.</p>	<p>SLT/ Curriculum group monitor activities planned in ICT and use of computing across the curriculum..</p>	<p>4 x 0.25 staff meetings</p>	



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Midsomer Norton Primary School

2017 - 18 School Improvement Plan issue 1

Updated: 08/10/2017

Personal Development, Welfare and Behaviour – From SEF September 2017

- Relationships between children and staff are excellent
- Learning behaviours increasingly positive
- Children’s voice increasingly effective (Champions for change, choice over lunchtime areas/ activity, school charity)
- Safe-guarding procedures robust
- Effective behaviour management systems
- A significant minority of children report not enjoying lunch times.

Areas for development – from OFSTED February 2013

A minority of pupils find it difficult to manage their behaviour, which is why behaviour overall is not outstanding

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Personal Development, Welfare and Behaviour										
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status		
To ensure pupils are confident, self-assured learners.	Establish and develop a school Growth Mindset (GM) culture -CPD for teaching and support staff T1 & T2	T1 & T2	AR/SB all staff	Feedback from staff in WWW EBI that GM has had positive impact (E of T3)	Pupils' excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.	Work scrutiny, lesson observations, pupil voice T1-ongoing	GM lesson book and books for lessons £200			
	GM Workshop for parents/carers. Parents/carers to tweet, comment box/comment at parents evening	T2	SB/AR/ SLT	Parental feedback from training is positive – encourage. T2						
	GM lessons and five assemblies across the year for all children	Begin T2, T4 for EYFS	Class Teachers		Pupils to be able to explain Growth Mind set in context of own work and positive impact on progress.				SLT evaluation T6	SLT morning for workshop[
	GM displays and posters around school	T3& T6	SB/KD All staff & pupils							GM displays and posters £50
	GM Pupil Questionnaire appropriate for Infant and Juniors conducted at start of GM lessons	T2	All staff & pupils	Pupil questionnaire comparison T3 & T6	Significant improvement in pupils' attitudes to work from T3 to T6 compare findings of questionnaire %					
	Consistently reinforce and apply the 5 B's in lessons	Ongoing	All staff & pupils							
To promote Pupils' spiritual, moral, social and cultural development	Assembly/ PSHE programme revised to teach abroad and diverse themes relating to SMSC and British Values e.g. Black History Month	T1	Bharti Joshi SB/KD/AR	T1 – new programme established.	Children's discussions during assembly and circle times reflect a growing knowledge, understanding and tolerance.	Work scrutiny, lesson observations, pupil voice T1-ongoing	EMAS fees - £500			
	Curriculum overview is broad balanced and provides learning opportunities to promote SMSC (this is reviewed yearly).	T1 and ongoing Yearly review)	Curriculum group	T1 – review complete, T2-T6 teachers using updated overview.	Parents/carers including EM parents/carers feel welcome and represented in school Child friendly audit of environment (EAL BME)	Curriculum group curriculum overview review T6	N/A N/A			

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	<p>Establish World Museum and World Calendar</p> <p>SARI cultural carousel to promote cultural understanding</p> <p>Child friendly audit of environment (EAL BME)</p>	<p>T2 –World Calendar updated regularly – SB (BJ)</p> <p>T2-Yr3/4</p> <p>T2 and 5</p>	<p>SB</p> <p>SB Yr 3/4</p> <p>SB</p>	<p>T2 – museum established</p> <p>T4 DPH submitted</p>	<p>answers are positive and actions are acted upon repeat T5 and measure improvement-feedback from BME/EAL pupils</p> <p>School Awarded DPH Award</p>				N/A		
<p>To prevent all forms of bullying, including online bullying and prejudice-based bullying.</p>	<p>Adopt and implement Anti-bullying charter across the school</p> <p>Appoint anti-bullying ambassadors and train E-team within in Champions for Change</p> <p>Address issues identified by E-safety SHEU survey</p>	<p>T2</p> <p>T2</p> <p>T2 – on going</p>	<p>SB/NF/KD All staff</p> <p>SB/NF</p> <p>SB/AR/ all staff</p>	<p>T2 – anti-bullying week, charters established</p> <p>T2 ambassadors appointed</p> <p>T2 staff meeting held. T2-T6 circle times address issues identified.</p>	<p>Pupils and parents trust staff and leaders to take rapid and appropriate action to resolve any concerns they have</p> <p>Pupils can talk knowledgeably about what bullying is and isn't, they know what to do if they witness or experience bullying</p> <p>In class discussions, circle times and assemblies pupils tolerance and understating and acceptance of different is evident</p>	<p>SLT monitor effectiveness with which very rare instances of bullying behaviour and/or use of derogatory or aggressive language.</p> <p>Pastoral group learning walks to monitor circle time.</p>			N/A	N/A	N/A
<p>Ensure pupils' safety and welfare are promoted through health, physical & emotional wellbeing, e-safety</p>	<p>Train staff in new SRE guidance</p> <p>Monitor success of newly created play leader post. Provide ongoing training.</p> <p>Child Play leaders and Play Leader audit equipment and order according to needs. Outdoor play</p>	<p>T2</p> <p>All year</p> <p>T2</p>	<p>SB</p> <p>SB/ Pastoral group</p> <p>MP</p>	<p>T2 – all staff aware of new statutory guidance</p> <p>T1 play leader trained, obstacles to role identified. Staffing timetable adjusted to address.</p>	<p>At least 85% of children report enjoying play times/ lunch times.</p>	<p>SB/AR learning walks</p> <p>SB/AR lunch time monitoring</p>			N/A	N/A	

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	<p>Staff deliver mental health awareness lessons</p> <p>Review results of SHEU survey with staff and implications for PSHE curriculum</p> <p>Keep field open all year – install hooks for wellies.</p> <p>Well-being coffee morning</p>	<p>All year</p> <p>T2</p> <p>All year</p> <p>T3</p>	<p>All staff/ SB</p> <p>SB/ Pastoral group</p> <p>JW/AR</p> <p>Pastoral group</p>	<p>T3 monitoring shows frequency of provision.</p> <p>T2 staff aware of results T3 PSHE curriculum updated and being taught.</p>	<p>Worry boxes are routinely used and circle times address anxieties</p> <p>Number of instance of children staying green remains high due to sufficient space remaining available..</p> <p>School awarded Director Public Health Award</p>	<p>Pastoral/ group monitoring of planning</p> <p>SLT termly monitoring of behaviour records</p>	<p>N/A</p> <p>£190</p>	
<p>To ensure behaviour remains good or better</p>	<p>Ensure behaviour policy is consistently applied.</p> <p>Relaunch playground zones</p> <p>Training for staff including SMSAs in emotion coaching</p> <p>Conduct parent survey</p>	<p>All year</p> <p>T1</p> <p>T3</p> <p>T4</p>	<p>SLT/ all staff</p> <p>MP/SB</p> <p>SB</p> <p>AR</p>	<p>T1 – signage renewed, equipment reorganised and reordered</p> <p>T3 all staff using consistent language to deescalate behaviour T5 responses collated and published</p>	<p>% of children staying green remains high and increases. Red card behaviour % decreases</p> <p>FT exclusions are very rare and behaviour plans and strategies are put into are rapidly</p> <p>Reputation of behaviour in school is high – parent survey</p>	<p>SLT termly monitoring of behaviour records</p>	<p>N/A</p> <p>1 x staff mtg/ TA meeting</p>	
<p>To raise aspirations for all children</p>	<p>Hold careers fair</p> <p>Run clubs programme at no cost to parents to increase access to clubs</p> <p>Teachers monitor take up of clubs by pupil premium children</p>	<p>T5</p> <p>All year</p> <p>All year</p>	<p>All staff</p> <p>AR</p> <p>All teachers</p>	<p>T5 careers fair</p> <p>Register of children participating review T2/ 4/ 6</p> <p>Teachers report in Pupil Progress meetings T2/4/6</p>	<p>Pupil survey shows growing awareness of range of careers and skills needed</p> <p>All pupil premium children participate in <u>at least</u> one after school club.</p>	<p>Pastoral group to evaluate impact of measure</p>	<p>N/A</p> <p>£3,500 (sports premium)</p>	

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Midsomer Norton Primary School	2017 - 18 School Improvement Plan issue 1	Updated: 08/10/2017
Leadership and Management – From SEF September 2017		
<ul style="list-style-type: none"> • SLT works effectively together • School evaluation is effective/ systematic • Data used effectively to identify underachievement • Governors effectively support and challenge • Effective appraisal for all teachers. • Devolved approach to middle leadership 		
Areas for development – from OFSTED February 2013		

Leadership and Management								
Objective	Actions, including CPD	Time scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
To ensure the new Local Governing Body effectively supports the school and holds leadership to account	<ul style="list-style-type: none"> • Roles within the reconstituted body re-designated. • Link governors and expectations reviewed and reorganised. • Chair, vice chair, clerk and Head plan year and procedural processes. • Governor information on website and around school updated. 	T1	Chair	T2 new LGB role clearly identified and individual roles designated.	Link governor roles ensure governor oversight of school practices.	MAT/ Chair monitor effectiveness of reporting to governors	N/A	
		T2	Chair					
		T1	Chair/ HT/ Clerk	End of T1 website information up to date.	X2 ½ day link governor visits per year	Parents/ carers able to access all statutory information relating to governors.		
		T1						
To ensure effective distributed subject leadership	Sufficient release time/ meetings times planned Clear guidance given on record keeping/ monitoring.	T1	AR/SB	T1 – all subject leaders clear on expectations and release time.	Effective middle leadership ensures routine evaluation of impact of actions.	AR/SLT	N/A (release time managed internally).	
		T1	AR					

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	Action plans evaluated x3 a year.	T2/4/6	SLT					
To enhance the effectiveness of monitoring and feedback systems	All curriculum groups submit report to SLT/governors x 3 a year.	T2/4/6	Curriculum groups	T2/3/6 reports submitted	Feedback to SLT and to curriculum groups ensures action plans are effectively evaluated.	AR/SLT	N/A	
	Change school pupil tracking to fine-descriptors to enable live monitoring of data	T1	AR	T2 all phases using fine tracking in SPTO				
	Monitor SPTO bi-weekly to ensure it is up to date.	Ongoing	AR/SB			AR/SB	N/A	
Assessment target setting	Challenging targets established for all year groups and classes to help close gaps.	T1	HT/all teachers	Targets submitted to MAT T1 Progress against targets monitored x3 a year in pupil progress meetings.	Targets used to ensure focused teaching and interventions	AR/SB	N/A	
To open a high quality early years provision for 2/3 year olds ensuring consistency of structures and procedures including safeguarding.	Building re-decorated/furnished and reorganised. Network cabling installed.	T1	SBM/TS/HT	Nursery opens November	Nursery successfully opened.	AR	£6,000	
	Nursery lead fully trained in statutory obligations Nursery promoted widely amongst local community	T1	TS/ Amanda Bachrach SBM/TS	All training completed T1	Open days show high degree of interest. Parents feedback positively on welcome and provision.	AR	N/A N/A	
	Admissions/interagency liaison routines clearly identified for Lead and office staff.	T1	SBM/TS/ LW	Routines established T1	Long term financially viable nursery established.	AR AR/MAT		
	Establish procedures for monitoring of provision. Effective monitoring ensures provision is outstanding.	T1/ ongoing	AR/SB	Routines established T1				