

KULB Primary Schools Collaboration



Schools Improvement Plan

September 2013- July 2014

Executive Headteacher: Emma Hickling

School Improvement Advisor: Jenny Phillips

Kingswood	Ulcombe	Leeds and Broomfield
Assistant Headteacher – Liz Dolan	Senior Teacher – Rachel Hargrave	Head of School – Julie Wellman Senior Teacher – Victoria Waterworth
Chair of Governors – John Hoadly	Chair of Governors- John Hoadly	Chair of Governors – Val Puncher
OFSTED due – Spring 2016	OFSTED due – Autumn 2015	OFSTED due – Autumn 2014

observations and planning

Milestones:

December 2014 100% consistently good

April 2015- 100%% Teaching consistently good, 33% outstanding

July 2015 100% teaching consistently good, with 66% having evidence of some outstanding aspects

Outstanding		40%	25%	---	40%	25%	25%	60%	50%	25%	60%	50%	50%
ACTION PLAN													
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION						
1.1	Ensuring that there are well defined learning objectives from the new national curriculum and that tasks are differentiated accordingly												
A	Staff development as a collaboration to ensure all teachers understand new structure of curriculum	EHT/ H _s of S	Governors	Various paper resources from LA	INSET day and one staff meeting – term 1	Planning from teachers shows clear understanding of how to structure lessons planned from the new national curriculum							
B	All teachers to be part of a cycle of monitoring and sharing of good practice, to enable all to make progress	EHT	Governors	One staff meeting a fortnight to be dedicated to working in a team sharing good practice	Joint monitoring with IA to be completed in first term, staff meetings to begin week 3	Teachers make progress from starting point, working towards clearly identified individual targets							
C	Use targets from new national curriculum to track children's progress to ensure 85% of pupils meet end of year expectations	H _s of S	EHT	Targets bought in from 'Not as we know it limited' and then monitored at termly moderation meetings	Children's progress checked and tracked six times a year at the end of each term	85% of pupils meet the criteria for their year group by July 2015							
D	Use check lists of targets to ensure planning is from pupils next steps	EHT	Governors	Adapted targets from Kingswood	Termly from term 1	Detailed records are kept of children's achievements to assist with teacher assessment, this is evident in work scrutiny							
E	Staff, pupils and parents are aware achievement of pupils and what progress is required.	Tteachers	EHT	Parents are invited in for regular meetings to discuss children's progress	-Parents evening terms 1 and 6 Report term 4 Informal drop in terms 2, 3 and 5	Pupils take ownership of own learning, and can confidently discuss what level they are working at and next steps.							
1.2	Ensuring assessments of entering, expected and exceeded are agreed for each year group so that moderation can take place												
A	Adopt Kent agreed tracking, discuss with staff and governors so that expectations are clear about what data will need to be collected	EHT	†Teachers	Agreed tracking supplied by improvement team KCC	First data collected at end of term 1	Teachers understand six steps in which a child can progress from and to and are able to make professional judgements							

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B	Staff teams meet and agree what a piece of writing would look like when a children is working at the expected level in each year group	Staff teams – in year groups	EHT	Termly moderation meeting	Termly from term 2	Progress shows that when triangulated the quality of teaching is at least good as pupils are making good progress	
C	EHT/ H of S to deliver individual coaching on planning to match pupil ability in literacy and maths	Individual staff coaches	EHT through tracking and lesson observations	Target support weekly in term 2. Fortnightly term 3-4, and termly until consistently good	Term 2 to end term 4	-100% at least good teaching consistently throughout the year.	

1.3	Planning effective opportunities for children in reception to develop their learning within the outdoor setting, including the use of role play						
A	Class teacher to timetable how the outdoor learning environment will be used within daily planning	LB	EHT	PPA time – meeting with TA	By end of term 3	Planning scrutiny shows that there are planned opportunities for learning in the outdoor area	Planning shows that regular opportunities are directed in the outside learning environment
B	All areas are learning are evident in the outside environment, and activities stimulate and encourage learning	LB	LA – Early years advisor	Visit and follow up visit from Early years advisor	Visit 1 by end of term 4, second visit by end of term 6	Outside learning environment allows opportunities for all areas of learning to be explored – evident in lesson observations	Monitoring shows that the outside learning environment is used to enhance learning
C	Staffing is organised such that free flow between outside and inside is possible- for the children in reception.	LB	EHT	Meeting time with LB and TA	Meeting to establish a routine that ensures free flow is possible	Lesson observations show that free flow of learning between outdoor and indoor is enhancing the children's learning	Monitoring shows that current staffing allows free flow between learning environments

PRIORITY 2 TARGET: ENSURE THAT AT LEAST 85% OF PUPILS REACH THE STANDARDS SET IN THE NEW NATIONAL CURRICULUM IN EACH YEAR GROUP BY JULY 2015

FOCUS	SUCCESS CRITERIA
<p>Ensure 85% of pupils reach the required standard by the end of the year in each year group by:</p> <ul style="list-style-type: none"> Ensure standards for the end of each group are clear so that pupils can be assessed to be emerging, expected or exceeding by teachers and at moderation Track each child's progress and ensure through the use of interventions where necessary that 85% of pupils meet the required standard Using effective differentiation within the new curriculum to ensure pupils make good progress Teachers use effective questioning to develop and assess pupils learning. 	<p><u>In order to be judged good/ outstanding, the following criteria will need to be met:</u></p> <p>85% of pupils in each year group will be judged to be at the expected level</p> <p>Year R – 85% reach good level of development</p> <p>Year 1 – 85% meet phonics standard, 85% meet standards for year 1</p> <p>Year 2 – 85% achieve level 2B + in reading, writing and maths</p> <p>Year 3 – 85% meet standards for year 3</p> <p>Year 4 – 85% meet standards for year 4</p> <p>Year 5 – 85% meet standards for year 5</p> <p>Year 6 – 85% achieve level 4+ in reading, writing and maths</p>

December 2014			April 2014			June 2014			July 2014
K 35% of pupils are working at expected or exceeding	U 25% of pupils are working at expected or exceeding	L 35% of pupils are working at expected or exceeding	K 60% of pupils are working at expected or exceeding	U 50% of pupils are working at expected or exceeding	L 60% of pupils are working at expected or exceeding	K 85% of pupils are working at expected or exceeding	U 85% of pupils are working at expected or exceeding	L 85% of pupils are working at expected or exceeding	KULB target July 2015 85% of pupils in years 1-6 meet the standards for their year group

<u>Milestones</u>	<u>December 2014</u>			<u>April 2015</u>			<u>June 2015</u>			<u>July 2015</u>
School	<u>K</u>	<u>U</u>	<u>L&B</u>	<u>K</u>	<u>U</u>	<u>L&B</u>	<u>K</u>	<u>U</u>	<u>L&B</u>	<u>KULB target</u>
Percentage of pupils working at expected standard or exceeding:	<u>35%</u>	<u>25%</u>	<u>35%</u>	<u>60%</u>	<u>50%</u>	<u>60%</u>	<u>85%</u>	<u>85%</u>	<u>85%</u>	<u>85% of pupils in years 1-6 meet the standards for their year group</u>

ACTION PLAN

	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION
2.1	Ensure that at least 85% of pupils reach the standards set in the new National Curriculum in each year group by July 2015						
A	Available exemplification materials are sourced in order to judge where children are achieving and track their progress	Teachers	EHT	NFER and other resources which	First assessment at end of term 1 - all children emerging before this point	Accurate assessments of children's work made at the end of each term, using exemplification materials to help with moderation process	
B	Data is collected following moderation on a termly basis – children not making expected progress are referred to intervention to enable them to catch up	Teachers / Hs of S	EHT	Moderation meeting termly	Termly from end of term 1	Pupils not making good progress, concerns raised over whether they will meet expected level referred to interventions, which results in accelerated progress	
C	Effective differentiation allows all children to be challenged effectively within a year group curriculum	Teachers	EHT/ Hs of S	Termly work scrutiny to monitor differentiation Good practice shared in year group teams	Termly from term 1 – 6	Monitoring of pupil books shows that differentiation is effective and pupils are making progress to meet bench marks	
D	Interventions are tailored towards individual children and their learning gaps, which enables their progress to accelerate and achieve expected level for their year group	Teachers/ teaching assistants	SENCo in each school	Model provision maps provided by SENCo (L and B / K)	Termly from term 1	Children make accelerated progress when needed following an intervention – to ensure that 85% of pupils reach expected standard	
E	Individual pupil progress is tracked using the targets to enable teachers to plan activities to meet next steps effectively	Teachers	EHT	Targets in back of each books – provided by Kingswood	Daily/ weekly for each pupil	Work scrutiny of pupils books shows that pupils are making good progress Tracking shows 85% of pupils on track to meet expected level	
F	Marking enables children to provide additional evidence that they have met their target through questioning and points for improvement	Teachers	EHT	Marking policy developed last year	Pupils work focus marked at least once a week	Pupils enabled to improve their work through effective marking. Tracking shows 85% on track to meet expected	

Comment [JH3]: Title required for this Action point?

G	Teachers use questioning within lessons, particularly in the plenary in order to encourage children to reflect on their learning and for adults to assess pupils' achievements	Teachers	EHT	Model questioning in designated staff meeting for assessment for learning	Staff meeting in term 3 Improved use of questioning in term 4	Questioning in plenary enables pupils to reflect on their learning and self-assess their progress. Notes taken to enable teachers to assess progress	.
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PRIORITY 3 TARGET: DEVELOP LEARNING BEHAVIOUR OF THE KULB PUPILS THROUGH EFFECTIVE TRANSFER OF KNOWLEDGE AND SKILLS

FOCUS	Success Criteria
Develop learning behaviour of all pupils by: <ul style="list-style-type: none"> Establishing collaboration with a clear vision and motto for all stake holders to relate to Allowing opportunities for teaching staff to work together in teams to plan, assess and moderate Use the lesson study approach to share good practice Ensure attendance is meeting national averages by establishing common systems Prepare year 6 for transition 	In order to be judged at least- good, the following criteria will need to be met: <ul style="list-style-type: none"> Teaching to be at least good in all classes in each of the three schools Learning behaviour of children and adults to be monitored and judged to be good KULB schools' attendance each stand at least 95% 85% of pupils achieved required standard for their year group by July 2015 90% of pupils state they are happy at school 90% of parents state their child is happy and taught well at school

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Milestones									
Sept 14	Oct/Nov 14	Dec 14	February 15	March 15	April 15	May 15	May 15	June 15	July 15
Collaboration established for 3 years	Year group staff teams established for planning, and moderation	Teams report back to whole staff on shared good practice and impact on pupils Persistent absentees less than 10 across the collaboration	All monitoring reports good/ outstanding learning behaviour from pupils in KULB	Joint monitoring of lessons highlights sharing of good practice.	Attendance for all schools is at least 95% (92% Ulcombe)	Parents survey analysis for collaboration states that 90% of children are happy and well taught	85% of pupils achieve required standard at end of year	Year 6 pupils, prepared so confident about transition Persistent absentees less than 5 across the collaboration	Pupil survey analysis for collaboration states that 90% of pupils are happy at school

ACTION PLAN							
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION
3.1	Develop pupils learning behaviour to increase independence, expectation and ambition						
A	Enforce high expectations and aspirations for all pupils at all ages for work, behaviour and attitude	Teachers	EHT/ H _s of S	Agreed core values rules vision and motto	Expectations established by end of term 1 based on shared vision from INSET day	High aspirations for all pupils, accountability for each pupils progress evident in pupil progress meetings	

B	Pupils with SEND fully included and provision made for pupils so they can progress within the main stream classroom	Teachers	SENCo group led by NC	Examples of provision maps	Provision maps reviewed termly	Pupils with SEND making similar progress compared to other groups. Evidence in analysis of tracking	.
Ç	Pupils receiving Pupil premium are able to access interventions and resources to enable them to make good progress	Teachers	EHT and H _s of S	Planned use of pupil premium in each school, directed at specific	Progress of all PP pupils discussed at termly progress meetings	Pupils in receipt of PP making similar if not better progress than other groups, when analysed at termly progress and impact meetings	
D	Sharing of good practice between year group teams helps improve practice for all	Teachers	EHT	One staff meeting a fortnight	From term 1-6	Improving teaching profile – in line with bench marks priority 1	
£	Good behaviour is observed in all three schools, and all unacceptable behaviour is dealt with in line with the with the agreed behaviour policy	Teachers	EHT and H _s of S	Lesson observations detail learning behaviour and behaviour logs record incidents and sanctions	Learning behaviour consistently positive February 2015 as bench mark	Learning behaviour consistently positive Feb 2015, and number of incidents in behaviour log decreasing	.
F	Working walls and a learning environment that encourages independence and aspiration is evident in all classrooms	Teachers/ Teaching assistants	Hs of S	Training provided a staff meetings by JW. Budget of £100 per school (general resources) For the purchase of paper etc.	Learning environment monitoring in term 2, improvements in learning behaviour seen In lesson observations from term 3	Learning behaviour of the pupils is improved and children are notably more independent and able to explain their learning in lesson observations from term 3 onwards	

	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION
3.2	To raise levels of attendance, so that there are no persistent absentees and the overall attendance increases to 95% (U) and 98% (K and L & B)						
A	FLO or office staff to identify pupils who are persistently absent, and communicate regularly with families to set expectations for attendance	FLO	EHT	Release time from other commitments	By end of term 2	Number of persistent absentees falls by 50%	
B	EHT to use the School Newsletter to reinforce the school's attendance policy, including on the authorisation or otherwise of holidays in term time	FLO	EHT	Newsletter	Termly from term 3	Parents aware of school policy regarding attendance, attendance reaches 95% by mid-year	

C	FLO/ Office staff to complete staged process for dealing with poor attenders following KCC guidance, leading to referral to EWO	ST	EHT	Release time from other commitment Relevant forms from attendance service	Weekly time to dedicate	Children who have poor attendance are part of process in partnership with EWO Attendance improves as per milestones	
D	FLO to liaise with ISSK prior to referral to EWO if poor attendance is families of Gypsy/Roma or other traveller backgrounds	ST	EHT	Release time from teaching commitment	Monthly meeting	Attendance improves as per milestones	
E	As part of the referral process school will support EWO in the issuing of penalty notices to parents whose children remain persistent absentees or who take their child on an unauthorised holiday	FLO / EHT	Governors EHT	Paper work relating to penalty notices	Penalty notices issues from term 1, as required	Decrease in persistent absence as per milestones	
F	Administration team to contact the parents of all non-attending pupils by 9.30am each day, except in the case of known long-term absences, with whom less frequent contact is maintained (dependent upon the length of absence)	AT	EHT	Phone class, email and text messaging system	Daily from term 2	Short and longer term absences are closely monitored	
G	Maintain a log of all communication regarding attendance for each child	FLO/ office staff	EHT	Release time from teaching commitment	From term 2	Trail of evidence is available for all children whose absence is an issue	

Comment [JH4]: EHT is lead person and does monitoring (albeit day-to-day lead will be FLO. Does there need to be some other monitor? Governors? (esp. as penalty notices issued?)

	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION
3.3	Improving communication with all stake holders so that parents, pupils and staff have increased confidence in all schools						
A	Use weekly newsletter to communicate weekly events, notices and reminders to all stake holders	Office staff	EHT	1 hour of office time per week	Weekly from term 1	Parents feel that they receive timely and relevant information about the school – parents questionnaire summer 2015	
B	Establish a programme of after school clubs which all KULB pupils are eligible to attend. Communicate times, and locations through weekly newsletters	RH and other senior staff	Hs of S	Use of some of INSET day to establish clubs and staff responsible, programme produced by office staff	Clubs to offered to pupils in host school first and then filled with KULB pupils – to start week	Pupils accessing a broad range of extended learning opportunities across the KULB collaboration - pupils satisfied with opportunities on offer – Pupil questionnaire spring 2015	

C	Use letters and parent meetings to communicate regarding changes, common issues and discussions e.g. secondary transfer, new national curriculum, including parent forum at Leeds and Broomfield on a termly basis	EHT	Parent governors	Parent meetings and KULB letters termly where necessary. Termly meetings for L&B parents where communication is a previous OFSTED key issue	three of term 1 Letters and meeting held termly/ where necessary	90% of parents report that the communication from the school is good – questionnaire summer 2015	
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PRIORITY 4 TARGET: DEVELOP LEADERSHIP SKILLS OF STAFF AND STANDARDS IN SUBJECTS THROUGH THE DEVELOPMENT OF SUBJECT TEAMS

FOCUS	SUCCESS CRITERIA
<p>To develop leadership skills in staff and raise standards in subjects by:</p> <ul style="list-style-type: none"> Developing subject teams who will monitor and be accountable for standards in their subjects Identify strengths and weaknesses in subjects through regular monitoring activities Write actions plans, with clear steps and predicted measurable impact Complete lesson observations to triangulate good practice and set targets Use attainment standards at end of year to measure impact of action plans 	<p>In order to be judged good, the following criteria will need to be met:</p> <ul style="list-style-type: none"> Leadership will be distributed across subject teams, and be accountable for the standards through appraisal All teaching staff will develop their leadership skills, evidenced through staff questionnaire 85% of pupils will reach required standard for their year group in each subject Teaching and learning in all subjects is 100% good or better

Milestones									
Sept 14	Oct/Nov	Dec 14	February 15	March 15	April 14	May 14	June 15	June 15	July 15
Establishing subject teams led by an experienced member of staff	First monitoring activities completed – strengths and weaknesses reported back to SMT	Action plan written with clear actions and measurable impact for each subject	Second monitoring activity completed and strengths and weaknesses reported back to SMT	Teachers assess in each subject against year group/ key stage statements - 60% should be at expected	Action plan and impact reviewed – actions changed or new one added where little or no impact	Staff questionnaire state that 50% have gained new leadership skills	Lesson observations to triangulate conclusions reached about standards in subjects	Setting of priorities for next academic year	85% reach required standard for their year group in each subject

ACTION PLAN									
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION		

4.1 Develop clear roles and accountability for staff in subject leader teams which leads to improved standards							
A	Development of subject teams led by a senior/ experienced member of staff, who will develop the leadership skills or other staff	EHT	Governors	2 hours out of the INSET day – 4/9 One staff meeting a term, and a commitment to release core subject teams for a half day a term - £500 x 3 = £1500 x 6 = £9000 (to be bid for from KAH)	Activities undertaken termly As per subject action plans	85% of pupils in KULB schools reach required standard in reading, writing and maths by the end of year – applicable to each year group	
B	Staff to be trained in how to monitor standards/ teaching and learning in a subject, in order to comment on strengths and weaknesses , and work with teachers to improve progress	EHT	Hs of S	Two staff meetings in term 1 ,and one thereafter. Half a day release time for core subject teams once a term to complete monitoring or work with staff sharing good practice	Monitoring activity to completed in term 1 , action plans in term 2, monitoring in Term 3, sharing good practice Term 4, assessment analysis term 5/6	85% of pupils in KULB schools reach required standard in reading, writing and maths by the end of year – applicable to each year group	
C	Subject teams to complete monitoring activities, work scrutiny, learning walk and lesson observations to improve the teaching and learning and therefore progress in each subject	EHT	Hs of S	Release time from teaching commitment £500 x 3 in terms 1,3 and 5 (part of the £9,000 form 4.1 A – to be bid for from KAH)	Half a day of release time in each term	-85% of pupils in KULB schools reach required standard in reading, writing and maths by the end of year – applicable to each year group	
D	Use monitoring activities to identify strengths and weaknesses in each subject and feed these into an action plan to improve practice	EHT	Governors	Action plan produced by end of term 2, half a day release time for core subject teams £500 x 3 (part of the £9,000 from 4.1A – to be for from KAH)	Action plan produced by end of term 2	85% of pupils in KULB schools reach required standard in reading, writing and maths by the end of year – applicable to each year group	
E	Use staff development, sharing of good practice to develop the teaching and learning in each subject to improve progress	Hs of S / EHT	EHT	Staff development, good practice meetings and teacher time sharing as required in staff meeting time	Actions as per action plans – staff meeting time allotted accordingly.	85% of pupils in KULB schools reach required standard in reading, writing and maths by the end of year – applicable to each year group	
F	Each of the core subject teams to report to the governors, the outcomes of their monitoring, and	EHT	Governors	Term 3 and term 6 short slot at the beginning of the CSC	Term 3 and 6	85% of pupils in KULB schools reach required standard in reading,	

	the impact of the action plan on standards and progress			meeting		writing and maths by the end of year – applicable to each year group	
G 	Aspiring individual leaders identified for further training with KCC or the national college so that they can lead a team next academic year, so that the subjects covered becomes wider than just the core.	EHT	Governors	Funding up to £1000 per course and 5 x days release per member of staff £2250 per member of staff x 2 £4500	Terms 5 and 6 when aspiring leaders are identified	Leaders developed to continue to drive standards in other subjects in 2015-16	
				Total bid to KAH - £9,000 (4.1 a, C and D) and £4500 (4.1 - £4500) Total - £13,500			