

ST PETER'S SCHOOL  
SCHOOL IMPROVEMENT PLAN 2015-2016: **TEACHING AND LEARNING**



OBJECTIVE	OUTCOME	WHO?	ACTIONS			EVALUATION PROCESS	COSTS?
			TERM 1	TERM 2	TERM 3		
TLA To ensure that teaching, learning and assessment are at least good, and improving.	All teachers have been observed at least twice, and support/development given as necessary. Standards of T&L are at least good.	AM/SLT /SLs	Schedule observations and audit CPD needs	Analyse results, and check that support is in place as needed.	Ensure all observations are complete and that review against Teacher's Standards is complete.	Observation and CPD records.	
	Informed by the school assessment and feedback policy, work scrutinies via learning walks and audits show that feedback from teachers improves the learning of students, and that assessment is used to inform planning.	AM/SLT /SLs	Schedule in-dept audits and learning walks with assessment focus.	Second review and check that any issues have been actioned. Review via Student Voice.	Check that practice is sustained. Review for update of policy for 2016-17/	Audit records of scrutinies, learning walks and student voice.	
	The Teacher Standards 2012 are being met, and CPD is targeted to meet the needs of staff and secure standards.	AM/SLT / Appraisers	Teachers self-review against Standards as part of appraisal. CPD needs identified.	Check CPD records ensure that provision is in place and plan for evaluation.	Plan for greater integration Teacher Standards within appraisal and evaluate effectiveness of CPD provision, planning for the next academic year.	Analysis of self-review vs. observed practice within teacher 360 process.	
	Research and development will evolve via NTEN	AM and NTEN	Establish 5 research groups and agree foci.	Disseminate findings from round 1 and agree	Review lesson-study findings and impact. Plan for expansion in 2016-17.	Review by NTEN members and evidence of	

	lesson study groups, focussing on key school priorities.	group leaders	Initiate observed lessons	follow-up research.		impact on practice.	
	CPD quality assurance via NTEN.		Action plan based on staff audit and consultant visit.	Progress check on action plan.	Review progress and refine planning for 2016-17	External audit by NTEN	
	Student involvement in T&L grows as student voice reflects with teachers on their experience	AM and FFE	Plan for year ahead, including student 1-1 with subject leaders and learning evaluation.	Evaluate trials of learning observations.	Review impact of LLs and plan for 2016-17	Student impact on evolution of T&L approaches is evaluated.	£2500

ST PETER'S SCHOOL  
SCHOOL IMPROVEMENT PLAN 2015-2016: **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**



OBJECTIVE	OUTCOME	WHO?	ACTIONS			EVALUATION PROCESS	COSTS?
			TERM 1	TERM 2	TERM 3		
<b>PDBW1</b> To maintain excellent standards of behaviour	Views are sought on low-level disruption to learning and strategies employed to ensure that these are extremely rare.	HB/EV	Audit staff and student views regarding low level disruption	Work with department TLCs to share strategies and skills in reducing low level disruption	a) In house cross curricular training and coaching for staff in reducing low level disruption	a) Staff and Student feedback	
	Students' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour	FS/EV	PBfL embedded in all subject areas across the school	Subject TLCs, whole school CPD.	Sharing of good practice in cross curricular groups	Achievement records, across year groups and subject areas	

	To further reduce the number of days lost due to internal and external exclusion	EV	Work with those students in vulnerable groups to reduce likelihood of exclusion	From Aut data, identify students at risk of further exclusion and work on specific problem areas	From Aut and Spr data identify main causes of internal and external exclusion and plan programme of support for different year groups	Review of exclusion data for the past 3 years.	
<b>PDBW2</b> To look at the whole child and develop aspects of their education which can assist their academic studies as well as preparing them for the world outside of school as citizens  Create 4 separate student working groups	Healthy living i)food/fitness/emotional /	HB/SP	Work with new canteen company to discuss what menus etc, Mental health survey	Amy Winehouse team project	Discuss with LS to discuss how to encourage more students to take part in a sporting activity.		
	Debating in a respectful way i)behaviour/		)work with different subject areas about increasing opportunities for debates	Survey about effectiveness within departments??	b)Whole school debating project	How many positive comments have been awarded for this aspect?	
	Personal safety i)internet/socialising/	SUH	Work with safer schools team to create programmes for different year groups	Internet safety talk Survey about personal internet safety	Internet safety survey. Analyse the needs and work with specific vulnerable students		
	This next one is in preparation for the community that will be on one site next September whilst maintaining links with the primary  Spiritual and moral i)thoughtful/caring/active/spiritual/moral/cultural	HF	re-visit Code of Conduct				
<b>PDBW3</b> To ensure students have a high level of attendance and punctuality	Students value their educational experience and understand the importance of high attendance.	SP/HB/YL	Student voice to identify current viewpoint on their educational experience	Work with Student voice and Year leaders to reinforce the importance of high attendance	Link in with Careers advisors in school to develop link between high school attendance-successful outcomes and post 18 education/employment	Student feedback	n/a
	Overall absence and persistent absence rates for all students and for	SP/SUH	Work with those students in vulnerable	Develop strategies and involve outside	Student mentoring of low attenders from previous low attenders/PA	Improved attendance rates linked into	PP funding if applicable

	different groups are at least in line with national figures.		groups to increase attendance.	agencies for students in danger of being PA		improved progress/outcomes.	
	To ensure students are punctual to both school and lessons.	SP/SLT/YL	Question, problem-solve and/or sanction students who are late to school/lessons.	Continue to monitor certain students and increase parental involvement	Use of progress data to identify lost learning opportunities to be made up elsewhere in the school week	Compare year on year data.	PP funding if applicable

ST PETER'S SCHOOL  
 SCHOOL IMPROVEMENT PLAN 2015-2016:  
**LEADERSHIP**



OBJECTIVE	OUTCOME	WHO?	ACTIONS			EVALUATION PROCESS	COSTS?
			TERM 1	TERM 2	TERM 3		
Ensure school budget is balanced.	<ul style="list-style-type: none"> <li>• Remain within budget for this year</li> <li>• Plan for the 2016-17 budget</li> <li>• Agree a curriculum and staffing structure that meets the needs of the new school arrangements and is affordable</li> <li>• Manage the process for all staff to minimise anxiety without avoiding reality</li> </ul>	JLS DJT BDE	<ul style="list-style-type: none"> <li>• Plan the curriculum need for 2016</li> <li>• Evaluate the implications for staffing</li> <li>• Create a staffing structure for teaching and associate staff</li> <li>• Decide whether a formal process of re-structuring is required</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the costs of various options</li> <li>• Finalise decisions about the way forward</li> <li>• Communicate these to governors and seek their approval</li> <li>• Communicate options and decisions to staff</li> <li>• Commence any formal process if required</li> </ul>	Publish the final structure plan	Budget in line, no overspend and plans for following year to ensure within year balance.	indeterminate
Manage the move from Iford to Southbourne for years 7 and 8	<ul style="list-style-type: none"> <li>• School community is fully informed of changes and their implications</li> <li>• Schedule the move to minimise disruption to the school</li> <li>• Students commence the new academic years with staff and resources in their proper places</li> </ul>	DJT JLS SLT	<ul style="list-style-type: none"> <li>• Commence the building programme</li> </ul>		<ul style="list-style-type: none"> <li>• Agree timescales for the move in the light of the building progress</li> </ul>		£8.25 million!

Further develop the appraisal process for both teaching and associate staff	<ul style="list-style-type: none"> <li>• Appraisals are completed in a timely way</li> <li>• Staff more confident about what is expected and policy is adhered to</li> </ul>	AM SLT	<ul style="list-style-type: none"> <li>• Appraisal day for teachers – changes to the policy are explained</li> </ul>	<ul style="list-style-type: none"> <li>• Deadlines for associate staff are clear and met</li> </ul>		Checking from Anita and Caroline	
New SLT roles are effective	<ul style="list-style-type: none"> <li>• SLT members clear about their respective roles and areas of responsibility</li> <li>• School operates smoothly with events managed well and decisions taken efficiently and effectively</li> </ul>	DJT SLT	<ul style="list-style-type: none"> <li>• Embed new roles</li> <li>• Try new ways of working at meetings</li> <li>• Keep meetings focused!</li> </ul>	<ul style="list-style-type: none"> <li>• Review roles and evaluate impact</li> <li>• Re-allocate tasks if loading is uneven</li> </ul>		Ongoing	None
<b>FGB Effective Governance</b>	To recruit accountant/trainee accountant onto the Finance Resources and Premises Committee to better support and challenge the School Business Manager and SLT.	RD	Contact local accountancy firms to see if any volunteers available. Use old boys network and parishes to generate any interest.	As Term 1 if not resolved.	As Term 1 if not resolved.	Appointments made.	Nil
	Critically review the management information provided at the Governor committee meetings, review ToRs and determine the Key Performance	RD/K A/BB	Assess current data following each meeting.	Propose new KPIs and review after committee meeting.	Agree and finalise KPIs.	Effectiveness of committee meetings. Evaluation by each chair committee.	Nil

	Indicators required.						
	Review and standardise the policy template. Review and consider reduction in the number of policies and length of policy documents.	RD	Determine mandatory v non-mandatory policies and agree standard template.	Review required policies as and when required, format using new template.	Review required policies as and when required, format using new template.	Evaluation by each chair committee.	Nil

OBJECTIVE	OUTCOME	WHO?	ACTIONS			EVALUATION PROCESS	COSTS?
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To raise standards in writing.	<p>Year 1 children that did not achieve the expected level of development in ELG 4 (Physical Development) will make progress in this area of the Curriculum.</p> <p>2016 EYFS Profile results show an increase in the % of children achieving the expected level of development in ELG 4 (Physical Development).</p>	DC	<p>Analyse EYFS results 2015 and September 2015 baseline to identify children requiring additional support with their 'Physical Development' (gross and fine motor skills).</p> <p>Introduce class and group support to develop fine motor skills:</p> <ul style="list-style-type: none"> <li>• Doh Disco</li> <li>• Write Dance</li> <li>• Finger Fun activities (cutting, threading, handwriting, colouring).</li> </ul> <p>Introduce class and group support to develop gross motor skills:</p> <ul style="list-style-type: none"> <li>• Catching, jumping, hopping, throwing, and balancing.</li> </ul>	<p>Class teachers to review the individual progress of focus children and analyse assessment data to establish continuing needs and developing needs of other children.</p> <p>Continue class based, group and individual intervention programmes.</p> <p>Involve PE staff in delivering specific activities designed to promote the development of gross motor control.</p>	<p>Sports coaches from a variety of disciplines designed to enhance the use/application of motor skills whilst engaging the children in new sporting activities – so that they are required to transfer their developing skills.</p>	<p>Attainment data scrutiny.</p>	<p>Resources to support fine and gross motor development £200</p> <p>Sports Coach cost tbc</p> <p>Sports Equipment to be purchased from Sports Premium money.</p>
	<p>A higher percentage of children achieve the 'expected' level in writing for the age-related expectation.</p> <ul style="list-style-type: none"> <li>• In Year 1, more children have achieved the expected</li> </ul>	EW	<p>Investigate the 'Talk for Writing' programme.</p> <p>Establish guidelines/expectations for all staff relating to Guided Writing through in-house staff training.</p> <p>Ensure that resources to support writing are</p>	<p>Use the lesson study approach to support one another in the successful facilitation of guided writing.</p> <p>Review staff practice through lesson observations –</p>	<p>Carry out whole-staff work scrutinies to establish impact of guided writing approaches.</p> <p>Identify next steps for further improvement in practice and disseminate to staff.</p>	<p>Attainment data scrutiny.</p> <p>Lesson Observation records.</p>	<p>'Talk for Writing' programme information session part of Partnership First arrangements so nil cost.</p>



	<p>level in writing than did at the end of their EYFS.</p> <ul style="list-style-type: none"> <li>In Reception, the % of children achieving the 'expected' level in ELG 10 (Writing) is higher than for the previous cohort.</li> </ul> <p>Lesson observations find consistency of high quality practice in the teaching of writing.</p>		<p>always accessible to children.</p>	<p>have expectations been embedded?</p> <p>Ensure that AfL is embedded as part of the guided writing process.</p>			
<p>To minimise the impact of Speech and Language difficulties on children's attitudes to learning.</p>	<p>Children with an identified Speech and Language difficulty show an increase in confidence and self-esteem over the course of the academic year.</p> <p>Teachers report a noticeable improvement in these children's engagement in and attitude towards learning across the curriculum.</p> <p>A number of children will no longer Speech and Language intervention to</p>	KN	<p>Access professional advice for all of our Speech and Language children from the Speech and Language Service.</p> <p>Ensure that all children identified with a Speech and Language need are receiving support either in-school or externally at Speech and Language clinics.</p> <p>TAs to observe children where possible in their sessions and record the difficulties targeted as well as strategies to support. TAs to make notes to disseminate to class teacher.</p>	<p>Each child with a Speech and Language need is receiving short, daily inputs based on advice from the Speech and Language service.</p> <p>Class teachers know the specific speech and language needs of the children receiving support and make these a focus of their teaching and learning for these children.</p> <p>All staff to attend training on how to support children with pronunciation</p>	<p>Each child with a Speech and Language need is receiving short, daily inputs based on advice from the Speech and Language service.</p> <p>Class teachers know the specific speech and language needs of the children receiving support and make these a focus of their teaching and learning for these children.</p> <p>Teachers draw on training to support children with pronunciation difficulties.</p>	<p>Parent questionnaires</p> <p>Pupil and teacher conferencing</p> <p>EYFS data analysis from baseline to end of year in terms of ELG 6 (Self Confidence and Self Awareness).</p> <p>Number of children signed off by Speech and Language Service.</p>	Funded

	continue next academic year.		Train class TAs in specific programmes to support the needs of individual children.	difficulties which can affect their phonic development.			
To minimise the impact of having English as an Additional Language on achievement.	EAL children are making good progress in 'Speaking' and 'Writing' compared to prior attainment or their baseline data.	KN	Through QFT ensure that sentence structure is taught explicitly so that EAL children develop their understanding of English grammatical structures (connecting to our Literacy Curriculum for all and our Guided Writing focus).	Develop guidance for staff on ways to help integrate EAL children into the classroom environment.  Identify an individual or agency that has expertise in supporting EAL children at Primary level and seek their support/advice.	Implement advice with EAL children and monitor impact.	Progress data scrutiny for EAL children.	Not known
To maintain achievement and enjoyment in reading.	There are high levels of children achieving or exceeding the expected age-related level in reading at the end of the academic year.  Children at St. Peter's Primary have a positive view of reading.  Observations of guided reading sessions find consistency of high quality practice in the teaching of reading.	EW	All new staff introduced to the 'Power of Reading' approach to curriculum provision.  The 'Power of Reading' texts and teaching sequences are being used to support the planning and delivery of themes.  New topics begin with an exciting 'hook' to engage the children in the focus text.  Parent workshop held to share approaches/ strategies used to develop reading skills at school and home.  Tighten up record keeping and communication with parents.	Guided Reading practice to be reviewed and standardised across classes.  Use World Book Day to launch a drive on reading at home. Competition to start which will then be carried on as a reward system to encourage reading at home/in different contexts (e.g. menus, signs).  Hold a celebration of stories that parents are invited to (e.g. similar to Harvest Festival).	Review staff practice through observations of guided reads – have expectations been embedded?  Hold a 'bring a parent to school week' with the purpose of them sharing their favourite children's story with a small group.	Attainment data scrutiny.  Parent and child joint questionnaire regarding attitudes to reading.  Lesson observation records.	Power of Reading subscription (access to site only) £300  £100 for World Book Day competition prizes

<p>To ensure that Pupil Premium children make good progress across the curriculum.</p>	<p>The gap in achievement between Pupil Premium Children and Non-Pupil Premium Children has closed.</p>	<p>DC</p>	<p>Year 1 Pupil Premium children to attend Forest Schools for 12 weeks a year (2hrs per week).</p> <p>Ensure that all Pupil Premium children access schools trips, visits, activities and enrichment opportunities free of charge.</p> <p>Attend CAF training so that we know the process that needs to be employed to access outside agencies/provision for our Pupil Premium children.</p> <p>DC to attend NPQML with the project focus being on the achievement of Pupil Premium Children as well as Fine and Gross motor skills development.</p>	<p>Year 1 Pupil Premium children to attend Forest Schools for 12 weeks a year (2hrs per week).</p> <p>Ensure that all Pupil Premium children access schools trips, visits, activities and enrichment opportunities free of charge.</p> <p>Monitor closely the progress and achievement of Pupil Premium children and respond with appropriate interventions.</p> <p>Set aside regular staff meeting time to share Pupil Premium children that seem to be 'stuck' in their learning so that all staff can contribute ideas to accelerate their progress.</p>	<p>Year 1 Pupil Premium children to attend Forest Schools for 12 weeks a year (2hrs per week).</p> <p>Ensure that all Pupil Premium children access schools trips, visits, activities and enrichment opportunities free of charge.</p> <p>Organise a variety of enriching activities for throughout the summer Term which reflect in particular the interests of our Pupil Premium children.</p>	<p>Attainment data scrutiny.</p>	<p>DC Course £900 + class cover</p> <p>Forest Schools £3900</p>
<p>To raise achievement in 'Understanding the World' and 'Expressive Art and Design.'</p>	<p>The percentage of children reaching the expected and exceeding levels in these areas of the EYFS Profile (ELGs 13 – 18) compares favourably with data from Bournemouth LA.</p>	<p>EW</p>	<p>To ensure that new themes always begin with a hook that engages the children as well as relating to learning within these areas of the curriculum.</p>	<p>EYFS teachers to participate in moderation activities with staff from other schools with a particular focus on these areas.</p>	<p>Review our timetable to free-up one afternoon per week in which we provide an opportunity for the children to select from a variety of activities across both key stages which allows children an element of choice in their learning.</p>	<p>Attainment data scrutiny.</p>	<p>Moderation Activities and Network attendance £250</p>

	The gap in achievement between Year 1 boys and Year 1 girls has closed in these areas of the curriculum.						
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