



## Parents' School Improvement Plan - incorporating key OFSTED actions

For the period: September 2017 - July 2018

<p><b>Priority</b></p> <p>Please note these are only a snapshot of some of the actions we have taken as a school during this term</p>	<p><b>Key aims and action points from September 2017 and OFSTED December 2017</b></p>
<p><b>Priority One - To ensure all groups of children are making at least good progress.</b></p> <p>Incorporating OFSTED key action to adapt teaching to meet precisely the needs of pupils with different starting points and routinely monitoring the progress of pupils with different starting points to identify if any fall behind and routinely intervene to support them</p> <p><b>Achieved December 2017</b></p> <ul style="list-style-type: none"> <li>• All interventions have been reviewed and we have continued to focus on the key groups</li> <li>• New initiatives include beginning the training so we can offer counselling in-house</li> <li>• Our new SENCO has settled into her role and we have defined our definition of when a child is placed on the SEND register</li> <li>• Power Maths has been implemented in Years One and Two and while there are some tweaks needed the children and staff are very positive about its impact on the learning of maths</li> <li>• The new handwriting scheme of work is fully implemented</li> </ul> <p><b>Achieved Spring 2018</b></p> <ul style="list-style-type: none"> <li>• New teaching strategies including cross year group lessons are in place</li> <li>• More opportunities planned for enrichment activities including Forest schools</li> <li>• Further support groups in place including gym trail</li> <li>• Staff have had further support on identifying key groups from their data and planning appropriately</li> <li>• The impact of our new handwriting scheme is evident throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils/ identified groups are making at least good progress which is above national expectations</li> <li>• Continue to focus on Disadvantaged children particularly in terms of phonics and the progress of boys across the year groups</li> <li>• Interventions are continually reviewed and altered as needed</li> <li>• More teaching is graded as outstanding</li> <li>• There is more sharing opportunities of good practice for example by peer observation</li> <li>• Closer tracking of provision for children who are SEND but not on a ECHP plan and constant reviewing of provision</li> <li>• Implementation of Power Maths programme for Years One and Two and science equivalent</li> <li>• Implementation of new handwriting scheme of work, beginning with cursive writing in EYFS</li> <li>• Further nurture support</li> <li>• Further observation of teaching to ensure that provision</li> <li>• Half termly planning in later to allow for children's starting points to be fully incorporated</li> <li>• Refine our assessment so that we can fully track from starting points and also recognise the achievements children have made in other areas</li> <li>• We will be trialling further ways of targeting key groups, for example cross year group lessons</li> </ul>

<p><b>Priority Two - To continue to develop a reliable, accurate and consistent assessment system with a focus on the non-core subjects</b></p> <p><b>Achieved December 2017</b></p> <ul style="list-style-type: none"> <li>• Our new assessment system is being used by all teachers and we are using the findings to improve teaching in all subjects</li> <li>• Children are becoming more involved in their marking, for example with the implementation of dedicated Purple Polishing Time</li> </ul> <p><b>Achieved Spring 2018</b></p> <ul style="list-style-type: none"> <li>• Further tweaks to our assessment system to enable closer tracking across half terms and phonics tracking</li> <li>• Tapestry has been purchased for Year One to enable further assessment and evidence of progress</li> <li>• We are developing a different tracking system to evidence the progress of children in other areas, such as social and emotional development</li> </ul>	<ul style="list-style-type: none"> <li>• Children are fully involved in next steps marking</li> <li>• Foundation subject co-ordinators understand the data for their subject and can analyse it for trends, which then impact positively on the teaching of the subject</li> </ul>
<p><b>Priority Three - Priority Three - To further develop our curriculum particularly in terms of healthy living and the arts</b></p> <p><b>Achieved December 2017</b></p> <ul style="list-style-type: none"> <li>• We have continued to be fully involved with the Children's Health Project, including using some of the P.E. premium to fund our counselling and mental health support strategies</li> <li>• Mrs Fisk and I have attended the first Artsmark day</li> <li>• We have continued to look for more cross-curricular links including the owl visit and introducing new themes</li> <li>• We have removed the old playground equipment and are looking at options for the area</li> <li>• We continue to develop our community links including planned visits to the Parish Council</li> </ul> <p><b>Achieved Spring 2018</b></p> <ul style="list-style-type: none"> <li>• We have planned more opportunities to share staff expertise with arts mornings</li> <li>• More links for example with the Chelmsford Museum, other schools including secondary schools, local artists have been planned</li> <li>• We have had a theme week to explore art in different countries</li> <li>• We have planned a curriculum review to develop further our arts and cultural opportunities</li> <li>• We are in the process of planning improvements to the outside area, including the Foundation stage garden which is in need of repair</li> <li>• We have held a number of meetings for parents including E-safety and Phonics</li> <li>• We have continued to be involved with the Children's Health Project and have held the first of our two parents' meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Well-being is at the forefront of our provision and children are actively involved in the promotion of a healthy lifestyle</li> <li>• We are part of the Children's Health Project and this will be fully implemented across the school</li> <li>• Curriculum design demonstrates a whole school understanding to high quality arts provision including outside artists and trips. We thank WISPA for funding Artsmark for us which is a two year programme linking us with the Royal Opera House</li> <li>• More cross-cultural links</li> <li>• Further development of the playground with new equipment for new area, chosen in conjunction with the children's views</li> <li>• Continue to develop further community links, for example with the school being involved in the Parish Plan</li> </ul>

<p><b>Priority Four: To continue to develop the effectiveness of our governing body</b></p> <p><b>Achieved December 2017</b></p> <ul style="list-style-type: none"> <li>• We have assigned the key roles including having two Vice-chairs</li> <li>• Governors are linked to a key area of the SIP</li> <li>• Governors have already had two safeguarding visits including the completion of the Essex County Council safeguarding audit</li> <li>• We have a new Parent Governor in place</li> </ul> <p><b>Achieved Spring 2018</b></p> <ul style="list-style-type: none"> <li>• All governors have visited the school in regard to their new roles and made suggestions for future steps</li> <li>• Succession policy is in place</li> <li>• OFSTED recognised how effective our governing body is at their inspection</li> </ul>	<ul style="list-style-type: none"> <li>• Subject governors have a clear idea of what is happening with their subject and/or particular focus</li> <li>• Agreement of new roles for governors, for example a governor linked to a key area of the School Improvement Plan</li> <li>• Governors continue to be robust in their monitoring of all areas of safeguarding</li> </ul>
<p><b>Priority Five: To implement the requirements of the General Data Protection Regulations and continue to develop School to School support</b></p> <p><b>Achieved Autumn 2018</b></p> <ul style="list-style-type: none"> <li>• We have had an audit in this area and all policies have been updated</li> <li>• Information on the website has been adjusted</li> <li>• Data reports and privacy notices are in place</li> <li>• We hosted an event for the Tanglewood Partnership in GT dance</li> <li>• We continue to support other schools including mentoring a new Headteacher</li> <li>• The cluster programme has been re-developed and expanded to include Foundation subjects and a group for Newly Qualified Teachers</li> </ul> <p><b>Achieved Spring 2018</b></p> <ul style="list-style-type: none"> <li>• We have joined the Chelmsford Network of school which will open up more links and opportunities for training</li> <li>• We continue to work closely with the Tanglewood partnership and have run training for other EYFS teachers</li> <li>• We have opened our EYFS cluster to schools from other areas of Chelmsford to share expertise</li> <li>• We are as ready as we can be for GDPR while awaiting confirmation of some key aspects from Essex</li> </ul>	<ul style="list-style-type: none"> <li>• Update policies and all correspondence with staff, parents and other schools</li> <li>• Adjustments to website</li> <li>• Data protection reports on each area of data</li> <li>• Appointment of a Data Protection Officer</li> <li>• As much as possible done within the Tanglewood Partnership as a team</li> <li>• Taking part and leading events in GT programme</li> <li>• Supporting other schools at all levels</li> <li>• Involvement in cluster programme which has been developed to include all subjects</li> </ul>