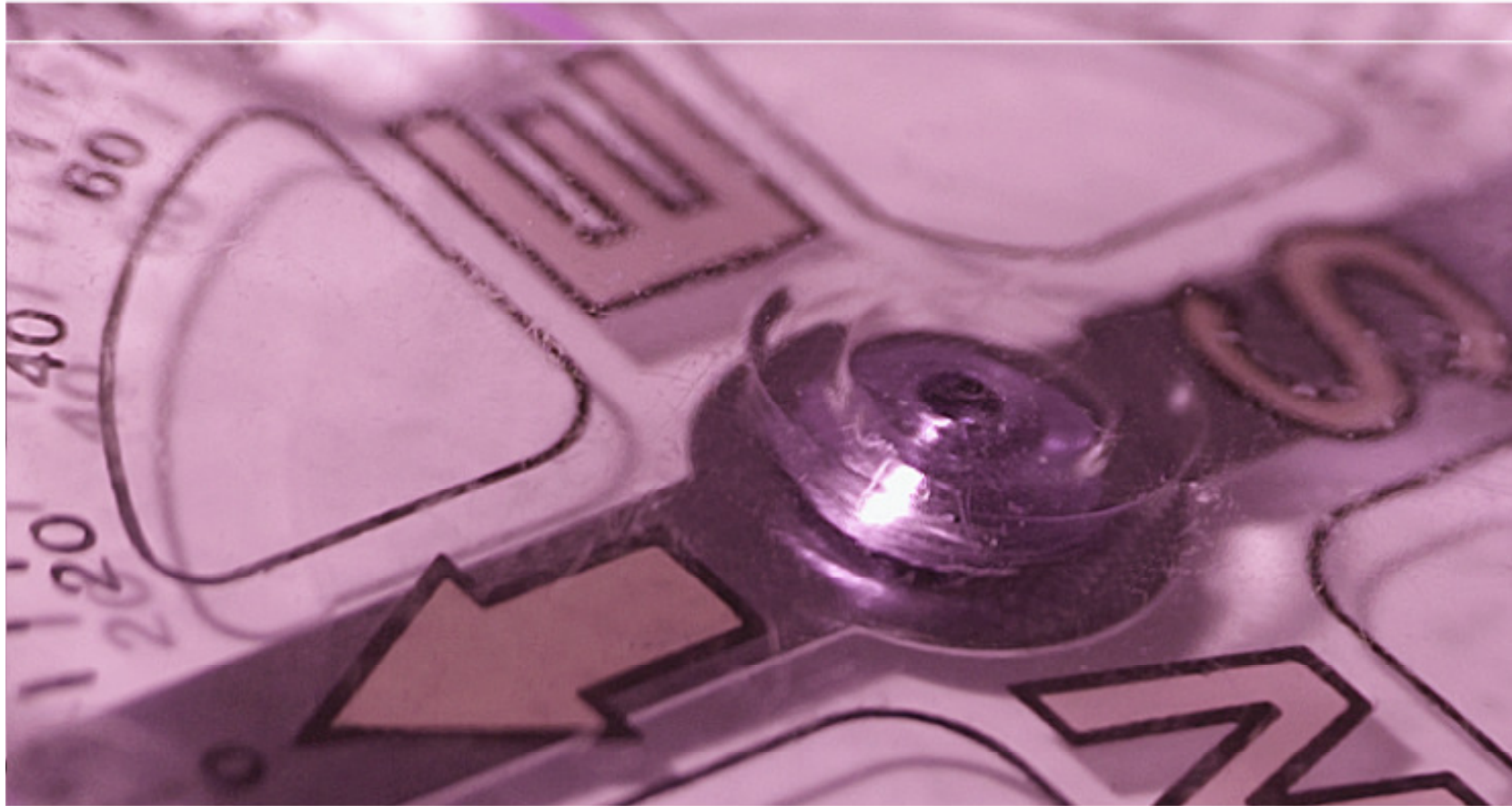


Falconer's Hill Community Junior School School Improvement Plan 2008 -2010

revised January 2009



School Improvement Plan

2008 -2010

(revised January 2009)

This document sets out the direction for the main focus for work in the school for the period 2008 to 2010 (revised in January 2009). Our school aims underpin the School Improvement Plan and can be found as both the main focus of and supporting strands for the main areas. Our school aims are:

- To strive for continual improvement.
- To provide a happy, secure and caring environment.
- To encourage every child to develop to the best of their ability.
- To develop in our pupils an enthusiasm to learn and to achieve.
- To prepare pupils for the opportunities, responsibilities and experiences of life.

The School Improvement Plan is organised into 4 main areas:

1. Leadership and Management
2. Raising and Maintaining Standards
3. Safeguarding Pupils
4. Assessment

Each of these areas, and the work within, are linked and all activities contribute to raising standards throughout the school. This document should be read in conjunction with Subject Leaders Action Plans, which provide detailed improvements for specific curriculum areas. This document has been created with all stakeholders; staff, pupils, governors and parents. In addition, it has been shared with our main receiver and feeder schools, and with the Local Authority.

Falconer's Hill Community Junior School
School Improvement Plan 2008 – 2010 (revised January 2009)

LEADERSHIP AND MANAGEMENT

Objective I	Action	Lead Person	Time scale	Monitoring arrangements	Success Criteria	Resource
<p>To develop the knowledge, skills and confidence of Governors to fulfil their role and responsibilities.</p> <p>Actions Update February 09:</p> <p>Governor training started - Financial Management 28.01.09 (Head, Chair, Bursar with Cathryn Walker) & (booked for whole GB) 10.03.09</p> <p>Subject Governors initiative discussed at full GB 16.01.09</p>	<ul style="list-style-type: none"> • Audit Governor training needs. • Organise training for Governors in respect of financial management, roles & responsibilities (Governor Services). • Identify gaps in current systems against LA/NCSL guidance. • Time in school: observing teaching & learning, becoming familiar with the day to day issues. • Subject Governors meet with Subject Leaders and feedback to whole Governing Body. • Governors to conduct learning walks with subject leaders to monitor quality of learning environment. • Training meeting with Cathryn Walker for Interim Head, Chair, bursar • Introduction of 3 year tool for setting budget 	<p>Headteacher, Chair of Governors with the support of Governor Services</p>	<p>Terms 3 & 4 2009</p>	<p>Chair of Governors, Headteacher & LA</p> <p>Headteacher reports to governing body</p> <p>Notes of meetings; Notes of visit from LA</p> <p>Notes of School Council Meetings</p> <p>Surveys</p> <p>Parental Complaints procedure</p>	<ul style="list-style-type: none"> • The school budget is efficiently and effectively managed. <ul style="list-style-type: none"> - the Governing body including the finance sub committee discharge their responsibilities in respect of financial management in line with LA/NCSL guidance. • Stakeholders know Governors and have access to them as evidenced through expressed levels of satisfaction (parental survey, school council or exit surveys carried out at Surgery sessions) • Governors are well informed of curriculum developments. As evidenced by governor visit reports and notes of meetings • Governors fulfil their monitoring role in raising and maintaining high standards, as evidenced in notes of from governing body meetings 	<p>Governor Services - SLA</p> <p>3 days of supply cover for Subject Leaders to meet with Subject Governors:</p> <p>3 x £190 - £570</p>

Evaluation:

Key questions:

Does the school demonstrate sound financial management practice through robust procedures which meet current guidelines?

Does the governing body discharge all its duties in relation to finance?

Does the governing body, through the curriculum sub committee, discharge it's duties in relation to the curriculum?

Does the governing body demonstrate knowledge about its role in relation to the monitoring of standards?

Does the school demonstrate value for money?

Are parents and pupils accessing governors to express their views? How satisfied are they with this contact?

Evaluation processes:

Agenda items for above discussions in governing body and sub committee meetings.

Surveys for parents

School council meeting minutes/pupil consultation outcomes.

Objective 2	Actions	Lead person	Time scale	Monitoring arrangements	Success Criteria	Resource
<p>To create a staffing structure which encourages the successful strategic development of the school.</p> <p><i>Actions Update February 2009:</i></p> <p><i>Staffing structure reviewed; shared with staff January 2009</i></p> <p><i>Subject Leaders identified and grouped into faculty style teams; shared with staff January</i></p>	<ul style="list-style-type: none"> Review the existing staffing structure. Staffing structure is made available to all staff. Create an effective Leadership Team, by establishing systems for monitoring and evaluation. Leadership Team are fully informed of all issues, clear about key policies and procedures (incl. Safeguarding, Health and Safety) in order to be effective in the Head's absence. Subject Leaders are identified for all curriculum requirements including the creation of faculty style groups to provide support for staff new to 	<p>Headteacher</p>	<p>Term 3 2009</p>	<p>Chair of Governors,</p> <p>Notes of staff meetings</p> <p>Subject Leaders with support from the headteacher will monitor Quality of T&L through lesson obs, work scrutiny,</p>	<ul style="list-style-type: none"> Staffing structure is fit for purpose and provides clarity about roles and responsibilities When the Headteacher is off site staff in charge follow policies and procedures. (No reported difficulties) Subject leaders' discharge their responsibilities effectively as indicated in notes of meetings, about planning and work book scrutiny, data analysis and lesson observations 	<p>Staff time</p>

<p>2009.</p> <p>Initial Training - Roles & Responsibilities</p> <p>19.01.09</p>	<p>Subject Leadership.</p> <ul style="list-style-type: none"> • Develop Subject Leader responsibilities and roles. • All LT team members conduct a learning walk per term • Leadership timetable is agreed and shared with whole staff. • Lessons judged using standard agreed school format. • Review the role of key members of support staff e.g. SENCO, bursar and clarify roles and responsibilities. 			<p>planning scrutiny, analysis of data and pupil voice to ensure best use of National Strategies and that School policies are implemented leading to continuity and progression across school</p> <p>Notes of Staff meetings</p>	<p>Bursar fulfils role according to LA and NSCL guidelines.</p> <p>SENCo role meets statutory requirements as evidenced through case work, policy and procedures</p>	
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Evaluation:

Key questions:

How does the new staffing structure contribute to strategic management of the school?

Are all statutory requirements for management functions (finance, SEN, Safeguarding, Health and Safety) met?

Does the new staffing structure provide value for money?

How do these changes contribute to raised levels of achievement and progress?

Evaluation processes:

Senior leadership meetings to evaluate impact of changes.

Staff consultation about changes at staff meetings.

Meetings about aspects of monitoring systems such as planning and work book scrutiny, data analysis and lesson observations

Objective 3	Actions	Lead person	Time scale	Monitoring arrangements	Success Criteria	Resource
<p>To increase the impact of Subject Leadership on raising standards across the school.</p>	<ul style="list-style-type: none"> • Subject Leaders to produce focused Action Plans. • SL produce skills progression maps. • SL to identify teaching & learning expectations for the subject. • SL to establish links with colleagues in feeder and receiver schools. • Appropriate training & development to be provided for SL about the role. • Support for SL using Target Tracker & other data (FFT, RAISE) for analysing progress within their subject. • Develop, through coaching and other CPD subject leaders confidence in identifying good teaching and learning in their subject, • Develop through coaching and other CPD subject leaders understanding of the progression of skills, concepts and knowledge in their subject throughout the Learning Journey (Fstage to KS 3 • Develop through coaching, CPD subject leaders confidence in their role and 	<p>Headteacher</p>	<p>Term 3 2009</p> <p>Terms 3 - 6 2009</p>	<p>Headteacher & SIP</p> <p>Subject monitoring arrangements, e.g. book and planning scrutiny, observations, pupil consultation and data analysis</p>	<ul style="list-style-type: none"> • Raised levels of attainment and pupil progress (see progress and attainment milestones and attainment below) • Improvements in % of teaching judged good or better teaching from ? to ?) • Performance management targets met. Subject Leaders are able to demonstrate progress through achievement of other specific success criteria in their subject related action plans 	<p>1 day supply for each Subject Leader in each of terms 4 and 6: $12 \times 2 = 24 \times \text{£}190$</p> <p>= £4560</p>

	have a clear focus for developments in their subject					
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Evaluation:
Key Questions
How effectively leaders and managers at all levels set **clear direction** leading to improvement and promote high quality of education
How effectively performance is **monitored and improved** to meet challenging targets through quality assurance and self-assessment

Evaluation processes
SLT and subject leader meetings
Analysis of data
Outcomes of monitoring systems and processes

Objective 4	Actions	Lead person	Time scale	Monitoring arrangements	Success Criteria	Resource
Ensure through Performance Management, that all staff have a commitment to continuing professional development.	<ul style="list-style-type: none"> • Develop system for appropriate reviews of targets. • Completion of needs analysis by each member of staff. • Performance Management cycle established for support staff. • Training and development is an integral part of the performance management cycle. • In school sharing of existing effective practice through coaching, lesson study and other CPD activities 	Headteacher and Governing Body	Terms 4 - 6 2009; Terms 1 & 2 2009/10	Headteacher, Governing Body Performance management meetings and notes. Systems for monitoring of teaching and learning Headteacher report to Governing Body	<ul style="list-style-type: none"> • CPD meets needs identified and demonstrates impact on staff skills and performance as measured through PM targets. • Pupil progress (milestones and targets) • PM targets are met annually. 	Staff time ? Budget for CPD

Evaluation:

Key questions:

How effectively staff performance is **monitored and improved** to meet challenging targets through quality assurance and self-assessment

Evaluation processes:

Performance management meetings

Meetings to analyse outcomes from monitoring of learning and teaching

Falconer's Hill Community Junior School
School Improvement Plan 2008 – 2010 (revised January 2009)

RAISING AND MAINTAINING STANDARDS

<p>School's contribution towards PSA targets- JULY 2009</p> <ul style="list-style-type: none"> • 79% Y6 children achieving combined attainment L4+ in English and mathematics • 98% children making at least 2 NC levels progress throughout KS2 in English • 91% of children making at least 2 NC levels progress throughout KS2 in Mathematics 	<p>Monitoring group: Headteacher, Deputy Headteacher, SENCO, Subject Leaders, Chair of Governors</p> <p>Support and quality assurance: SIP, LA Advisers, LA PNS consultants</p>
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<p>Success Criteria to be reviewed by Leadership Team termly</p> <p><i>Key entitlement is to ensure children progress at least 2 NC levels throughout Key Stage 2 and secure Level 4+ in English and mathematics by the end of KS2</i></p>
<p>a) Accelerated progress of all children in identified target groups in Y2 to Y6 to show an increase of at least 1 whole NC level by July '09</p> <p>b) Progress of children currently working at or above age-related expectations:</p> <ul style="list-style-type: none"> • To achieve at least an upper NC Level 2 /lower NC Level 3 by the end of Y3 • to achieve at least a secure NC Level 3+ by the end of Year 4 • to achieve at least an upper NC Level 3/Lower NC Level 4+ by the end of Year 5 • to achieve at least a secure NC Level 4+ by the end of Year 6 <p><i>NB children's attainment by end of Year 3 and Year 5 should be on a secure trajectory to achieve the NC expectations by end of Year 4 and Year 6 respectively</i></p> <p>c) Children working well below (or well above) age-related expectations to make expected progress (negotiated pupil by pupil based on knowledge of the child and prior attainment) <i>NB Most children working below age-related expectations should still be expected to make at least 2 NC levels progress throughout KS2</i></p>
<p>d) <u>All</u> children in the identified target groups make accelerated progress to achieve the termly age-related curricular targets in key aspects of reading, writing and mathematics</p> <p>e) <u>All</u> children currently working at age-related expectations or above to achieve at least the termly age-related curricular target in key aspects of reading, writing and mathematics</p> <p>f) Children working well below (or well above) age-related expectations to make progress towards (or well beyond) the age-related expectation based on their starting point in key aspects of reading, writing and mathematics (individual targets negotiated pupil by pupil based on knowledge of the child and prior attainment)</p>
<p>g) <u>All</u> children in the identified target groups demonstrate increased confidence and motivation to their learning of the age-related curricular targets</p> <p>h) <u>All</u> classroom environments support the children's achievement of the termly curricular targets in reading, writing and mathematics</p>
<p>i) <u>All</u> children can talk confidently about their learning and their personal achievement of the termly curricular targets in key aspects of reading, writing and mathematics</p> <p>j) 100% governors have a clear understanding of how the school is utilising the core tools of school improvement as the key strategy for raising standards and the intended impact on pupil progress in all year groups</p> <p>k) 80% parents and carers support their children's achievement by attending consultation meetings</p>

Objective	Action	Lead Person	Time scale	Monitored by	Success Criteria	Resource
<p>To significantly improve the % of pupils achieving 2 levels of progress closer to Fischer D expectations in English and Maths.</p>	<ul style="list-style-type: none"> Track all pupils in school. Intervention strategies are identified & put in place for pupils identified as underachieving. Ensure that layered targets are having a positive impact: a) are visible, b) child friendly and c) used Evaluation of curriculum planning to identify more opportunities for Maths & Literacy (especially writing) across the curriculum. See also Literacy & Maths Subject Leaders' Action Plan. 	<p>Literacy & Maths Subject Leaders</p>	<p>Term 6 2009, reset for Term 6 2010</p>	<p>Headteacher, SIP, Subject Governors, Governing Body, LA</p> <p>Governor, Headteacher, Governing Body, LA School</p>	<ul style="list-style-type: none"> Pupil progress and attainment targets and milestones (listed above) are met demonstrating accelerated progress for target groups and expected progress for those at or above age related expectations. SL monitoring including judgements of lesson obs, book and planning scrutiny and data analysis are supported by external assessment. 	<p>Staff time - supply cover as required</p>
<p>To raise standards in writing across the whole school ensuring that English attainment at the end of KS 2 is closer to Maths and Science.</p> <p>Actions Update February 2009 Joined LA writing project - initial meeting 21.01.09</p> <p>Leading Teacher for Literacy support</p>	<ul style="list-style-type: none"> Raise the profile of writing in other areas of the curriculum. Introduce whole school moderation arrangements for writing. Join the LA Writing Project & utilise LA support & guidance. Work with Infant school on progression of writing in KS1&2. See also Literacy Subject Leader Action Plan. 	<p>Literacy Subject Leader</p>	<p>Term 6 2009</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> end of KS 2 SATs results show attainment has risen to target. Standards within Years 3 - 5 have risen with all pupils achieving end of year targets as identified on Target Tracker. 	

<p>identified. Initial meeting 03.02.09; next meeting 27.02.09</p>						
<p>To increase the numbers of pupils achieving Level 5 at the end of KS 2 in English, Maths and Science.</p> <p>Actions Update February 2009: Mables group for Maths established September 2008</p>	<ul style="list-style-type: none"> • Intervention groups to be established for Mables. • Intervention groups to be consistently delivered. • Pupil progress reviewed termly (6x yearly) 	<p>Literacy, Maths & Science Subject Leaders</p>	<p>Term 6 2009</p>		<ul style="list-style-type: none"> • end of KS 2 results show attainment is in line with targets set by Head and SIP 	
<p>To halt the downward trend and secure quality teaching and learning in Science.</p>	<ul style="list-style-type: none"> • Analysis of SATs papers from 2008 to identify trends in pupil performance. • Production of criteria for staff of quality teaching and learning. • Staff training focusing achieving accurate teacher assessment. 	<p>Science Subject Leader</p>	<p>Term 2 2009/2010</p>		<ul style="list-style-type: none"> • Monitoring identifies all teaching & learning is good. • Judgements are supported by external assessment. • end of unit / year assessments show attainment is in line with targets set by Head and Subject Leader 	
<p>To ensure that all teaching of all subjects is good when compared against Ofsted criteria.</p> <p>Actions Update February 2009:</p>	<ul style="list-style-type: none"> • All staff made aware of Ofsted criteria. • Termly monitoring observations of Literacy & Maths lessons against Ofsted criteria. • Monitoring observations of other subjects on a rolling programme. 	<p>All Subject Leaders, Headteacher</p>	<p>Term 3 2009</p>		<ul style="list-style-type: none"> • Monitoring identifies increase in quality first teaching from 18% to 80% of good or better lessons. 	

All staff made aware of criteria - staff meeting 27.01.09; teaching & learning packs given to teaching staff

Evaluation

Key questions

How good is the quality of teaching and learning?

- how well teaching meets the needs of the full range of learners
- the suitability and rigour of assessment in planning learning and monitoring learners' progress
- the diagnosis of, and provision for, individual learning needs
- the involvement of parents and carers in their children's learning and development

What are learners' achievement and standards in their work?

- the **standards** learners reach as indicated by their test and examination **results**, taking account of: any significant variations between groups of learners, subjects, courses and key stages; trends over time; comparisons with other schools; whether learners reach challenging targets?
- the **standards** of learners' **current work** in relation to their learning goals (noting any significant differences between current work and recent results)?
- learners' **progress** relative to their starting points and capabilities, with any significant variations between groups of learners (**making clear whether there are any groups that are underachieving and could be doing better**)

Evaluation processes

Staff meetings to discuss the outcomes of subject leader monitoring and quality assurance systems

Governing body meetings to discuss outcomes of monitoring

**Falconer's Hill Community Junior School
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SAFEGUARDING PUPILS

Objective	Action	Lead Person	Timescale	Monitored by	Success Criteria	Resource
<p>To ensure the health and safety of pupils, staff, parents & visitors when on the school site.</p> <p><i>Actions Update February 2009:</i></p> <p><i>First Aid training started w/b 02.02.09 - snowed off</i></p>	<ul style="list-style-type: none"> • Annual audit of the premises by H&S sub-committee of Governing Body & Site Supervisor. • Training of staff as first aiders. • Maintain regular emergency procedure training - fire drills. 	Health and Safety Sub-committee, Site Supervisor, Headteacher.	<p>Term 3 2009</p> <p>Term 4 2009</p>	Governing Body Headteacher reports and scrutiny of H&S and training records	<ul style="list-style-type: none"> • Reduction in H & S incidents and near misses • Statutory procedures are followed in respect of prevention, risk assessment, recording & reporting of incidents. 	First Aid Training - 2 teachers - 4 day certificate - 8 days supply = £1800
<p>To ensure all staff are aware of safeguarding procedures.</p> <p><i>Actions Update February 2009:</i></p> <p><i>Policy reviewed; named staff reviewed in line with requirements; all staff trained - Jan 09</i></p> <p><i>Governor Safeguarding training 09.02.09</i></p>	<ul style="list-style-type: none"> • Review Child Protection Policy & named staff. • Inform all staff of new policy and raise awareness. • Source appropriate training for key members of staff to fulfil statutory obligations (L'ship Team member). • Governors receive training on safeguarding. 	Headteacher	Term 3 2009; revisit of policy at least annually	Headteacher, Governing Body, LA Impact of training reported to governing body via headteacher reports	<ul style="list-style-type: none"> • Governors discharge their duties in respect of Safeguarding as noted in minutes of Governing Body meetings. • Leadership Team is trained in safeguarding & are able to discharge duties effectively in Head's absence. • Individual case histories demonstrate procedures were followed. 	No cost to school; Senior EWO (Chris Churchman) to train Chair of Governors + 1 other Term 3 2009; Governor Services to provide training for Governing Body Term 4 2009

To establish a team of staff trained and capable of leading CAFs.	<ul style="list-style-type: none"> • Deputy & at least one other to attend CAF training. 	INCO		Headteacher, reports to the Governing Body	<ul style="list-style-type: none"> • CAFs are completed for pupils and families access additional services for families to meet needs identified leading to raised levels of attainment and improved attendance 	CAF one day training:
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Evaluation

Key questions

How effective are the arrangements to keep learners safe, including child protection procedures, vetting systems, risk assessments and disaster plans, with any evidence of their effectiveness?

Evaluation processes

Health and safety audits

Scrutiny of risk assessments and reported incidents or near misses

Reviews of individual pupil cases

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ASSESSMENT

Objective	Action	Lead Person	Timescale	Monitored by	Success Criteria	Resource
<p>To ensure that pupil attainment is accurately assessed by all staff.</p>	<ul style="list-style-type: none"> • Review the existing assessment timetable for effectiveness of assessments and timings. • Subject Leaders to produce portfolios of levelled evidence as a tool for assessment of learning. • Organise moderating opportunities in and beyond the school (including attendance at cluster & LA organised statutory moderation at KSI). • Staff training on teacher assessment, including “Building A Picture” approach at KS I. • APP material is used consistently across school to accurately assess English and Maths attainment. 	<p>Headteacher, Subject Leaders for English, Maths, Science & ICT</p>	<p>Term 6 2010</p>	<p>core Subject Leaders, Headteacher, Subject Governors, SIP,</p> <p>Moderation of teacher judgements by SLT Scrutiny of work books for marking providing next steps in learning and planning which demonstrates AFL approach</p>	<ul style="list-style-type: none"> • Accuracy of teacher assessment is improved as indicated through moderation exercises • Planning of lessons shows increased use of AfL for all groups especially those in target groups. 	<p>Staff meeting time for training on teacher assessment; levelling & moderating work.</p>
<p>Embed a personalised learning</p>	<ul style="list-style-type: none"> • Timetabled opportunities identified for teachers to discuss targets & progress 	<p>Headteacher, Subject Leaders</p>	<p>Term 6 2010</p>	<p>core Subject Leaders, Headteacher,</p>		

<p>culture throughout school to maximise achievement for all pupils.</p>	<p>with individual pupils.</p> <ul style="list-style-type: none"> • Targets are high profile in all lessons. • Monitoring to ensure accurate use of LO & success criteria and the impact on pupil progress. • Awareness raised of range of strategies for pupil self assessment. • Targets in subjects other than English/Maths are identified and in place. 			<p>Subject Governors, SIP,</p>		
<p>To ensure that the rate of progress for all pupils is appropriate to their starting point.</p> <p>Actions Update February 2009:</p> <p>Training identified and booked for KB with Woodford Halse Primary Term 4</p>	<ul style="list-style-type: none"> • Target Tracker training for all staff with a focus on tracking pupils & setting targets. • Training for member of staff responsible for inputting data (KB). • Use of Target Tracker to track pupils progress, identify trends of achievement & identify underachievement; meetings with year teams to identify pupils. • Intervention programmes in place and being delivered for all vulnerable groups: SEN (esp SA+ in Maths), EAL, LAC, Adopted, Summer born, 2c @ KS I, FSM, Mables, boys - writing, girls < L2 @ KS I 	<p>Headteacher, INCO</p>	<p>Term 6 2010</p>	<p>core Subject Leaders, Headteacher, Subject Governors,</p>	<ul style="list-style-type: none"> • Pupil progress and increased levels of attainment as per targets and milestones listed above. 	<p>Annual licence of Target Tracker approx. £350; cover for class teachers as necessary for year group tracking meetings.</p>

<p>To ensure that the rate of progress for all pupils is maximised by smooth and successful transition.</p>	<ul style="list-style-type: none"> • Review the arrangements for reporting to parents. • Liaison meetings established between KS 1 and KS 2 staff to share evidence of pupil progress and jointly moderate judgements. • Develop shared understanding and trust in the assessments of colleagues through moderation meetings 	<p>Deputy Head</p>	<p>Term 6 2009</p>	<p>Headteacher of Junior and Infant schools, Chairs of Governors</p>	<ul style="list-style-type: none"> • Learning journeys of all pupils show no dip in progress when moving from KS1 to KS2 	<p>Time for liaison meetings.</p>
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Evaluation

Key Questions

As per standards and achievement above.

Evaluation processes

Staff meetings to discuss the outcomes of subject leader monitoring and quality assurance systems

Governing body meetings to discuss outcomes of monitoring

Analysis of data