



Meadow View Primary School Improvement Plan 2019/20

Dream, Believe, Achieve

The following Development Plan aims to ensure that together we are addressing key priorities for the school after rigorous data analysis together with the key areas for improvement identified by OFSTED July 2015.

OFSTED July 2015:

What does the school need to do to improve further?

- **Further increase the progress pupils make and raise the standards they reach by:**
 - developing pupils' critical thinking and deeper reasoning skills, particularly those of the most able pupils
 - ensuring pupils' handwriting is consistently developed and applied across the subjects of the curriculum

EMERGING ISSUES from DEP 2019/20

Outcomes

- Reading - At Greater Depth at all levels.
- Outcomes at KS2, particularly for children with SEN and new during Key Stage 2.

Priority 1: The Quality of Education

	Objective	Intended Outcome	Actions	Timescale / Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
1	Quality of Education: Overall							A	S	S
1.1	To ensure that Assessment procedures are consistent across school.	All assessments procedures are robust and moderation is consistent across school	-To align assessments for the Foundation subjects inline with the new curriculum development -further develop maths assessment to fine tune to be inline with White Rose Maths hub -Introduce writing grids for assessment to avoid best fit measures and move to a secure fit model -To ensure that all teachers have access to moderator training to further develop internal moderation.	JL DH HW JL	Staff CPD Staff time to monitor, review and support	Evidence trails x 4 in Autumn term Book Scrutiny Lesson Obs	Nov – Informal data point (monitor initial impact) Jan – Data point (review data and make adjustments if necessary) July – Data point			
1.2	To have an inspiring Curriculum that meets the needs of MVP children.	Children have broad and balanced knowledge and skills to meet their developing needs.	Develop core skills for subject areas which are on a 2 year cycle of experience and apply to develop mastery of skills -develop annual 'AB' plans for progression of skills and knowledge -ensure staff are clear of the assessment criteria of subject areas -staff CPD to develop knowledge in relation to a progression of skills in subject areas -to ensure that there is a clear progressions of assessment within a year and across the key phase	Aut JL Aut JL Spr JL Spr JL Aut JL	Staff CPD Staff time to monitor, review and support	Book Scrutiny Lesson Obs Staff CPD to gather information re staff subject knowledge to ensure staff have the knowledge to teach the curriculum	Aut 1 – staff to sit tests Autu 2 – review tests to inform CPD planner			
1.3	To ensure Staff have a strong Subject Knowledge to enable good or better teaching and learning with progress.	Staff have a strong Subject Knowledge	-reading specific vocabulary and the progression within comprehension skills -phonics progression due to staff changes across school -begin to develop 'knowledge organisers' for subject areas to support staff subject knowledge	HW CC JL	Staff CPD Staff time to monitor, review and support	Staff CPD to gather information re staff subject knowledge to ensure staff have the knowledge to teach the curriculum	Aut 1 – staff to sit tests Autu 2 – review tests to inform CPD planner			
1.4	To further develop staff	Staff have a greater	CPD for staff in respect of SEN category 'Learning'.	Aut 2 TK	TK management time -Time with	Work scrutiny of writing books of	T1- Collect start data/ work			

	Objective	Intended Outcome	Actions	Timescale / Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
1	Quality of Education: Overall							A	S	S
	knowledge and understanding of learning for a child who is vulnerable.	understanding for supporting children who are in a vulnerable group.	How can we break learning down further in Writing for SEN, 'Learning' Children? Focus on the lowest 20% of each class.	Aut 1 TK	LSS/JMAT inclusion lead and Literacy leader to discuss/plan CPD sessions. LSS/JMAT inclusion leader to attend/co-deliver the CPD sessions. Time to meet with JMAT inclusion leader to discuss GMS/FMS and SALT programmes. Possible resources needed to update GMS and FMS.	SEN children and lowest 20% before input and after. Sample targets from before CPD and afterwards and analysis of effectiveness to meeting them. Discuss with support staff how GMS and FMS programmes are being used currently. Survey staff and pupils regarding GMS/FMS programme. Look at the impact of the programme currently.	scrutiny for SEN children in writing and sample targets from last year. T1- Develop and deliver CPD for staff to support writing for SEN children and SMART Targets T1- Meet with LSS/ JMAT leader to discuss SEN actions. T2 – Monitor initial impact of CPD. Coach staff with ongoing strategies/ interventions. T3 - Collect End data/ work scrutiny for SEN children in writing and sample targets from this year.			
-cognition and learning (Staff CPD on how to set effective SMART targets and reviewing effectively)			Aut 1 TK							
-Sensory and physical (Evaluate current GMS and FMS programmes with JMAT academy director for Inclusion to assess how we can improve further and implement changes with staff)			Aut 2TK							
-SALT (Evaluate current SALT programmes with JMAT academy director for Inclusion to assess how we can improve further and implement changes with staff)										

1	Quality of Education: Literacy							A	S	S
								u	p	u
1.5	To develop and strengthen phonics teaching.	New staff are confident and capable of phonics process.	<u>Phonics:</u> To engage with Sheffield English Hub to strengthen our synthetic phonics approach into early reading	Aut CC	Time for JM to observe phonics	Observations and monitoring of planning. Analyse practise phonics tests.				
			<u>Phonemic awareness:</u> To engage with Sheffield English Hub to strengthen our synthetic phonics approach into early reading	Aut CC	Time for CC to Team Teach with AW.					

1 Quality of Education: Literacy								A	S	S
								u	p	u
1.6	To raise standards of Reading across the school:	Standards and fluency of reading across the school is strengthen impacting on outcomes of reading at key data points.	<u>Comprehension:</u> To develop a progression of skills from F2 – Y6. To develop a systematic two week cycle of comprehension teaching using elements from Cracking Comprehension.	Aut 1 HW						
			<u>Teaching of Reading:</u> The teaching of reading is developing to incorporate 2 days of vocab, 1 contextual and 1 key vocab. .	Aut 1 HW						
			<u>Vocabulary:</u> As part of the systematic approach to comprehension, we are to include 2 focused days for vocabulary building. Include key vocab on to curriculum planning and review	Aut 1 HW						
			Y6 Parent Meeting to discuss Y6 expectations and standards in Autumn 1	Aut 2 HW						
			-ensure that books are available in classroom at the right age/phonic level:	Aut 2 HW						
			To audit all books in F2-Y4 for books to ensure that books are at the right Lexile scale (being aware of content) or phonics stage.	Aut 2 HW						
1.7	To develop children's love of reading	Children enjoy reading for pleasure.	Teachers to model a 'love of reading' during ERIC time. Teachers to ensure that during ERIC children are reading at their level or being read to at their level.	Aut 2 HW						
			Review and tweak reading challenge.	Aut 1 HW						
1.8	To develop a progression of punctuation to support secure fit Writing assessment.	Punctuation is secure at the end of each year group for Expected writers.	To develop punctuation progression from Y1 to Y6 to support secure fit assessment model	Aut 1 HW						
1.9	To develop a secure fit mode for writing assessment	Writing is based a secured fit model to dovetail into national	Review Assessment models other schools use and evaluate based on secure fit	Aut 1 HW						
			Staff CPD on secure fit assessment process	Aut 1 HW						
			Staff CPD on moderation process to ensure consistency	Ongoing						

1 Quality of Education: Literacy								A	S	S
								u	p	u
		expectations.		HW						

1 Quality of Education: Maths								A	S	S
								u	p	u
1.1 0	To ensure that Y4 pupils and teaching staff are ready for MTC	Outcomes of Y4 MTC are strong	To develop a teaching overview for teaching times tables from Y1 – Y4 with regular TT tests	Aut 1 DH	Subscription to TT Rockstars					
			Maths lead to support teacher new to Y4 with the test and monitoring of the test following trail last year	Aut 1 DH	DH Management time					
1.1 1	To further strengthen mastery maths progression throughout school	The EYFS Mastery curriculum is built on in Y1.	JL and DH to support CC and NA to develop Y1 maths planning following EYFS mastery training and Key stage 1 mastery to ensure progression and fluency in maths	Aut 1 DH	Review at the end of Aut 1 with staff.					
			Staff CPD on stem sentences in maths and children are using them in lessons	Aut 2 DH						
			To further embed the 5 Big Ideas through staff training following maths audits and support staff where necessary	Aut 2 DH						
			Ensure maths assessment is inline with White Rose planning	Aut 2 DH						

Priority 2: Behaviour and Attitudes

	Objective	Intended Outcome	Actions	Timescale / Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
2	Behaviour and Attitudes:							A	S	S
2.1	To improve attendance by 1% and reduce punctuality for targeted families	Whole School Attendance improves by targeting key families.	<ul style="list-style-type: none"> -to reduce PA through rigorous scrutiny of data and targeted approach -Staff to embed SOL practice -BM to do half termly late gates – report numbers and actions from this to Governors meetings -work with Sue Horton for attendance panel meetings targeting families with attendance below 90% 	<ul style="list-style-type: none"> Aut 2 BM Aut 2 BM Aut 1 BM Aut 1 BM 	Support from JMAT attendance. TK management time	Meet with BM and DR half termly to discuss actions and impact.	T1 – set actions planned T2 – monitor actions and impact T3 – monitor impact and review			
2.2	To continue to improve the Behaviour of children in school through a Restorative Practice approach.	Children understanding the impact of their actions and behaviour and respond positively.	<ul style="list-style-type: none"> Embed the behaviour policy through regular observations of how staff are implementing the school policy with focus on consistency and make tweaks if necessary. Focused assemblies to embed policy and practice with children. Behaviour newsletter for parents to focus on restorative practice Restorative Practice discussion (following newsletter) in community café for parents to clarify and address parent misconceptions. Esafety workshop for parents and follow up discussion in Community Café Review the PSHE/Anti-Bullying policy in line with curriculum changes. Start work towards the Rotherham AntiBullying Gold Award Further SMSA training on restorative practise -Further develop house captain roles – expectations, rules and clear routines 	<ul style="list-style-type: none"> Aut 1 TK Aut 1 TK Aut 2 TK Spr 1 TK Aut 2 TK Aut 1 TK Spr 1 TK Aut 1 TK Aut 1 TK 	<ul style="list-style-type: none"> TK management time Community Café – food from Asda 	Plan initial actions for each point in the Autumn term. Collect pupil/parent/staff voices in Spring term. Evaluate and Review policies.	T1 – Implement initial actions. T2 – Follow up discussions with parents/pupils and staff. Collect together evidence for Anti-Bullying award. T3- evaluate and update			
2.3	To ensure that our Safeguarding practice is effective.	Children are safe.	<ul style="list-style-type: none"> -Staff training and support on new Safeguarding reporting system 'Safeguard -Include homelessness in next safeguarding training session. -Access to online training systems to support continued safeguarding training for staff. 	<ul style="list-style-type: none"> Aut 2 TK Spr 1TK Spr 1 TK 	TK management time JMAT support	Termly monitoring and reviewing of the actions needed to support staff.				

Priority 3: Personal Development

	Objective	Intended Outcome	Actions	Timescale / Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
3	Personal Development:							A	S	S
	u	p	u							
3.1	To develop key values in MVP children to prepare them to be future citizens.	Children know and understand key values.	-Assemblies to focus on our key values of respect, responsibility, resourcefulness, resilience and reflection -Review '50 things' with staff and children -Ensure that ambition to succeed academically and socially are intertwined in all aspects of school. Provide updates to Governors	Aut 1 TK Aut 2 JL Aut 2 JL	Assembly Box Twinkl	Pupil voice Restorative conversations Staff and pupil voice	T1- Reminder of the rules and what they mean. Collect pupil/staff voice on '50 things' T2 – House Captains run class workshops on the rules. Tweek and review '50 things' T3 – House Captains run assemblies on the rules. Implement our new '50 things'			
3.2	To develop British Values within MVP children	Children know and understand British Values.	Develop a shared understanding in school on the British values of democracy, individual liberty, rule of law, mutual respect and tolerance of different faiths and beliefs by Assemblies on each topic each term. Ensuring the PSHE curriculum includes these values across the school. Support staff with resources and planning for these PSHE lessons. Further development of restorative practice with targeted group of boys in Y6	Aut 1 TK Aut 1 JM Spr 1 JM Aut 2 TK	TK management time	Meet with Luke Mitchel to discuss Boxall profiles and plan support for targeted group of Y6 boys. Pupil/staff/parents voice on British values.	T1 – Plan assemblies Review PSHE curriculum. Begin restorative practice with Y6 boys. Collect voices. T2 – House Captains to support assemblies Monitor PSHE delivery and support staff. T3 – House Captains to create power points to show in houses.			
3.3	To ensure children have a strong sense of Wellbeing	Children have a good sense of Wellbeing	-When setting SEN targets focus on 'Preparing for adult hood' -Develop use of Boxall profiling to assess and plan for children where PIVTAs are not having sufficient impact in Y5 and Y6	Spr 2 TK Aut 1 TK	TK mangt time JMAT support from inclusion leader Support from Luke Mitchell.	Staff CPD on preparing for adulthood target setting. Assess plan do review each term for Y6 target group.	T1 – Complete Boxall profiles and meet with Luke Mitchell to plan support T2 – introduce the preparing for adulthood			

	Objective	Intended Outcome	Actions	Timescale / Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
3	Personal Development:							A	S	S
							information to staff. Monitor SEMH intervention for Y5/6. T3 – monitor targets to reflect preparing for adulthood. Repeat Boxall profiles to measure impact.			
3.4	To ensure that the environment across school is inclusive.	MVP has an inclusive environment.	<ul style="list-style-type: none"> - Kindness week - Plan and deliver Diversity week with follow up activities for targeted group of children -Work towards Antibullying Award 	<ul style="list-style-type: none"> Spr 1 TK Sum 1 TK Sum 1 TK 	TK management time Support from Ann Foxley Johnson	Plan, Implement, and review each key event.	<ul style="list-style-type: none"> T1 – collect information and views regarding each key week. Look at the award criteria. T2 – support staff to deliver and complete each key week. T3 – collect views on each key week. 			

Priority 4: Leadership and Management

	Objective	Intended Outcome	Actions	Timescale / Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
4	Leadership and Management:							A	S	S
4.1	To restructure Senior Leadership.	School is efficient and effective in its practice.	-High expectations through coherent and consistent approach -weekly meeting between Exec Head and HoS Leadership document to ensure all staff are aware of leadership responsibilities	KS/JL KS/JL KS	Cost of SLT offset by income	Governors to monitor through reports, data and performance management	Half Termly meeting with SLT and CofG and CEO of JMAT to review impact			
4.2	To ensure all Subject Leaders feel confident and know what to do to lead their subjects	Subject Leadership is strong and consistent.	-attend LA training and JL disseminate -Inset J Davenport to ensure subject leaders are clear about school expectations and new Ofsted Framework	Aut 1 JL Aut 1 JL						
4.3	To ensure the progress of Pupil Premium children is strong	That Pupil Premium children do well at all key data points	-Focus on link between PP and other vulnerable groups Venn diagram of PP, SEN & White Boys	Aut 1 JL						
4.4	To support the workload and Wellbeing of all staff	Staff have a positive work life balance	Pensions meeting Wellbeing opportunities for staff Survey of workload and development of 'Big 6' things for SLT to work on.	Spr 1 KS Spr 1 KS Aut 2 KS	Possible cost depending on actions. To be allocated from CPD budget	Staff survey on wellbeing and workload	KS to report to Governors and monitor staff			
4.5	To support our Parents and Community	Parents and Community are well supported by school	Community café – e safety, local councillor, accessing local support, signposting activities for children, benefit support and follow up discussions following key information sent to parents e.g. restorative practice and E-Safety Parent council – communication survey to develop communication in school, smoke free school Esafety – working with parents	Aut 1 TK Aut 2 TK Aut TK	TK management time Community Café – food from Asda NSPCC and Ann Foxley Johnson Early Help	Plan and deliver Esafety parent workshop on 30 th September. Send out Restorative Practise Leaflet. Plan Community Café's to have follow up discussions about Esafety and Restorative Practise. Parent Council to develop communication	T1-Plan community café sessions to include key issues. T2-Review impact and collect next steps. T3- Respond to further actions needed from parents views.			

	Objective	Intended Outcome	Actions	Timescale / Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
4	Leadership and Management:							A	S	S
						survey and discuss smoke free school.				
4.6	To ensure that the Governance of school remains strong.	School converts to academy smoothly with a strong Governance	Review structure to ensure that we are meeting Best Practice guidance To convert to academy with JMAT successfully and efficiently.	Aut KS ? KS						

Priority 5: Early Years

	Objective	Intended Outcome	Actions	Timescale / Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
5	Early Years:							A	S	S
5.1	To support and grow a new leader for EYFS	Strong leadership of EYFS	-HoS to support new EYFS leader in their role to ensure high expectations and maintain the standards in EYFS -HoS to monitor assessments to ensure broad and balanced and quality FS Leader to gain a good understanding of the EIF (2019) and is clear on the expectations.	Aut1 FH/JL Ongoing FH/JL Aut1&2 FH	CPD required to develop leadership in EYFS FS Leader Management Time	HoS to meet with EYFS Leader fortnightly initially to review progress. EYFS governor to meet termly with EYFS Leader to challenge EYFS Leader's DEP analysis.	T1: attain EYFS knowledge and gain confidence with high levels of support. T2: reduce support and monitor impact. T3: further reduce support and monitor impact			
5.2	To ensure that the Quality of Education in EYFS remains good or better	EYFS provision for Quality of Education is strong	-Focus on Subject knowledge of Phase 1 and Phase 2 phonics for staff new to EYFS -Ensure the quality of phonics teaching is high in F1 and F2 and children are encouraged to progress -CPD on 'In The Moment Planning' for staff new to EYFS including setting visit -Staff CPD on Early Literacy to ensure that we are impacting effectively in light of the long term writing plan. -Staff focused CPD on Number to develop a 'deeper' maths understanding -Ensure new staff are using parental	Aut1&2 FH/JL Ongoing FH/JL/CC Aut2 FH/JL Ongoing FH/JL Ongoing FH/JL Ongoing	CPD required for phonics, in the moment planning, early literacy and Maths. FS Leader Management Time	HoS to monitor CPD programme to ensure CPD is having impact. Termly reviews throughout the year of these key areas throughout the year. Monitor children's progress data. Is T&L having the desired impact on children's learning.	T1: Initial round of CPD in all areas accessed T2: review of CPD and impact – identify key areas that require further development. T3: review of CPD and impact – identify key areas that require further development. Evaluate impact			

	Objective	Intended Outcome	Actions	Timescale / Lead Person	Budget Implications	Monitoring	Milestones	RAG Rate		
5	Early Years:							A	S	S
			involvement efficiently and effectively in relation to assessment opportunities	FH/JL		FS Leader to monitor the quality of response through questionnaires sent to parents.	on final data.			
			-further develop use of EMAG for gap analysis with EYFS statements	FH						
5.3	To ensure that the Personal Development in EYFS remains good or better	EYFS provision for Personal Development is strong	-staff CPD for new staff and reflection for experienced staff on characteristics of effective learning and simplify this further for maximum effectiveness	Spring 1&2 FH	CPD CoEL FS Leader Management Time	FS Leader Monitor the implementation of the behaviour policy and CoEL by all staff. Reviewing the impact and adjusting the plan accordingly.	T1: Behaviour policy reviewed and changes implemented. T2: review the use of CoEL – adapt and relaunch. T3: embed the use of the new CoEL system.			
			-review behaviour policy for EYFS and consider use of restorative practice in EYFS	Autumn 1 FH/TK						

Outcomes:

- Actions to impact on Outcomes

2019/2020 Targets

		Reading	Writing	Maths	Combined
Y1	Exp+				
	GD				
Y2	Exp+				
	GD				
KS1 Nats	Exp+				
	GD				
Y3	Exp+				
	GD				
Y4	Exp+				
	GD				
Y5	Exp+				
	GD				
Y6	Exp+				
	GD				

KS2	Exp+				
Nats	GD				