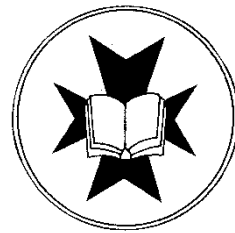


St. John's Primary School and Nursery

Learning Improvement Plan 2016-17



Context

Aiming High; Proud to learn together, will always be the underlying principle behind St. John's Primary School and Nursery. We passionately believe that every child in our care has the right to achieve their full potential. We will always be aspirational for our children. This is reflected in our Improvement Plan as we embark on our journey from good towards outstanding. The team we have in place reflects the diversity of the community we serve and they bring with them a variety of experiences. All of the St John's team support and share the values of the school.

Priority One: Safeguarding and Emotional Well-being. This will be our first priority every year to ensure that the school plays its' part in safeguarding children and promoting their welfare. We know that promoting children's well-being plays an important part in helping them to unlock their full potential. We will ensure our outstanding grade for behaviour and safety is maintained by continuing to be vigilant in keeping children safe and in setting clear and consistent expectations of behaviour.

Priority Two: Quality First Teaching. We have worked hard to ensure consistently good teaching is in place across the school. This year we want to increase the proportion of outstanding teaching.

Priority Three: Challenge and Raising Attainment. 2015-16 saw great changes to the curriculum expectations and coverage and assessment procedures. We had a very good start to our attainment and progress. We now need to build on this to ensure a consistent upward trajectory.

Priority Four: Creativity. We have rightly focussed on making sure our children are secure in their basic skills application in Reading, Writing and Maths. Now we need to ensure they are challenged further by allowing more creative curriculum time and applying these skills in a wider context.

Priority Five: Leadership and Continuing Professional Development. This strand focuses on leaders driving forward improvements in a supportive way and providing all staff with Continuing Professional Development to support their individual needs. There will be greater emphasis on peer to peer support.

This plan has been written to be accessible to all stakeholders and will be published on our website.

Priority One: Safeguarding and emotional well-being.

Targets	<ul style="list-style-type: none"> To ensure we maintain our outstanding behaviour and safety grade To develop nurture provision within the school To ensure targeted support is in place for children who need it To ensure Governors are more proactive in monitoring the school's safeguarding procedures <p style="text-align: right;">Governor Assignment: Mr Trevor Martin</p>				
Leaders will;	Teachers will;	Children will;	By when?	Resources	Monitored by
Ensure school is fully compliant with 2015 safeguarding requirements and all staff are aware of the part they have to play in safeguarding.	Adhere to Keeping Children Safe in Education guidance and all other associated safeguarding policies in the green file.	Be educated in a safe, secure and consistent environment.	September INSET day	Green safeguarding file Vulnerable children list	Local Authority Learning Improvement Officer Annual Audit Safeguarding Audit to Adrian Over
Ensure children are treated fairly, consistently and with respect in its application of the positive behaviour policy.	Be consistent in their application of the Promoting Positive Behaviour policy. Have zone boards that are used consistently and fairly. Display and adhere to effect of negative behaviour and rewards for positive behaviour.	Be motivated to do their best and behave well.	October 2016	Zone boards Class budgets for prizes and resources £200 until April	Learning walks, curriculum coverage and displays Pupil interviews Pupil Progress Meetings Governor half termly audit Head teacher report to Governors.
Ensure that children are educated carefully in protective behaviours.	Follow the taking care curriculum guidance. Display the values that are associated with the Taking Care Project.	Know how to use the language of protective behaviours effectively.	Termly revisit	Taking Care curriculum resource packs.	

	Provide a safe and nurturing environment for their children.				
Drive forward nurture provision within the school as the central intervention to protect and repair children's emotional well-being.	Undertake training in Nurture and how to assess children using the Boxhall Profile. Subscribe fully to the ethos and values of nurture and understand why some children need this before they are ready for the curriculum.	Have support that enables them to engage fully with school.	January 2017	£80000 bid put into Edwards Trust to develop a nurture suite within the school £550 x 2 to train TA's to run the facility	
Ensure interventions are timely, appropriate and monitored effectively.	Know their class well. Identify which children are not performing and make recommendations/listen to recommendations on suitable interventions. Give the time and resources to allow the interventions to take place. Effectively deploying adults (including themselves) in the class.	Have timely interventions that will enable them to make progress.	October data check December PPM	SENDCo time allocation	
Governors will provide half termly checks on the Central staff register, policies and procedures.	Ensure all adults in their class adhere to safeguarding policies and procedures.	Know the school is working hard to keep them safe.	October and then revisit each half term	2 hours per half term of Governor volunteer time	

Priority Two: Quality First Teaching

Target	<ul style="list-style-type: none"> • Ensure there is a higher proportion of outstanding teaching by the end of the academic year. Currently 30% aiming for 50% • Ensure there is challenge for all learners • Ensure children are resilient and continue to develop a “can do” approach. <p style="text-align: right;">Governor Assignment: Helen Brown</p>				
Leaders will;	Teachers will;	Children will;	By when?	Resources	Monitored by
Give teachers the skills and confidence to develop their teaching practices and share best practice by facilitating peer to peer support	Be well supported to try new techniques. Be supported in how best to provide peer to peer support through the lesson study model.	Continue to benefit from good or better teaching and make the progress to match! Have pride in themselves and their learning environment.	During academic year 2016-17	Release time for teachers to be negotiated with triads <ul style="list-style-type: none"> • Years 5 and 6 • Years 3 and 4 • Year 2 • Reception and Year 1/LT 	Learning Walks Peer to peer support/ lesson study model Lesson observations for NQT's Coaching
Ensure there is challenge for all learners regardless of ability	Give children a range of differentiation options in their teaching. Be careful not to cap learning but extend learning through open ended tasks, activities and questions. Work on embedding the higher order questions based on Blooms Taxonomy.	Feel intrinsically motivated and confident to try their best at all times.	October 2016 and continually applied thereafter	Staff meeting time Peer coaching	Timetables and lesson drop ins
Monitor the expectation that Teaching Assistant and Teacher time is distributed fairly	Ensure the TA is timetabled effectively. Ensure the TA is not passive at any part in		October 2016 and continually applied thereafter	SENDCO time	

amongst the children	<p>the lesson.</p> <p>Ensure interventions and differentiation is distributed fairly and equitably between all adults.</p>				
Offer supportive and diagnostic feedback celebrating the positives and giving guidance on "even better if"	<p>Engage openly in the professional dialogue.</p> <p>Feel supported and better equipped to do their job more effectively.</p> <p>Ensure their children are being educated to the best of their ability.</p>		termly	SLT Time	
Give clear guidance on expectations for the learning environment and learning culture in our school.	<p>Ensure the learning environment facilitates good learning, is positive, tidy and a calm place for children to feel safe and make progress.</p> <p>Ensure their environment is language rich and one that prompts children's learning.</p> <p>Ensure the environment is regularly changed and updated so the children feel valued and do not see the environment as "wallpaper".</p>		October 2016	Staff meeting	

Priority Three: Challenge and Raising Attainment

Target	<ul style="list-style-type: none"> • Continue to be aspirational in our expectations of the children. • Ensure children make good progress from their starting points. • Ensure staff are well supported in making sure children can make good progress • Ensure everyone is aware of what they need to do and achieve in order to progress. <p style="text-align: right;">Governor Assignment: Trisha Coopey</p>				
Leaders will;	Teachers will;	Children will;	By when?	Resources	Monitored by
Support staff through termly pupil progress meetings and half termly data checks. Giving supportive advice on how to ensure children and adults can achieve high expectations.	Engage in the process and know their class. Be familiar with year group expectations	All children will make good or better progress from their starting points.	December 2016 and termly revisit		Pupil Progress Meetings Informal dialogue in key stages Sharing good practice in staff meetings.
Ensure everyone is clear about data tracking, the importance of on-going assessment and assessment for learning principles.	Use assessment for learning principles daily in their teaching. Record achievements on classroom monitor on an ongoing basis. Adjust and evaluate their teaching accordingly to suit the needs of the children.	Know their precise next steps in learning because the teacher has accurately assessed what they can do and what they need to do next.	October 2016 and revisit		
Ensure that Classroom monitor is refined according to teacher's evaluations.	Provide feedback to SLT on what has worked well and what needs to be refined. Which statements carry more weighting? Which can	Know their precise next steps in learning because the teacher has accurately assessed what they can do and what they need to do	October 2016		

	come out?	next.			
Ensure that the good practice marking is maintained and support new staff in the application of the marking policy.	Adhere to the marking policy Provide opportunities for children to respond to marking Further embed self and peer assessment	Know their precise next steps in learning because the teacher has accurately assessed what they can do and what they need to do next.	December 2016 and termly revisit		
Ensure children make better progress in reading to bring it in line with Writing and Maths.	Follow the guidelines from Literacy Leader on actions that need to be implemented in order for children to make better progress in reading.	All children will make good or better progress from their starting points.	July 2017	Literacy Leader Reading Rapid Action Plan.	

Expectations

Nursery	Reception	Year One	Year Two	Year Six	Progress
90% of children to be in ARE or above at the end of Nursery.	80% of children to achieve a good level of development at the end of Reception.	85% of children to achieve a pass in the phonic screening check	90% of children to be at expected ARE or better. 30% of children to be working at greater depth in Reading, Writing and Maths.	To maintain a combined score of between 75-80% 85%+ to be working at the expected level or better in Reading, Writing and Maths. 7%+ to be Teacher Assessed at working at greater depth in Reading, Writing and Maths.	2 points progress is expected progress for children over the year. 2.5 + points progress will indicate good progress is being made. 3 points + will indicate outstanding progress.

Priority Four: Creativity

Target	<ul style="list-style-type: none"> To release teachers from the rigours and demands of the new curriculum by encouraging more creativity in our school. <p style="text-align: right;">Governor Assignment: Beth Cordrey and Rebecca Augustus</p>				
Leaders will;	Teachers will;	Children will;	By when?	Resources	Monitored by
Support teachers to be more creative and to place higher emphasis on the foundation curriculum subjects.	Provide more cross curricular learning opportunities in the learning theme books.	Be excited and enthused by a broad and balanced curriculum.	October and half termly revisits	Learning Theme books Curricular clinics with HT and AHT	Curriculum planning, long and medium term. Curriculum interviews with AHT
Support staff by making more resources available to them.	Have budgets allocated to purchase resources.	Have access to more resources to help their creativity	October and half termly revisits	£200 per class until April 2017 and then £1000 for termly stock order	Diagnostic days Timetables/correlating with pop ins
Showcase good practice with the learning theme books. (subject leaders should be able to monitor more effectively curriculum coverage)	Ensure the learning theme books showcase all the curriculum non negotiables: <ul style="list-style-type: none"> Knowledge harvest Sparkly start Cross curricular opportunities using photographs Fabulous finish 	Apply skills learnt in core subjects to foundation subjects effectively.	October and half termly revisits	Subject leader monitoring time	Blog Whole school displays
Make assemblies more relevant to children today by choosing more contemporary themes, music and values reflective of the diverse culture we are preparing our children to be citizens in.	Support colleagues by reinforcing key reflection themes in their own classroom. Offer suggestions as to what can be covered.	Participate more widely in assemblies and showcase their singing abilities!	October and half termly revisits	Budget for singing resources £250	

Place high value and promote theme days and encourage staff to "block" subjects or have more creative time.	Contribute to the content of the learning theme days- What would they like to focus on? Block timetable for continuous projects such as Art or DT.	Develop those memorable moments that will stay with them throughout their primary school career.	October and half termly revisits	Staff development meetings	
Promote curriculum enrichment activities more widely to encourage a higher take up.	Provide at least one curriculum enrichment activity over the year. Promote curriculum enrichment within their class.	Engage more widely in curriculum enrichment activities and want to participate.	January 2017	£100 per club to support resources PTA contributions.	

Priority Five: Leadership and Continuing Professional Development

Target	<ul style="list-style-type: none"> • Ensure teachers are well supported to be leaders of learning in their classroom. • To ensure leaders at all levels are supported through quality coaching and Continuing Professional Development opportunities. • Leadership continues to be transparent <p style="text-align: right;">Governor Assignment: Rachel Killian</p>				
Leaders will;	Teachers will;	Children will;	By when?	Resources	Monitored by
<p>Foster a culture of supportive and developmental feedback to enable teachers to grow and develop.</p> <p>Share CPD opportunities to all staff via email and specific notice board in staffroom.</p>	<p>Engage in professional dialogue and implement recommendations.</p> <p>Know what professional development opportunities are available to them.</p>	<p>Make good progress because of at least good or better teaching and strong subject knowledge from their teacher.</p>	<p>December 2016 and termly revisits</p>	<p>Lesson observation coaching feedback</p>	<p>Staff well-being meetings/questionnaires</p>
<p>Communicate clearly the roles and responsibilities of the Leadership Team</p>	<p>Fully understand the roles and responsibilities of the leadership team and who to go to and when with any issues.</p> <p>Understand the leadership team is transparent and all working towards the same goal</p> <p>Have concise and consistent messages.</p>	<p>Know who is who and responsible for what in school.</p>	<p>September 2016</p>	<p>Staff INSET</p>	

Improve communication procedures and support structures within the school to give all staff more opportunities to contribute and share concerns.	Disseminate communication structures to all adults in their class. Ensure staff are signposted to relevant information points; notice board in class, weekly diary in staff room, check emails.		December 2016	Staff meeting time Introduce "get it off your chest" time, in addition to wellbeing meetings (offer staff choice of SLT) More allocated key stage time Ensure more care is given to give background behind decisions.	
Provide support and structure to subject leaders enabling them to undertake monitoring.	Use the guidance effectively to implement the monitoring of their subject.	Be exposed to more foundation subject coverage in the curriculum.	Ongoing over 2016-17	Subject leader time and SLT support	

Appendix 1: Leadership Structure

	Darren Barrow	Mary Baker	Helen Benarous	Andrea Eastham	Lydia Tonge	Rebecca Fenner
Role and responsibilities	<p>Head Teacher</p> <p>Leader of Learning Health and Safety Safeguarding Budget and Finance Performance and standards (Staff and children) PSED leader Designated teacher for LAC Line Manager for Office staff</p>	<p>Deputy Head Teacher</p> <p>Assessment Leader. Maths Subject Leader. Teaching Assistant Line Manager. Pupil Premium children achievement. Student and volunteer placements co-ordinator.</p>	<p>Assistant Head Teacher</p> <p>Key Stage Two Phase Leader. Curriculum Leader. English Leader. Pastoral Leader for children. Midday Supervisor Line Manager.</p>	<p>SENDCO</p> <p>All children on the send register. Supporting teachers and parents with strategies and resources. Dealing with external agencies in relation to SEND</p>	<p>Key Stage One Leader</p> <p>Ensuring good communication within her team. A point of contact for initial support and guidance. Oversee day to day routines in the team. Overseeing performance and standards within the team.</p>	<p>Early Years Foundation Stage Leader</p> <p>Ensuring good communication within her team. A point of contact for initial support and guidance. Oversee day to day routines in the team. Overseeing performance and standards within the team.</p>
People directly responsible for	<p>Direct responsibility for all staff</p>	<p>Strategic responsibility for Teaching Assistants</p> <p>All students and volunteers on placement</p> <p>All staff when deputising for the Head.</p>	<p>Strategic responsibility for the Midday Supervisors.</p> <p>Day-to day responsibility for teachers and teaching assistants in Key Stage Two</p>	<p>Day-to-day responsibility for child specific support assistants and outside agencies.</p>	<p>Day-to day responsibility for teachers and teaching assistants in Key Stage One</p>	<p>Day-to day responsibility for teachers and teaching assistants in EYFS</p>
Subject	PSHE (after October)	Maths	English	Art	History	PSHE (until October)

Appendix 2: Reading Rapid Actions

Target	<ul style="list-style-type: none"> To narrow the attainment gap in reading. To fully understand the rigours of the new reading expectations. 		
Non Negotiable	Success Criteria	Time scale and Resources	Monitored by
<p>1. A designated area for reading in each classroom.</p>	<p>Range of reading material including comics, newspapers, magazines, topic books</p> <p>Children use corner to read library fiction book of choice</p> <p>Reading display in each class to include Sparkle Book shelves</p>	<p>Autumn 1</p> <p>Subscriptions for The Week</p> <p>Additional topic books</p>	<p>LE</p>
<p>2. Reading challenge books to be used and integrated into each half term's learning theme.</p>	<p>Reading Challenge choice - explicit on planning</p> <p>Book choices are based on a range of challenge</p> <p>Book choices are negotiable but in consultation with Reading subject leader</p>	<p>On-going</p> <p>Class sets of Reading Challenge books to be purchased</p>	<p>LE and HB</p>
<p>3. All teachers to be clear on reading expectations for our school and familiar with colour banding and ARE</p>	<p>Teachers and TA's are familiar with colour banding system and end of year expectations</p> <p>Colour banding explanation and class lists included in Guided Reading folder</p>	<p>Tape for colour banding</p> <p>Ready for Autumn 1</p>	<p>LE</p>

	<p>Colour banding informs choice of home reader and guided reading material</p> <p>Colour banding is integral to Pupil Progress and class handover meetings</p> <p>Classroom monitor to be updated weekly by teachers and monitored by Reading Subject Leader</p> <p>Guided reading planning pro-formas and folders to be utilised daily by teachers</p>		
<p>4. Daily phonics teaching to take place in the Autumn and Spring Term followed by year group spellings in the Summer term.</p>	<p>Assess children in classes in Autumn 1 Week 1 and group in ability across whole school</p> <p>Identify teaching strength in phonics and spelling and match to groups</p> <p>Allocate teaching resources</p> <p>Timetabled slot (30 mins per day) for spelling</p>	<p>Resource Folders Autumn1 Wk 2</p>	<p>HB</p>
<p>5. Guided reading or equivalent to take place each day.</p>	<p>Timetabled slot (20 mins per day)</p> <p>Every child to be in focus group at least once per week</p> <p>Appropriate colour banded</p>	<p>Guided reading to begin Aut 1 Wk1</p> <p>Guided reading material for KS2 to be purchased</p>	<p>LE</p>

	guided reading materials to be used		
<p>6. Home readers for children on colour bands to be implemented and monitored consistently across whole school</p> <p>Reading diaries to be introduced across the whole school.</p>	<p>All children on colour bands to have a Home Reader at all times. Beyond 'White' all children to select an age appropriate library book for home reading</p> <p>Parents to be informed of new expectations and reminded in newsletter</p> <p>KS1 and KS2 appropriate diaries allocated</p> <p>Expectation that children read daily and record in reading diary - signed by parents</p> <p>Diaries must be acknowledged by Teacher or TA weekly</p>	<p>Aut 1 weeks 1 and 2 for assessment and grouping</p> <p>Aut1 Wk1</p> <p>Distributed to children Aut1 Wk 2</p>	LE
<p>7. Teachers to actively promote love of reading and books, leading by example.</p>	<p>3.00pm Storytime across whole school</p> <p>Explicit reading display in all classrooms to reflect a love of reading and incorporate Sparkle book initiative</p> <p>Junior Leadership team to investigate and report on teachers' top book/author choices</p> <p>Half-termly assembly to focus on</p>	<p>Timetabled and monitored Aut1</p> <p>Aut1</p> <p>Display by end of term</p>	

	love of reading		
8. High profile positive rewards for reading	Five entries in reading record = a teachers stamp/ six stamps = a book mark (6 book marks to collect over year and special reward for those with all 6.	Stamp for each class Set of 6 book marks for children	LE
9. High quality theme days to take place over the year.	Reading subject leader to identify 3 theme days over the year World Book Day to be celebrated by a reading week Author visit to be arranged	Roald Dahl day in Aut 1 March £?	LE

Appendix 3: Subject Leaders

English	Helen Benarous Leah Eggleton (Reading and Drama)	R.E	Sue Pollard
Maths	Mary Baker	PSHE	Rebecca Fenner/Darren Barrow
Science	Claire Tennant	Design Technology	June Kelly
Humanities	Lydia Tonge	Music	Emily Cossins
Art	Jen Taylor	P.E	Katie Harrison
Modern Foreign Languages	Vacancy		
Computing	Adam Lee		

Subject Leader Clinic: Every Monday after school with Darren and Helen. Any queries around resourcing, coverage, monitoring, please come and see us for tea and solutions!