

Molescroft Primary School School Improvement Plan January to December 2018



SUMMARY OF PRIORITIES PREMIER DIVISION

- **BRIDGING THE LEARNING GAP**
 - Boys of Concern
 - Middle (low) Prior Attainers
 - Intervention in Y2
- **YEAR OF SCIENCE**
- **MATHS MASTERY**
- **DEVELOPING OUR USE OF FLiC and SOUND ON GOING ASSESSMENT**
- ***NEW Ensuring the school is fully compliant with the new Data Protection and General Data Protection Regulation May 25th 2018***

CHAMPIONSHIP DIVISION

- **READING AND WRITING**
 - Investment to replace tired stock and enhance the provision in Y1 / Y2
 - Consistency in Writing and Reading Terminology across the school
- **TEACHING SCHOOL Financial Security**
- **COACHING MODEL**
 - To Further develop Personal Development of Teachers
- **REVIEW OF THE TEACHING UNITS IN HISTORY and GEOGRAPHY (R.E)**
 - To ensure subject objectives are explicitly clear in units
 - Review the FLiC Assessment objectives in RE and HISTORY
- **REVIEW OF BEHAVIOUR POLICIES AND EQUAL OPPORTUNITIES**

FIRST DIVISION

- **REVIEW SAFEGUARDING POLICIES and the EMERGENCY PLAN**

- **FOUNDATION STAGE INVESTMENTS**
 - Outdoor Provision
 - **Centre Point Room environment**
 - **Training for TAs in the FY**

- **BASIC SKILLS QUALITY MARK RENEWAL**

- **REVIEW COMPUTING PLANS Y1 to Y4**

- **REVIEW THE SPENDING OF THE NEW SPORTS FUNDS**

- **ARTS MARK**
 - **Achieve the new Arts Mark Gold**
 - **Review the use of Sketch Books**

- **CLOSELY MONITOR THE PROGRESS OF THE CURRENT Y4/Y5**

GOVERNOR LINKS

Committee Structure

Curriculum & Quality Assurance: All governors are members

Chair:

To consider the quality of teaching, learning, assessment and pupil outcomes.

Finance & Personnel: The Chair of Governors, Head Teacher and ½ the governing body (not including other staff governors)

Chair:

To scrutinise, monitor and prioritise the financial arrangements for the school to ensure the most effective use of resources, human, financial and physical. To ensure financial planning supports the ethos, and values of the school and the priorities of the School Improvement plan.

Safeguarding, Health & Safety and Premises: The Chair of Governors, Head Teacher, staff governors plus the remaining governors not on the committee above.

Chair:

To consider and ensure all areas of Safeguarding are effective and robust. Ensure that the learning environment ensures every possible opportunity for personal development. To promote the highest standards of behaviour and welfare.

Curriculum including automatic links to the School Improvement Plan Objectives:

Maximum 1 per governor

To fulfil these roles governors will need to maintain regular contact with the named teacher(s). There should be at least ½ termly contact by phone or email or in person. Governors should visit the school when the children are working at least once a year to see the subject(s) being taught. Governors should attend at least one of the school organised focus tours particularly if it links with his or her monitoring focus.

Subject Links

English (named teacher, Victoria Tippett): **Kathryn Ratcliffe**

Maths (named teacher, Richard Atkinson): **Adrian Adamson**

S.T.E.(M) (named teachers, Bryony Crofts, Carolyn Baker, Katie Spencer): **Alex Lazenby**

Arts (named teachers (Sophie Power, Penny Walker, Helen Ripley): **Nicola Bailey**

History & Geography, Educational Visits, Environment, Green Team & Internationalism (named teachers, Ben Rowsell, Jonathon Williams & Libby Johns: **Helen Ross**

Religious Education (named teachers, Jonathon Williams & Libby Johns): **Pat Beckley**

P. E (named teachers, Martin Wood & Kate Fullam): **Karen Towse**, includes attending B.A.H.L.O.W

PSHE, Pupil Council, Citizenship, Sex & Relationships, Educational Visits, Environment, Green Team (named teachers, Sarah Grainger & Suzie Hulse):
Richard West includes attending some Pupil Council meetings and the Green Team Meetings.

Computing (named teacher, Matthew Britton): **Ian Blanchard**

Primary Languages & Internationalism includes attending D.I.E.D.R.E (named teacher, Sam Henderson-Tucker): **Brian Stillings**

Pupil Groups Links including automatic links to the School Improvement Plan Objectives

Maximum 1 per governor:

To fulfil these roles, governors will need to be able to make regular visits to school to meet with the named teacher; not necessarily always when the children are present.

*Governors should visit at least twice a year when the children are present in order to see the pupils at work. (not *)*

Pupil Premium Champion (named teacher, Matthew Britton): **Kathryn Ratcliffe**

SEND & Low Achievers Champion (named teachers, Julie Hakner, Sarah Charlton): **Nicola Bailey**

Other Vulnerable and Minority Groups Champion * (named teacher, Matthew Britton): **Richard West**

Ethnic Minorities, English as an Additional Language, Persistent Absence, Emotionally Vulnerable, Behaviour for learning, Looked After Children, Young Carers, Missing the Phonics threshold.

Gifted, Talented & High Achievers Champion (named teacher, Sharron Lazenby): **Alex Lazenby**

Early Years (named teacher, Richard Atkinson): **Pat Beckley**

Safeguarding including Child Protection * (named teacher, Matthew Britton): **Chair of Governors: Adrian Adamson**

Assessment (named teachers SMT) **Helen Ross**

ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS



**Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2018**

- **FOCUS: BRIDGING THE LEARNING GAP**
 - Boys of Concern
 - Middle (low) Prior Attainers
 - Intervention in Y2
 - **READING AND WRITING**
 - Investment to replace tired stock and enhance the provision in Y1 / Y2
- Consistency in Writing and Reading Terminology
RENEWAL OF THE BASIC SKILLS QUALITY MARK**

**Regarding:
Pupil Premium Children
GOVERNOR LINK: KATHRYN RATCLIFFE**

**Regarding:
SEN and PRIOR LOWER ATTAINERS
GOVERNOR LINK: NICOLA BAILEY**

**Regarding:
ENGLISH
GOVERNOR LINK: KATHRYN RATCLIFFE**

**Regarding:
MATHS
GOVERNOR LINK: ADRIAN ADAMSON**

KEY AREA FOR DEVELOPMENT RAISING ACHIEVEMENT – SECURING LEARNING FOR ALL	Monitoring Responsibility MAL AT JH RA VT MB
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TARGET <ul style="list-style-type: none"> With challenging expectations, the target is to achieve a minimum 85% security of attainment in combined Reading Writing and Maths in every year group unless a high number of high-end SEN pupils in a cohort make this unattainable. Secure appropriate Pupil Progress Measures for all abilities. <ul style="list-style-type: none"> Security in Reading, Writing and Maths is estimated to be around the 90% of all objectives in FLiC. Pupil Premium children achieve this target (unless an SEN overlap makes this unattainable). No child is performing below their ability regardless of their category therefore ensuring appropriate Pupil Progress Measures for all abilities. The school maintains standards above floor and above coasting. Pupil Progress measures are at least in line with national from EYFS to Y2 and Y2 to Y6. No child is performing below their ability regardless of their category. 				
SPECIFIC TARGETS 2018 Targets for the cohorts				
	% working at expected standard		% working above expected standard	
	Y2	Y6	Y2	Y6
Reading	90%	88%	30%	36%
Writing	90%	92%	30%	33%
GPS		92%		33%
Maths	90%	88%	36%	35%
Science	90%	88%		
RWM	90%	85%		33%

ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
BOYS OF CONCERN / PRIOR MIDDLE ATTAINERS (LOW) <ul style="list-style-type: none"> Create a register of Boys of concern and Middle Attainers at risk. Cross reference with Interventions and support packages to be used. Where necessary engage parents (sensitively). Establish a team of mentors and a weekly set time for mentor meetings. Where necessary set up a mentor programme to ensure the children have appropriate 'back up' to keep them on track and on target. 	JANUARY 2018 at the Pupil Progress Meetings JH AT SC JANUARY 2018 at the Pupil Progress Meetings JH AT SC JANUARY 2018 at the Pupil Progress Meetings JH AT SC JANUARY 2018 at the Pupil Progress Meetings JH AT SC JANUARY 2018 at the Pupil Progress Meetings JH AT SC JANUARY 2018 at the Pupil Progress Meetings JH AT SC 6 X HALF TERMLY PUPIL PROGRESS INSET SMT	Middle prior attainers achieve the expectations for their ability when compared with national outcomes for similar pupils.

INTERVENTION IN Y2 CONFERENCE TO DISCUSS THE FOLLOWING AND FIND SOLUTIONS

READING

Areas for consideration

1. Increase the number of children achieving the Expected Standard in Reading.
 - i. Can this be done by doing more test preparation in the Spring Term?
 - ii. Should children be reading a greater volume of text within their heads?
 - iii. Do we allow enough time to develop the skill of reading in our head?
2. Increase the number of girls achieving Greater Depth in Reading.
 - i. Do our Guided Reading books provide enough challenge?
 - ii. Are our Guided Reading books too boy focused?
3. Progress from an Expected level in EYFS to the Expected Standard in Year 2.
 - i. Is the transition from EYFS to KS1 effective?
 - ii. Can we identify the children who are 'wobbling' earlier and put intervention in place for them?
 - iii. Review the structure of Guided Reading in KS1 and look at the role of the teacher with key groups.
4. Attainment & Progress of our SEN children in Reading.
 - v. Are our interventions effective?
 - vi. Do we need to focus more on the one thing that is preventing that child from achieving? If it is decoding, do they need to do that in a small group or 1:1 every day to close the gap?
 - vii. How can teachers find the space and appropriate environment to support these children?

WRITING

Areas for consideration

1. Increase the number of children achieving the Expected Standard in Writing.
 - i. How can we increase the opportunities to

DECEMBER 2017 Joint SMT / SC / SP / JW Conference WITH ACTIONS AGREED and annotated below.

- Agreed to set up extra reading groups for vulnerable readers in Y1 and Y2 to ensure the children read daily. IMMEDIATELY
- KS1 and KS2 to complete a thorough review of the Guided Reading Materials available. SPRING
- Ensure Shared Reading using Big Books and / or the screen is a feature of Y1. IMMEDIATELY
- Make use of opportunities to join Story Time with Shared Reading. IMMEDIATELY
- Increase the volume of books going home in Y2. IMMEDIATELY
- Invest in Paperbacks for Y2 to be employed in late Spring and Summer to get the children used to more print on a page and to raise expectations. SPRING
- Ensure that SEND children have the same focus in teacher's minds as PP children. PUPIL PROGRESS MEETINGS JANUARY
- Expectation Booster programme to now focus on Year 1 with Mrs. Charlton and enable Mrs. Robinson to offer Guided Reading support in Y2. SPRING

- Y1 to realise the transition time required from FY to enable the pupils to adjust and be taught the expectations of writing skills.

As a school, the teachers have a wide range of strategies and approaches which enable them to achieve security of learning for at least 85% of their pupils, whilst ensuring those who are ready to enhance their learning waste no time developing objectives they have already achieved at a secure level.

Children achieving the expected standard in reading is above national and local comparisons.

Children achieving the Greater Depth standard in reading is above national and local comparisons.

Progress measures from EYFS to Y2 in reading are all positive.

<p>write?</p> <ul style="list-style-type: none"> ii. Review the teaching of the technical elements of writing effectively? iii. Should we consider more performance based models in the teaching of writing. <p>2. Increase the number of children achieving Greater Depth in Writing.</p> <ul style="list-style-type: none"> i. Are children being given enough opportunities to write independently to develop their own style? ii. Are we being too cautious in our assessments of Greater Depth writers? <p>3. Increase the number of boys achieving Greater Depth in Writing.</p> <ul style="list-style-type: none"> i. Are we suitably engaging boys with the way we are teaching? ii. Is this because of the level of maturity required to achieve Greater Depth in writing, are our boys less mature than girls? <p>4. Attainment & Progress of our SEN children in Writing.</p> <ul style="list-style-type: none"> iii. How can we increase the effectiveness of our interventions? iv. Do we need to focus more on the one thing that is preventing that child from achieving? If it is writing different sentence types, do they need to do that in a small group or 1:1 every day to close the gap? v. How can teachers find the space and appropriate environment to support these children? 	<p>AUTUMN</p> <ul style="list-style-type: none"> • Revisit “inspirational’ methods for inspiring children to write. SPRING / SUMMER • Ensure clear purpose for Writing to avoid the children (where possible) having that “I have to do this” attitude. IMMEDIATELY • Review the Curriculum units for Writing, to establish a more “mastery” approach to the teaching of writing. Consider the ideas of David Diddau “slow writing” on some occasions. SUMMER READY FOR AUTUMN 	<p>Children achieving the expected standard in writing is above national and local comparisons.</p> <p>Children notably boys achieving the Greater Depth standard in writing is above national and local comparisons.</p> <p>Progress measures from EYFS to Y2 in Writing notably for SEN children are all positive.</p>
<p>MATHS</p> <p><u>Areas for Consideration</u></p> <p>1. Increase the number of children achieving the Expected Standard in Mathematics.</p> <ul style="list-style-type: none"> i. Will this improve once Maths Mastery is fully embedded? ii. Will the Maths Mastery approach and consistency of teaching help to improve performance and attainment? <p>2. Increase the number of girls achieving Greater Depth in Mathematics.</p> <ul style="list-style-type: none"> iii. Are girls suitably challenged in maths? 	<p>It was agreed that the Maths Mastery approach was working well and would continue to raise achievement.</p>	<p>Children achieving the expected standard in maths is above national and local comparisons.</p>

<p>iv. Do they have a similar desire to be challenged?</p> <p>3. Progress from an Expected level in EYFS and not achieving the Expected Standard in Year 2.</p> <p>v. the transition from EYFS to KS1 effective?</p> <p>vi. Are we identifying the children who are 'wobbling' early enough and are we putting enough intervention in place for them?</p> <p>vi. Will Maths Mastery help to resolve this issue?</p> <p>vii. Are we being too tough in our Year 2 assessments?</p> <p>4. Attainment & Progress of our SEN children in Mathematics.</p> <p>vi. Are our interventions not effective enough?</p> <p>vii. Do we need to focus more on the one thing that is preventing that child from achieving? If it is number elements, do they need to do that in a small group or 1:1 every day to close the gap?</p> <p>viii. How can teachers find the space and appropriate environment to support these children?</p> <p>PUPIL PREMIUM</p> <p>Continue to make observations to be made of how Pupil Premium and Prior Low Attaining Pupils are being supported in class.</p> <p>SPECIFIC ACTIONS: READING</p> <ul style="list-style-type: none"> • Review range of guided reading texts in Y1/Y2 • Review the challenge of reading texts in Y2 • Review the expectation of coverage of reading materials in Y2 in school and at home. • Replace tired stock of guided reading materials • Staff INSET on the consistent use of correct terminology in Reading from FY through to Y6. • Implement additional reading interventions to support children. • To continue to invest in fiction and non-fiction books for the library. • To appoint a member of staff to oversee the running of and maintenance of the library. • To encourage class teachers to use the library in lesson time as a 	<p>MB to continue PP Learning Walks</p> <p>MB to continue to lead PP progress meetings with all staff (half termly)</p> <p>MB to continue to report to governors (half termly)</p> <p>SPRING 2018 REVIEW VT</p> <p>APRIL INVESTMENT £2000 VT</p> <p>SPRING 1X INSET 2018</p> <p>JANUARY VT JH SC</p> <p>AUTUMN 2018 CAMPAIGN</p> <p>APRIL 2018 MAL</p> <p>SUMMER 2018 VT</p>	<p>Children achieving the Greater Depth standard notably girls in maths is above national and local comparisons.</p> <p>Progress measures from EYFS to Y2 in Maths are all positive.</p> <p>Progress measures from EYFS to Y2 in Maths notably for SEN children are all positive.</p> <p>The gap between the performance and progress of our Pupil Premium children compared with others in school continues to narrow at a greater pace.</p> <p>Expectations of coverage and pace of progress in reading leads to above expectation performance of our pupils at expected and enhancing levels when compared to national comparisons.</p>
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<p>way of inspiring children’s love of reading and as a way of enhancing their understanding of how a library works.</p> <ul style="list-style-type: none"> To continue to run the Reading Buddy scheme in Year 3 and to expand in to Year 4 if there is a need. <p>SPECIFIC ACTIONS: WRITING</p> <ul style="list-style-type: none"> Further writing moderation meetings across the school to take account of changing expectations / requirements and to create an on line definitive case study of work meeting criteria and exceeding criteria for each year group. To continue to investigate and employ strategies in writing to inspire the children who are still developing. To give children time to improve their writing within lessons. To place a more-needed focus on editing and proof-reading work (spelling and punctuation) To continue to teach spelling strategies and patterns to counteract the difficulty of the new curriculum. To continue to moderate writing within and across year groups. Monitor the transition between Foundation and Year 1 with regards to phonics. Also, ensure all strategies are in place to make the transition from emergent writing to writing as smooth as possible. Assess whether the spelling terminology taught in Foundation and Year 1 is being employed in other year groups. This may lead to staff training being needed. Look in to current thinking about basing writing on whole class books. Do we have a good balance of stimulus material for writing including cross-curricular links? <p>BASIC SKILLS QUALITY MARK</p> <ul style="list-style-type: none"> Complete evidence portfolio for assessment of the BSQM in January. Referencing the 10 areas <ul style="list-style-type: none"> THE ELEMENTS RELATING TO ASSESSMENT, TARGET SETTING, PLANNING, MONITORING & EVALUATING IMPACT TARGET SETTING FOR THE IMPROVEMENT OF THE SCHOOL’S PERFORMANCE IN BASIC SKILLS A WHOLE SCHOOL STRATEGY AND PLANNING TO IMPROVE PERFORMANCE IN BASIC SKILLS AN EFFECTIVE PROCEDURE FOR MONITORING PLANNING AND ASSESSING IMPROVEMENT IN PERFORMANCE IN BASIC SKILLS BASIC SKILLS IMPROVEMENT PLANNING FOR PUPILS UNDERATTAINING AND/OR UNDERACHIEVING REGULAR REVIEW OF THE PROGRESS MADE BY PUPILS 	<p>ONGOING VT</p> <p>SPRING & SUMMER INSET X 2 VT</p> <p>SUMMER 2018 VT (see INSET above)</p> <p>SUMMER 2018 VT (see INSET above)</p> <p>ON GOING VT (see INSET above)</p> <p>SUMMER 2018 VT</p> <p>SPRING 2018 VT JH</p> <p>SUMMER 2018 VT JH</p> <p>SUMMER 2018 VT 1 X INSET</p> <p>SPRING 2018 MAL JH SC MB RA</p>	<p>Expectations of coverage and pace of progress in writing leads to above expectation performance of our pupils at expected and enhancing levels when compared to national comparisons.</p> <p>The Basic Skills QM is renewed recognising the outstanding provision for all pupils, effective assessment, engagement of all stakeholders and well</p>
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<p>UNDERATTAINING AND/OR UNDERACHIEVING IN BASIC SKILLS</p> <ul style="list-style-type: none"> ○ A COMMITMENT TO IMPROVING THE SKILLS OF ALL STAFF IN THE SCHOOL TO TEACH AND EXTEND BASIC SKILLS ○ THE USE OF A RANGE OF TEACHING APPROACHES AND LEARNING STYLES TO IMPROVE BASIC SKILLS ○ THE USE OF APPROPRIATE TEACHING AND LEARNING MATERIALS TO IMPROVE BASIC SKILLS ○ THE INVOLVEMENT OF PARENTS AND CARERS IN DEVELOPING THEIR CHILD'S BASIC SKILLS <p>Teachers must continue to recognise their own talent in taking responsibility for those children who have the potential to be secure and are however only developing.</p>		<p>conceived development planning.</p> <p>The BSQM also recognises the continued focus on the following:</p> <p>Teaching Assistants are organically part of the process of enhancing learning. They routinely push learning forward for those who are 'secure' enabling the teacher to teach those who are not. This will follow and involve immediate marking, effective response time, on the day response, catch up sessions all intended to plug gaps in learning as soon as possible.</p> <p>A programme of catch up lessons, booster groups, pre learning and reinforcement sessions successfully fill gaps.</p> <p>Pupils are not only aware of their targets relating to specific lessons and subjects, but also of their golden target which children will work on intensively over a short period of time in conjunction with home. Pupils on proving achievement will be able to award themselves a gold certificate: The Golden Mole.</p> <p>Children are confident and not stressed by failure. Pupils see that finding things to be difficult is a positive challenge and part of the process to overcoming difficulties and leads to greater understanding.</p> <p>Children understand that pride, neatness and accuracy are values to be expected in their work at all times and that these impact on achievement.</p> <p>PUPIL PREMIUM</p> <p>Pupil Premium children have a regularly updated personalised summary. This not only identifies the barriers to learning but every relevant gap in learning. The learning gaps and barriers are regularly discussed at the Pupil Progress Staff meetings and solutions are put in place.</p>
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		The gap between PP children and non PP children narrows and PP children achieve as well as their peers (noting additional factors such as send).
<p>Monitoring Strategy Through regular staff meetings see schedule. SMT ANALYSIS Pupil Progress Meetings SMT Book Scrutiny / Learning Walks</p>	<p>Evaluation Governor Footprints From Kathryn Ratcliffe Adrian Adamson Nicola Bailey SMT Reports Standards Report 2018</p>	



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2018
FOCUS: RAISING ACHIEVEMENT – CONTINUING TO EMBED MATHS MASTERY
GOVERNOR LINK: ADRIAN ADAMSON

KEY AREA FOR DEVELOPMENT CONTINUING TO RAISE ACHIEVEMENT – EMBEDDING MATHS MASTERY AS THE MAIN DRIVING FORCE FOR MEETING THE EXPECTATIONS OF THE MATHS CURRICULUM		Monitoring Responsibility RA MAL AT JH
TARGET Attainment for Y2 to Y6 is above National for attainment and progress at Expected and Above Expected Measures as measured by SATS and NFER scores		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
Areas for development <ul style="list-style-type: none"> • Look again at the team’s confidence in making assessments. Are the suppressed assessments associated with unnecessary objectives or are some elements of the curriculum simple not being covered? • Continued support for the development of the Mastery curriculum. ‘The Mastery Legacy’ <ul style="list-style-type: none"> • Essential: Continued support by the two MaST (Mathematics Specialist Teachers) at Molescroft for curriculum development and mastery pedagogy. <ul style="list-style-type: none"> ○ Create time for staff to seek support and be supported during the school day. An extension of the support offered last year by the mathematics co-ordinator to observe and/or teach with teachers across school. • Essential: ‘Mastery Legacy’ CPD in staff meetings. Continued support for the implementation of the curriculum and associated pedagogical changes. 	SUMMER 2018 1 x INSET RA Include in the Coaching Programme SPRING 2018 RA AT ALL YEAR: Create creative opportunities using HLTA Cover. AUTUMN 2018 2 x INSET RA	Staff are fully confident in the teaching and assessment of the Maths Mastery programme. The result is a highly effective programme of assessment for learning leading to above attainment and progress at all levels and year groups. Achievement in Maths is above National for Secure and Secure Plus for each year group.
Monitoring Strategy Through regular staff meetings see schedule. SMT ANALYSIS Pupil Progress Meetings SMT Book Scrutiny / Learning Walks	Evaluation Governor Footprints Adrian Adamson SMT Reports Standards Report 2018	

<ul style="list-style-type: none"> To continue to teach as much science as possible outdoors as the younger children have expressed their enjoyment in learning in this way. To include fun activities e.g. slime making as part of 'being a scientist' and developing scientific investigation skills. <p>KS2 SPECIFIC</p> <ul style="list-style-type: none"> Develop science week further to encourage more 'Working Scientifically'. Continue to develop how Science is being celebrated throughout the school. Further staff-meetings to consolidate progress in Science and discuss ways forward to promote 'Working Scientifically'. Consider links to business. Look at ASE challenges. STEM clubs for PP and GT Meetings with STEM co-ordinators to discuss progress and ways forward. Further staff meetings to ensure the subject has greater prominence in the school and children are learning through the 'Working Scientifically' aspect of the subject. (& KS1) 'Counterintuitive Science' science experiments to inspire – ASE book – give WOW factor. Introduce the 'Generating questions' spin board. (& KS1) <ul style="list-style-type: none"> Look at the new curriculum and see how hours are allocated – can some units gain hours by consolidating others? Stock-take the resources to ensure all classes have what is required. Purchase "It's not fair ... or is it" Look at ways of using other internet resources such as 'Explorify' and the 'BBC Terrific Scientific'. Look at ways to make STEM week more of an 'event' which motivates children and then extend this enthusiasm throughout the year. Maybe give the week a theme. Look at possible grants to fund STEM activities and training in the school. 	<p>BC In conjunction with meetings above</p> <p>BC In conjunction with meetings above</p> <p>CB</p> <p>CB</p> <p>SEE MEETINGS ABOVE</p> <p>CB BC</p> <p>CB BC KF</p> <p>SEE MEETINGS ABOVE</p> <p>CB BC SUMMER 2018 for a relaunch in AUTUMN 2018 (STAFF MEETING above)</p> <p>SPRING 2018 CB BC £500</p> <p>SEE MEETINGS ABOVE</p> <p>1X STAFF MEETING PRIOR TO STEM WEEK FEBRUARY 2018 CB/BC (part of the 6 above)</p> <p>SPRING MEETING CB BC MAL RJ INTO GRANTS</p> <p>Grants –</p> <ul style="list-style-type: none"> Royal Institute – up to £500 for STEM enrichment activities 	<p>Displays to be created in public areas of the school. Displays include 'Famous Scientists'.</p> <p>'What jobs do scientists do?' Examples given in 'Smart Pickings' book by Lynn Bianchi - £10</p> <p>Every classroom has a Science display.</p> <p>Vocabulary cards on display in classrooms relate to the topic being taught.</p> <p>Wide opportunities are available for pupils to engage in all aspects of Science, within the Curriculum and outside.</p> <p>PP children are particularly engaged in STEM activities as are G&T.</p>
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<ul style="list-style-type: none"> • Extending home/school links in Science through half termly challenges. • Encourage outside learning in Science. Playtime back-packs to promote free enquiry. • Support for pupil groups notably PP and GT. Consider a STEM club. Could be run by http://www.labrascals.co.uk/. £6 per child per session. Could run 5-10 weeks. Consider funding from PP, Enthuse and ASC. 	<p>stemdirectories.org.uk/grants</p> <ul style="list-style-type: none"> • IOP – up to £600 for projects or events linked to the teaching or promotion of physics and engineering. • The Royal Society – partnership grants – up to £3000 to enable children 5-8 to carry out STEM projects with a STEM professional • British Science Week grants – www.britishscienceweek.org/about-us/grants • Enthuse award. • ASE grants – linked to chemistry <p>CB BC MAL</p> <p>CB BC MAL APRIL 2018 SPRING TERM REVIEW CB/MAL WITH A VIEW TO A SUMMER TERM LAUNCH</p>	<p>Science is developed through the special half term projects, collecting data for use back in school. There is a raising of the profile of the subject with the parental body.</p>
<p>Monitoring Strategy Through regular staff meetings see schedule. SMT ANALYSIS SMT / COORDINATOR Book Scrutiny / Learning Walks</p>	<p>Evaluation Governor Footprints Alex Lazenby SMT Reports Standards Report 2018</p>	



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Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2018
FOCUS: ARTS MARK RENEWAL
GOVERNOR LINK: NICOLA BAILEY

KEY AREA FOR DEVELOPMENT ARTS MARK		Monitoring Responsibility HR SP PW
TARGET To successfully be reassessed as a Gold Standard Arts Mark School		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
ART <ul style="list-style-type: none"> • As part of the Arts Mark application, review the way in which we use our sketchbooks in order to help the children build up their own reference of skills learnt for future use. • Seek opportunities in the curriculum when we can have our upper KS2 children work with lower KS2/KS1 children to help develop skills. • Staff meeting to explain how children can be more involved in the process. • Review the curriculum in order to place an emphasis on the development of drawing and painting skills throughout the whole school. • Continuation of Arts Award Explore with children in the Gifted and Talented Art Club. • Implementing the new Arts Mark format across the school – introducing related targets to staff. • Submit completed evidence for assessment. 	SUMMER 2018 1 X INSET HR/SP HR/SP MEETING WITH Y5 TEAM SEE ABOVE MEETING SPRING 2018 HR / SP REPORT BACK AT MEETING ABOVE HR / SP AUTUMN 2018 HR / SP SUMMER 2018 HR / SP / PW	The Arts Mark Gold is reaccredited because of the further development of the arts across the school continues to inspire new creative responses to life, the world, the environment, events and the broader curriculum.
Monitoring Strategy The Arts Team report on progress directly to governor Nicola Bailey who reports through Governor Footprints to the Governing Body.	Evaluation The Submission is evaluated by the Arts Council Governor Footprints NB	

<ul style="list-style-type: none"> • Year 4 security FLiC 68% (Y2 SAT 79%) • Year 5 security FLiC 75% (Y2 SAT 88%) • Year 5 security NFER 75% (Y2 SAT 88%) • Year 5 enhancing FLiC 22% (Y2 SAT 73%) <p>Reading</p> <ul style="list-style-type: none"> • Year 5 enhancing NFER 48% (Y2 SAT 70%) • Year 5 enhancing FLiC 33% (Y2 SAT 70%) <p>Writing</p> <ul style="list-style-type: none"> • Year 5 enhancing FLiC 20% (Y2 SAT 53%) • Staff in Y5 and Y4 to revisit the Data Tracker to recognise the levels the children achieved at KS1 and to look closely at the Y6 targets so that expectations are consistently high. <p>GENERAL</p> <ul style="list-style-type: none"> • All staff are reminded to have a clear understanding of the Y2 (Y1 & Y2 classes) and of the Y6 (Y3, Y4, Y5 and Y6 classes) targets for each individual. These ensure that progress is not an issue for the school. • Key Stage leaders to take staff back to the medium term plans to reiterate the actual requirements of the curriculum units and their expectations for assessment. 	<p>TO BE INCLUDED IN TERMLY KEY STAGE MEETINGS AT JH</p> <p>TO BE INCLUDED IN TERMLY KEY STAGE MEETINGS AT JH</p>	<p>An audit of short term planning matched to medium term plans and assessment data clearly shows that the appropriate objectives are being addressed, particularly in Science and Foundation Subjects.</p>
<p>Monitoring Strategy Through regular staff meetings see schedule. SMT ANALYSIS SMT Book Scrutiny / Learning Walks REPORT TO GOVERNORS: Curriculum Committee</p>	<p>Evaluation Governor Footprints Helen Ross SMT Reports Standards Report 2018</p>	



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FOCUS: REVIEW OF THE TEACHING UNITS IN HISTORY and GEOGRAPHY (R.E)
To ensure subject objectives are explicitly clear in units
Review the FLiC Assessment objectives in RE and HISTORY
REVIEW COMPUTING PLANS Y1 to Y4

HISTORY
GOVERNOR LINK: HELEN ROSS
GEOGRAPHY
HELEN ROSS
R.E
GOVERNOR LINK: PAT BECKLEY
COMPUTING
GOVERNOR LINK: IAN BLANCHARD

KEY AREA FOR DEVELOPMENT REFINING PRACTICE AND EFFECTIVENESS IN ELEMENTS OF LISTED SUBJECTS		Monitoring Responsibility SUBJECT COORDINATORS as per subject
TARGET Fill gaps in provision as highlighted by the Standards Report 2017		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
HISTORY <ul style="list-style-type: none"> History planning format – Potentially create a new planning format or just advise on what history planning should include which is a balance of a skill and knowledge-based curriculum. Promoting children to think about the how and why as appose to purely the when and what. Staff meeting time to look again at effective history teaching and draw teachers’ attention back to the history skills. 	SPRING 2018 BR SUMMER 2018	Work in History demonstrates that Historical Skills are the bedrock of the History Curriculum and the work demonstrates a clear range of abilities in the class.

<ul style="list-style-type: none"> • FLiC objectives – reassess FLiC objectives to potentially mirror the history skills section of the curriculum. • History objectives: Based on a learning walk following the work completed on Hull History Day and some previous history work, there are concerns concerning historical skills still being overlooked. History objectives on FLiC should be more skill-based to allow for simple assessment against each skill area. • Enhancing levels: Enhancing levels are still very low in Year 1-3 showing staff perhaps do not have an understanding of what enhancing means in history. Skills-based objectives and planning will allow teachers to assess enhancing with greater confidence. <p>GEOGRAPHY</p> <ul style="list-style-type: none"> • Planning for more able/gifted and talented children to increase the number of children reading an enhancing level. • Location Knowledge/Place Knowledge security must increase and the percentage of objectives FLiCed must increase, therefore during the International Fortnight Miss Johns and Mr. Williams plan on leading a Geography Experience focusing on the location and place knowledge • Revisit year group allocation of learning objectives to make all the learning objectives achievable within the year. <p>COMPUTING</p> <ul style="list-style-type: none"> • Further develop the Coding curriculum by introducing Swift Playgrounds - text coding. • Look at assessment in PPA times – are these judgments moderated and supported by teachers? <p>RE</p> <ul style="list-style-type: none"> • Ensure that all staff are FLiC'ing the relevant objectives within the curriculum. • Revisit year group allocation of learning objectives to make the learning objectives achievable within the year. 	<p>SPRING 2018</p> <p>SUMMER 2018 1 x INSET BR</p> <p>MEETING AS ABOVE</p> <p>SUMMER 1 x INSET EJ/JW reflecting on the below</p> <p>SPRING 2018 JW/EJ</p> <p>SPRING 2018 JW/EJ</p> <p>AUTUMN 2018 1 x INSET MB</p> <p>SPRING 2018 MB</p> <p>SPRING 2018 EJ/JW</p> <p>SPRING 2018 EJ/JW</p>	<p>Work in Geography demonstrates that Geographical Skills are the bedrock of the Geographical Curriculum and the work demonstrates a clear range of abilities in the class.</p> <p>Staff are able to teach the relevant sections of the Coding Curriculum with confidence. 85% pupils are at least secure in Coding by the time they leave Y6.</p> <p>RE objectives for assessment are checked and correct.</p>
<p>Monitoring Strategy SUBJECT SEFS/ STANDARDS REPORT COORDINATOR LEARNING WALKS</p>	<p>Evaluation Standards Report Governor Footprints: Ian Blanchard, Helen Ross, Pat Beckley</p>	

FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2018
FOCUS: TEACHING SCHOOL

GOVERNOR LINK: FINANCE COMMITTEE CHAIR: KAREN TOWSE

KEY AREA FOR DEVELOPMENT TEACHING SCHOOL		Monitoring Responsibility AT MAL
<ul style="list-style-type: none"> Ensure future Financial Security and sustainability of the Teaching School 		
TARGET To continue to develop systems which ease the process of providing System Leadership and to capitalise on resources in the Alliance and the Riding Forward School Partnership Team. To launch new initiatives to ensure the financial security of the TSA.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<p>To fully implement the Riding Forward TSA Action Plan (separate) acknowledging the particular factors which relate to the staff of this school.</p> <p>To maintain the capacity and ethos to manage and develop a Teaching School Partnership from Molescroft Primary School whilst not impacting negatively in any way on the lives, education and progress of the children, staff and parents of the school.</p> <p>To review the financial situation with the renewed pressure caused by the LA deciding not to use Associate Advisors, the reduction in School Direct Places and the financial constraints on schools leading to a reduction in application for training places.</p> <ul style="list-style-type: none"> New CPD opportunities using SLEs and our staff notably in Foundation Subjects Reapply for SCITT NQT programmes ERSIP school to school support plans FLiC development and marketing GPS Slides New Leadership Development Programme 	<p>AT WHOLE YEAR</p> <p>AT MAL WHOLE YEAR</p> <p>AT MAL WHOLE YEAR BUT A RENEWED FOCUS IN THE SPRING 2018 WITH AN OFFSITE CONFERENCE</p>	<p>Riding Forward TSA maintains a balanced budget year on year and is projected to maintain this without there being any drain on the Molescroft Primary School Budget.</p> <p>The balanced budget is achieved is also achieved through the provision of excellent support and training across the alliance, which is popular and highly Valued.</p>

<ul style="list-style-type: none"> • New Exceptional Teaching and TA Courses • Seek funding from SSIF for County Support Projects • Governing Body Reviews <p>To ensure the TA meet the new essential KPIs for Teaching schools SEE BELOW:</p>	<p>AT WHOLE SCHOOL</p>	<p>Riding Forward is recognised for the effective way it supports schools to good from R.I and from Good to Outstanding.</p>
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What is expected of teaching schools?

In order to ensure a self-improving, school-led system, teaching schools are required to operate by the following principles:

Effective Delivery Each teaching school alliance effectively delivers across all three areas of core activity:

- ITT;
- CPD & leadership development (CPLD);
- school-to-school support.

KPIs set out the minimum requirements for a teaching school alliance to achieve.

Accountability In order to ensure credibility and high impact of all teaching schools, they must adhere to requirements set by NCTL and co-operate with necessary reporting processes.

System leadership and engagement Teaching schools build an effective alliance of schools, and work strategically with other schools and providers within their regional and sub-regional networks to ensure every school can engage in school-led improvement.

Continuous Improvement Each teaching school is required to pursue continuous improvement supported by the peer review process in order to develop and achieve/sustain maturity of provision.

Role of teaching schools:

Teaching schools have an important role to play in a school-led system and school improvement. Teaching schools are centres of excellence, taking a focused role that prioritises:

- co-ordinating and delivering high quality school-based ITT
- providing high quality school-to-school support to spread excellent practice, particularly to schools that need it most
- providing evidence-based professional and leadership development for teachers and leaders across their network

School-led Initial teacher training (ITT)

Teaching schools are expected to provide school-led ITT through School Direct (as a lead or partner); by running a SCITT or by offering placements working in partnership with a SCITT and achieve positive impact on trainee outcomes. In addition, drive improvement externally by ensuring newly qualified teachers are recruited to schools in areas of need.

Continuing Professional Development and Leadership Development (CPLD) Teaching schools are expected to ensure participants are engaging in a range of evidence-based CPLD which:

- focuses on improving and evaluating pupil outcomes;
- is underpinned by robust evidence and expertise;
- includes collaboration and expert challenge;
- be sustained over time; and
- be prioritised by school leadership.

School to school support (StSS) Teaching schools are expected to diagnose and provide high quality support to schools in need, by quickly matching supply and demand including identification of individuals with appropriate skills to provide high quality support. Visit the Teaching school webpages at gov.uk for further information about the role of teaching schools.

Key performance indicators:

Teaching schools are required to go through a robust and rigorous assessment process at point of designation to ensure each newly designated teaching school has sufficient track record in delivery of initial teacher training (ITT), continuing professional and leadership development (CPLD) and school-to-school support (StSS). To evaluate impact and retain credibility of the programme, NCTL will continue to monitor delivery across these core areas at both a national level and individual alliance level, throughout the designation period. In addition, we will continue to review the ongoing eligibility of teaching schools through the review of designation process.

1 Key Performance Indicator

School-led Initial teacher training (ITT)

- 1.1. At least 15 teachers trained per year
- 1.2. Percentage of trainee teachers who have secured a teaching post within 6 months is at or above national averages

Continuing Professional Development and Leadership Development (CPLD)

- 2.1. At least 50 evidence based CPLD4 days delivered per academic year
- 2.2. At least 90% of participants believe5 that the CPLD activity they attended has or will help improve practice in their school and agree that the benefits of the CPD activity outweighed any short term impact on workload

School to school support (StSS)

- 3.1. Provide at least 30 days of deployment6 per academic year, to schools identified as in need of support7
- 3.2. At least 90% of support provided is rated as good or better by the supported school.

KPI footnotes/definitions:

1 A teaching school alliance (TSA) is defined as a group of schools and other partners, who actively engage in collaborative improvement of the school system, led by 1 or more teaching school. Teaching schools report on the activity of those schools and organisations that actively contribute to the ongoing delivery of their alliance.

2 Teaching school alliances are monitored on the number of teachers trained per year through school-led training routes only. Teaching School alliances also work in partnership with higher education institute(s) (HEI) to offer placements. However, teaching schools will not be monitored on the scale of delivery for this route.

3 The national average for school-led trainees is subject to change annually. The national average relative to the year the teaching school alliance is reporting on is applied.

4 Teaching school alliances are monitored for the number of evidence-based CPLD days delivered including HEI research driven CPLD. CPLD provision is the means by which professionals maintain, improve and broaden their knowledge and skills through activity, which is intended to be of direct benefit to the individual, or school and aim to improve the quality of outcomes of children and young people. For teaching school alliances, this includes working in collaboration with other schools, and with other partners, in the planning, design, development, delivery and evaluation of CPLD provision. NCTL will also collect quantitative data through 'the hub', about the number of CPLD participants reached annually.

5 Satisfaction rates for CPLD activity will be defined in the satisfaction template provided by NCTL. Alliances are required to collect ratings based on these definitions.

6 School to school support deployment is defined as bespoke support packages for schools in need that lead to positive impact with measurable outcomes. Teaching schools designated to support cold

spot areas will be measured against KPIs for school-to-school support activity within cold spot areas only.

7 Schools in need are defined as either schools, who meet the Strategic School Improvement Fund eligibility criteria and/or those that are graded 'Requires Improvement' by Ofsted and are located in challenging areas of the country. The latter would be defined as 'Category 5 & 6' Areas' (this is a group of Local Authority Districts defined in 2016 as having low standards and limited capacity for school-led improvement)

Monitoring Strategy The Core Group Minutes to Governing Body Finance & Personnel Committee	Evaluation Reports to Governors
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Molescroft Primary School
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**FOCUS: INVESTMENT IN THE FURTHER DEVELOPMENT OF SUPPORT STAFF IN THE FOUNDATION YEAR
INVESTMENT IN SMALL WORLD EQUIPMENT AND THE MAINTENANCE OF THE LEARNING ENVIRONMENT IN THE**

CENTRE POINT ROOM

GOVERNOR LINK: PAT BECKLEY

KEY AREA FOR DEVELOPMENT MAINTAINING OUTSTANDING IN THE FOUNDATION YEAR		Monitoring Responsibility RA KF JH
TARGET Ensuring that the provision in the FY continues to develop and maintains its traditions of innovation.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> As always, provision areas become over used and the toys, particularly the outdoor construction toys. These are suffering from repeated use and the weather. Plastic toys degrade in the sun, wooden equipment begins to rot...we are attending further training with YPO this autumn term so the voucher could be used to offset some of this cost. Training is critical so that Molescroft remains an outstanding setting. With the heavy expectations placed upon our teaching assistants we must ensure that they are part of the training cycle as well. Either in house or with our partner schools in the Teaching School Alliance. 	£500 APRIL 2018 RA 1 TRAINING DAY FOR ALL SUPPORT STAFF IN FY PER TERM. Content decided by RA / KF £900 COVER COSTS	All members of the team are able to work in all aspects of the delivery and share the knowledge and understanding of the development of the young child and instinctively know how to lead learning. The team have all the resources they require to achieve this. The learning environments are always maintained at the highest standard.
Through regular staff meetings see schedule. SMT ANALYSIS SMT Book Scrutiny / Learning Walks	Evaluation Standards Report Governor Footprints: Pat Beckley	



FOCUS: TO FURTHER DEVELOP PERSONAL DEVELOPMENT OF TEACHERS THROUGH THE COACHING MODEL

GOVERNOR LINK: CURRICULUM COMMITTEE CHAIR: ADE ADAMSON

KEY AREA FOR DEVELOPMENT COACHING MODEL TO FURTHER DEVELOP PROFESSIONAL SKILLS DEVELOPMENT		Monitoring Responsibility AT
TARGET The programme of investing in the development of the staff and sharing of outstanding practice is maintained.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> The 2018 coaching programme is to enable teachers to focus on an area of their practice that they wish to develop. Lessons to be jointly <i>designed and taught</i> by the teacher and partner teacher, focussing closely on chosen relevant issues aimed at developing practice. Teachers can also nominate potential colleagues they would wish to work with. Areas selected however should match personal targets and or the priorities of the School Improvement Plan or from their Subject SEF. In addition to establish a programme whereby over the year each teacher has the opportunity to experience a tour of the school to see and feel the progression of expectation and achievement. 	AT SPRING INSET AND SUMMER TRAINING DAY AT & UPS TEACHERS £500 supply costs	Teachers continue to enhance their practice and Lesson Observations / Learning Walks continue to reflect the majority of teaching and learning is maintained at an Outstanding Level and never less than good.
Monitoring Strategy Family Teams led by UPS teachers		Evaluation Report by AT to the Curriculum Committee

HEALTH, SPORT, FITNESS and WELL-BEING



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FOCUS: REVIEW OF THE ALLOCATION OF SPORTS PREMIUM FUNDING

GOVERNOR LINK: KAREN TOWSE

KEY AREA FOR DEVELOPMENT MAKING THE MOST OF THE OPPORTUNITIES PROVIDED BY THE SPORTS PREMIUM		Monitoring Responsibility MW KF
TARGET Spending of the Sports Premium continues to meet requirements and enhances the immense sport and P.E provision in school in Curriculum and through extra curricula opportunities.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> • Ensure participation levels are kept high to ensure we maintain the GOLD standard again. • Involve children in leadership training. • Be aware of and develop ideas for 30 Active minutes per day and also the new elements of the Sports Mark- personal competition. Establish the strategy for “Random Acts of Physical Activity” RAPA MOLES! • Coordinators to attend events offered by Sports Partnership. • • Intro “Bleep Test” and another event for Personal Competition aspect of Sports Mark. • Conduct a full review of the spending and provision offered by new Sugar Tax funding feeding into the Sports Premium money. • Establish a spreadsheet of all PHYSICAL ACTIVITY planned for and also available for each year group. • Engage Y3 in the Lunchtime Physical Activity schedule • 	<p>KF/MW TO MONITOR</p> <p>MW TO ORGANISE IN SUMMER 2018 JANUARY 2018 MEETING MW/KF/MAL</p> <p>ONGOING</p> <p>SPRING 2018</p> <p>JANUARY 2018 MEETING MAL/KF/MW</p> <p>JANUARY 2018 MW/KF</p> <p>JANUARY 2018 KF</p>	<p>All children benefit from the enhanced provision provided at the school. This includes the 30 minute a day target.</p> <p>The fitness programme is enhanced by further innovation.</p> <p>£20 200 IS ALLOCATED AND ACCOUNTED FOR 7/12 IN THIS FINANCIAL YEAR 5/12 IN APRIL to AUGUST</p>
Monitoring Strategy MW / KF: SEF Standards Report	Evaluation Governor Footprint from Pat Beckley Standards Report 2017	



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FOCUS: MODESHIFT
GOVERNOR LINK: RICHARD WEST

KEY AREA FOR DEVELOPMENT <ul style="list-style-type: none"> TRAVEL PLAN promoting safe cycling 		Monitoring Responsibility SG
TARGET Achieve and maintain the Gold Level for the Modeshift NATIONAL SCHOOL TRAVEL AWARDS		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
TRAVEL PLAN ACTIONS 2018 <ul style="list-style-type: none"> To finalise all the evidence to demonstrate that the school has met the requirements for the GOLD standard of Modeshift NATIONAL SCHOOL TRAVEL AWARDS. 	EXPECTED TO BE IN SPRING 2018 SG	Children continue to walk, cycle and scoot to school in increasing numbers. Parking issues outside the school continue to improve. The school therefore meets the criteria for being the GOLD standard of the Modeshift Awards.
Monitoring Strategy Travel Plan Report to Safeguarding Committee		Evaluation Achievement of Gold Standard

**SAFEGUARDING:
PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT**



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2018
FOCUS: SAFEGUARDING:

REVIEW SAFEGUARDING POLICIES and the EMERGENCY PLAN
GOVERNOR LINK: SAFEGUARDING, HEALTH & SAFETY AND PREMISES COMMITTEE CHAIR: RICHARD WEST
REVIEW OF BEHAVIOUR POLICIES AND EQUAL OPPORTUNITIES
GOVERNOR LINK: BRIAN STILLINGS

KEY AREA FOR DEVELOPMENT REVIEW OF SAFEGUARDING POLICIES		Monitoring Responsibility RJ RW (Governor)
TARGET TO MAINTAIN COMPLIANCE and SECURITY in all aspects of SAFEGUARDING		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
HEALTH AND SAFETY		
Complete three-year review of all Safeguarding Policies	SUMMER 2018 MAL MB RJ	The school maintains full compliance with all safeguarding requirements. Everyone maintains their full knowledge and understanding of all Safeguarding Practices. It is second nature and everyone maintains their role in taking all aspects of safeguarding extremely seriously.
Keeping Children Safe in Education Sep 2016	MB	
Keeping Children Safe in Education (Part 1) Sep 2016	MB	
Child Protection and Safeguarding Policy	MB	
Child Protection and Safeguarding – Staff Guidance	MB	
Acceptable Use Policies	MB	
Code of Conduct	MB	
E Safety Policy	MB	
Good Behaviour Policy	MAL	
Looked After Children Policy	MB	
Molescroft Publication Scheme	MAL	
Initial Allegation Management	MB	
Inspecting Safeguarding in Early Years, Education and Skills Settings	MB	
Overarching Safeguarding Policy	MB	
Prevent Duty Guidance	MB	
PREVENT Flowchart	MB	
Safeguarding Children and Young People and Young	MB	

<p> Vulnerable Adults Policy Safeguarding – Whistleblowing Staff Email Use Policy (LA Adopted) Recruitment and Selection Policy Sex and Relationships Education Supporting Pupils with Medical Needs Visitors to School Policy Volunteer Helpers Policy Working Together to Safeguard Children 2015 What to do if you're worried a child is being abused Young Person's Guide to Working Together to Safeguard Children </p> <p>SPECIFICALLY RELATED TO GOOD BEHAVIOUR POLICY REVIEW:</p> <ul style="list-style-type: none"> • Complete three year review of the effectiveness of the key rules with all pupils • KEY STAGE COORDINATORS to work closely with teachers TAs and lunchtime staff to reinforce expectations of engagement with the children, methods of patrol, prevention and anticipation, activities and use of props, games and initiative. <p>SPECIFICALLY RELATED TO EQUAL OPPORTUNITIES</p> <ul style="list-style-type: none"> • A review of Equal Opportunities is discussed with the Pupil Council • A debate is opened at the DIEDRE & BAHLOW committees to discuss the pupils' ideas and to review how our procedures actively promote equal opportunities. • An explanation of procedure is explained to parents/carers <p>SSSA SPECIFIC ACTIONS FROM THE ACTION PLAN</p> <ul style="list-style-type: none"> • Designated safeguarding Governor to put in a Footprint once a term having met with Matthew. • KCSIe part 2 to be handed out annually to all staff and staff to sign a sheet indicating they have received it and understand their responsibility to read it and seek clarification if they do not understand any of it. • Invite parents to look at the Safeguarding Policy Once a year and make comments. 	<p> MB MB MB MAL SG RJ MAL MAL MB MB MB </p> <p>SUMMER TERM 2018 PLUS 1 x INSET</p> <p>SPRING & SUMMER 2018 AT JH</p>	<p>The children renew their commitment to the reviewed Key Rules.</p> <p>Parents are reminded of how the behaviour and anti-bullying policies work.</p> <p>The incidence of unacceptable behaviour remains extremely low.</p> <p>Lunchtimes on the playgrounds are enhanced by:</p> <ul style="list-style-type: none"> • Greater engagement by lunchtime supervisors. • A great range and variety of activities and motivation for the pupils. <p>Pupils, Staff and Parents are confident in how we ensure Equal Opportunities and this is reflected in Stakeholder surveys.</p> <p>The ERSCB has a statutory responsibility to ensure that all schools and other settings within the East Riding have effective safeguarding arrangements in place and schools have the same responsibility to work with the ERSCB in this process. The SSSA is designed to achieve that but at the same time be useful to schools as an audit tool and evidence base of the safeguarding work of schools which is not</p>
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<ul style="list-style-type: none"> • Put a footer on the website inviting comments from parents on any or all policies. • Annual Conversation in 3 year Actions plan relating to Prevent. • Book an annual e-safety update training session – Ade Adamson for teachers. • Put on the Website as a footer “Where extended school activities are provided and managed by the school, our own Child Protection and Safeguarding policy and procedures and Code of Conduct will apply.” • Need all the child protection info etc. for Brownies, Ballet and all organisations using the Parish Centre <ul style="list-style-type: none"> ○ Ask East Riding for the list of requirements for Hall users to check we are compliant. • Add Lock Down Measures into the Emergency Plan. e.g a threat from outside e.g a swarm of bees or chemical link. • Consider using the ONLINE CHILD PROTECTION MONITORING – CPMS • Parents are also made aware ANNUALLY that the Child Protection & Safeguarding policy is available from the school or on the school website. 		<p>recognised as much as it should be.</p> <p>Following the completion of the Audit and the requirements on the Actions List, the school will be fulfilling everything possible to ensure the greatest safety and security for our pupils.</p>
<p>Monitoring Strategy Health & Safety & Premises Committee DIEDRE committee BAHLOW committee</p>	<p>Evaluation Governor Minutes Committee Minutes Stakeholder Surveys / Standards Report Governor Footprints: Richard West</p>	



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- **FOCUS: NEW Ensuring the school is fully compliant with the new Data Protection and General Data Protection Regulation May 25th 2018**

GOVERNOR LINK: ADE ADAMSON CHAIR OF GOVERNORS

KEY AREA FOR DEVELOPMENT ENSURING THE SCHOOL HAS ALL THE PROTECTIONS IN PLACE TO ENSURE THAT EVERYONE UNDERSTANDS THEIR ROLE IN DATA PROTECTION AND THAT THE SYSTEMS IN SCHOOL ENSURE FULL COMPLIANCE.		Monitoring Responsibility MAL MB RJ
TARGET Fully ready for 25 th May 2018		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> • Complete the Preparing for GDPR Tracker Sheet • Create an inventory of the Data we hold. • Appoint Data Controller • Appoint Data Processor • Appoint Data Protection Officer i.e LA as our expert • Train all staff on what constitutes data and how it must be protected. • Complete E Learning Package for all staff who have data access. (LA March 2018) • Understand the principles of consent • Reduce the data storage to a minimum • Design Privacy Notices • Establish the processes of data processing and handling • Produce Data Protection Policy based on the LA Template (due March 2018) • Set up new safeguards re email / memory sticks / Google Drive / the Cloud / lap tops / passwords / encryption / security • Check the security of contractors who handle our data. • Apply all regulations and security to FLiC 	MAL RJ MAL RJ MAL MAL MAL MAL MAL MAL MAL MAL RJ MAL MB RJ MAL RJ MAL RJ MAL MB RJ MAL RJ MAL AT MB Steve Porter	All data is fully secure All staff fully understand their responsibilities and the seriousness of breaches FLiC Is fully compliant
Monitoring Strategy MAL: Report to Governors	Evaluation Head Teacher Report to Governors	

**CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY,
& SUSTAINABILITY**



Molescroft Primary School
Everybody Cares, Everybody Learns, Everybody Matters
School Improvement Plan 2018
FOCUS: ECO SCHOOL
GOVERNOR LINK: RICHARD WEST

KEY AREA FOR DEVELOPMENT RENEWAL OF THE ECO SCHOOL Green Flag Award		Monitoring Responsibility SHu
TARGET To renew the Eco School Green Flag Status		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
MAINTAINING THE ECO SCHOOL GREEN FLAG Global Perspective – Fair Trade: LEADER / LINDA HEMPHILL <ul style="list-style-type: none"> • Weekly stall - accounts /stock/set up and cash up • Annual presentation to class groups – PP prepared and knowledge passed on to Steering Group (to run over 14 weeks) • Fair Trade fortnight – organise activities (penalty shootout/big brew on the playground/afternoon tea and quiz/ decorate a fair trade bun) • Fair Trade Assembly – prepare and deliver • Hot chocolate Fridays – buy stock and organise • Member of Beverley Fair Trade Group Litter: LEADERS / DAVE PLATTEN & MICHAEL LONCASTER <ul style="list-style-type: none"> • General condition of school ground i.e. fencing/gates in wildlife area • General litter awareness activities (POD) (in RWC AFTERNOONS) Waste: LEADER / THE GREEN TEAM under Suzie’s direction <ul style="list-style-type: none"> • Waste assembly followed by weighing food waste generated in the dining hall over a five-day period – feed back findings to Green Team/Management • Regular audit plus weighing of classroom waste paper bins – reuse where possible (wet playtime or notepads) Children to collate information and present as a graph to feed back to school and to go on Eco Board. 		
	LH ONGOING LH SPRING 2018 LH SPRING 2018 LH ONGOING ONGOING – H&S CHECK EACH TERM KI DK DG ONGOING SHu SUMMER SHu ON GOING	Green Flag Status has been renewed 2017 The Eco – Sustainability agenda is maintained symbiotically with the life of the school.

<ul style="list-style-type: none"> • Compost bins – MORE TO BE PROVIDED • <i>Compost dug into school garden – Big Weed</i> <p>Energy: LEADER / THE GREEN TEAM under Suzie’s direction and Dave’s provision of data</p> <ul style="list-style-type: none"> • Collate information of energy used and generated • Appoint a Solar Panel monitor (Theo Smith) • Analyse information with children and format into graphs – display graphs <p>Transport: LEADERS / MICHAEL LONCASTER & SARAH GRAINGER</p> <ul style="list-style-type: none"> • Travel Plan • Bikeability • Cycling Champions • Road Safety Officers • Scoot the Route • Pedestrian Skills <p>Healthy Living: LEADER /SARAH GRAINGER</p> <ul style="list-style-type: none"> • HEALTH WEEK AND AGENDAS THROUGH THE YEAR <p>Water: LEADERS / THE REALLY WILD TEAM</p> <ul style="list-style-type: none"> • Collate information of water used from water butts • Analyse information with children and format into graphs – display graphs <p>School Grounds: LEADERS / THE REALLY WILD TEAM</p> <ul style="list-style-type: none"> • Maintain conservation area and vegetable garden • School planters – front of school window boxes • Planting up Easter Garden – distribute /organise and plant up 200 plants! • Empty and monitor compost bins • Friends Garden - general maintenance (esp. weeding!) • WEEDING! vegetable. Big Weed with Volunteers twice a year. • Biodiversity: LEADERS / THE REALLY WILD TEAM • Outdoor activities – pond life/habitats/bug hotel <p>POD Activities: LEADERS / THE REALLY WILD TEAM Organise activities from the nine topics, photos taken - these then have to be uploaded and blogged. Children encouraged to blog on the site</p> <p>Fair Trade Team Meetings: LEADER / LINDA HEMPHILL Every six weeks Organise meetings and minutes and organise follow up work that needs to be done</p> <p>PPA Afternoons: LEADERS / THE REALLY WILD TEAM</p>	<p>SHu ON GOING DP SHu ON GOING DP ONGOING</p> <p>DP SHu ONGOING SHu ONGOING SHu DK DG KI ONGOING</p> <p>ONGOING SG</p> <p>EVERY AUTUMN SG</p> <p>SHu ONGOING</p> <p>SHu DK DG KI ONGOING</p> <p>MAL DK KI DG SPRING AUTUMN</p> <p>SHu DK KI DG ONGOING</p> <p>SHu DK KI DG ONGOING</p> <p>LH ONGOING</p> <p>SHu DK KI DG ONGOING</p>	
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<p>Organise FS – Y6 420 children on a rota basis! Plan indoor and outdoor lessons in case of poor weather Use the Tony Knight Centre as a base. Purchase and source resources (Garden Centres/Supermarkets and freebies!)</p> <p>RSPB – Big Bird Watch – organise audit any birds that come into the grounds – submit results on-line to RSPB: LEADERS /THE REALLY WILD TEAM</p> <p>Vegetable Plot – LEADERS / THE REALLY WILD TEAM (note FY, Y1 & Y2 have their own plots)</p> <p>Purchase plants/seeds/compost and source resources Keeping greenhouse organised and tidy</p> <p>Yorkshire in Bloom: LEADERS / MICHAEL LONCASTER & LINDA HEMPHILL</p> <p>Be available to support staff with planters as required On Line application Get area ready for inspection! Meet and greet judges Prepare slide show and brief children on what is expected during the day</p> <p>Photo Competition: LEADER / SUZIE HULSE</p> <p>Collect photos, sort and organise prizes – send thank you email to all parents/children Upload photos to the blog organise photos for presentation in assembly</p> <p>Holidays May to September: LEADER / DAVE PLATTEN</p> <p>Water plants window boxes/planters/vegetable garden</p> <p>Green Mole Page: COLLATOR OF IDEAS / SUZIE HULSE. PUBLISHER / MICHAEL LONCASTER</p> <p>Submit ideas and photos to Suzie / Michael</p> <p>Morrison’s Lets Grow: LEADERS / FOMS</p> <p>Collect, count vouchers, order and distribute gardening tools and seeds</p> <p>ECO Board: LEADER / SUZIE HULSE</p> <p>To be regularly updated and ‘refreshed’</p> <p>NOTE THE REALLY WILD TEAM is Kirsty Iveson, Debra Goff and Detta Kilford</p>	<p>DK KI DG SPRING</p> <p>SHu DK KI DG SUMMER AUTUMN</p> <p>MAL LH SUMMER</p> <p>SHu AUTUMN</p> <p>DP SUMMER 2</p> <p>SHu MAL ONGOING</p> <p>FOMS ONGOING</p> <p>SHu ONGOING</p>	
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<p>Monitoring Strategy D.E.I.D.R.E And Minutes to the Governing Body</p>	<p>Evaluation D.I.E.D.R.E</p>
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		<p>families to engage in. These will be guided by passports, which ensure there was something for everyone from The Northern Lights to Reindeer. Catering will be provided by the school cooks and provided for all. Families will have the opportunity to visit a Norse Installation of sound and music in the hall with giant sculptures made by Y6 (which feature in the opening event) in the hall throughout the evening. It will be the nearest experience to Nordic Lands, possible without actually being there. There will be a Nordic meal to mark the end of the festival.</p> <p>There will be a giant Suomi Tipi on the field in which children will be able to work.</p> <p>Children will enjoy dance, art, language, food, cultural and musical workshops with a specific Geographical workshop provided by our Geography coordinators.</p> <p>Molescroft continues to be recognised as a leader in INTERNATIONALISM.</p>
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<p>Monitoring Strategy D.E.I.D.R.E And Minutes to the Governing Body</p>	<p>Evaluation Evidence and evaluation will be available through reports to D.I.E.D.R.E</p>
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SCHOOL INSET PROGRAMME 2017

SPRING: 10 THURSDAYS

Safeguarding/Security/Health & Safety / Data Protection	
Annual New Year Re Induction Quiz	¼ TRAINING DAY
Coaching Programme	¼ TRAINING DAY
Pupil Progress BOC Mid Attainers PP	1
DIEDRE BAHLOW	1
Consultation Evening	1
Data Protection	1
New Recommendations in Writing & Reading Terminology	1
Science	1
FliC Assessment	1
Key Stage Meetings	1
International Evening	1
<i>Appraisal Reviews (April)</i>	1
Mid Year Pupil Review (Disaggregated ½ TD July)	

SUMMER: 14 TUESDAYS

Science	½ TD
<i>Appraisal Reviews (April)</i>	1
Appraisal Reviews (July)	1
Pupil Progress BOC Mid Attainers PP	2
DIEDRE BAHLOW	1
New Recommendations in Writing	1
Writing Moderation	1
Coaching Programme	1
Science	1
Arts Mark APRIL STAFF MEETING	1
FliC Assessment & Maths Assessment	1
Key Stage Meetings	1
History	1
Geography	1
Residential Week	1

AUTUMN: 15 WEDNESDAYS

Business – Year ahead	½ TD
FliC Assessment & Maths Assessment	½ TD
Pupil Progress BOC Mid Attainers PP	2
DIEDRE BAHLOW	1
CONSULTATION EVENING	1
Maths Mastery Legacy	2
Science	2

Key Stage Meetings	1
New Faith	1
Business – Year ahead	1
Towards the new SIP SUBJECT SEFS	1
Writing Moderation	1
Computing	1

BUDGET IMPLICATIONS

International Week	£ 3 000 + £2 000 pc
Reading Champions	£ 200
Learning Communities	£ 500
Enterprise Day	£ 1 000
FY Equipment	£ 500
FY Training Programme	£ 900
Guided Reading Books	£ 2 000
Science Sacks for Playgrounds	£ 500
iPads	£ 18 000 Loan

FRIENDS ASSOCIATION BIDS 2017

Y1 COURTYARD	£ 1 500
FY CARPET	£ 1 000
iPads	£ 18 000

CAPITAL DEVELOPMENTS

FUTURE

KS1 Adventure Playground	£20 000
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COMPLETED ACTIONS OF 2017

ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS

FOCUS: BRIDGING THE LEARNING GAP including some Curriculum practice and Scheduling reviews and REVIEW OF THE IMPACT OF TEACHING ASSISTANTS AND INTERVENTIONS
Incorporating 20 ideas for 20% Gain

Regarding:
Pupil Premium Children
GOVERNOR LINK: KATHRYN RATCLIFFE

Regarding:
SEN and PRIOR LOWER ATTAINERS
GOVERNOR LINK: NICOLA BAILEY

Regarding:
ENGLISH
GOVERNOR LINK: KATHRYN RATCLIFFE

Regarding:
MATHS
GOVERNOR LINK: ADRIAN ADAMSON

20 Ideas for 20% Gain

The following ideas were fully enacted:

- IDEA 1: Maths Mastery using the Maths No Problem Singapore Maths Scheme
- IDEA 2: Zero tolerance to poor presentation at any time.
- IDEA 3: Handwriting to be checked in pupils' books every half term by SMT.
- IDEA 5: Guided *Writing* to be reinforced.
- IDEA 6: Teachers to declare how they manage Response Time within the context of their classroom.
- IDEA 7: Writing Clinics to be set up to inspire those who should be high achieving writers.
- IDEA 8: Teachers to support TA Appraisal
- IDEA 9: The Learning Pit: facing challenges, failure is necessary to understand success.
- IDEA 10: Doing more of the curriculum outside.

- IDEA 11: Introduction of the Golden Mole: One Main Target at a time, short time limited and shared with home. Link to adjustment of the Gold Book i.e. children can self achieve Gold certificates and a review of the Gold Behaviour Award
- IDEA 12: Introduction of the Golden Mole: One Main Target at a time, short time limited and shared with home. Link to adjustment of the Gold Book i.e. children can self achieve Gold certificates and a review of the Gold Behaviour Award
- IDEA 15: Zero tolerance towards those who do not use punctuation and spelling that they know.
- IDEA 16: Establish on the Day Response Time for Maths
- IDEA 17: Know the gaps in learning for all Pupil Premium Children
- IDEA 18: Open up the Library at Lunchtime for Pupil Access
- IDEA 19: “Catch up lessons” by teachers, while TAs teach move others forward
- IDEA 20: TAs increasingly used to push the HA children forward and to support their enrichment using prompts, reinforcements and high expectation.

PUPIL PREMIUM

Observations were made of how Pupil Premium and Prior Low Attaining Pupils are actually being supported in class.

Pupil premium children *are* being supported by personalised plans aimed to break down the barriers to their learning.

Pupil premium spending has been fully reviewed.

- We considered, reviewed and responded to the need to extend school provision with personalised programmes, pre learning and booster programmes specifically designed for each pupil premium child?
- “Guided Response Time by a teacher and High performing TAs” set up.
- “Catch up lessons” by teachers, while TAs teach move others forward now common place.
- Ensure where possible, response time being on the same day or first thing each morning.
- Re assessed how TAs use their time and how teachers are using their TAs to enable them (the teachers) to focus on the learning of those who need extra support. Now new systems in place.
- TAs are matched according to their strengths.
- Complete reorganization of the school day to facilitate the need for Guided – On the Day Response Time, extra fitness and PE lessons and more time for Maths and English.
- Pupil Premium children are prioritised first with our One to One tutor (and possibly others) working closely with class teachers to ensure Pupil Premium children are fully able to access the curriculum AND have gaps filled.
- Coordinator monitors pupil premium children and their progress in reading by hearing them read and discussing with the classroom teacher any strategies or materials that could be used to improve reading standards.
- Pupil Premium children to have free access to clubs and other confidence and self esteem raising activities.

PUPIL PROGRESS

- Staff meetings every half term evaluating progress of Pupils of Concern on an individual basis.

SPECIAL CONSIDERATIONS –IDENTIFYING PUPILS FOR SPECIAL EDUCATIONAL NEEDS PROVISION

- Designation of SEN reviewed and reestablished.

SPECIFIC ACTIONS: READING

- Guided reading support is guaranteed for every Pupil Premium child who is developing, making it explicitly clear to families of their responsibility and what we are doing.
- Ensured that there is some classic fiction and also non-fiction in the Guided Reading Diet.
- Specific targeted support for the current Y5 cohort was provided.
- Ensured that all year groups are continuing to moderate guided reading, ensuring that the TAs are also part of the process.

SPECIFIC ACTIONS: WRITING

- Continued to investigate and employ strategies in writing to inspire the children that are still developing. We provide children more time to improve their writing within lessons.
- We continued to teach spelling strategies and patterns to counteract the difficulty of the new curriculum.
- Writing staff meetings were organised, where we moderated writing in and across key stages, taking particular note of spelling and punctuation.

ENGLISH

PUNCTUATION AND PRESENTATION

- **IDEA 16: We continued to employ a zero tolerance towards those who do not use punctuation that pupils know and to expect a high standard of presentation at ALL TIMES.**
- Maintained the work, which has been so successful in raising attainment and engagement of pupils in Writing.
- Continued to seek opportunities for Cross Curricular Writing developments including through History and Geography and Art.
- **Teachers continue to recognise their own talent in taking responsibility for those children who have the potential to be secure and are however only developing.**

FOCUS: RAISING ACHIEVEMENT – MATHS MASTERY
Incorporating 20 Ideas for 20% Gain
GOVERNOR LINK: ADRIAN ADAMSON

Review the teaching of Maths in light of the New Curriculum and testing arrangements.

- Maths Mastery Programme fully in place.
- Maths Coordinator quickly evaluated the effects of the new programme and kept a regular cycle of observations to see impact and to support staff.
- SMT evaluated and observed the effective use of TAs. In Maths considering: How are they being used? Which approaches work? Which children are they working with? Are they working significantly enough with children AND with the right children? i.e. not necessarily with the lower achievers.
- SMT evaluated the observed impact of the Intervention Packages, including the Expectation Booster Programme.
- Support was provided to all staff for the implementation of the Maths Mastery curriculum. This included Staff Training Sessions, opportunities to see colleagues teaching maths as well as external expectations.
- We Invested in mathematical manipulatives to support the children's learning.
- Support provided for the teachers with lower set classes with the implementation of the Mastery curriculum. Through our links with the mastery specialist teacher, best practice was observed and the maths coordinator used to support in lessons as required.
- We reviewed the effective link between the PPA Surprise Maths sessions and the new scheme.
- We reconsidered the most appropriate test arrangements in place during the year.

FOCUS: REVIEW OF HOMEWORK
GOVERNOR LINK: CURRICULUM COMMITTEE CHAIR: ADE ADAMSON

Homework policy fully reviewed and a new system launched including a review of:

- The central role of Guided Reading and expectation
- Where Maths Mastery fits

- Role of spelling, tables and number bonds
- Project Homework

All families now have Homework Packs and weekly emails from the class teacher.

FOCUS: SUBJECT REVIEWS

S.T.E.M: D&T

GOVERNOR LINK: ALEX LAZENBY

PRIMARY LANGUAGES

GOVERNOR LINK: BRIAN STILLINGS

HISTORY

GOVERNOR LINK: HELEN ROSS

R.E

GOVERNOR LINK: PAT BECKLEY

COMPUTING

GOVERNOR LINK: IAN BLANCHARD

S.T.E.M

- KS1 Science STEM day established during STEM week.
- We Reviewed the coverage of units in D&T in upper KS2 to address the dip in attainment in the mechanism units. This include a re distribution of units across the Key Stage.
- D&T Cookery now stands alone in PPA and is delivered by a trained cook.

PRIMARY LANGUAGES

- Languages Coordinator reviewed all planning and refine and develop existing planning and resources.
- Language coordinator created booklets each term to replace language exercise books. The new in house designed scheme is launched and very successful, supporting teachers particularly in the week when the specialist is not present.

HISTORY

- Half training day given to teaching history teaching and drawing teachers attention back to the history skills.

FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS

FOCUS: TEACHING SCHOOL

GOVERNOR LINK: FINANCE COMMITTEE CHAIR: KAREN TOWSE

The financial situation of the TSA reviewed in light of the renewed pressure caused by the LA deciding not to use Associate Advisors, the reduction in School Direct Places and the financial constraints on schools leading to a reduction in application for training places.

- New CPD opportunities using SLEs and our staff notably in History and Art
- Big Name training events “Live at the Lawns”
- School Direct / Bid put together to create a SCITT
- More ERSIP plans
- NLE Funded projects
- FLiC development and marketing
- Bid put together for Over £300 000 of School Improvement Funding

Successfully managed the demands of supporting schools through the ERSIP and NLE funded programmes, using the talents and resources in this and other alliance schools, but without over burdening the school.

FOCUS: ACADEMISATION

GOVERNOR LINK: CHAIR OF GOVERNORS ADRIAN ADAMSON

Head Teacher continued to work with 2 or 3 schools in the area to explore shared projects and initiatives.

Worked towards a potential loose Federation, which *could* become the springboard to creating a MAT in the future.

Projects now established with the partner schools

Governors keep abreast of the fluctuating agenda and changing government deadlines. Reflecting on:

- LA Advice and Policy
- Any seismic shifts within the area moving toward creating MATS
- Pressures placed on the TSA to become a sponsor Academy

School now running Woodmansey CE Primary School for one year in the interregnum between head teachers and to move the school to “good”

FOCUS: MIDDLE MANAGEMENT / COACHING

GOVERNOR LINK: CURRICULUM COMMITTEE CHAIR: ADE ADAMSON

In 2017 the aim was for teachers to focus on the performance of Pupil Premium and High Achieving pupil groups in their subject of responsibility and to team plan and deliver lessons together.

Lessons were jointly designed by coordinator and partner teacher focussing closely on chosen relevant issues. These included:

- Ensuring appropriate pupil progress for all groups.
- Ensuring High Achieving Children are stretched throughout lessons.
- Appropriate and challenging expectations.
- Writing within the subject.

- Performance of Disadvantaged pupils
- Assessment
- Securing Learning
- Subject Specific issues.
- Taking full responsibility for the outcomes of all pupils and all abilities
- Adapting teaching creatively to ensure that all pupils make good progress
- A creative use of human and physical resources
- Planning & teaching designed to accelerate progress & narrow the skills and attainment gaps
- Precise use of formative & summative assessment used to monitor the progress of different groups of pupils against challenging targets which informs subsequent lessons
- Detailed feedback & marking enabling pupils to know how to progress & providing opportunities to reflect upon & respond to feedback
- Attending appropriate percentage of staff meetings designed to support teachers in meeting the responsibility of achieving security of learning for pupils.
- Develop Subject Leader role by finding out more about vulnerable groups in the school, particularly Pupil Premium Pupils.
- Develop understanding of vulnerable groups through the Lesson Study project 2017 by planning & teaching with a partner teacher and observing & interviewing pupils from vulnerable groups as part of the process.

HEALTH, SPORT, FITNESS and WELL-BEING

**School Improvement Plan 2017
FOCUS: FY HEALTH & SELF CARE
GOVERNOR LINK: PAT BECKLEY**

FY

Replaced toys in the small world area.

**FOCUS: REVIEW OF SCHOOL UNIFORM
GOVERNOR LINK: CHAIR OF GOVERNORS ADE ADAMSON**

REVIEW OF SCHOOL UNIFORM

Governors agreed a clarification of school uniform and this was published in the Prospectus ready for the new Academic Year. This included a review of the school badge to incorporate the post 2002 'mole' and the school's motto.

**FOCUS: MODESHIFT
GOVERNOR LINK: RICHARD WEST**

TRAVEL PLAN ACTIONS 2017

1. Organised an active travel bike breakfast on Friday 3rd March for anyone that comes to school on a bike etc. Those participating received a fresh bike smoothie made by David Butt on the smoothie bike.
2. David Butt conducted a safety assembly about wearing cycling helmets.

3. Facilitated a bike maintenance course for the year 5s to learn about bike maintenance, puncture

SAFEGUARDING: PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT

FOCUS: SAFEGUARDING:

PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT

GOVERNOR LINK: SAFEGUARDING, HEALTH & SAFETY AND PREMISES COMMITTEE CHAIR: RICHARD WEST

HEALTH AND SAFETY

Complete three-year review of all Risk Assessments and C.O.S.H.H. Documentation COMPLETED

The Risk Assessments evaluated against current practices and changes to the environment.

All C.O.S.H.H. documents were checked by to ensure:

- They are up to date
- They are relevant to current stock
- They are displayed in all areas to which they apply
- The master document file is up to date
- That systems are in place to ensure that the updating of COSHH documents are automatic

CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY, & SUSTAINABILITY

FOCUS: ECO SCHOOL

GOVERNOR LINK: HELEN ROSS

EVERYTHING WAS PREPARED FOR THE ECO SCHOOL GREEN FLAG SUBMISSION

Global Perspective – Fair Trade: LEADER / LINDA HEMPHILL

Litter: LEADERS / DAVE PLATTEN & MICHAEL LONCASTER

Waste: LEADER / THE GREEN TEAM under Suzie's direction

Energy: LEADER / THE GREEN TEAM under Suzie's direction and Dave's provision of data

Transport: LEADERS / MICHAEL LONCASTER & SARAH GRAINGER

Healthy Living: LEADER / SARAH GRAINGER

Water: LEADERS / THE REALLY WILD TEAM

School Grounds: LEADERS / THE REALLY WILD TEAM

Fair Trade Team Meetings: LEADER / LINDA HEMPHILL

PPA Afternoons: LEADERS / THE REALLY WILD TEAM

RSPB – Big Bird Watch – organise audit any birds that come into the grounds – submit results on-line to RSPB: LEADERS /THE REALLY WILD TEAM

Vegetable Plot – LEADERS / THE REALLY WILD TEAM (note FY, Y1 & Y2 have their own plots)

Yorkshire in Bloom: LEADERS / MICHAEL LONCASTER & LINDA HEMPHILL; GOLDEN ROSE AWARD WINNING AGAIN

Photo Competition: LEADER / SUZIE HULSE

Holidays May to September: LEADER / DAVE PLATTEN

Green Mole Page: COLLATOR OF IDEAS / SUZIE HULSE. PUBLISHER / MICHAEL LONCASTER

Morrison's Lets Grow: LEADERS / FOMS

ECO Board: LEADER / SUZIE HULSE

NOTE THE REALLY WILD TEAM is Linda Hemphill, Debra Goff and Detta Kilford

FOCUS: LINKING UP WITH HULL CITY OF CULTURE

GOVERNOR LINK: HELEN ROSS

HULL CITY OF CULTURE

Created a Mass art installation in the hall. Fish underneath of a trawler and a giant net!

Created Tubs of Culture (Re Yorkshire in Bloom) A celebration of the History, and changing sights of Hull.

Held a special Expo Night July 2017 5:00pm - 9:00 pm EXHIBITION OF WORK EVENING / CULTURAL EVENING CELEBRATING HULL CITY OF CULTURE

History Day October 2017:

- History of Hull day with a finale parade like the Spanish Fiesta, but without the school opening up. Thursday 19th October 2017

FOCUS: INTERNATIONAL DIMENSION

GOVERNOR LINK: HELEN ROSS

COMPLETED THE ISA ACTION PLAN: and SUCCESSFULLY RENEWED THE INTERNATIONAL SCHOOL AWARD

ACTIVITIES

My Life in a Box

My Town and My Country in a Box

Sweet Surprises

INTERNATIONAL FESTIVAL 2016: JAPAN

Around the World on a Plate

Fair Trading Post

United in Sport:

Celebrating World Hockey September 2016

IAA World Athletics London August 2017

ICC Champions Trophy June 2017

Handball; Germany links Lemgo

Creating Conversation

Harvest for the World

World Food Week