



Langham Village School

School Improvement and Development Plan

2017 - 2018

Welcome to Langham Primary School Improvement and Development plan 2017 - 2018. The priorities focus on three key areas; Standards, Curriculum and Resources. Each priority forms a short action plan with realistic targets and review dates. The most recent pupil performance data, the most recent OFSTED report and Challenge Partner report have informed this Improvement and Development plan together with the views of children and parents in the July 2017 Questionnaires.

Polly Kossowicz - Head Teacher

Standards	
1. To increase the number of pupils achieving higher levels of attainment in Phonics at the end of Key Stage 1 to at least National Expectation. (Target of 77%)	<p>Focused phonics teaching in differentiated groups planned and delivered daily.</p> <p>Children assessed half termly and set in ability groups.</p> <p>Phonics teaching observed in other settings.</p>
2. To increase the number of pupils achieving expected level of attainment in reading at the end of Key Stage 1 to at least National average.	<p>Whole class reading daily in KS1.</p> <p>Reading project for all Year 1 and focus Year 2 parents and carers.</p> <p>Use of Nesy reading for focus children.</p> <p>Whole school buddy reading</p> <p>Reading cafes</p>
3. Targeted reading, writing and maths intervention for SEND group in Year 3 to ensure they reach make expected progress according to Pupil Asset data.	<p>Toe by Toe delivered 3 times per week for 5 pupils</p> <p>Plus 1 and Plus 2 delivered 3 times per week for 3 pupils</p> <p>MP3 targets reviewed half termly</p> <p>Support in Class for English and maths</p>
Curriculum	
1. To increase the focus on teaching and learning of science in KS2.	<p>Science to be taught separately to International Curriculum.</p> <p>Whole school Science Week to take place.</p> <p>Science based trips.</p> <p>Science included in carousel.</p> <p>Project with Cromer Ridge Schools looking at best practise.</p>
2. To further improve the communication of children's learning between school and parents/carers.	<p>Use of 'Tapestry' (computer based learning journal) for Reception families.</p> <p>Clear Homework expectations sent home each term.</p> <p>Clear learning information available on the website, in Newsletter and in classrooms.</p> <p>'Open classroom' sessions each half term. (Classroom Connect)</p> <p>Formal parents evening twice a year following revised termly reports.</p>
Resources	
1. Improve the learning environment for Reception children.	<p>Reduce array of resources in the classroom.</p> <p>Use natural materials and colours.</p> <p>Redesign the environment to better enable concentrated and sustained play.</p>
2. Review and improve site security	<p>Research options and install a door/gate entry system and fencing</p>

1. STANDARDS To increase the number of pupils achieving higher levels of attainment in Phonics at the end of Key Stage 1 to at least National Expectation. Target 77%

Context – A downward trend over 3 years (77%, 67%, 54%) Below NA for 2016 and 2017.

Success criteria – To be at least in line with National Average (81% in 2017)

Attainment target – 77% (at least 10 / 13 pupils to pass screening)

ACTION	IMPACT	RESOURCES	PERSON RESP.	MONITORING	START DATE	FINISH DATE	REVIEW
Focused phonics teaching in differentiated groups planned and delivered daily.	Children taught systematically in differentiated groups in order to make rapid progress.	Teaching time	DH	PK MB	Sept 2017	June 2018	Half termly
Children assessed half termly and set in ability groups.	Children taught in differentiated groups, at the appropriate Phase. Teacher to target teaching at those not making adequate progress.	Assessment time	DH	PK MB	Sept 2017	June 2018	Half termly
Phonics teaching observed in other settings.	Best practise teaching ensured, using ideas from other setting where appropriate.	PPA time	DH	PK MB	Nov 2017	Jan 2018	Jan 2018

2. STANDARDS

To increase the number of pupils achieving expected levels of attainment in reading at the end of Key Stage 1 to at least National Expectation.

Context –57% children met expected standard in reading at the end of Key stage 1. NA was 81%.

Success criteria – A higher percentage of children to meet national expectation at the end of Key stage 1 in reading.

Attainment target – At least National expectation by the end of Key Stage 1. approx. 77%

ACTION	IMPACT	RESOURCES	PERSON RESP.	MONITORING	START DATE	FINISH DATE	REVIEW
Whole class reading/guided reading sessions daily in KS1.	Children able to enjoy and access reading on a daily basis. Teacher/Teaching Assistant hearing every child read each week Children moved on rapidly and those needing extra support targeted.	Time in class every day put aside for reading	DH	PK,, S,J	Sept 2017	June 2018	Feb 2018
Reading project for all Year 1 and focus Year 2 parents and carers.	All parents of Key Stage 1 children have the skills and knowledge to help their children with reading at home.	Vee Hopkins and reading recourses. Approx. £600	PK	PK, SJ	Sept 2017	June 2018	Feb 2018
Use of Nesy reading for focus children.	Focus children able to access fun interactive reading activities at home and at school.	Nesy subscription Approx. £300	DH	PK	Oct 2017	July 2018	Feb 2018
Reading cafes for families and buddy reading system.	Families involved and a raised awareness of book sharing and enjoyment.	Training	CE	PK	Jan 2017	July 2018	Feb 2018

3. Standards Targeted reading, writing and maths intervention for SEND group in Year 3 to ensure they reach make expected progress according to Pupil Asset data.

Context – Group of 6 pupils in Year 3 not making sufficient progress. Key stage 1 national expectation not met when tested in July 2017.

Success criteria – This group of SEND pupils will make expected progress or better by the end of Year 3.

Attainment target – Expected progress by the end of year 3 according to Pupil asset data

ACTION	IMPACT	RESOURCES	PERSON RESP.	MONITORING	START DATE	FINISH DATE	REVIEW
Deliver toe by Toe individually 3 times per week for 5 pupils	Improved phonic awareness and confidence.	Toe by Toe books	PK, CE	PK, DW	Sept 2017	July 2018	Feb 2018
Deliver plus 1 followed by plus 2 to 3 targeted pupils	No gaps in learning ensured in mathematical knowledge. Improved confidence in maths.	Plus1 and plus 2 books	PK, CE	PK, DW	Sept 2017	July 2018	Feb 2018
Provide support in class from teacher and teaching Assistant, MP3 targets written and reviewed half termly	Children make rapid progress. Targeted support delivered.	Teaching Assistant time	PK, CE	PK, DW	Sept 2017	July 2018	Feb 2018

1.CURRICULUM

To increase the focus on teaching and learning of science in KS2.

Context – Science taught within the International Curriculum in blocks according to topic.

Success criteria – Increased Scientific knowledge and awareness.

Attainment target – 90% Children assessed at the end of Key stage 2 to be at or above National Expectation. 90% of children asked in survey will say they enjoy and feel challenged in science lessons.

ACTION	IMPACT	RESOURCES	PERSON RESP.	MONITORING	START DATE	FINISH DATE	REVIEW
Science to be taught separately to International Curriculum.	Children will be excited by science and be able to talk about their scientific learning. Children will respond to survey at the end of the year with a positive attitude and feel that they have been challenged.	Science resources and teaching time Approx. £800	PK, CE, EC, BH	PK, JW	Oct 2017	July 2018	Feb 2018
Whole school Science Week, visitors and Science based trips.	Raised scientific awareness and enthusiasm across the school	Resources and transport Approx. £1500	PK, CE, EC, BH, DH	PK JW	Jan 2017	March 2018	April 2018
Science included in carousel.	Key stage 2 children access one afternoon per week for half a term each academic year of extra practical science teaching	Resources Approx.	MB	PK, JW	Sept 2017	July 2018	Feb 2018

2. CURRICULUM

To further improve the communication of children's learning between school and parents.

Context – 33% of parents returning the survey communicated that they didn't feel fully informed of children's progress (67% agree/strongly agree that they know how their child is progressing in school)

Success criteria – Parents to feel better informed of children's progress at school

Attainment target –75% of parents answering the survey will know about their child's progress. Evidenced through parent survey 2018

ACTION	IMPACT	RESOURCES	PERSON RESP.	MONITORING	START DATE	FINISH DATE	REVIEW
Use of 'Tapestry' (computer based learning journal) for Reception families.	Parents and Carers able to communicate daily with school and share in their children's progress.	Tapestry £60	PK CS AM	PK DW	Sept 2017	July 2018	March 2018
Clear Homework expectations sent home each term.	Parents aware of work set as home study	Home study guidance	PK, EC, BH, CE, DH	PK DW	Sept 2017	July 2018	Feb 2018
Clear learning information available on the website, in Newsletter and in classrooms.	Parents and carers able to access clear communication form school	New website £500	PK	PK DW	Sept 2017	July 2018	Feb 2018
'Open classroom' sessions each half term. (Classroom Connect) Revised termly reports.	Parents and Carers to feel connected and fully informed of children's learning.		PK, EC, BH, CE, DH	PK DW	Sept 2017	July 2018	Feb 2018

RESOURCES

1. Improve the learning environment for Reception children.

2. Insure effective security system for visitors to the site and secure playtime arrangements.

Context – 15 pupils coming into Coral Class, need to redesign interior of the classroom to accommodate more children and create better quality learning environment. Security on the site has been discussed at length, action to be taken.

Success criteria – More effective learning environment able to accommodate 15 pupils. Heightened security on site.

Attainment target – Effective EYFS learning environment. Door security and fence.

TASK	SUCCESS CRITERIA	RESOURCES	PERSON RESP.	MONITORING	TIME	START DATE	FINISH DATE	REVIEW
Reduce array of resources in the classroom. Redesign the environment to better enable concentrated and sustained play. Use natural materials and colours.	Teachers will feel that Coral Class is a calm and organised learning environment.	Storage containers. Painting and decorating.	PK	PK, Committee B	Autumn Spring term	August 2017	Jan 2018	Nov 2018
Install security system at the front entrance to school.	Control of adults entering the building during the school day. Heightened security for children on the playground.	£2000, door entry system and fencing	PK, SJ	PK, Committee B	Autumn term	Nov 2017	Jan 2018	Dec 2018