



Langham Village School

School Improvement and Development Plan

2018 - 2019

Welcome to Langham Primary School Improvement and Development plan 2018 - 2019. 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 has informed this Improvement and Development plan together with the views of children and parents in the July 2018 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. | <p>Focused phonics teaching in differentiated groups planned and delivered daily</p> <p>Children assessed half termly and set in ability groups</p> <p>Reading project with Vee Hopkins for focus Year 1 parents and carers</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>Guided reading daily in KS1</p> <p>Use of Nesy reading for focus children</p> <p>Reading cafes</p> <p>‘Reading Dog’ used as an intervention for reluctant readers</p> |
| 3. To increase the number of pupils achieving expected level of attainment in writing at the end of Key Stage 1 to at least National average. | <p>Use of ‘Talk for Writing’ resources and teaching methods</p> <p>‘Healthy Hands’ morning activities</p> <p>Inspirational teaching methods and resources</p> |
| Curriculum | |
| 1. To increase the focus on the teaching of computing at Key Stage 1 and 2. | <p>Computing to be taught separately to International Curriculum</p> <p>Whole school ICT/STEM Week to take place and ICT focus events/trips.</p> <p>Staff training and sharing of expertise</p> <p>Whole school focus on e safety</p> |
| 2. To further improve school to parent communication. | <p>‘Take away’ homework extended to all classes.</p> <p>Curriculum information available on the website, in Newsletter and in classrooms.</p> <p>Continuation of ‘Open classroom’ sessions each half term. (Classroom Connect)</p> <p>Face to face Parents evenings each term to replace termly reports.</p> |
| 3. To monitor and assess children’s progress in the Foundation Subjects/IPC | <p>Teachers to devise ways in which Foundation Subjects can be assessed</p> <p>Use of Pupil Asset</p> <p>Share best practise from other schools</p> |
| Resources | |
| 1. Improve the learning environment for Key Stage 1 children. | <p>Reduce array of resources in the classroom.</p> <p>Redesign the environment to better enable concentrated and sustained play based learning.</p> |
| Leadership and Management | |
| 1. To review and improve measures for Safeguarding children | <p>Ensure regular monitoring of SCR</p> <p>Regular training updates for staff using Norfolk materials (County lines and Private Fostering)</p> <p>Regular E safety training for staff</p> <p>Follow up from Audit</p> |

1. To increase the number of pupils achieving higher levels of attainment in Phonics at the end of Key Stage 1 to be in line with National Expectation.

Context – A downward trend over 3 years (77%, 67%, 54%) Then an improvement in 2017 to 75% but still below national (83%) and 2017.

Success criteria – To be at least in line with National Average

Attainment target – 80%

| 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 | PK & SB | PK MB | Sept 2018 | July 2019 | Half termly |
| Children assessed half termly and set in ability groups. | Children taught in differentiated groups, at the appropriate Phase. Teachers to target teaching at those not making adequate progress. | Assessment time | PK & SB | PK MB | Sept 2018 | July 2019 | Half termly |
| Year 1 parents/carers to receive Phonics training materials from Vee Hopkins | Parents and Carers to be skilled and able to continue teaching of phonics at home | Vee Hopkins time | PK & VH | PK MB | Sept 2018 | July 2019 | Half termly |

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.

Context –58% children met expected standard in reading at the end of Key stage 1. National Average was 83%.

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

Attainment target – To be in line with National expectation by the end of Key Stage 1 80%

| 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. Children moved on rapidly and those needing extra support targeted. | Time in class every day planned for guided reading | PH & SB | PK, SJ | Sept 2018 | July 2019 | Feb 2019 |
| ‘Reading Dog’ used as an intervention for reluctant readers | Reluctant readers inspired to read in a relaxed environment | Time in the week for the reading Dog to attend | PH & SB | PK, SJ | Sept 2018 | July 2019 | Feb 2019 |
| Use of Nessy Reading for focus children. | Focus children able to access fun interactive reading activities at home and at school. | Nessy subscription Approx. £300 | PH & SB | PK, SJ | Oct 2018 | July 2019 | Feb 2019 |
| Reading cafes for Parents and Carers | Families involved and a raised awareness of reading | Training | PH & SB | PK, SJ | Jan 2019 | July 2019 | Feb 2019 |

3. To increase the number of pupils achieving expected level of attainment in writing at the end of Key Stage 1 to at least National average.

**Context – 42% children met expected standard in reading at the end of Key stage 1. National Average was 70%.
 Success criteria – A higher percentage of children to meet national expectation at the end of Key stage 1 in reading.
 Attainment target – 70%**

| ACTION | IMPACT | RESOURCES | PERSON RESP. | MONITORING | START DATE | FINISH DATE | REVIEW |
|---|--|---|---------------------|-------------------|-------------------|--------------------|-----------------|
| Use of ‘Talk for Writing’ resources and teaching methods | Children will be enabled to imitate the language they need for a particular topic orally before reading and analysing it and then writing their own versions. | Talk for Writing resources, teacher time and skill | PK, SB | PK, DW | Sept 2017 | July 2018 | Feb 2018 |
| ‘Healthy Hands’ morning activities | Children will have daily fine motor practise to strengthen muscles required for writing | Fine motor planning and resources | PK, SB | PK, DW | Sept 2017 | July 2018 | Feb 2018 |
| Inspirational teaching methods and resources | Children inspired to write independently | Teacher skill and planning | PK, SB | PK, DW | Sept 2017 | July 2018 | Feb 2018 |

| 1. To further increase the focus on the teaching of Computing at Key Stage 1 and 2. | | | | | | | |
|--|--|---|---------------------|-------------------|-------------------|--------------------|-------------------|
| Context – Computing currently taught within the International Curriculum in blocks according to topic. | | | | | | | |
| Success criteria – Increased ICT 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 computing lessons. | | | | | | | |
| ACTION | IMPACT | RESOURCES | PERSON RESP. | MONITORING | START DATE | FINISH DATE | REVIEW |
| Computing to be taught separately to International Curriculum to include focus on e safety | Children will be excited by computing and be able to talk about their learning. They will build on existing skills. Children will know how to stay safe on line. (Evidenced through pupil survey) | ICT resources and teaching time | PK, EC | PK, JW | Sept 2018 | July 2019 | Feb 2019 |
| Whole school ICT/STEM Week to take place and ICT focus events/trips. | Raised awareness and enthusiasm across the school | Resources and transport | PK, EC | PK, JW | Sept 2018 | July 2019 | April 2019 |
| Staff training and sharing of expertise, to include E safety training for all staff | All teaching staff confident to deliver computing with a secure knowledge and understanding of E safety | Staff meeting time Training. | PK, EC | PK, JW | Sept 2018 | July 2019 | Feb 2019 |

2. To further improve school to parent communication of children's learning and the curriculum.

Context – A high percentage of parents returning the survey communicated that they didn't feel fully informed of children's learning
Success criteria – Parents to feel better informed of children's progress at school and the content of the curriculum
Attainment target –75% of parents answering the survey will know about their child's progress. Evidenced through parent survey 2019

| ACTION | IMPACT | RESOURCES | PERSON RESP. | MONITORING | START DATE | FINISH DATE | REVIEW |
|--|--|---------------------|---------------------------|-------------------|-------------------|--------------------|-------------------|
| 'Take away' home study extended to all classes. | Parents fully informed of home study requirements in each class | | PK, EC, BH, CE, SB | PK DW | Sept 2018 | July 2019 | March 2019 |
| Curriculum information available on the website, in Newsletter and in classrooms. | Information readily available and easily accessible to all parents | | PK, EC, BH, CE, SB | PK DW | Sept 2018 | July 2019 | Feb 2019 |
| Continuation of 'Open classroom' sessions each half term. (Classroom Connect) | Parents to share in their children's learning | | PK, EC, BH, CE, SB | PK DW | Sept 2018 | July 2019 | Feb 2019 |
| Face to face Parents evenings each term to replace termly reports. | Parents to feel fully informed of the child's progress through school | Teacher time | PK, EC, BH, CE, SB | PK DW | Sept 2018 | July 2019 | Feb 2019 |

3. To monitor and assess children's progress in the Foundation Subjects

Context – A move towards the requirement for schools to track progress in Foundation subjects

Success criteria – Teachers to be fully aware of children's progress in all subject areas

Attainment target – Whole school system in place

| ACTION | IMPACT | RESOURCES | PERSON RESP. | MONITORING | START DATE | FINISH DATE | REVIEW |
|--|---|------------------|---------------------|-------------------|-------------------|--------------------|---------------|
| Teachers to devise ways in which Foundation Subjects can be assessed | Teachers implement a system of tracking progress in Foundation subjects | | PK, EC, BH, CE, SB | PK | Sept 2018 | July 2019 | March 2019 |
| Use of Pupil Asset | Children's progress tracked to ensure expected progress and highlight those needing support/challenge | | PK, EC, BH, CE, SB | PK | Sept 2018 | July 2019 | Feb 2019 |
| Share best practise from other schools | Enhanced knowledge and best practise of assessment | | PK, EC, BH, CE, SB | PK | Sept 2018 | July 2019 | Feb 2019 |

1. Improve the learning environment for Key Stage 1 children.

Context – Need to redesign interior of the classroom to create better quality learning environment.

Success criteria – More effective learning environment able to accommodate up to 30 pupils

Attainment target – Effective Key Stage 1 learning environment.

| TASK | SUCCESS CRITERA | 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 learning through play. | Teachers and children will feel that Amber Class is a calm and organised learning environment. | Storage containers and learning resources. | PK, SB | PK, Committee B | Autumn Spring term | August 2018 | Jan 2019 | Nov 2019 |

| 1. To review and improve measures for Safeguarding children | | | | | | | |
|---|--|-----------------------------------|---------------------|-------------------|-------------------|--------------------|-------------------|
| Context – Safeguarding Audit | | | | | | | |
| Success criteria – Top be fully compliant and secure in all Safeguarding | | | | | | | |
| Attainment target – Whole school system in place | | | | | | | |
| ACTION | IMPACT | RESOURCES | PERSON RESP. | MONITORING | START DATE | FINISH DATE | REVIEW |
| Ensure regular monitoring of SCR | To be secure in all safeguarding procedures and best practise | Governor time | PK, | SD | Sept 2018 | July 2019 | March 2019 |
| Regular E safety training for staff | Staff fully trained in E safety, children safe use of the internet | Norfolk training materials | | | | | |
| Regular training updates for staff using Norfolk materials (County lines and Private Fostering) | To be secure in all safeguarding procedures and best practise | Norfolk training materials | PK, | SD | Sept 2018 | July 2019 | Feb 2019 |
| Follow up from Audit | To be secure in all safeguarding procedures and best practise | | PK, | SD | Sept 2018 | July 2019 | Feb 2019 |

