



SCHOOL IMPROVEMENT PRIORITIES 2018-19

The three main priorities in the School development plan are as follows:

- 1. ACHIEVEMENT:** To improve the outcomes at the end of year 6 in English and Maths
- 2. SIAMS:** Maintain and develop the distinctiveness and effectiveness of Charlton Horethorne as a very good Church School
- 3. LEADERSHIP:** Continue to develop middle leadership so that all leaders drive forwards in the pursuit of excellence

Other key initiatives are:

- 1. Safeguarding:** Maintain a high standard of safeguarding and respond to the changing needs/issues within our local and wider community
- 2. Conversion to academy status:** Begin to work in collaboration with a strong partnership of successful schools

This is a working document and as such, is subject to change

Denotes actions completed Dec 18

Denotes actions completed March 19

Denotes actions completed June 19

Priority 1a - Maths: Introduce different strategies for teaching reasoning and fluency in arithmetic in mathematics in order to raise standards of progress further and tighten assessment to inform future planning						
Objective	Actions required	Lead	Time scale	Resources/ Cost	Success criteria	Monitoring
<i>Children develop their reasoning skills becoming more skilled to explain their working out</i>	Staff to be introduced to different strategies for teaching reasoning: Through style of teaching and questioning of children, encouraging them to explain why The use of the White Rose planning which is focused on reasoning Introducing children to grappling problems and ensuring the children develop confidence in trying out different strategies and talking about what they are doing	PS	Summer 19	Staff meetings Visits to other schools	Children will be able to talk about and show written methods of finding the answer They will have a range of strategies to draw on	Discussion with staff and children Work scrutiny Lesson observations LGB monitor lessons and work
Rationale: We have noticed that some of our children get fixed on finding the right answer but find it difficult to show their working out or explain how they got to the answer. If they are able to explain their reasoning they will be able to show a deeper understanding of different strategies they can use to find the right answer						
<i>Children to be taught a new strategy to find the answer to nearly all mathematical questions using the bar method</i>	Staff to be taught what the bar method is and how to use it with different examples Staff to begin to teach children how to use the bar method to solve calculations	PS	Summer 19	Staff meetings Possible visit to a school using the bar method	Children will have a good understanding of how to use the bar method to solve a variety of calculations	Book scrutiny, Lesson observations
Rationale: The bar method has been used successfully with children who have found certain maths concepts difficult with great success in the past. We think that by rolling this out to the whole school, more children will be able to visualise mathematical concepts and solve problems. The method is a way to present a situation in a word problem, usually rectangles. In the KS2 tests, we have noticed that more questions require a 'Singapore maths' style approach.						
<i>Books will be marked against a clear learning objective and assessed to monitor the children's progress and to inform planning</i>	Marking policy agreed Objectives to be clear for each piece of work and marking by objective to show if a child has achieved Children moving on after 5/6 questions when showing a good understanding	PS	Ongoing	Staff meeting	Children will be working at the right level, moving on when showing a clear understanding and supported further when needed	Book scrutiny
<i>Children will all have targets set which will develop their fluency in arithmetic</i>	Every child to have a target for maths which are monitored/assess regularly and updated when target is met System to be agreed by all staff Targets set by 2nd week in Sept	PS	Ongoing	Time setting and assessing targets	Children will become faster at recall of arithmetic facts which will help them in all areas of maths	Targets for children in books/transferable?
<i>Children develop fluent recall of multiplication tables</i>	Tables to be practised daily – school strategy to be agreed and introduced.	PS	Dec 18	Staff meeting	Children will make demonstrable progress from their prior attainment (PAG)	Data drops Pupil progress meetings TBA
<i>Regular summative assessment is introduced</i>	Introduce NFER tests at the beginning of the Autumn term in Y 3,4, 5 for a baseline and again at the end of the year.	PS	Dec 18	£1.50 per child (Organised by SAST)	Attainment and progress can be tracked as a standardised score	Data tracking
Rationale: By knowing where they have been successful and areas that need improvement or development, pupils will be able to make good progress more rapidly. They will have increased ownership of their learning and greater confidence. In order to solve problems, quickly and accurately, knowledge of tables and number bonds are crucial. It also prepares lower KS2 children for the forthcoming online test.						
Intended: Outcome: The children will be more confident in explaining their answers and using different strategies to find answers. They will be more fluent with key arithmetic skills. Leaders will have an accurate view of attainment and progress. Most children are making good progress from their starting points						



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Priority 1b – English: To further improve the teaching and learning outcomes in English by						
Objectives	Action required	Lead	Time scale	Resources/ Cost	Success criteria	Monitoring
<i>Regular summative assessment</i>	Introduce NFER tests at the beginning of the Autumn term in Y 3,4,5 for a baseline and again at the end of the year in SPAG and reading	PS	Summer 19	£1.50 per child (Organised by SAST)	Attainment and progress can be tracked as a standardised score	Data tracking
Rationale: We need to gain a more accurate understanding of where our children are at the end of each year to track performance across the trust. This will help us understand any CPD or support needs.						
<i>Consistent assessment procedures across school</i>	Staff have agreed a consistent approach to AFL in writing books – see marking policy Marking policy has been reviewed – need to ensure that the revisions are adhered to Every child to have a target for English which is monitored/assess regularly and updated when target is met Intervention need is identified and planned for Review handwriting policy to decide whether to commence cursive script in EYFS	PS	Ongoing	Time	Children are making greater progress in English in upper key stage 2 Interventions are in place Monitor handwriting is consistent to policy and approach	PS Monitor marking policy - LGB
Rationale: It is important that all new staff follow the revised marking policy and that it is understood by everyone. By knowing where they have been successful and areas that need improvement or development, pupils will be able to make good progress more rapidly. They will have increased ownership of their learning and greater confidence.						
<i>Sharing good practice</i>	Staff attend moderation meetings in EYFS, Year 2 and Year 6 Year 2 and 6 teachers to participate in English project Summer term 19	PS	Ongoing	Supply	A shared project is carried out across trust and work is moderated accurately	PS
Rationale: There is a need to ensure that the school's judgements of writing are in line with the rest of SAST. It is important that staff are included in high quality CPD						
Intended Outcome: Leaders will have an accurate view of attainment and progress and are able to challenge underperformance. Standards in writing and reading are improved from 2018 and most children are making good progress from their starting points						



Priority 2- Maintain and develop the distinctiveness and effectiveness of Charlton Horethorne as a very good Church School						
Objective	Actions required	Lead	Time scale	Resources Cost	Success criteria	Monitoring
<i>To implement Understanding Christianity</i>	Create rolling programme to weave into existing scheme of work Plan a trial unit to deliver Autumn 18 Plan in assessment activities	SW	Autumn 18	INSET	UC incorporated into SOW	PS Foundation Governor - SG
<i>Implement revised SIAMS framework</i>	Training for SIAMS lead Self-evaluation document updated Training diarised for staff and governors Motto/vision publicised and embedded Work with SMTV to share best practice and action plan written	PS	July 19	Training £200	Leaders have an accurate understanding of the new SIAMS framework Leaders have undertaken training	Foundation governor
Rationale: a new SIAMS framework was introduced in April 2018. Now the school is stabilised, there is a need to implement the guidance						
Intended Outcome: The school is working towards being judged as at least good in its next SIAMS inspection and strive for excellent						

Priority 3- Leadership: Continue to develop middle leadership so that all leaders drive forwards in the pursuit of excellence						
Strand	Actions required	Lead	Time scale	Resources / Cost	Success criteria	Monitoring
School leaders to take responsibility for improving teaching and learning and monitoring the impact of their actions.	Identify middle leaders in English and Maths HF – Lit humanities, outdoor learning MT – maths, science, PE, MfL SW – SEN/behaviour/vulnerable groups/RE/collective worship/creative art; PS - IT Middle leaders to support staff with Planning, teaching and assessment in their subjects Middle leaders to use assessment data to track pupil progress and in observations look at quality of teaching and progress of different groups. SEN/lit/maths/Year 2/Year 6 leads to continue to engage in SAST CPD thread groups – see above	All upper pay scale staff	Ongoing	Time	Middle leaders identify any training needs Training sessions are planned and led and impact is assessed Leaders have an in-depth understanding of standards in their subjects and can show impact from their work Leaders can present to the LGB	Training diary Leadership reports Minutes of meetings



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To review the curriculum rolling programme	Staff to audit existing rolling programme New rolling programme produced and monitored to ensure coverage	SW	Dec 18		Children are receiving quality learning experiences that are building on the previous year.	PS
To develop problem solving throughout KS1	EYFS/KS1 teacher to implement chilli challenges to inspire children to problem solve in English and Maths	HF	Autumn term	Time	Children are able to tackle a variety of problems independently and gain in resilience	PS
Review EYFS planning	Consideration of in the moment planning	HF	Autumn term		Children lead their own learning	PS
Rationale: There is a recognised need to distribute more equally the leadership responsibilities amongst staff on the upper pay scale, firstly to develop our staff professionally but also to alleviate some of the pressure on the lead teacher/HOS As we move forwards with our SAST work, there will be greater opportunities for all leaders to meet and work together sharing good practice. At the moment, the rolling programme is for two years which means repetition for EYFS in Year 2. This needs an overhaul to ensure learning is spiral.						
Intended outcome: leadership is better distributed throughout the school. All leaders understand their responsibilities in terms of moving the school forwards.						

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KEY INITIATIVE 1 : Maintain a high standard of safeguarding and respond to the changing needs/issues within our local and wider community by:						
Strand	Actions required	Lead	Time scale	Resources/Cost	Success criteria	Monitoring
To develop pastoral support for the pupils	ELSA identified and trained – HB Pupils who require ELSA identified ELSA timetabled and delivered BVP toolkit used to track vulnerable pupils	SW	Feb 19	Course in Yeovil Annual supervision £140	ELSA in place Children receiving emotional support	PS
Staff training and awareness raising	Distribute Keeping Children Safe in Education to all new staff members and volunteers New DSL and DDSL appointed Ensure all new staff are aware of single point of contact for new referrals to Social Care Case studies shared in staff meetings My Concern logins for new staff given and training on induction	PS	Ongoing Sept 18		Staff members/volunteers are aware of changes in new documentation DSLs to attend annual updates All staff know how to make referrals Staff are made aware of case studies and points of learning identified	Safeguarding audit Training records Staff meeting minutes Govs
Maintain a focus on a high standard of behaviour	Ensure behaviour policy is understood by new staff Continue to embed the behaviour policy across the school Training for LTS on behaviour policy Keep the team point reward system implemented	SW	Ongoing		There is less disruption in learning in KS1 Children understand and can discuss why good behaviour is important	Behaviour log/my concern PS LGB
To appoint a new Educational Visits Lead	PS to undertake EVC training Review risk assessments procedures	PS	Ongoing	£150 training costs	EVC lead in pace to sign off risk assessments	LGB
Rationale: all members of the school community have a responsibility to keep children safe. We hold this in the highest regard.						
Intended outcome: Safeguarding and pastoral care has a high profile in our school.						



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Other school development issues

Diagnosis	Actions	Impact expected	Lead	Timeline	Monitoring
Develop parental engagement in EYFS	Introduce Tapestry to record children's learning journeys Teacher to complete online training Teacher to visit another school using Tapestry and share best practise TLC commissioned from SLE tapestry training 12 th Sept - cost being shared across schools	Parents are able to access their children's learning at home and upload evidence of their child learning at home	HF	Ongoing	PS
Revise annual end of year report to parents	Review current report format Ensure statutory info is included Shorten and make more concise	Reports are concise, informative and focused on achievement	PS	July 2019	LGB
Conversion to academy status	Conversion date will be identified New office systems introduced – PSF, Carvel Staff and Governors can access portal Finance operations review Staff attend INSET days Staff attend thread groups SAST policies adopted All school policies reviewed to incorporate change of employer Letterhead/website to have SAST logo Signage outside school to incorporate SAST logo Performance management led by SAST School self-evaluation in line with SAST Annual school review Visits from trustees	Many operational procedures to be handled centrally (Health and safety, top level finance, HR, etc) Staff and Governors able to communicate with other SAST schools Staff collaborate with SAST staff to develop and improve practice SAST 'rebrand'	PS	Dec 18	SMH
GDPR	All staff need to undertake online training in GDPR - PS Privacy notices to be sent out to all new pupils, parent, governors and volunteers -KV Bella Byrne (DPO) to be contacted with any queries	GDPR compliance	PS/SAST	Ongoing	SAST
Budget saving needs	Areas for saving money explored and identified - KV to meet with CV	A plan to decrease expenditure is in place	Finance team/KV	End of Spring term 19	CV KV
School risk register required	School risk register is drawn up	In place satisfying statutory expectations	SAST	Dec 18	SMH
Review of sports funding	Review use of funding in line with DFE expectations. Draft Sports premium report/publish on website	Report published Sports funding used appropriately	PS	Dec 18	LGB
Buildings	Building project over Summer 18 to	Project signed off by LGB	Architect Tom Bishop	Sep 18	LGB/SAST



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	improve safeguarding and school accessibility £90, 000 grant from Diocese		Anthony Pierson		
Update and overhaul current website	Ensure SAST policies/privacy notices are published Look at other providers Consider cost (Current one £450) Ensure website is compliant	Website is up to date, accessible and compliant	PS	Aut 18	LGB