# FOX PRIMARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2009-2010

Headteacher: Paul Cotter
Deputy Headteacher: Emma Madden
Chair of Governors: Adrian Segundo

## A. Views of learners, parents carers, community and stakeholders

| Target | Actions | Lead Person | Timescale | Resources | Monitoring (who/when / how) and Evaluation | Success Criteria | Implications for 2010-2011 |
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| To extend pupil voice to include lesson evaluation. | • Senior staff to trial the use of pupils in feedback of lessons.<br>• To be rolled out to all staff in June 2010 | Paul Cotter | Whole Year | | • Paul Cotter to monitor effectiveness by being talking to teachers post observation feedback. Monitor senior staff through performance management meeting- mid and end yr. | • Children providing additional information re the lesson | |
| Edit parent-carer handbook | • To work with Parent Governors on the content of the handbook<br>• To work with SLT on contents of handbook<br>• To present parent/carer handbook to new parents and ask for feedback | Paul Cotter<br>Parent Govs<br>LT | January 2009 | £500 printing costs | • Parent Govs to give initial feedback re draft handbook<br>• Leadership team to give feedback re initial draft<br>• New parents to give feedback after final draft been drawn up.<br>• Chair of Governors to monitor progress of working parties. | • A parent handbook that is both succinct but informative.<br>• Potential parents are aware of ethos and values<br>• New arriving and Existing parents are aware routines and procedures | |
| To continue improve parents and carers understanding of how we teach reading/writing and numeracy | • To re-jig current workshops in light of last years feedback and as a result of changes made to the curriculum<br>• Advertise through yearly dates calendar/text/newsletter | BM<br>LH<br>EM | Autumn 2009 | | • Monitor attendance through registration forms<br>• Monitor success of workshops through evaluation forms<br>• Monitor success of observations through feedback forms | • High level of attendees with improved feedback<br>• Children more able to access maths homework<br>• Parents/carers have greater understanding of teaching phonics | |

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| To raise the number of positive pupil responses regarding sch meals | • Employ management consultant to work with HA Yr 6 chn and members of sch council-<br>• Team to work with Nina and LT<br>• Present findings to LT | EM Consultant | Autumn 2009 | Consultant - free | • Questionnaire to pupils<br>• Yr 6 maths group<br>• Pupil conference – sch council<br>• Presentation to Governors and pupils | • Improved pupil responses re sch meals<br>• Increase uptake amongst Yrs4/5/6 chn | |

**B. Achievement and Standards**

| Target | Actions | Lead Person / | Timescale | Resources | Monitoring (who/when / how) and evaluation | Success Criteria | Implications for 2010-2011 |
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| To meet or exceed current Year 6 targets<br><br>**Level 4 08 ( 09)**<br>Maths = 98%<br>English = 98%<br><br>**Level 5**<br>Maths = 41 %<br>English = 32%<br><br>Combined L4 maths and Lit = 98%<br>Combined L5 maths and Lit = 24% | • Monitor the quality of teaching and learning of 3 Year 6 teachers<br>• Reduced class sizes of 22 and 23<br>• Three ways maths groups for Yr 6<br>• Provide personalised learning opportunities for groups of children eg times table/ HW clubs<br>• Deputy Head to work closely with NQT in YR 6<br>• EMAG teacher to support Yr 6 EAL writer 3rd 3 times per week<br>• 2xGTPs supporting YR 6 teachers<br>• Deputy Head to co-plan, Co-teach with LA maths group teacher<br>• LM to support SEN children with behaviour problems to remove barriers to learning<br>• Three reading groups<br>• LM to initiate Marlborough project to improve behaviour/attendance of key Yr 6 children. (See below) | PC<br>EM<br>and Yr 6 team | Ongoing through out year<br><br>Spring/ Summer | Additional teacher for maths group<br><br>Additional funding for lunchtime groups<br><br>GTP students | • Emma Madden to co-plan and co-teach with NQT Yr 6 teacher<br>• Emma Madden to closely monitor effectiveness of small maths group and intervention programmes through on going year 6 assessment<br>• Termly meetings with Year 6 teachers to monitor progress.<br>• Monitoring chns reading levels | • Chn on task in lessons<br>• Lesson obs good or outstanding observations<br>• Quality of marking in books good<br>• Meet/ exceed targets<br><br>Higher number level 4 and 5s. Chn achieving Level 6 reading | |
| To meet or exceed current Year 2 targets<br>**Reading** | • SIA to monitor the quality of teaching and learning of Year 2 teachers – 1st observation in Autumn term. Monitor books | SIA<br><br>SIA,DH, | Autumn and Spring 09 | | • HT,DH, SENCO and Yr 2 teachers to meet half termly to analyse reading, writing and | • All Year 2 children make expected or | |

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| Level 2 = 95% (95%)<br>Level 3 = 42% (42%)<br><br>**Writing**<br>Level 2+ = 95%<br>Level3 = 12% (33%)<br><br>**Maths**<br>Level 2+ = 95%<br>Level3 = 26% (42%)<br>( ) = additional targeting – other % are based on end of Yr 1 levels | after observation<br>• DH/HT meeting with Yr 2 team after term I to monitor standards<br>• Yr 2 teachers to attend Yr 2 assessment courses<br>• GTP to support straight Year 2 class for 1 term and as qualified teacher in 2nd / 3rd term. Enabling us to support HA chn<br>• SENCO to support Yr 2 children for Phonics – 5 sessions per week<br>• DH to co-plan 2 units with Year 2 teachers with focus on sentence structure (aimed at 1a writers)<br>• DH to support Yr 2 teachers of clear lit moderation | and HT<br><br>EM | Autumn and Spring 09<br><br>Ongoing<br><br>Ongoing<br><br>Autumn 09 | | maths attainment levels.<br>• Curriculum Governors to have Spring term update on Year 2 and Year 6 targets against progress made<br>• Yr2 teacher and Emma Madden to evaluate the impact the new Yr 2 units had on 1a chns sentence structure | above level of progress.<br>• Year 2 Lesson observations good or outstanding | |
| To raise maths attainment and achievement of pupils in Year 4 and 5 being supported by SENCO | • SENCO support Yrs 3/4/5 maths groups. Yr 5 Maths group 6 chn and yrs ¾ maths group 10 children | WW | Ongoing through out year | SEN teacher | • Lesson observations<br>• Mid Year meeting with Miss Wittleton monitoring progress of children<br>• | Miss Wittleton's group to make at least expected level of progress in maths. | |
| To develop assessment recording system for FS to analyse progress made. | • DH to work with consultant developing excel spreadsheet<br>• DH to train reception teacher in use of spreadsheet<br>• FS leader to present spreadsheet to Governing body<br>• FS to work with SIMS consultant to ensure data is compatible new assessment data base | EM LH | Autumn term | £900 | • Link Governor to monitor progress of FS assessment data base. FS leader to present data base at full Governors mtg.<br>• FS leader to present data base to LT mtg<br>• FS leader to report back to LA FS cluster to share good practice. | • Effective analysis of progress made in FS | |

## C. Personal Development and Well being

| Target | Actions | Lead Person/ | Timescale | Resources | Monitoring (who/when / how) and Evaluation | Success Criteria | Implications for 2010-2011 |
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| School to gain Green Flag status | • Green flag action plan drawn up by community cohesion officer.<br>• New Eco committee formed and meet every 2 weeks.<br>• Eco targets in site manager and Bursars PM targets.<br>• Link Eco Governor closely involved in monitoring the progress made towards Green Flag status.<br>• Green Flag status standing item on the LT meetings.<br>• To create links/visits with Ashley School ( already obtained Green Flag status) | EM BR (governor) | Summer 2010 | | • Leadership Team to monitor progress of gaining status<br>• BRto meet regularly with Eileen Martin to look at progress being made. | • To gain Green Flag status, to be a more sustainable school and the children to have a much greater understanding of the environmental issues facing them. | |
| To work more closely with hard to reach parents/carers | • Family Project pilot launched by SENCO and LM<br>• Parents clinics with Family therapist and Cams worker<br>• Running a series EAL bilingual reading programmes. | MW MH<br><br>NN MB | All Year<br><br>Autumn and Spring 2009/10 | £1000 | • Monitor attendance<br>• Monitor feedback from informal questionnaire re Marlborough project<br>• Monitor home learning of children on Marlborough project<br>• Monitor behaviour of | • Greater involvement of hard to reach parents in their children's learning<br>• Improved behaviour of more challenging children<br>• Higher levels of attainment and progress of these children<br>• Encouraging children to develop reading in their own language which ultimately benefits reading in English<br>• High turn out of EAL parents<br>• Increased reading levels of EAL children ( maybe measured over 2/3 yrs) | |

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| | | | | | these children<br>• Monitoring attendance and reading levels of chn involved | | |
| Fox School and community to reduce carbon emissions by 10% | • Fox School to become pilot school for 10:10<br>• Half INSET day for staff and Governors to do self carbon audits and write plans<br>• School staff and pupils to run workshops for parents<br>• To work closely with ECO AGE developing whole school action plan<br>• Regular 10:10 slot in whole school assembly<br>• Raise profile of Eco Team | EM BR Nicola (Eco Age) | Summe r 2010 | | • Gloria/Nicola to set up system of monitoring gas/electricity use<br>• Parents carers to complete on line carbon emissions audit at beginning and end of year. | • Fox School reduces carbon emissions by a minimum of 10%<br>• 50% of parents/carers sign up to 10:10 pledge<br>• Children have a greater understanding of diverse effects of carbon emissions | • |
| To develop circle time sessions to further improve behaviour | • MH MW to run circle time sessions for more vulnerable children.<br>• To run training sessions for teachers on good circle time sessions | MW | All Yr | | • MH to monitor time out cards, children playing in the playground<br>• HT and DH to observe circle time sessions of Ms Wittleton and class teachers | • Children more able to solve their disputes in civilised way<br>• Teachers able to run effective circle time sessions | • |

## D. The Quality of Provision

| Target | Actions | Lead Person/ | Timescale | Resources/cost | Monitoring and (who/when / how) and Evaluation | Success Criteria | Implications for 2009-2010 |
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| To maintain good MfL teaching across all 4 year groups (Yrs 2-5) | • To create a sustainable curriculum overview for topic in MfL<br>• All non language specialists to observe language specialists<br>• To create an MfL scheme of work<br>• See MfL action plan. | RM | Sept 09<br>Sept 09<br>Spring 10 | Purchase MfL scheme (£500) | • MfL teaching to be observed by RM in 1st term<br>• PC to monitor MfL in 2nd term | • MfL teaching to be consistently good | |
| To successful develop own APP practice in Reading and Writing | • To become involved in LA APP reading initiative<br>• To support other LA developing APP practice.<br>• To hold termly meetings with other lead schools<br>• To use APP as a method of assessment from Yrs1 -6 for reading and writing<br>• To run regular staff meetings on APP for reading and writing | EM,PC, BM | Autumn 09 | Income of £5000 | • Lit and Num books to be monitored termly<br>• APP numeracy portfolios to be monitored termly at staff meetings and end of year.<br>• SIA to monitor APP portfolios | • To further develop assessment procedures to as to ensure all staff at Fox are able to identify chn exact levels in reading, writing and maths.<br>• When moderating Year groups – all staff to have correctly levelled chn with supporting evidence.<br>• To have successfully supported other school s in developing their own APP practice | • |
| Fox to be involved in Level 6 reading project with LA. | • Yr 6 teachers / EM to attend L6 GR training<br>• Follow up observation / consultation with KS3 consultant<br>• Yr 6 teachers to trial | EM/HM | • Spring 10 | | • Observation from borough consultant and Lit consultant | • Teachers have planned effective GR sessions to cater for pupils needs<br>• School able to formally identify ch | |

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| | teaching/recording/assessment approaches to incorporate L6 criteria<br>• Any ch working at Level to be given teacher assessment of L6 through APP | | | | | working at this level | |
| All classes successfully teach P4C | • To hold half day INSET training on meaning of P4C<br>• All teachers to observe @ Marlborough sch or Avondale Sch.<br>• To host level 1 training at Fox and to involve 4 Fox teachers<br>• All classes timetabled to teach P4C every other week<br>• P4C bank of resources to be created by teachers<br>• P4C Governor observation. To include input from CRM and lesson obs.<br>• Case-study staff meeting feedback<br>• TA training in P4C | CRM | • 2009/ 2010 | £500 | • To observe P4C lessons across Phases in term 2.<br>• Teachers to give feedback on official training.<br>• Include P4C question in pupil questionnaire (enjoyment/ability to help resolve conflict) / or separate pupil consultation<br>• Governors to monitor through P4C morning | • P4C being taught according to timetable<br>• P4C teaching good or above<br>• P4C training good and has impact on teaching and learning of P4C<br>• Governors gain a greater understanding of P4C<br>• P4C having positive impact on ch's emotional well-being, group work and speaking and listening skills | |
| SIMS Assessment Database | • HT to attend SIMs assessment presentation<br>• To collate all existing assessment data<br>• LA to import all existing data into new data base<br>• To receive training and then train staff in use of data base<br>• Network manager to develop system whereby all SIMMS can be used on curriculum computers<br>• Staff to input their new | LA<br>EM<br>PC | 2009/10 | £1000 | • HT to monitor successful implementation<br>• Staff monitor usefulness of data base in supporting them in target setting and analysis of data ( through staff questionnaire at end yr)<br>• Leadership team and Inclusion team use data base to monitor groups of children – including SEN/EAL/FSM etc | • Data successfully imported and staff able to access on curriculum network<br>• Staff confident in use of assessment data base<br>• Staff use regularly and see as useful tool to measure progress/underperformance<br>• Data base effective management tool to | |

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| | data on system.<br>• To have half yearly meeting analysing data on new data base | | | | | identify underperforming groups | |
| Develop a refined and more specific approach to monitoring and evaluation | • Invite subject specialists from LA to observe lessons and give feedback. Eg Jake Mansel, Jean Carter etc | Consultants | 2009/20 | | • Headteacher to monitor impact of observations through follow up observation of teacher. | • Improved quality of teaching and learning of non core subjects | • |
| To develop MLE | • To develop the use of MLE to host reception profiles.<br>• Open day in Dec to explain electronic profiles and give parents opps to view.<br>• To develop the use of MLE to host Governors page | LH BMc | 2009/10 | | • Nominated to Governor to monitor progress and report to Governing body. Nominated Governor to help decide upon content.<br>• Lindsay Harrison to present FS profiles on MLE to curriculum Govs | • A full range of Gov documents available on MLE<br>• FS profiles uploaded on MLE and parents have full access to their chn profiles | • |
| Develop system of personalised differentiation for groups of learners | • Introduce individual targets for SEN pupils used regularly in literacy<br>• Show on planning for explicit differentiation for groups of learners | Em to introduce in staff mtg | Autumn 2009 | | • Monitor through lesson observation and book monitoring | • More detailed differentiation<br>• More focused targets for individual chn | • |

## E. Leadership and Management

| Target | Actions | Lead Person/ | Timescale | Resources | Monitoring (who/when / how) and Evaluation | Success Criteria | Implications for 2010-2011 |
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| To work with the Governing Body to improve their governance from good to outstanding | • Minutes of meetings record that Governors exercise their roles and responsibilities purposefully with a focus upon pupil achievement, school priorities, the safety and well being of staff and pupils.<br>• The Governing Body to be more involved in the school self evaluation through the SEF being a standing item on sub committee meetings and curriculum visits. To develop to the use of MLE to support the self evaluation process.<br>• The school and Governors develop a Freedom of Information publication scheme ensuring that the relevant information is made available through the school web site.<br>• A system is devised to ensure that all policy documents, whether statutory, recommended or particular to Fox are reviewed on a manageable rolling programme.<br>• Subject leaders update curriculum policies for Governors" curriculum | Governors<br>HT<br>SIA | 2009-2010<br><br>Spring 2010<br><br>Spring 2010<br><br>Autumn 2009 | SIA visits | • Chairman, Vice Chairman of Governors and the Headteacher termly review meetings.<br>• Relevant sections of SEF to be presented a sub committee mtgs.<br>• SIA to monitor the effectiveness of Governors through termly meetings with HT and CofG.<br>• SIA, HT/DH and subject leaders<br>• Governor visits to school include monitoring agreed policies.<br>• Governors monitor information made available on MLE and sch web site | • MLE to be used by all Governors<br>• Governors regular review and make adjustments to the SEF<br>• Statutory polices updated according to schedule<br>• An outstanding governing body fulfilling all roles and responsibilities<br>• All relevant documents are uploaded and policies are constantly reviewed by relevant bodies | • |

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| | committee to agree by the deadline in the SIP. | | | | | | |
| Formalise pay and performance for support staff at Fox | • JH (consultant) to write support staff competencies.<br>• JH and LH to co-ordinate appropriate competencies.<br>• LH to provide training into use of competencies in school and how teachers can support TAs achieve these.<br>• All TAs to keep professional development file with evidence supporting competencies<br>• Selected competencies linked with TA performance management.<br>• Appoint lead TA to –co-ordinate the work between LH and TAs<br>• Competencies form part of TA performance management and classroom observations | PC, JH,LH | Autumn 09<br><br>Autumn 09<br><br>On-going<br><br>Autumn 09 | £500 | • LH to present TA competencies to personnel Governing body sub committee<br>• Competencies of TAs monitored through PM and lesson observations | • A formalized TA pay system linked to clearly defined competencies.<br>• More skilled TA workforce<br>• All TA's to have organized up to date professional development files<br>• Formalise performance management linked closely to competencies. | • |
| To ensure the school makes appropriate arrangements for DH maternity | • Delegate responsibilities of DH amongst LT.<br>• Acting DH have clarity about their roles and responsibilities for safeguarding, child protection, communication and health and safety during any absence of the Headteacher | LT | Jan-July 2010 | | • SIA and Leadership team peer and partnership observe lessons and carry out pupil /teacher conferencing to evaluate progress<br>• Staff performance management reviews | • School well functioning during DH absence<br>• Acting DH gain experience and knowledge of role | • |
| Lead Literacy School | • **Links with South Bank maintained** | EM/LH | Throughout | Funding from IoE / | • **Feedback forms from students,** | **Lead Literacy School** | |

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| | • **Fox to offer 2 weeks of training sessions, with observation, evaluation and tour of school**<br>• **All teachers being observed to be given additional half day PPA to prepare**<br>• **Links with IoE maintained**<br>• **Lindsay Harrison to liaise with IoE regarding training support. All training to be off-site**<br>• **EM to meet with Liz from IoE to confirm support** | | | LSB | **and feedback from South Bank** | • **Status maintained South bank happy with level of training** | |
| Support other schools in capacity of Lead Assessment School for the LA | • **Attend borough training on APP**<br>• **Create timeline for introduction of APP in line with borough expectations**<br>• **Have Key Teachers in Phase A, B, C to trial new assessment methods**<br>• **Staff Meetings allocated in each term to trial new assessment criteria**<br>• **Run Assessment Strategy Group meetings at Fox, in conjunction with SIA and Lead Teacher from St Thomas'**<br>• **EM, EH and BMC to attend any relevant assessment training**<br>• **BMC to mentor Num co-** | **EM**<br>**EH**<br>**BMc** | **Timeline / action plan created by Jan 10**<br>**All classes to have trialled APP for reading and writing by Summer 10** | | • **Lit co-ordinator to work with borough Lit consultant to monitor implementation of Reading APP**<br>• **Cross moderation for maths**<br>• **Regular feedback to LT**<br>• **SIA involvement** | • **Teachers are familiar with APP criteria for reading and writing**<br>• **Teachers can level 2 pupils using APP in reading and writing**<br>• **Effective systems of partnership with 'buddy' schools set up** | • |

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| | ords from other schools in implementing changes | | | | | | |