

Wreningham VC CE Primary School

School Improvement and Development Plan



THE CHURCH
OF ENGLAND

April 2019 - March 2020



Together Everyone Achieves More

Our Christian Vision and Values

Working together so that everyone in our school feels safe, confident and happy, curious to learn and able to achieve their very best within our Christian community.

1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body." Our vision is realised through our Christian values of Stewardship, Courage, Hope, Forgiveness, Friendship and Compassion.

Our School Aims

Stewardship To develop curiosity and love for God's Creation.

Courage To show bravery through trying new experiences. 'If you have the courage to begin, you have the courage to succeed.'

Hope To develop each person's strengths and talents so that all flourish in our school.

Forgiveness To trust and care for each other, working together as a team.

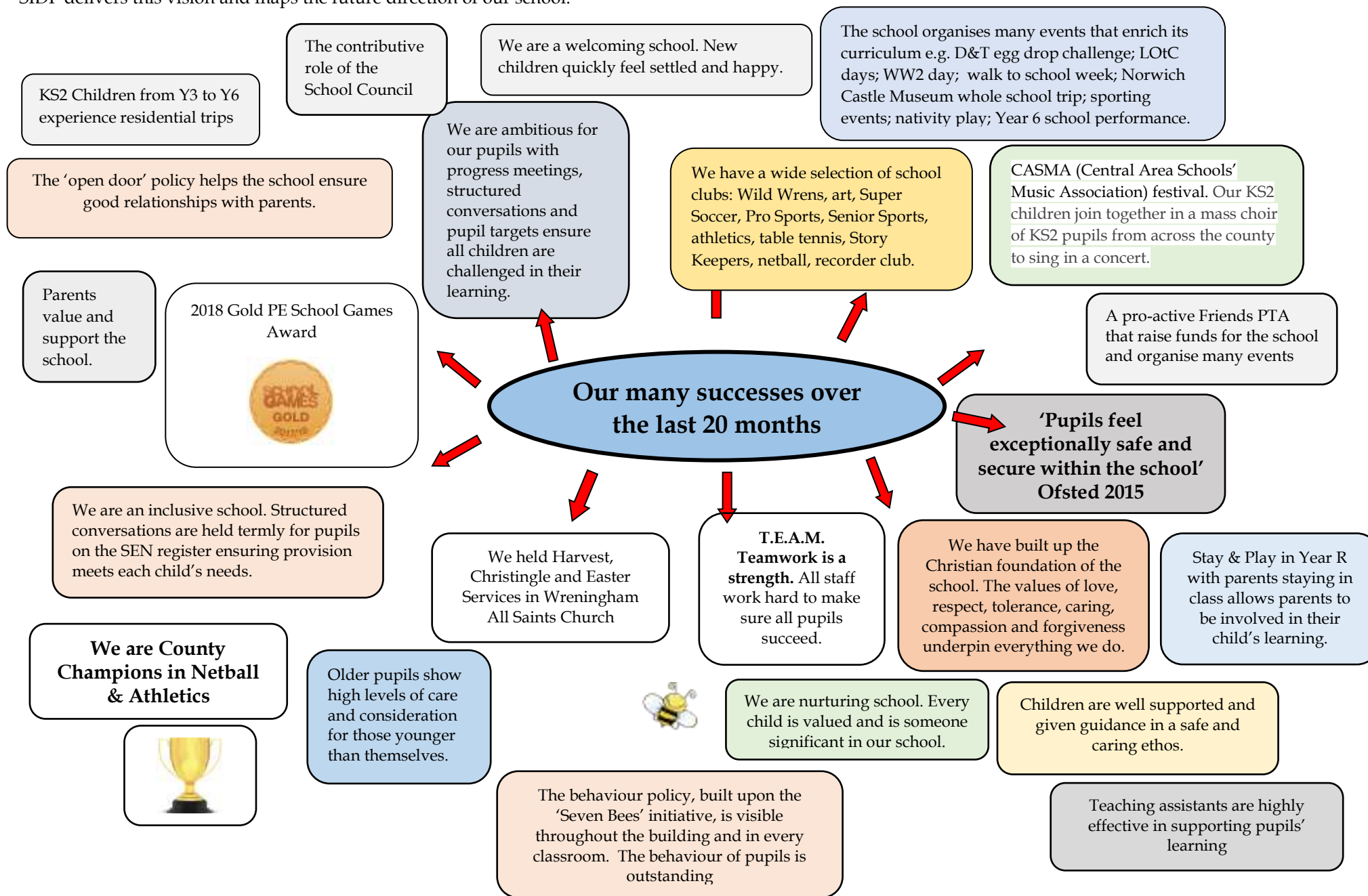
Friendship To feel safe and happy, with everyone feeling welcome, with a sense of belonging.

Compassion To show kindness and empathy to each other and to strangers.



THE SCHOOL'S MANY SUCCESSES

We are proud to be a church school and we believe its distinctive nature shines through in everything we do. We live up to our motto encouraging all to work as a team. This SIDP delivers this vision and maps the future direction of our school.



OFSTED Action Plan and Progress since the Last Inspection (Report July 2015)

Key Issue	Progress Made	Continuing Action
Continue to develop the existing approaches to further engage boys in reading, so that they enjoy reading and become completely confident readers.	The school continues to put strong emphasis on reading (SIDP 2019 Priority 5). The school successfully applied for a lottery grant to improve the library. The library has a good range of books, and is a colourful, attractive place to visit. The library encourages our pupils, including boys and reluctant readers, to experience the enjoyment of reading and the excitement of discovering knowledge and works of the imagination. The school encourages parents and other adults to make use of the library.	2019 SIDP Priority 1 Ensure teaching is consistently good 2019 SIDP Priority 5 Develop children's motivation to read for pleasure and purpose

EYFS, KS1 & KS2 Targets 2019

EYFS Targets 2019	Y1 Phonics Targets
EYFS GLD (% Exp/Exc in all strands of CL, PHY, PSE, Lit and Ma) 83	Yr 1 Phonics (% Wa - Achieving Expected Level) 75
KS1 Targets 2019	KS2 Targets 2019
KS1 Reading - % Expected Standard +82	KS2 Reading (test) - % Expected Standard + 88
KS1 Reading - % Greater Depth 35	KS2 Reading (test) - % Higher Standard 63
KS1 Writing - % Expected Standard + 88	KS2 Writing (TA) - % Expected Standard + 88
KS1 Writing - % Greater Depth 35	KS2 Writing (TA) - % Greater Depth 69
KS1 Maths - % Expected Standard +88	KS2 Maths (test) - % Expected Standard + 88
KS1 Maths - % Greater Depth 47	KS2 Maths (test) - % Higher Standard 56

SIDP Key Priorities for Development 2018-2019

1. Teaching is consistently good and outstanding
2. Strengthen the teaching of phonics in school
3. Ensure the distinctive character of the school as a Church school
4. Develop outdoor education in the school as part of a broad and balanced curriculum
5. Develop children's motivation to read for pleasure and purpose

OVERVIEW OF SIDP PRIORITIES 2018-2021

	2019-20	2020-21	2021-22
Quality of Teaching	Teaching is always consistently good and often outstanding	Teaching is always consistently good and often outstanding	
Achievement	Ensure all pupils make good or better progress Increase the percentage of pupils meeting EXS in the Y1 phonics screening check Improving reading stamina and comprehension skills Lead cluster standardisation/moderation sessions	Ensure all pupils make good or better progress	
Behaviour and Safety of Pupils	Review Attendance Safeguarding Threshold Criteria Update Safeguarding Policies Ollie the Online Octopus - Making sure everyone understands the importance of 'Online Safety' Aut INSET day – Safeguarding KCSiE updates	Aut INSET day – Safeguarding KCSiE updates Norfolk Step On: Early intervention and de-escalation; Staff confidence; Promoting positive behaviours; Individual child risk management; Inclusion and management of children with challenging behaviour; Legal defence; Restorative practices. (Certificate is valid for 2 years) Cost: £715, 6 hours, 24 delegates. Update Safeguarding Policies	KM Emergency Paediatric First Aid £289 – 12 delegates Update Safeguarding Policies Aut INSET day – Safeguarding KCSiE updates
Curriculum	Ensure the distinctive character of the school as a Church school Develop outdoor education in the school - ECO schools ECO Schools Green Flag Review School Curriculum Topics LOtC Quality Mark RSE training (CC)/ complete self-assessment tool. Buy guided books and book sets for the KS1/2 Re-visit Learning Powers Growth Mindset PE Grant	LOtC Mark RSE - School is ready to teach statutory RSE Purchase a package of support: PSHE Lead attend: Pocket Sized PSHE (£170); Sex Ed Sorted: Primary (£170);mParental engagement Course (£75) School purchases: RSE Solution teaching resource (£350); RSE Skills and strategies training for all teaching staff inc. TA's (£395) Altogether discounted to £999 RSE policy up-to-date and accessible to staff	LOtC Mark RE Kite Mark Music provision in school - Charanga music resource ECO Schools Green Flag
Leadership and Management	Provide staff with quality CPD Employ KS2 TA – 20 hrs 10 x Dell 3380 £4,998.68 and £500 installation Review progress of plan with governors Analysis of data – amend plan if necessary	Server replacement & full network upgrade £4,885.00 Update pupil numbers. Consider impact on income. Confirm staffing structure and staffing budget Identify areas from existing plan not completed Examine all fixed costs to ensure they represent 'best value' Set Pupil Performance targets Performance management meetings – set new performance targets	Estimate long term staffing costs
Conditions for Learning	Families Week Outdoor Classroom days Harvest Celebration/Easter Service Parent Consultations	Families Week Outdoor Classroom days Harvest Celebration/Easter Service Parent Consultations	Families Week Outdoor Classroom days Harvest Celebration/Easter Service Parent Consultations

Priority 1:		Teaching is consistently good and outstanding				
Rationale:		Ensuring all pupils make good or better progress Continually working at closing the gap. Ensuring consistently high quality teaching and learning Building a culture of teamwork and collective accountability Ensuring high levels of staff satisfaction and fulfilment Building capacity and sustainability	<u>School's Aims and Values</u> We work hard and inspire children with the highest quality teaching. We continue to develop our deep understanding of children and their learning. We believe learning should be fun, purposeful and challenging. We want all children to flourish in our school - to build upon and develop individual strengths and talents			
Impact		<ul style="list-style-type: none"> - The best learning outcomes for all pupils due to consistency in approach to teaching, learning and assessment - Staff are continuously developing and refining their teaching and are reflective practitioners - The conditions for learning are the best possible so that effective teaching and learning can take place - Teaching Assistants are highly effective in supporting all pupils' learning - Progress is tracked and monitored termly and slow progress is addressed 				
Intended Outcomes		Actions	Who	Resourcing/ Time	Timescale	Monitoring
1.1	A consistent approach to teaching that improves learning and wellbeing for all pupils across the school	<ul style="list-style-type: none"> - Teachers practise/apply 'non-negotiables' in their classroom practice: <ul style="list-style-type: none"> • Maths English/Maths working walls • School Marking Policy used • A chapter book read ongoing to class • TAs used most effectively in supporting pupils learning • Topic heading displayed in each class • Whole School Coloured Behaviour System • Worry Box (links to Safeguarding) • Meet Greeter - VNET/Advisors to confirm teaching standards 	All Teachers/ H/teacher	VNET Early Bird £2000 (Budget E28) Adcock Teaching, Learning and Assessment review Learning Walk with Teachers Wed 26/6/19	Thurs 9/5/19 Advisor Emma VNET advisor Fri 28/6/18	See also Quality Assurance Framework 2019-2020 Learning walk with teachers. Focus - learning environment. Is the class a literacy rich room?
		<ul style="list-style-type: none"> • Pupils set individual layered writing targets (SMART) which are reviewed ongoing. 	H/t	Senior Teacher release time Feedback in staff meetings	Ongoing	Learning Walks/Drop-ins (H/t conversation with pupils re. targets). Book Look- completed FADE sheet Evidence skills are transferable.
		<ul style="list-style-type: none"> - Non-negotiables in teachers performance management 	H/t Teachers	Meeting time	Aut term 2019	Mid-Year PM review
1.2	Teachers use the classroom environment to support their teaching	<ul style="list-style-type: none"> - All teachers and TAs ensure learning intentions/success criteria and key vocabulary are referred to during lessons and direct children's attention to these. 	Teachers TAs	Lesson Obs	Ongoing	HT to feedback findings from monitoring to all staff
1.3	A staff culture of learning is developed	<ul style="list-style-type: none"> - Ensure Teachers have access to good professional development linked to performance management including the maths/English professional networks. 	Teaching Staff	£4824 (Budget E09) Course feedback form fed back in staff meeting	Ongoing	CPD feedback form completed by all staff attending professional development
		<ul style="list-style-type: none"> - Disseminate relevant course contents to all teaching staff through use of CPD feedback form 				
1.4	TAs provide high-quality one-to-one and small group support using	<ul style="list-style-type: none"> - Timetable regular monitoring of TAs 	JL/RJ	Release time JL		See Quality Assurance Framework
		<ul style="list-style-type: none"> - Provide structured TA performance management (PM) - Fund and support good professional development for TAs including courses linked to their continuing PM targets, and in regular TA meetings 	JL/RJ	Release time JL £700 (Budget E09) including in above total figure	Ongoing	Course feedback form

	structured interventions	<ul style="list-style-type: none"> - Develop the nature and quality of TAs' talk to pupils e.g. avoid prioritising task completion. Instead concentrate on helping pupils develop independent learning skills - Ensure clear connections are made between learning from everyday classroom teaching and structured interventions Time for teachers and TAs to liaise. 	JL/RJ	H/t TAs release time	Ongoing	Teaching Obs - monitoring form completed.
		- Maths 'pre-learning' intervention used to support pupils	SENCO/ TAs		Ongoing	
		- Precision teaching is used to support individual pupils	SENCO/ TAs		Ongoing	Pupil Progress meeting
1.5	Individual Education Plans identify next steps of progress	<ul style="list-style-type: none"> - Class teachers meet with parents at least once per term to hold a 'structured conversation' to discuss progress and set targets 	Class teachers	Release time JL SEN Book Look Mon 6/5/19 PM Staff Meeting Wed 8/5/19		
		- Update SEND register & provision map termly	SENCO	April 2019	Termly	Govs Raising Standards Committee Progress data Pupil progress meeting w/b 15/7/19
		- SENCO to join Willow Tree SENCO network 2019/20	SENCO	£80 (Budget E09) including in above total figure	Ongoing	CPD Evaluation form fed back in staff meeting
		- SEN Parents' Questionnaire	JL	Tues 23/4/19	Summer Term	Returned questionnaires Govs Raising Standards Committee
1.6	Accurate assessment data enables teaching staff/ Head to know standards in Maths and English and inform progress meetings.	<ul style="list-style-type: none"> - Update assessment policy. Policy has a clear set of principles and practices used in pupil assessment. 	H/t	Policy shared in staff meeting	Summer Term	Govs Raising Standards Committee
		- Use assessment data on Pupil Asset to track pupil progress and inform progress meetings	All staff H/t	Updated termly Pupil Progress meeting 15/7/19	Data monitored termly	Aut/Spring/Summer Headline Data Summary to Govs Raising Standards Committee to review
		- Half termly writing standardisation sessions used to ensure teacher judgements are consistent with each other and national standards	All staff	Staff Meeting Wed 15/5/19	Termly	Book Look
		- H/t to compile headline data summary each term and share at Raising Standards Govs Committee	H/t	Governor meeting time	Termly	
		- Align Annual Parent Reports to PITA tracking system	H/t		Summer Term	
1.7	Effective, targeted emotional support provided to vulnerable pupils	<ul style="list-style-type: none"> -Children referred by the teacher are supported on an individual basis -ELSA work is delivered using a range of activities such as: games, role-play with puppets or arts and craft. -Children develop the language required to describe and identify their feelings and strategies are developed to cope. -SENCO line manages the ELSA practitioner 	ELSA trained TA SENCO	Pupil Premium Funding £120 (Budget E09)	Summer term onwards	Written report from nurture lead - KR

Priority 2:		Strengthen the teaching of phonics in school				
Rationale:		Inspection Data Summary Report & ASP show that phonic outcomes are broadly in line with Nat outcomes/averages in both Y1 and Y2 phonics assessments. However fewer than 70% of pupils met the expected standard in phonics in Year 1.	School's Aims and Values We work hard and inspire children with the highest quality teaching We want ... to build upon and develop individual strengths and talents			
Impact		<ul style="list-style-type: none"> - Phonics teaching is rigorous and systematic. - Pupils make rapid progress in the acquisition of their phonic skills - Pupil transference of phonics skills is improved and evident in their reading and writing - Staff more skilled and knowledgeable in the teaching of phonics - Increased percentage of pupils meeting the expected standard in the Y1 phonics screening check, achieving in line and above national outcomes 				
Intended Outcomes		Actions	Who	Resourcing/Time	Timescale	Monitoring
2.1	Clear picture about children's progress from their starting points. Any gaps identified and addressed.	- Investigate Literacy scores at the end of the EYFS and their 'on entry' scores.	H/t	RJ/JL meeting time to analyse data	Summer Term	Report to Goves Raising Standards Committee
		- Track Y1 cohort scores from 2018/19. KQ What were the 'on-entry scores, the phonics check score and the KS1 results? - Compare scores with similar schools.	H/t		Summer Term	Report to Goves Raising Standards Committee
		- Hear KS1 children read. KQ Is phonics knowledge being transferred?	RJ/JL	Release time JL	Ongoing	FADE report
2.2	Pupils identified that need additional support to meet the 2019 expected standard in phonics All commonly mis-read graphemes are practised regularly	- Pupils identified and support provided - Focus on pupils missing the screening check threshold 2018 or that only just scored the pass mark (32+- 35) (Y3)	H/t SENCO TAs	Caroline Davies Catherine Griib JL Phonics group	Summer Term	Goves Raising Standards Committee
2.3	Strengths and areas to focus on identified in phonics teaching.	- Observations of phonics teaching: <ul style="list-style-type: none"> • Ensure the snappy lesson is followed • Make certain teachers understand the flicking finger and push (used in reading) and flicking finger and sweep (used in writing) • Confirm consistency in the use of a recording sheet for sound discovery • Ensure consistency in teachers modelling joined handwriting 	H/t JL	Phonic Lesson Observations w/b Mon 3/6/19 Release time JL	Summer Term	Teaching Obs monitoring form completed. Book Look- completed FADE sheet
2.4	Gaps in phonic resources resolved	- Audit phonic resources. KQ Is the teaching of phonics resourced appropriately? E.g. magnetic letters, sets of pupil magnetic boards, sensory objects for early stages of phonic acquisition, collections of objects starting with a particular letter, phonic games etc. Are resources used consistently by all?	TA	Release Time JL - TA Meeting	Summer Term	

2.5	Pupils become confident/ accurate spellers	<ul style="list-style-type: none"> - Teachers use a range of strategies, rules and conventions systematically and explicitly to teach children spelling (e.g. patterns, mis-spelt words in pupils' books etc.) - Staff share strategies in staff meeting. What words are included in pupils' spelling lists? 	All staff		Date TBC	Spelling policy in place and informing practice.
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Priority 3:	Ensure the distinctive character of the school as a Church school
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Rationale:	<p>Continue to work with the diocese to develop the school's use of RE ARE</p> <p>Develop closer links with the new incumbent, including leading worship and supporting the school.</p> <p>The school is a church school with Christian beliefs and values at its heart. This means every child and adult associated with the school is not just important because they are members of this school but also because they are seen as unique individuals within God's creation.</p>	<p><u>School's Aims and Values</u></p> <p>We support pupils to explore spiritual themes and reflect on their big questions about life and existence. We foster a positive and compassionate environment in which all children flourish</p> <p>As a school with a church foundation, Christian values of love, respect, tolerance, caring, forgiveness, underpin everything we do.</p>
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Impact	<ul style="list-style-type: none"> - The school's distinctive Christian ethos is clearly and explicitly embedded in the school. - All staff members at all levels are supported in their understanding of the school as a Church school. - Pupils will be more literate in their theological knowledge with a deeper understanding of belief across Christianity and the other world faiths. - Children develop a depth of knowledge and understanding of Christian values through the trust and independence invested in them by the school
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Intended Outcomes	Actions	Who	Resourcing/Time	Timescale	Monitoring
3.1 The curriculum is in line with the updated RE curriculum schedule	<ul style="list-style-type: none"> - Review the school's RE long term curriculum map. Confirm enquiry questions for each scheme of learning (based on the assessment criteria). 	RE leader (JL) H/teacher	Mon 10/6/19 Katy Mckay Diocese of Norwich - Staff meeting Time - RE ARE Assessment	Summer Term Aut Term	Completed long term RE map. Does the long term plan provide continuity, depth, progression and challenge?
	<ul style="list-style-type: none"> - Staff to use the new RE ARE assessment criteria 	JL	Teachers	Ongoing	Learning walk, Book Look
	<ul style="list-style-type: none"> - Update RE Policy 	JL	Release time JL	Summer Term	RE Policy updated
3.2 A Reinforcement of children's learning with a visual prompt/reminder	<ul style="list-style-type: none"> - Each class has an RE board/working wall with the question being studied, children's ideas displayed, work shared 	JL, H/t & D. Lenton (DSO)	Release time JL	Ongoing	Learning Walk
	<ul style="list-style-type: none"> - Develop a display in the school hall to show what Christian Values look like in our school 	JL H/t		Summer term Ongoing	Learning Walk - School hall
	<ul style="list-style-type: none"> - Teach the Lord's Prayer 	Teachers	Collective Worship	Ongoing	
3.3 The growth of pupils' spiritual awareness with a permanent Prayer Space where children may go during the school day to pray or reflect.	<ul style="list-style-type: none"> - Develop a Prayer Space as an area for reflection. - Prayer Space Week - w/b Monday 10/6/19 	H/teacher JL Teachers	£100 (Budget E19) RE/ Prayer Space Diocese House	Ongoing Prayer Space wk. 10/6/19	Pupil Questionnaires
	<ul style="list-style-type: none"> - Provide opportunities for children to discuss feelings, values and beliefs, provide moment of stillness, reflection, guided visualisation, explore the big ideas of religion 	All staff		Ongoing	
3.4 Children enabled to reflect on different themes of Collective Worship	<ul style="list-style-type: none"> - Develop the involvement of pupils in collective worship. Ensure there are regular opportunities for pupils to plan, lead and evaluate whole-school collective worship - Share expectations of CW with staff. 	H/t	Staff Meeting time	Ongoing	Observation of collective worship led by pupils Collective worship timetable schedules pupils.

3.5	SIAMS schedule completed leading to the school being excellent in all areas	- SIAMS Health Check leading to a plan of actions in preparation for inspection (Jon Moule, School Distinctiveness & Standards Manager, Diocese of Norwich)	JL/RJ/JL Jon Moule	Wed 24/4/19 Half Day Visit - £150 (Budget Line TBC)	Summer term	Written report
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Priority 4:		Develop outdoor education in the school as part of a broad and balanced curriculum				
Rationale:		Awareness of the benefits of providing frequent, continuous and progressive LOtC to all pupils. A commitment to developing LOtC to enrich the learning of pupils. Emphasis on developing the whole child.	School's Aims and Values We believe learning should be fun, purposeful and challenging. We aim to promote sustainability and an awareness of ECO and global issues. We value the contribution the children make to the life of our school and have a School Council and an Eco Council			
Impact		LOtC is embedded in the curriculum. The use of the outdoor learning environment helps pupils be engaged and motivated to learn The ECO schools Green Flag award retained and evidence of pupils' environmental awareness				
Intended Outcomes		Actions	Who	Resourcing/Time	Timescale	Monitoring
4.1	Teachers develop the use of outdoor education to improve outcomes across the curriculum.	- Teachers regularly plan outdoor learning activities.	Teachers	Staff meeting time Outdoor learning Week Summer Term2 (Date TBC)	Ongoing (Outdoor learning Week Sum Term2)	Planning scrutiny - completed FADE sheet
		- Review curriculum long term plan and topics - Update the Curriculum Policy	H/t JL	Release time JL Staff meeting Wed 17/7/19	Summer 2019 Ongoing	H/t School curriculum consistent with policy and long term plan
		- Graham Lodge (Adviser Outdoor Learning) to share with staff information on LOtC Quality Mark https://www.lotc.org.uk/lotc-accreditations/lotc-mark/3/ Submit completed application form	H/t Staff	Wed 5/6/19 Graham Lodge in staff meeting	Sum term2 2019 £250 bronze mark (valid for 2yrs)	
4.2	Pupils' have an enhanced knowledge and understanding of sustainability and global citizenship	- Review and carry out an action plan to sustain EcoSchool Green Flag status.	H/t Sarah Jones	£200 (Budget E19) Green Flag bi-annual Assessor Thursday 21/3/19	Ongoing ECO actions	H/t checks actions and reports to FGB
		- ECO club - children complete ECO activities.	S. Jones L. Watkins		Weekly	Pupil Questionnaires
		- Pupil led ECO council - lead the school on ECO activities: composting, bird feeders, watering and litter picking	ECO council S. Jones	(Budget Line TBC)	Ongoing ECO actions	
		- 'Walk to School Week' - five day walking challenge	H/t Teachers	W/b Mon 20/5/19	Sum term 2019	Number of pupils taking part
		- Take part in the 'Switch off Fortnight' campaign to reduce power consumption	Eco Council H/t		Aut term 2019	Pupils' returned ECO Challenge cards
		- Waste Free Lunches - children bring a break time snack or lunch that produces as little waste as possible. For example, putting sandwiches in a plastic container rather	Eco Council H/t		Summer term2	Number of pupils taking part

		than wrapping them in cling film; and bringing a drink in a reusable plastic bottle rather than a drink carton.				
4.3	Grounds development provides and maintains suitable space and provision	- Develop outdoor learning environment including new playground markings	H/t	E13 (Budget E13)	Sum term 2019	Learning walk
		- Purchase equipment and resources - playtimes	MSAs	(Budget Line TBC) Capital Funding	Sum term 2019	Learning walk

Priority 5: Develop children's motivation to read for pleasure and purpose						
Rationale:		A strong emphasis on reading to engage all pupils so they enjoy reading In-school data: Reading making EXP progress - Y3 50% pupils; Y4 44% pupils. Reading relative progress for the past three years 2016 Q2, 2017 Q3, 2018 Q4 Reading progress score by middle prior attainment -1.72 (Nat 0.03) Reading progress all boys -6.03 KS1 Reading - % Greater Depth 33 KS2 Reading (test) - % Higher Standard 43		<u>School's Aims and Values</u> We believe learning should be fun, purposeful and challenging. We want all children to flourish in our school. We help our pupils to be creative, independent learners and thinkers		
Impact		Children enjoying reading books (evidenced by: increased number of pupils using the library; Reading survey). Greater breadth of reading experiences provided Improve the progress of pupils, especially boys, in reading Reading data above national for both boys and all pupils combined Significantly close the gap between boys and girls' progress in reading by the end of KS2				
Intended Outcomes		Actions	Who	Cost/ Resourcing/Time	Timescale	Monitoring
5.1	Increase the range and quality of fiction/non-fiction books in the school library ensuring a variety of genres/authors that appeal to boys and both genders.	- Purchase new reading books for the school library. Expand the choice of fiction/non-fiction books, ensuring a variety of genres/authors to appeal to boys and girls. - Review books especially for UKS2 struggling readers	Eng Subject Leader	£400 (Budget E19) purchase of new reading books Friends	Staff meeting summer term Wed 24/4/19	Results of pupil survey on reading attitudes
		- Ensure each class is using their weekly library slot - Get a parent volunteer to oversee the library	Caroline Davies	Release time	Ongoing	Junior Librarian data Pupil reading survey
		- Get WrenTots up and running again - visit Bramble bears	H/t JL	Staff meeting time	Sum term2 Ongoing	Number of parents bring toddlers to the library
5.2	All groups of pupils make good progress in reading	- Lexia Reading (IT based synthetic phonics programme) used to accelerate reading skills - Children heard read regularly by teachers, TAs and with parent volunteer	Eng subject leader H/t JL	£1450 (Budget E19) LexiaUK 36 month license	Ongoing Termly updating of pupil list	Pupil Asset data - H/t JL listening to pupils read
		- Parents trained in phonics so when pupils read aloud to an adult they are given good support to practise their decoding skills	JL H/t	JL release time	Sept (start of Autumn term)	
5.3	Pupils targeted for Everyday Readers make accelerated progress	- Children identified as making slow progress are targeted for reading 1-to-1 with an adult three times weekly	H/teacher to organise pupils/ TAs	TAs O/t £880 (Budget E03) Pupil Premium	Ongoing	Everyday Pupils making accelerated progress
5.4		- A chapter book is read ongoing in each class	Teachers		Ongoing	

	Pupils enjoy books and read for pleasure	- Library club/Wren Turners led by a TA	TA	Lunchtimes	Ongoing	Attitudes to reading established in pupil reading survey
		- Book week and other activities organised throughout the school year that encourage reading for enjoyment	H/t	World Book Day Thurs 5/3/2020	Ongoing	
		- Hold termly breakfast Reading Café	H/t & Gov T Watts	(Budget Line TBC)		
		- Complete pupil survey on reading attitudes	H/t	w/b Mon 15/7/19	Sum term 2	
		- Children complete 100 Million Minutes Reading Challenge https://millionminutes.afaeducation.org/#login	Teachers			
5.5	Guided reading sessions improve reading stamina and improve reading comprehension skills	- Teachers ensure opportunities for regular guided reading exist. - Ensure reading speed and stamina building skills are included in guided reading sessions. - Guided reading includes attention to comprehension skills (and inference and deduction).	Teachers	Staff meeting time Aut term	Ongoing	Opportunities for guided reading identified in teachers' timetables. G/reading session observations. Monitor the impact guided reading sessions have across the school: How focussed are sessions on AFs?
		- Weekly DEAR sessions	Teachers	Weekly	Ongoing	
		- Guided Reading Books to be audited – any gaps to be identified and books bought: teachers to find sets of books (e.g. class set of one title)	Teachers	Guided reading books £500 (Budget E19) c12/3/4 & FOWS – whole class sets 30 books/title Phonics books recommended by Books Dyslexia outreach – set £80 (Budget E20)	Staff meeting summer term Wed 24/4/19	Guided reading Books in Class

OVERVIEW OF STAFF MEETINGS, SUMMER TERM 2019

Month	Day/Date	Primary Focus	Who
Apr	Wed 24	SIDP 2019/20	H/t
		School Distinctiveness Health Check Feedback, Diocese of Norwich.	Jon Moule
		Guided Reading Books	H/t
May	Wed 1	CASMA Concert	
	Wed 8	SEN Ex-Book Look (FADE sheet)	JL
	Wed 15	Writing Standardisation	Teachers
	Wed 22	S/guarding course feedback Plan Prayer Space Activities	JL Teachers
Half Term Mon 27 to Friday 31 May			

Month	Day/Date	Primary Focus	Who
June	Wed 5	LOtC Quality Mark	Graham Lodge
	Mon 10	RE ARE Assessment Criteria	Katy MacKay
	Wed 19	Pupil Annual Reports – release time	Teachers
	Wed 26	Learning Walk with teachers	Teachers
July	Wed 3	English Ex-Book Look (FADE sheet)	RJ/JL
	Wed 10	Open Evening	Teachers
	Wed 17	Review curriculum long term plans	RJ/JL Teachers
	Wed 24	Last Day of Term	
Summer Holidays Thursday 25 July.			
INSET Day Mon 2 September 2019: Jon Moule			



Helping you in your work by marking in pink. Make sure you respond to any pink highlighter. Children in class 3 & class 4 – you should be using a purple pen when improving your work.

Giving you a voice in a School Council so that your opinions and views can be listened to when decisions are being taken.



Making sure everyone understands the importance of 'Online Safety' - being safe with the internet. We will provide lots of opportunities for you to use technology in school.



We want the topics and subjects you learn about (the curriculum) to be exciting and fun. We will organise trips and residential; use the outdoors and school grounds as much as possible; lead many school clubs; teach interesting topics.

Our plans for the school this year 2019/2020

Your teachers will be helping you to become faster, more fluent readers; you can help by reading more at home. We will be buying new books for you to borrow from our library.



We want you to be brilliant at writing! Your writing target will help you with this. The target gives you something to remember to do each time you write. For example, remember to put a full stop at the end of every sentence.



We are proud to be an ECO school and with your help we will re-cycle paper, compost food waste, save energy by turning off lights and pick up litter. The Eco Council have also sponsored an endangered animal.



We are a Church school. This means we hold an act of collective worship every day. It also means we love and care for each other; values that are at the heart of the Christian faith.



We want all pupils at Wreningham Primary to make excellent progress, from the youngest to the oldest. We are very keen to make sure that even if you are struggling you don't give up and we'll work with you to find out the best way for you to make progress.



School Improvement and Development Plan

Part II

QUALITY ASSURANCE FRAMEWORK

Summer Term



THE CHURCH
OF ENGLAND

QUALITY ASSURANCE FRAMEWORK MARCH/APRIL 2019

	MARCH	APRIL
School Distinctiveness SIAMS SEF	Thurs 21/3/19 Dot Lenton: Strand 6: The impact of Collective Worship	- W/B Mon 1/4/19 Sum. Collective Worship Timetable ✓ -Wed 24/4/19 School Distinctiveness & Standards Manager, Diocese of Norwich, Jon Moule ✓ Strand 7: The effectiveness of religious education
School Events	-w/b Mon 4/3/19 Book Week ✓ -w/b Mon 18/3/19 Families Week ✓	Thurs 4/4/19 Egg Drop Challenge ✓ Tues 30/4/19 Annual H/t conference ✓
School Docs/Policies	Behaviour Policy ✓	Online Safety Policy RJ/RH ✓ (school website) -After School Clubs Policy
SATs Tests SWRT/SWST	-Alien words/real words sent home	-25/4/19 H&S Risk Assessment checklists for school/classrooms RJ/SK/NS ✓ (copy in H&S folder)
Pupil Premium PP	-Monitor progress of Pupil Premium- eligible pupils	
Monitoring impact Standards	-Fri 15 March AM, Book Look Maths JL/RJ ✓	
Pupil Data	-w/b 11/3/19 Staff update Pupil Asset data -Headline Data Summary to Raising Standards Committee	-Update Lexia pupil list
Pupil Progress Meetings	-Mon 1/4/19 Pupil Progress Meetings Spring Term	
Questionnaires Pupil Surveys		
SEN Provision Map Intervention Plans	-w/b Mon 4/3/19 IPs completed 2 wks. before Easter term ends	-Update Summer Term SEN Register ✓ -Update Provision Map
SEF SIDP	-Write SIDP 2019-2020 ✓ -SEF Personal development, behaviour and welfare	-SEF Effectiveness of leadership -Review Child Protection files
Safeguarding	-Review Whistleblowing Policy ✓	-Review Minor Accident Report Forms for regular risk ✓
Performance Management (PM) cycle	Interim staff PM Caroline Davies PM	-Teachers PM Interim Review (Are teachers meeting their objectives?) -Subject Leaders to look at resources for the Aut term 19 curriculum to spend subject budgets
Pupil Targets		
Attendance Data	-Termly analysis Pupils below 95% attendance (and Late sessions) -Attendance warning letters to parents	
Reporting to Parents	-Tues 19/3/19 Wed 20/3/19 & Thurs 21/3/19 Parent's Evenings -Fri 29/3/19 Parents Open Morning Maths	-w/b Tues 23/4 Sum term curriculum parent newsletters ✓ (copy in Curriculum folder) -Update Pupils' Annual Progress Reports. ✓ -New intake transition. Letters to parents ✓ -New intake Pack to include photo permission, educational off site visits, FSM form

QUALITY ASSURANCE FRAMEWORK MAY/JUNE 2019

	MAY	JUNE
School Distinctiveness SIAMS SEF	Dot Lenton in (Diocese)	
School Events Mon 8 April to Mon 22 April Easter Hols	-Wed 1/5/19 CASMA Concert -Tues 21/5/19 School Fun Run -w/b Mon 20/5/19 Walk to School Week -Thurs 23/5/19 Outdoor Classroom Day	-w/b Mon 10/6/19 Prayer Space Sat 29/6/19 Summer Festival Online Safety Briefing to Parents Thurs 27/6/19 -School Art Exhibition Fri 28/6/19
CPD	Tues 7/5/19 2 day Multi Agency Training Course Safeguarding Wed 22/5/19 DSL Update Julie L	-Mon 10/6/19 RE ARE Assessment Criteria Staff Meeting
School Docs	Recruitment and Selection Policy	-Attendance Policy
SATs Tests SWRT/SWST	-KS1 SATS w/b Mon 6/5/19 -KS2 SATS w/b Mon 13/5/19	-w/b Mon 10/6/19 Phonics Screening Check -Thurs 13/6/19 Nat pilot Multiplication Tables Check -w/b Mon 3/6/19 SWRT/SWST (add scores to P. Asset)
Pupil Premium PP	-Complete report of progress of PP. Complete profiles with pupils. -Mon 13/5/19 PP Report to Raising Standards Committee	
Monitoring impact Standards	-Thurs 9/5/19 Learning Walk/Curriculum (Emma Adcock, VNET) - Wed 15/5/19 Vertical Standardisation Writing ARE YR-Y6 (writing from Pupil progress books)	-w/b Mon 3/6/19 Phonic Lesson Obs -Learning Walk with teachers (staff meeting Wed 26/6/19) - Fri 28/6/18 English Book Look
Pupil Data	-EYFS May Tracking: Number on track to achieve GLD -EYFS May Pupils on a Page	-w/b 3/6/19 Update Pupil Asset data -EYFS Tracking June Data: Number on track to achieve GLD?
Pupil Progress Meetings		
Questionnaires Pupil Surveys	-Fri 24/5/19 Pupil Reading Survey	-Instruct Y5 Peer Mediators - weekly report
SEN Provision Map Intervention Plans	-SEN Health Check to include: checking actions on IPs (Is provision evident in the class?); SEN Book Look: SEN Parents' Questionnaire -Mon 13/5/19 SEN(D) Report to Raising Standards Committee	-IPs complete wk after June half-term (w/b 24/6/19 to Fri 5/7/19)
SEE/SIDP		
Safeguarding	-Update s/g training records (evidence s/g policies read by staff) -Check the SCR - NS/RJ -Tues 7/5/19 2 day Multi Agency Training Course Safeguarding -Review Minor Accident Report Forms for regular risks	-Review Minor Accident Report Forms for regular risks
Performance Management (PM) cycle		
Pupil Targets		
Attendance Data		-Register audit with LA Attendance Support & Enforcement Officer
Reporting to Parents	-Parent Report template to class teachers (25 May 2018)	

QUALITY ASSURANCE FRAMEWORK JULY 2019

	JULY	AUGUST
School Distinctiveness SIAMS SEF	Collective Worship Timetable	
School Events	-Tues 2/7/19 Norwich Children's Book festival -Wed 3/7/19 Crucial Crew -Fri 5/7/19 Transition Wymondham College -8/9/10 July Transition Wymondham High -Fri 19/7/19 Sports Day	
School Docs	-School 19-20 prospectus	-Staff Handbook 2019-20
SATs Tests SWRT/ SWST		
Pupil Premium PP		
Monitoring impact Standards	-w/b Mon 15/7/19 Pupil Progress Meetings -Vertical Standardisation Writing ARE YR-Y6	
Pupil Data	-Summer Term 2018 Headline data summary	
Pupil Progress Meetings	W/b Monday 15/7/19	
Questionnaires Pupil Surveys		
SEN Provision Map Intervention Plans		
SEF SIDP	-Evaluation of SIDP - summer to Gobs -Effectiveness of the Early Years (Self -Review)	-SEF
Safeguarding	-Review Minor Accident Report Forms for regular risks	-Safeguarding INSET prep
Performance Management (PM) cycle		
Pupil Targets	-Set 2019 KS1/KS2 Targets -2019 Phonic Screening Check Targets	
Attendance Data	-Termly analysis Below 95% attendance and Late sessions	
Reporting to Parents	-Fri 5/7/19 Parent Questionnaires with Annual Reports -Wed 10/7/19 Open Evening -Reporting to Parents SATs KS2	

QUALITY ASSURANCE FRAMEWORK SEPTEMBER/OCTOBER 2019

	SEPTEMBER	OCTOBER
School Distinctiveness SIAMS SEF		
School Events		
School Docs/Policies	Online Safety with all new pupils - 'Think then Click' to children Online Safety Checklist/ Basic Audit 2019	
SATs Tests SWRT/ SWST		
Pupil Premium PP		
Monitoring impact Standards		
Pupil Data		
Pupil Progress Meetings		
Questionnaires Pupil Surveys		
SEN Provision Map Intervention Plans		
SEF SIDP		
Safeguarding		
Performance Management (PM) cycle		
Pupil Targets		
Attendance Data		
Reporting to Parents		

**Subject Leader – to complete on release days
Providing Evidence of Action and Outcome**

Review and Evaluation Form	
School Name	Wreningham VC Primary School
Monitoring Activity	
Date	
Reviewers	
Focus (What exactly is the monitoring going to look at in detail?)	(In discussion with the H/teacher)
Analysis (Once the evidence is collected, analyse it and decide what it suggests about the school's strengths, weaknesses and areas for development)	Be succinct – five or six bullet points.
Planned Action for Development – What to “Do” (What action(s) are we going to take? Be succinct and show who and when?)	Bullet points of proposed action.
Date of Review	This should reflect the time necessary for the outcome of actions to be evident.
Evaluation of Impact	Not to be completed until after the review.

Summary Report on the progress of the School Improvement Development Plan

Priority Title			
Start Date	Sumer term 2013	This Review Date	November 2013
Progress Monitored by			
Progress Evaluated by			
Analysis of Progress (What's complete, partially complete, has anything made better/less than expected progress?) <ul style="list-style-type: none"> • • • • • • 			
Overall progress of this priority is			
Good		Satisfactory	
Insufficient			
Actions needed to improve progress (if necessary) <ul style="list-style-type: none"> • • • • 			