

# OYSTERMOUTH PRIMARY SCHOOL

*'Achievement Through Challenge'*

## SCHOOL IMPROVEMENT PLAN 2017 -2018



### MISSION STATEMENT

*'Achievement through Challenge'*

## VISION STATEMENT

*Our school will seek to provide an imaginative, broad and balanced interpretation of the curriculum in inspiring, caring and secure classroom, home and wider school environments. We want all children of all potential, abilities and talents to enjoy learning and to develop as independent and motivated thinkers and learners whose achievements are recognised in all areas of the curriculum and personal experience. We work to create a climate of tolerance, respect, mutual communication and support wherein all are willing to accept and are proud of the standards set by the school.*

Priority:	One – Further develop and strengthen self and peer-assessment
Key Question and Quality Indicator:	How good is provision?
Related to Post Estyn Inspection Plan:	R4
Success Criteria/Impact on learner Outcomes:	<ol style="list-style-type: none"><li>1. Nearly all pupils effectively use oral and written peer and self-assessment strategies in their learning to improve the quality and range of their work.</li><li>2. All the children are given opportunities to use AfL strategies to enhance their learning</li></ol>

	and to improve their work.						
Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
					G	A	U
					Aut	Spr	Sum
Work/book scrutiny Book Looks	All staff	Termly	Feedback during ADDs, Reports by Co-ordinators	ADDs time			
Self-assessment – school to set up a time to reflect on their work with their teachers and peers (Friday afternoons) using the ‘Feedback and Marking Policy’ as a base for their deliberations.	All teaching staff	Weekly – Friday afternoons	Work scrutiny, report back by teachers during ADDs time.	Planning assessment resources, use of ‘Rich Tasks’ – Building Blocks			
Embedding planning based on rich tasks and ‘Building Blocks’	All teaching staff	Phase meetings once a term to ensure that there is consistency and progression of skills.	Work scrutiny and feedback by staff.  Subject Questionnaires being introduced with pupils?  Parental	See above			

			feedback				
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SIP Target 1:	Further strengthen and develop self and peer-assessment
Headteacher PM Target	To update staff and governors about the purpose and benefit of self and peer-assessment. To provide access to training, support and resources for self/peer assessment. Coordinate the collection of self/peer assessment evidence. Update the policy.
SMT PM Target/Link	Through lesson observation, planning and book scrutiny, check the evidence of age appropriate self and peer assessment. Provide feedback to teachers. Share best practice at SMT meetings and help disseminate at staff meetings.
Teacher PM Target/Link	Plan and allow time for pupils to review key pieces of work against success criteria, the RAG rate their work using the traffic lights and the colour assessment (age appropriate). Encourage the necessary self-confidence in pupils to honestly evaluate their own work and their partners' work. Ensure that there is specific evidence in books.
TA Staff Target/Link	Encourage the necessary self-confidence in pupils to honestly evaluate their own work and their partners' work. Model how to access pupils' own work.
Pupil Target/Link	Encourage the necessary self-confidence in pupils to honestly evaluate their own work and their partners' work. Model how to access pupils' own work.
Monitoring Focus	Through the PM process, observe teaching of self/peer assessment strategies; book scrutiny; listeners to pupils, interview with pupils.

Priority:	Two - Raise standards by targeting vulnerable groups (Linked to Priorities Three, Four
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	and Ten)						
Key Question and Quality Indicator:	How good are outcomes?						
Related to Post Estyn Inspection Plan:							
Success Criteria/Impact on learner Outcomes:	1. More pupils will reach their intended levels/outcomes at the end of their phase. 2. More pupils will exceed their expected levels/outcomes at the end of their phase.						
Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
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					Aut	Spr	Sum
Training in interpreting the tracking data held within the VAP+ information distributed to schools.	Initially, the SMT	Beginning of Autumn Term so that the info. can inform our development of target groups. From April 2018 VAP+ will be analysed as soon as it it received by the school	Baseline assessment given at the beginning of the program.	ADDs time and directed time.			
Training rolled out to all teaching staff	All teachers	To operate during the academic year.	Half termly reviews of those pupils to gauge	Adds time, directed time.			

			success or otherwise. Adapt/consolidate as a result of these reviews				
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SIP Target 2:	Raise standards by targeting vulnerable groups
Headteacher PM Target	To use the expertise of the Management System Unit in the C&C of Swansea to train HT to enable groups to be highlighted. Use these groups to plan to support pupils who are in danger of not achieving the Level and Outcome which they are expected to achieve. Inform the staff and governors of this school planning system which will increase standards of these pupils.
SMT PM Target/Link	SMT to use VAP+ to apply the names of pupils who will be given the extra support to increase their Levels and Outcomes. These groups, and their output and achievements, to be reviewed on a half-termly basis to provide for the desired improved attainments.
Teacher PM Target/Link	Teachers will ensure that planning is developed to ensure that all pupils are working reach their full potential. Differentiated work to be developed to enable all pupils are provided with work which will both consolidate their learning and stretch and challenge them as individual learners.
TA Staff Target/Link	TAs to be made aware of the groups of pupils in need of support and challenge. They become familiar with the work planned by teachers for these pupils and, therefore, consolidate their approaches to ensure improvements.

Pupil Target/Link	Pupils within these target groups are regularly assessed to ensure that they are improving their work and achieving their full potential.
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Priority:	Three: To draw up an action plan to improve the standards in literacy across the school (Linked to Priorities Two, Four and Ten)						
Key Question and Quality Indicator:	How good are standards?						
Related to Post Estyn Inspection Plan:							
Success Criteria/Impact on learner Outcomes:	<ol style="list-style-type: none"> <li>Pupils in danger of only reaching Outcome 4/L3 will be enabled to achieve Outcome 5+/L4+</li> <li>Pupils will be enabled to reach expected Outcome/Level plus 1</li> <li>Nearly all pupils will improve their standards of literacy</li> </ol>						
Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
					G	A	U
					Aut	Spr	Sum
Examination of data, especially the results of the National Tests, and the VAP+ Tracking tool to identify areas of literacy which we need to be strengthened and reinforced	HT and SMT	By half-term	Report back to all staff on the findings	None			
Use of literacy Diagnostic Tool to drill down into individual pupils' difficulties	Literacy cords. and all staff	By half term	Report back to all staff	ADDs sessions			

<p>Ensure that the areas identified by the Diagnostic Tool are incorporated into teachers' literacy planning and, as part of the LF, are incorporated wherever possible into other subject areas</p>	<p>All staff with HT and SMT taking a monitoring role</p>	<p>By half term</p>	<p>Staff discussions to ensure that the areas identified as needing strengthening and improvement are organized in such a way as ensures progression and coverage</p>	<p>ADDs sessions</p>			
<p>Establish groups of pupils who need extra support and, also, those who would benefit from extra input to enable them to increase their expected Outcome/Level and timetable sessions when this can be delivered</p>	<p>HT and SMT</p>	<p>To start immediately after the half term break</p>	<p>Time set aside for staff to deliver these sessions, e.g during assembly times</p>	<p>None</p>			
<p>Consider the possibility of a literacy day/week when aspects of the subject would be highlighted and focused on to enthuse the pupils and stimulate their interest, e.g. Poetry Week</p>	<p>Literacy cords.</p>	<p>Spring Term</p>	<p>Might involve costs to bringing in writers/poets, etc. This would need</p>				



			to be costed				
Investigate the possibility of setting pupils for this subject for certain periods of the timetabled sessions	HT and SMT	Spring Term					

SIP Target 3:	To draw up an action plan to improve the standards in literacy across the school
Headteacher PM Target	To initiate the data examination and set criteria for pupil grouping. Monitor the action plan and review and change/improve where necessary
SMT PM Target/Link	To aid the HT in 'drilling down' into the data to establish pupil groupings. Monitor the initiative to ensure the greatest impact on pupils' standards.
Teacher PM Target/Link	Make themselves aware of the needs of each of their pupils in respect to the needs of the English Programme of Study. Familiarise themselves with the needs of their pupils as identified by the Diagnostic Tool. Ensure that their planning takes into account the requirements of the literacy Framework and the needs of the individual pupils within their classes as identified.
TA Staff Target/Link	TAs made aware of the needs of the groups of pupils which they are supporting and the strategies which will be needed to ensure their successful development.
Pupil Target/Link	Monitoring and scrutiny of pupils' work/books. Discussions with pupils as the action plan develops. Monitoring of individuals and groups who are receiving extra input to ensure that it is effective and helping pupils to improve their work and to enhance their love of, and interest in, this area of the

	curriculum
Monitoring Focus	Monitoring of pupils' work. Pupil reviews.

Priority:	Four: To draw up an action plan to improve the standards in numeracy across the school (Linked to Priorities Two, Three, and Ten)						
Key Question and Quality Indicator:	How good are standards?						
Related to Post Estyn Inspection Plan:							
Success Criteria/Impact on learner Outcomes:	<ol style="list-style-type: none"> <li>1. Pupils in danger of only reaching Outcome 4/L3 will be enabled to achieve Outcome 5+/L4+</li> <li>2. Pupils will be enabled to reach expected Outcome/Level plus 1</li> <li>3. Nearly all pupils will improve their standards of numeracy</li> </ol>						
Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
					G	A	U
					Aut	Spr	Sum

Examination of data, especially the results of the National Tests (procedural and reasoning), and the VAP+ Tracking tool to identify areas of our numeracy SofW which we need to strengthen and reinforce	HT and SMT	By half-term	Report back to all staff on the findings	None			
Use of numeracy Diagnostic Tool to drill down into individual pupils' difficulties	Numeracy cords. and all staff	By half term	Report back to all staff	ADDs sessions			
Ensure that the areas identified by the Diagnostic Tool are incorporated into teachers' numeracy planning and, as part of the NF, are incorporated into teachers' plans for other areas of the curriculum, wherever possible	All staff with HT and SMT taking a monitoring role	By half term	Staff discussions to ensure that the areas identified as needing strengthening and improvement are organized in such a way as ensures progression and coverage	ADDs sessions			
Establish groups of pupils who need extra support and, also, those who would benefit from extra input to enable them to increase their expected Outcome/Level and timetable sessions when this can be delivered	HT and SMT	To start immediately after the half term break	Time set aside for staff to deliver these sessions, e.g during assembly	None			

			times				
Investigate the possibility of setting pupils for this subject for certain periods of the timetabled sessions available	HT and SMT	Spring Term					

SIP Target 4:	To draw up an action plan to improve the standards in numeracy across the school
Headteacher PM Target	To initiate the data examination and set criteria for pupil grouping. Monitor the action plan and review and change/improve where necessary
SMT PM Target/Link	To aid the HT in 'drilling down' into the data to establish pupil groupings. Monitor the initiative to ensure the greatest impact on pupils' standards.
Teacher PM Target/Link	Make themselves aware of the needs of each of their pupils in respect to the needs of the numeracy Framework. Familiarise themselves with the needs of their pupils as identified by the Diagnostic Tool. Ensure that their planning takes into account the requirements of the numeracy

	Framework and the needs of the individual pupils within their classes as identified.
TA Staff Target/Link	TAs made aware of the needs of the groups of pupils which they are supporting and the strategies which will be needed to ensure their successful development.
Pupil Target/Link	Monitoring and scrutiny of pupils' work/books. Discussions with pupils as the action plan develops. Monitoring of individuals and groups who are receiving extra input to ensure that it is effective and helping pupils to improve their work and to enhance their love of, and interest in, this area of the curriculum
Monitoring Focus	Monitoring of pupils' work. Pupil reviews.

Priority:	Five– Improve the provision for the Foundation Phase (Linked to Priorities Six and Seven)
Key Question and Quality Indicator:	How good is provision?
Related to Post Estyn Inspection Plan:	
Success Criteria/Impact on learner Outcomes:	<ol style="list-style-type: none"> <li>1. Physical spaces inside are improved – brighter, more colourful, resources set out practically to foster independence by the pupils</li> <li>2. Outside spaces are re-defined and resourced to allow pupils to use and practise the</li> </ol>

	principles of the FP.						
Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
					G	A	U
					Aut	Spr	Sum
The majority of Nursery provision will be provided in the Nursery classroom	SMT, Nursey teacher	During the Summer holidays	Observations by the Nursery teacher, overview by SMT	Re-use and re-distribution of existing furniture/equipment.			
The classroom 'freed up' will act as an 'activity room' to be used by all FP classes. This will be set up to accommodate areas of learning and enhanced provision.	All FP staff.	By the end of September	Feedback from all staff	Purchase of IKEA units – approx. £300			
The FP Hall developed as working area, to be used in conjunction with the activity room.	All FP staff.	By the end of September	Feedback from all staff and observation of pupils working in these areas.	Purchase of IKEA units – approx. £300 – and redistribution of existing resources/furniture.			

SIP Target 5:	Improve the Provision for the Foundation Phase.
Headteacher PM Target	To update staff and governors the principles of Foundation Phase to ensure that the planning is built systematically to achieve consistency throughout the phase.
SMT PM Target/Link	Lesson observation and review of planning to ensure that staff are consistent in their approach to both continuous and enhanced provision.
Teacher PM Target/Link	Reorganisation of the activity room and the FP Hall to set them out to enable them to be used in order to facilitate independence through a more planned and focused approach to continuous and enhanced provision. Establishment of the outside areas to enable pupils to use equipment and resources to foster consistency of approach.
TA Staff Target/Link	TAs are aware of the focus that the school is establishing. To be fully aware of the teachers' planning and thus to ensure that the principles inherent in the FP are continued with TAs working with groups of pupils.
Pupil Target/Link	Children become used to using the areas set aside this academic year. They gradually become more self-reliant and independent. Children have the opportunities to follow both continuous and enhanced provision and thus foster improvements in their attitude to their work and their presentation.
Monitoring Focus	Through the Performance Management process, observe the teaching and TA strategies being employed to ensure consistency, foster independence and develop skills. Observation of how different areas are being used by staff, both through their planning and through the practical aspects of the curriculum.

Priority:	Six: Review the PSD curriculum at Foundation Phase to ensure full coverage and aim to increase the percentage of Outcomes 6+ at the end of the Phase (Linked to Priorities Five and Seven)										
Key Question and Quality Indicator:	How good are standards?										
Related to Post Estyn Inspection Plan:											
Success Criteria/Impact on learner Outcomes:	<ol style="list-style-type: none"> <li>1. Nearly all pupils will achieve the expected Outcome 5+</li> <li>2. More pupils will achieve Outcome 6+</li> <li>3. The PSD curriculum will be more coherent and progression within the subject area will be more transparent</li> </ol>										
	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring						
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Look carefully at the PSD curriculum and Outcomes to identify areas where we, as a school, are not addressing all the needs of this subject area	All staff	By Half term	FP co-ord. to lead discussion and to report back to SMT with proposals	None			
Build into individual teacher's planning for the academic year a comprehensive coverage of all areas	All Staff	By end of Autumn Term	Examination of teachers' plans by HT and SMT	PPA time			
Review, on a half-termly basis coverage and its impact on pupils' learning and acquisition of skills	All staff	Throughout the academic year 2017/18	Reporting back to SMT	ADDs time			
Review how we evidence PSD – more video evidence as opposed to written evidence	Y2 teacher and SMT	Throughout the academic year 2017/18	Continuous monitoring by SMT and staff				

SIP Target 6:	Review the PSD curriculum at Foundation Phase to ensure full coverage and aim to increase the percentage of Outcomes 6+ at the end of the Phase
Headteacher PM Target	To initiate the review and to monitor the introduction of recommendations into teachers' plans. Monitor the teaching of this subject area during the Autumn and Spring terms. Lead staff in discussions of ways in which we can improve on the initial programme.
SMT PM Target/Link	SMT to be involved in the monitoring of teachers' planning to ensure that recommendations have been put into place and are having the desired effect of raising standards. Advise teachers on the

	most effective strategies to develop an effective and relevant PSD curriculum.
Teacher PM Target/Link	All staff to ensure that recommendations for improvement are built into their planning and are acted upon in order to effect the desired improvements. Be active participants in the discussions which will establish the improved delivery of PSD and to the later discussions designed to refine and further improve our delivery.
TA Staff Target/Link	All TAs to be made aware of the changes which will be instituted and to play a full part in aiding teachers to deliver them.
Pupil Target/Link	Pupils' work to be monitored and scrutinized. Discussions with pupils by staff and FP coord. To establish their views and the expected improvement in both their understanding and their work.
Monitoring Focus	Regular discussions amongst staff, reviews of PSD delivery, sampling of a cross-section of pupils to gauge the effectiveness of the revised curriculum and its impact on standards.

Priority:	Seven: Enhance the 'Wrap Around' provision offered by the school (Linked to Priorities Five and Six)				
Key Question and Quality Indicator:	How good is provision				
Related to Post Estyn Inspection Plan:					
Success Criteria/Impact on learner Outcomes:	<p>1. Pupils (and parents) will be offered high quality care during the hours of 8.00 a.m. and 5.30 p.m.</p> <p>2. Transition into the Nursey will be greatly enhanced</p> <p>3. FP principles will be used in the organisation of the 'Wrap Around' facility, thus laying a firm foundation for pupils.</p>				
Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring

					G	A	U
					Aut	Spr	Sum
The existing 'Wrap Around' room will be totally re-organised.	Mrs. T. Walton, Manager and available staff. Caretaker.	During the Summer holidays	Regular discussions between 'Wrap Around' staff and SMT	Units surplus to requirements will be removed and new furniture purchased, where necessary, and other furniture used.			
Forms requesting a change of purpose to be submitted to CCSIW	Headteacher	During the Summer holidays	Change of purpose accepted by CCSIW	None			
Contracts drawn up to put 'Wrap Around' on a business footing.	Manager and admin staff	Prior to the end of the academic year 2016-17	Budget monitoring undertaken by Mrs. Sutherland, HT and DHT	None			

SIP Target 7:	Enhance the provision of 'Wrap Around'
Headteacher PM Target	To reorganize the 'Wrap Around' to ensure: i) that parents will be offered high quality care, ii) transition to Nursery will be enhanced, iii) FP principles will be used and will lay a firm foundation for pupils.

SMT PM Target/Link	Discussions to establish that 'Wrap Around' is successful for both parents and pupils. Advertising developed during the Summer Term. Contracts established and sent out to parents.
Teacher PM Target/Link	Staff are made aware of the new regime set up with regard to 'Wrap Around' and understand what we are trying to achieve with this introduction to school and preparation for the Nursery provision.
TA Staff Target/Link	All TAs are aware of the facility. As it, hopefully, expands, some of these staff might be interested in employment and will be able to 'slot' into 'Wrap around'.
Pupil Target/Link	Pupils are afforded a safe environment in which to thrive. 'Wrap Around' will focus on the Foundation Phase principles, thus making the transition to Nursery smooth and worry free for both pupils and parents.
Monitoring Focus	Regular meetings with 'Wrap Around' and SMT staff to discuss organisation and the provision for pupils and parents and make changes, if necessary, to enhance the provision. Questionnaires to be distributed to parents to gauge their thoughts and ideas on the provision.

Priority:	Eight: Improve standards and presentation of work by pupils
Key Question and Quality Indicator:	How good are outcomes?
Related to Post Estyn Inspection Plan:	
Success Criteria/Impact on learner Outcomes:	1. The presentation of pupils' work will improve.

	<p>2. Pupils will take more pride in their presentation and will strive to improve their standards.</p> <p>3. There will be consistency across the school and pupils will know what is expected of them</p>						
Actions/Professional Development Needs	Who?	When?	Monitoring & Reporting?	Resources	RAG rating/GB Monitoring		
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					Aut	Spr	Sum
<p>New A4+ exercise books will be purchased and will be set out in a whole-school pattern including:</p> <p>i) bright, standard usage cover</p> <p>ii) 'presentation page' which sets out criteria which the pupils need to adhere to</p> <p>iii) page which sets out the level descriptors associated with each age group (inc. levels below and above) which will aid with peer and self-assessment</p> <p>iv) copy of the 'Marking Key'</p>	HT and SMT to develop the format of the inserts which will be used.	Ready for the beginning of the new academic year	Book scrutiny to ensure that presentation is improved, higher standards are being achieved and pupils are fully aware of what is expected of them – Learning Intentions and Success Criteria	New format exercise books –  Time – during the Summer break.			
Use of colourful inserts – HT to use these during book scrutiny as a tool for praising pupils who have worked	HT	Ongoing throughout the	Feedback from HT to all	Development of format and			

hard to improve the quality of their work, alongside a 'Headteacher Advice' insert where HT can also suggest ways in which an individual pupil can improve.		school year	staff	photocopying			
Use of inserts for parents to comment on their child's work. These will be given out at Consultation and Open days when parents are invited in to view their child(ren's) work.	HT	Ongoing throughout the school year	Comments analysed by class teachers and reported back on. We, as staff, will then be able to react to these comments and adjust what we are doing accordingly.	Development of format and photocopying			