



**Christ Church CoE (VA) Primary School and Nursery  
Improvement Plan  
Towards 'Outstanding'  
Action following Ofsted July 2014**

**2015 - 2016**

### **Strengths to build upon**

- The school has made good improvements since its last inspection. It has benefitted well from sharing ideas with other schools and using specialist advice effectively.
- Pupils' attainment has risen steadily. They make good progress throughout the school.
- Senior leaders are effectively improving the quality of teaching and learning even further.
- Close links with the church, an emphasis on values and the way the school helps pupils understand different beliefs contribute well to the pupils' good spiritual, moral, social and cultural development.
- Teachers have good relationships with pupils and use stimulating resources well to help them understand their work. They keep a close eye on how well learning is going.
- Pupils' behaviour and their knowledge of safety are good. They are looked after well.
- Governors are effective and keep a close check on the how well the school is doing.
- Parents have positive views of the school and are pleased that their children attend.
- The school has a good understanding of its strengths and knows where it can improve further

### **What we need to do to improve further in response to Ofsted inspection in July 2014 and the analysis of school data from July 2015**

- Ensure the marking is used consistently across the whole school so that pupils are better aware how they can improve their work.
- Ensure able pupils are challenged well in mathematics lessons, and that pupils are encouraged to use a ruler where needed in the subject.
- Improve writing by:
  1. building on the good start made to improve pupils' interest in writing stories
  2. ensuring that older pupils join up their letters in handwriting.
- Review the current arrangements for the leadership of the Early Years Foundation Stage to make sure members of staff in this part of the school are supported more and are guided more effectively.
- Improve the achievement of pupil premium children

### Key Issue 1: Achievement of Pupils and Teaching and Learning

Objective	Actions	Lead person	Timescale	Resources Costing	Monitoring (who, what, when, how)	Success Criteria	Impact on learning outcomes	Comments
<b>1.1 To improve achievement in writing.</b>  (see Literacy Action Plan for more details regarding writing)	Ensure that all teachers are aware of the current Marking Policy.	DH	By October 2015	Staff meetings	SLT – half-termly (work scrutiny) Pupil voice – Does your class teacher’s marking help you improve (your writing)	Targets for July 2016: Year 6: Reading- 86% Age Related Expectations 38% Above ARE	All children make at least good progress.	
	Book half termly moderation meetings in writing.	HT	Termly		KS Leaders – review the achievement half-termly, particularly of the focus groups.	Writing: 86% ARE, 36% AARE  Maths: 84% ARE, 36% AARE  97% progress		
	Establish focus groups in each class (including Inkpen).	SLT	Transition meetings – July 2015, then review half-termly.			Year 2: R: 89% ARE, 31%AARE  W: 89% ARE, 24%AARE  M: 91% ARE, 22% AARE 100% progress		
	Investigate the methods to teach phonics and spelling rules to the underachieving children, particularly the children who do not pass the Year 1 screening test.	SL	Autumn Term 2015	Leadership Time	T&L Committee (all governors – Governors Morning February 2016)			
	Monitor the content of Literacy books to ensure that there is plenty of evidence of high quality writing.	SLT/SL	Termly	SLT meetings				

## Key Issue 1 Achievement of Pupils and Teaching and Learning

Objective	Actions	Lead person	Timescale	Resources Costing	Monitoring (who, what, when, how)	Success criteria	Impact on learning outcomes	Comments
1.2 To ensure that cursive handwriting is used consistently across the whole school.	<p>Ensure that all teachers are aware of the Handwriting Policy.</p> <p>All teachers to model the correct handwriting.</p> <p>Children to have handwriting lessons regularly.</p>	Literacy Subject Leaders	By September 2015, then monitored half-termly	Subject leader's release time SLT meetings (fortnightly)	SLT – work scrutiny termly T&L Committee half-termly	Cursive handwriting is introduced and taught in KS 1 and used consistently by all children in KS 2.	All children make at least good progress in writing.	
1.4 To increase the achievement of pupil premium children in English and mathematics.	<p>Ensure that all teachers know the PP children in their classes.</p> <p>Establish focus groups for underachieving children – review the groups every half-term.</p> <p>Review the data for PP children half-termly.</p> <p>Join a LA project: Closing the Gap.</p>	<p>HD/DH</p> <p>KS Leaders/SENCo</p> <p>KS Leaders</p> <p>HT/DH/SLT</p>	<p>September 2015</p> <p>Every half-term</p> <p>14<sup>th</sup> October 2015 3<sup>rd</sup> November 2015 November 2015</p>	<p>Regular staff meetings and Leadership time Pupil Progress meetings (termly)</p> <p>Two days of supply cover for the class teachers (Yr 6) Subsidy from the LA: £145 per delegate, one day's training from a</p>	<p>SLT – work scrutiny termly T&amp;L Committee half-termly</p> <p>All governors – Governors Morning</p> <p>Regular updates at T&amp;L Meetings (half-termly).</p>	<p>The gap in achievement between non-PP and PP children is being narrowed. The progress of the PP children is accelerated.</p>		

1.5 To embed a newly introduced assessment system.	Monitor and update any changes to the current system (AM7 and HfL website from the LA).	DH	By November 2015	senior advisor, 1.5 days' specialist advice and support from the highly skilled TLA  £500 (HfL website subscription)	Fortnightly reports at the SLT meetings.  Regular updates at T&L Meetings (half-termly).	All teachers feel confident about assessing children's learning accurately and plan lessons to address the gaps in children's learning effectively.	All children make at least good progress in writing.
	Introduce a new formative assessment in English and Mathematics.	English and Maths Subject Leaders	By November 2015, then termly	Staff meetings 5 days of support from the Mathematics and English Advisors (£2000, including HIP's support).			
	To write new assessment policy.	DH	July 2016			Children's progress is assessed accurately.	

## Key Issue 2 Behaviour

Objective	Actions	Lead person	Timescale	Resources Costing	Monitoring (who, what, when, how)	Success Criteria	Impact on learning outcomes	Comments
1.1 To improve the behaviour while moving around the school.	Re-establish 'Code of Conduct for Moving Around the School'.	HT	September 2015	Staff meetings in the Autumn term		All staff feels confident dealing with behaviour incidents.	Behaviour for Learning is judged at least good.	
1.2 To strengthen the whole school approach towards behaviour.	Review and evaluate our current Behaviour policy.	HT	September 2015		SLT – termly T&L Committee – termly	Fewer behaviour incidents taking place, particularly at playtimes.	Children make at least good progress, including the PP children.	
	Review the way behaviour incidents are being recorded.	HT	On-going		Termly – pupil voice	Children feel safe and know how to get help if they encounter problems.		
	Improve the communication with parents.	HT	24.11.15 19.01.16 24.02.16		Monthly – House Captains	Parents are informed promptly and working with the school to improve behaviour.		
	Continue to train staff.	DH			Weekly – HT			
1.3 Establish a Nurture group.	Secure additional funding.	DH	September 2015	2000	SLT – half-termly			
	Set up a Nurture group (daily).	SENCo/DH	October 2015		T&L Committee termly	Children with emotional problems can access the curriculum effectively.		
	Visit another school where a Nurture group has been working well		September 2015					

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### Key Issue 3: Leadership

Objective	Actions	Lead person	Timescale	Resources Costing	Monitoring (who, what, when, how)	Success criteria	Impact on learning outcomes	Comments
3.2 To ensure all SLT members meet the new expectations for Senior Leaders.	Create a manageable and effective monitoring schedule, so all the necessary actions are followed promptly.	SLT	September 2015	Weekly Leadership time	SLT meetings (fortnightly).	Monitoring is effective; actions are followed promptly.	Targets for: FS: Targets for Year 2: Targets for year 6	
3.3 All SLT members are part of the new appraisal process.	Establish the new expectations as part of the appraisal process for senior leaders.	SLT	October 2015		HT/DH	Leaders are very aware of the new expectations.	All TBC (after the Standards Visit in November 2015)	
	All leaders have deep and accurate knowledge of children's achievement across the school and in their subjects.	SLT	On-going (Pupil Progress meetings)	Leadership time (supply budget)  Pupil Progress meetings (6 days of release time)	T&L Committee	All leaders are aware of their new expectations.		
	All leaders are involved in					All children make at least good	All SLT members meet	

	monitoring and assessing T&L across the school, carrying out termly lesson observations, work scrutiny and pupil voice.			PP meetings termly (supply budget)		progress this school year.	their appraisal criteria; as a result all teaching is at least good.  Targets for Year 6: TBC	
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Red - not started	Amber - on track for achievement/partially achieved/more work required	Green - it has been completed, and is successfully embedded in practice.
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