

Woodcroft School Improvement and Development Plan 2019 - 2020							
Pupil Learning Objective (development purpose)	IMPACT Indicators of success - Improvement Measures of Progress, Attainment, Curriculum, Teaching	Key Actions (what you need to do - key jobs)	Resources / Training / Release / INSET	Costs	Interim IMPACT milestones (improvement measures of progress, attainment and curriculum and quality of teaching)	IMPACT Outcomes (improvement of attainment, progress and quality of teaching)	Evaluation / Next Steps
English E19ENG							
Sue Lloyd							
Improve reading outcomes in KS1 and KS2							
	P 75% of Year 6 to make 6 points' progress during the year in reading.	Monitor guided reading sessions. Research and implement new methods of teaching reading eg. visit local schools, look at different schemes etc.	INSETs September 2019 - English expectations. INSET November 2019 - whole school reading moderation. Visits to partnership schools to observe their reading programmes. Re-write and issue reading lesson guidelines for the whole school.				
	P 75% of Year 2 to make 6 points' progress during the year in reading.	Monitor guided reading sessions. Research and implement new methods of teaching reading eg. visit local schools, look at different schemes etc.	INSETs September 2019 - English expectations. INSET November 2019 - whole school reading moderation. Visits to partnership schools to observe their reading programmes. Re-write and issue reading lesson guidelines for the whole school.				
Improve reading progress and outcomes by boys.	P 60% of boys to make 6 points' progress in reading.	Monitor the use of texts in guided reading sessions and for home reading. Monitor independent reading activities.	Purchase more books with appeal to boys.	£1,000			
	A 75% of Year 6 to reach 'working at' in KS2 SATS, May 2020.	Observe guided reading sessions. Check the use of whole books. Monitor activities the children are undertaking independently during reading sessions.	As above.				
	A 80% of Year 2 to reach 'working at' in KS1 SATS, May 2020.	Observe guided reading sessions. Check the use of whole books. Monitor activities the children are undertaking independently during reading sessions.	As above.				
	C Use of whole books for reading, rather than extracts.	Monitor the use of actual books and also the links between these texts and the wider curriculum. Ensure that reading matter is given a specific context, background etc to improve children's understanding of the texts. Observe guided reading sessions in different year groups.	Reading INSET - November 2019 - whole school reading moderation. Continue to update texts.				
	C Greater links to be made between the texts read and the wider curriculum, including the context of the texts.	Ensure that reading matter is given a specific context, background etc to improve children's understanding of the texts. Observe guided reading sessions in different year groups.	Re-write and issue reading lesson guidelines for the whole school.				
	T Improvement in children's responses to questioning with a particular focus on inference, achieved through the use of whole books and careful use of a variety of questions.	Observe guided reading sessions. Check the use of whole books. Monitor activities the children are undertaking independently during reading sessions.	Continue to update texts used in reading.	£1,000			
Improve writing outcomes in KS1 and KS2	P 75% of Year 6 to make 6 points' progress during the year in writing.	SPP English review focusing on writing, October 2019. Develop the points raised and monitor their implementation. Monitor writing throughout the school, focusing on the end of year targets and how they are being achieved.					
	P 70% of Year 2 to make 6 points' progress during the year in writing.	As above	English expectations INSET September 2019. SPP review October 2019. Feedback INSET.				
Improve writing progress and outcomes by boys	P 65% of boys to make 6 points' progress in writing.	Review curriculum to ensure that there are writing opportunities that inspire boys. Introduce 'free writing,' giving all children a choice of their own writing subject.	Re-write guidance and expectations for writing.				
	A 75% of Year 6 to reach 'working at' in KS2 SATS, May 2020.	SPP English review focusing on writing, October 2019. Develop the points raised and monitor their implementation. Monitor writing throughout the school, focusing on the end of year targets and how they are being achieved. Monitor use of marking policy for English.	Visit other local schools to look at successful strategies for the teaching of writing.				
	A 70% of Year 2 to reach 'working at' in KS1 SATS, May 2020.	As above	Visit other local schools to look at successful strategies for the teaching of writing.				
	A 85% of Year 6 to achieve a pass in GPS test, May 2020.	Monitor the teaching of spelling, punctuation and grammar and how it is being implemented in children's writing. Rewrite spelling lists for lower KS2 and monitor.	Re-issue GPS expectations for each year group.				
	C Greater links to be made with other subject areas and whole text study to stimulate purpose for writing.	Monitor books to look for links with other subject areas. Work with subject leaders to develop links between the curriculum and writing.	Re-write guidance and expectations for writing and issue them to staff.				
	T Increase on focus on new vocabulary through specific vocabulary development lessons linked to whole texts.	Monitor planning - check that there are specific vocabulary lessons. Introduce 'word(s) of the week,' linked to that week's writing.	Re-write guidance and expectations for writing and issue them to staff..	£500 for new dictionaries.			
	T Develop share pedagogy principles to effectively teach writing	Develop writing guidance that include the latest research to support effective feedback, editing, and teacher modeling.	School Partnership Programme - Peer Review - training focus				
Improve handwriting standards across the school.	P Joined handwriting to be maintained once children show that they can.	Monitor books to ensure that joined handwriting is maintained and that standards are consistent throughout the school.	Re-introduce guidelines and Nelson handwriting scheme (INSET?)				
	A 50% of Year 2 and 85% of Year 6 to be using joined writing consistently by the end of the year.	As above.	As above.				
	C Standards of handwriting and presentation to be maintained in all subjects.	Re-issue guidelines for handwriting. Monitor joined writing in books.	As above.				
	T Dedicated handwriting lessons each week in Years 2-6, daily during phonics lessons in Rec and Year 1.	Monitor handwriting in books. Check that KS2 are using pen when ready.					
Maths E19MATH							
Rachel Maynard							
Improve pupil reasoning							
	P:75% of pupils taking statutory assessment (Y2 and Y6) to make 6 points' progress during the year in Maths	Monitor Y6 books and lessons. Ensure that pupils making slower progress are targeted for specialist interventions.	To be completed in core coordinator release time				
	A: KS2 to achieve over 50% at population mean in the end of year reasoning assessments (Y3,4,5)	Communicate to staff about our weakest areas in reasoning: Geometry, Position and Statistics. Integrate into Differentiation Inset?					

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	A: Y6 to sustain over 80% at 'working at' in the SATS	Monitor Y6 books and lessons					
	A: Y2 to achieve 75% at 'working at' in the SATS	Monitor Y2 books and lessons. Ensure there is appropriate balance between arithmetic and reasoning. Liase with Y2 staff about possible SATS practice papers.					
	A: 80% of Year 4 to pass the MTC checks 2019/20	Continue to promote TTR app. Assist Y4 in setting up practice runs before the assessment.					
	C: More explicit links to Science evident to cover statistics units in more depth	Liase with Science co-ordinator and explain findings from the Summer 2019 reasoning data analysis					
	C: At least 2 correctly pitched reasoning opportunities per week evident in year group monitoring	Book scrutiny/Eedi analysis during the monitoring cycle					
	C: Ensure curriculum and policies are accessible to teachers and parents via the Drive/website	Review curriculum and update website	Release time needed with C.Tallon (November 2019) to update website				
	T: Teacher observations indicate teachers are referring to 'The Woodcroft Way'	Refer to 'The Woodcroft Way' document in monitoring/observation feedback					
	T: Improved quality of teaching observed across the school during the monitoring cycle	Spring 2020: Demonstration Maths lessons open to staff, specifically less experienced class teachers	Release for 'x' number of teachers who wish to attend the demonstration lesson	TBC			
		Observe each class teacher once during the year	Release: 2 lessons per half term for lesson observations				
		Lead an Inset on effective differentiation/marking	Inset: Spring/Summer term on Differentiation/marking				
		Integrate all Maths documents/policies/Insets into one Shared folder					
		Resource-check the entire school for the year	£500 for resources (completed)	£500			
Science E19SCI							
Katharine Gignac							
Curriculum 2020							
The curriculum is carefully planned to teach the required knowledge and skills in a sequence that enables their sufficient retention for the next stage of learning.	P Key performance Indicators are identified to demonstrate the required knowledge and skills for each programme of study (KPIs)	Identify essential KPIs and implement them within the new Arbor assessment module.	Arbor Induction. Consultation re: agreement of KPIs	£0			
A Pupils demonstrate sufficient knowledge and skills for their next stage of learning.		Formulate agreed assessment protocols	SPP Review Outcomes: Effective assessment and feedback	£0			
C The curriculum redesigned to effectively sequence the required knowledge and skills in the National Curriculum.		Create a revised curriculum map and agree the unit expectations (essential knowledge and skills)	Curriculum Working Party directed time	£0			
T Teaching is always 'good' or better because lessons are effectively designed and delivered to ensure knowledge and skills are retained and integrated into new learning.		Develop a subject based Curriculum Charter document (Updated Passport to Success)	Curriculum Working Party directed time	£0			
		Contribute to a shared vision for the curriculum and learning that can underpin revised policies and practice (Subject Curriculum Charter)	Whole staff consultation CPD	£0			
		Planned CPD improves staff subject and pedagogical knowledge to enhance the teaching and make appropriate use of assessment for learning.	Whole Staff CPD to implement Curriculum Charter	£0			
Computing / IT E19COMP							
Dan Guest							
Accelerate progress and attainment through development of the 'Online Maths Hour'.	T - Embed and formalise expectations for 'Online Maths Hour'.	INSET - Inform teachers of expectations for pupil attainment in Online Maths Hour resources: Y3 = 50% Early Maths KA, Y4 = 100 Early Maths KA, Y5 = 50% Arithmetic, Y6 = 100% Arithmetic, Y3 = sub 10 s/q recall up to 12x12, Y4 sub 5 s/q up to 12x12.	1 hour release	n/a	INSET Completed / teachers and pupils active in Khan Academy / Eedi		
	P & A - target figures for Maths - Times Tables: Engagement with Y6(2019-20) at 100%, 60 minutes played on average per month, 3.5s/q. Engagement with Y5 (2019-20) at 100%, 60 minutes played on average per month, 5s/q. Engagement with Y4 (2019-20) at 100%, 60 minutes played on average per month, 6.5s/q. Engagement with Y3 (2019-20) at 100%, 60 minutes played on average per month, 8s/q.	INSET - inform teachers of auto-analysis tools for recall speed and accuracy; inform of promotional tools (certificates and leaderboards); continue online 'battles' outside of school hours over weekends and holiday periods.	1 hour release	n/a	Monitor progress towards end-of-year goals as part of whole-school monitoring cycle (year group, Maths and Computing subject reviews.		
	P & A - target figures for Maths - Reasoning = Year 3: 60% at pop. mean for reasoning. Year 4: 65% at population mean for reasoning Year 5: 70% at pop. mean for reasoning Year 6: 85% achieved expected in SATS (arithmetic and reasoning combined)	INSET - inform teachers of auto-analysis tools for maths content; inform of promotional tools (certificates and leaderboards); continue promotion of Khan Academy through achievement certificates.	1 hour release	n/a	Monitor progress towards end-of-year goals as part of whole-school monitoring cycle (year group, Maths and Computing subject reviews.		
Review curriculum	C - Review curriculum to establish links with DT, and adding an additional module using technology to control devices.	remap curriculum	As part of whole-school curriculum review	n/a	Completed review - KPIs in new assessment system.		
	C - Review curriculum to ensure clearly defined progression through Year One to Year Six	remap curriculum	As part of whole-school curriculum review	n/a	Completed review - KPIs in new assessment system.		
Extend HA pupils through offering STEM (Robo) Cub	P - Re-establish STEM Robo Club to extend HA pupils.	Select HA pupils, deliver weekly STEM club	n/a	n/a	ongoing review		
3rd Millennium Award	C - Obtain award	Create film detailing curriculum highlights	Wevideo - paid for further two years; 2 days release for filming / editing	2x days supply = £400	Award achieved		
PE E19PE							
Craig Tallon							

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	C The curriculum redesigned to effectively sequence the required knowledge and skills in the National Curriculum.	Create a revised curriculum map and agree the unit expectations (essential knowledge and skills)	Curriculum Working Party directed time	£0			
	T Teaching is always 'good' or better because lessons are effectively designed and delivered to ensure knowledge and skills are retained and integrated into new learning.	Develop a subject based Curriculum Charter document (Updated Passport to Success)	Curriculum Working Party directed time	£0			
		Contribute to a shared vision for the curriculum and learning that can underpin revised policies and practice (Subject Curriculum Charter)	Whole staff consultation CPD	£0			
Increase daily levels of physical activity	C Plan a termly, pupil led, interclass competition	Involved your pupils in planning and delivering class sports competition	BPSS Bronze Ambassador Training	£0			
	A Enable minimum of 60 active minutes a day	Encourage physical activity in line with the Chief Medical Officer's (CMO) recommendation to enable minimum of 60 active minutes a day	Get Set - 'Travel Tokyo' Introduction	£0			
Arts E19AIM							
Develop pupil vocabulary and writing through Arts engagement.							
	P Pupils can identify and use a range of arts specific vocabulary and terminology. All pupils engage in music, dance, drama and visual arts every term as part of regular curriculum	Provide relevant vocab to class teachers to support Art Week projects					
	A using inference skills and range of vocabulary discuss different focus arts works / movements						
	C identified cross-curricular links. All Arts used to support topics. Specifically being 'active' and celebrating sports and the olympics. Arts inspired by sports.	Schedule Art Week celebration assemblies					
	T Arts inspired by sports and key sporting events. Artists, vocabulary and topic links displayed explicitly on Arts Week gallery displays and celebrated in assemblies. Observed during lessons. - Shown on lesson slides prepped for lessons. Arts work assessed against Arts Charter termly (including in Year Group reviews)	Moderation through lesson observations and checking work against Arts Charter. Model lessons taught for new staff to support structuring arts lessons					
Music E19MUS							
Improve musical vocabulary							
	P Pupils can discuss music with correct vocabulary from a range of time and place - observed and assessed in music lessons, singing assemblies	Create glossary of musical terms	Coordinator release for subject training	4x CPD release days £200/day + £250.00 conference costs (May 2020)			
	A Improved critical inference, vocab and understanding skills for reading - T observed and tracked in music lessons, reflected in whole school reading monitoring and tracking. Observed in singing assemblies and class music lessons	Featured composer/musician for topics displayed in music room and on Treehouse	Updated resources for music library	£250.00			
	C Identified cross-curriculum music links for topics. Observed in class assemblies, discussions in music lessons. Lyric writing linked with topics	Create Treehouse page for pupils to share own research. Train Treehouse keepers and Arts Council to maintain relevant Treehouse pages					
	T Enriched curriculum extends and challenges pupils' understanding of music from a range of time and place - observed in class music lesson, class topic progress and attainment						
Art E19ART							
Rhiannon Blyth							
	P - pupils can identify and use a range of art specific vocabulary and terminology.	Vocabulary seen in writing - English, topic, reviews about art week, treehouse pages - Moderate	Art week inset scheduled in. Release time to moderate (once a term?)				
	A - using inference skills and range of vocabulary discuss different focus art works / movements	Celebrate art work - discuss inference in classes and in assemblies. Leading questions.	Art week assemblies scheduled in diary.				
	C - identified cross-curricular links. Art used to support topics. Specifically being 'active' and celebrating sports and the olympics. Art inspired by sports.	Clear use of art topics and vocabulary linked to being active on display. Art work inspired by the olympics.	Inset and planning time for teachers. Moderation release (once a term)				

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Pupils to continue to develop their understanding of how to achieve positive relationships, enhanced health/wellbeing together with citizenship.	C - Implementation of the PSHE SOW will need to be fully embedded by September 2020. This will need to be given weekly curriculum time.	Monitoring of books and teacher observations.					
	P - Progress in line with PSHE assessment	Assessment will need to be included on new tracking system.					
	A - Pupils able to recall key information through cross curricular links.	Currently using teaching evaluations. Discuss with KG using PSHE assessment criteria on the new tracking system.					
	T - Teachers identify enhanced learning opportunities through a creative curriculum approach to learning.	Liaise with teachers to support learning opportunities.					
Foundation Stage E19FDEV							
Mark Russell / Avis Powell							
Improve Writing outcomes.	P - Develop and follow a schedule (half termly) to moderate, review progress and attainment.	Data analysis half termly with interventions. Moderation activities internally and partnership WEBB schools.	Release for staff for moderation activities and data reviews and input.	£1200	Moderation calendar on schedule for Summer integrity data review.		
	A Improve achievement (Expected or Exceeding) in Writing to 72% for 2020	Review provision for writing in the setting, including focus activities, resources and opportunities to write. To review pedagogy of all staff to support writing. SLT (Ms V & Mr R) to provide weekly support for writing. All setting staff to model explicit language to pupils - following principles from Eklan Project.	Indoor and outdoor writing materials. CPD for writing - in house expertise, WEBB partnership	£1000	Review of termly intervention groups. Data analysis termly to review progress inline or above expected.		
	C Review the PSED (PSHE) curriculum for pupil's understanding of emotions and feelings - what these look like and how to deal with them.	Review provision for PSED. Ensure weekly focus session is timetabled.	Review Home Corner provision.	£500			
	T.						
Assessment E19ASS							
Katharine Gignac							
	P Develop and implement Arbor (new assessment system) transfer selected data from Target Tracker and back up any data deemed possibly useful	Prepare KPIs/Targets and load them into Arbor. Create full set of end of year/term reports	As per schedule. Migration of data cost (daily rate from Arbor if req)		English (S_L) Reading, Writing and Maths KPI to be decided by Dec 2019		
	Enable KS2 to achieve 80% 'working at' at end of key stage (currently 70%) and KS1 to achieve 85% 'working at' at end of key stage (currently 83%).	Work with English Subject lead to quickly load and make English (Reading and Writing) functional in order to begin using Arbor effectively ASAP - 2) Look at Q level data from 2019 SATs / testbase results for 3,4,5 to ensure that previous issues form part of our focus for new KPIs	Testbase tests for Y3-4-5 to ensure that end of year data is consistently drawn upon and children have an opportunity to experience standardised tests		Spring 2 report to highlight children falling behind and allow for interventions to be put into place		
	C To review curriculum areas (National Curriculum) / AIM @ curriculum with Subject leads and SLT to determine new KPIs for Arbor	Ensure cross curricular skills are cross referenced in the system to allow for skills to be shown in more than 1 realm	Release time for subject leads to meet with Assessment C		All other subjects KPIs to be completed and loaded onto Arbor by Feb 2020		
	T To ensure the new KPIs / Arbor set up allows teachers to assess in real time	Get training for teachers/ self to utilize the new system fully to inform teaching	Staff INsets		Track usage and effectiveness of the data being entered onto Arbor for Writing (KS2) and cross check with Subject Lead through book scrutiny.		
Behaviour and Attendance (Pastoral) E19PAST							
Mark Russell / Annette Clarke							
	A Attendance to reach target of 96%	Celebrate attendance weekly and termly, through assemblies and the newsletter. Celebrate punctuality termly. To monitor attendance and liaise with parents through Attendance Surgery.	Certificates, stickers and prizes.	£400	Attendance to improve 2018-2019 3.53% authorised absence, decreasing gap to National. Attendance to be higher than 2018-2019 95.4%.		
	P Analyse attendance of reportable groups termly, particularly Pupil Premium, White British, White English & White & Black Caribbean. To lower Absence of pupils previously identified as Persistent Absenteeism	Provide greater challenge to authorised and unauthorised absences, (appointments, request for leave of absence and absences) through evidence. EWO, LM & SLT to review weekly requests for leave of absences and associated evidence. EWO, Learning Mentor & SLT analyse attendance and punctuality patterns and invite parents to the Attendance Surgery. Learning Mentor requests feedback from class teachers, monthly for punctuality and attendance concerns. Letters sent out for four or more lates per month. Migrate to Arbor Attendance module Spring 2019, pupils to use electronic registration.	Arbor training - Inset - Registration & paper registers for an emergency		Persistent Absentism to fall below 11.91% 2018-2019.		
	C Share and clarify school systems and expectations. Migrate Behaviour protocols on to Arbor Behaviour Module.	Set up and review Behaviour Logs. Ensure protocols for individual pupils are a coordinated response and used consistently. Produce Behaviour Support Plans where necessary to coordinate proportionate and appropriate support involving pupil, home and staff. To share Behaviour information on pupil's home page. (Arbor).	Arbor - training. iPad for behaviour records.	£200			
	T Training of behaviour strategies including 123Magic!	BeHave Project to be attended by 10 staff members in the UK, Romania & Belgium. Staff training of 123 Magic whole staff CPD. MTS training of 123 Magic and behaviour strategies. Parent support individually and to groups for 123 Magic!	Inset - 123 Magic! Cover release for UK Behave & Romania for staff attending. Expenses for hosting and attending BeHave training.	£6000			

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Total							