



# Upton upon Severn CofE (VC) Primary School



## School Improvement Plan 2017 - 2020

TO OFFER INSPIRATION TO YOUNG LIVES  
“Anything is possible, we can all succeed”  
‘To inspire....to aspire’

## Upton-upon-Severn CofE (VC) Primary School Improvement Plan 2017-2020

### About this plan

This plan is a document that has been produced following input from staff, pupils, parents and Governors. It is our mission to continue offering inspiration to our children. We are aspiring to Outstanding for our school as a strong part of our local community. We wish to raise aspirations and enable all learners within our community to fulfil their potential.

Our school self-evaluation ties directly into our plans for improvement which in turn are intrinsically linked to teacher's targets which ensure strong focus on children's educational development providing a rich learning environment for success. Governors monitor this plan each term through the School Improvement Committee (SIC) and closing working liaison with the Headteacher. Subject co-ordinators have produced their own plans to monitor work within that focus area.

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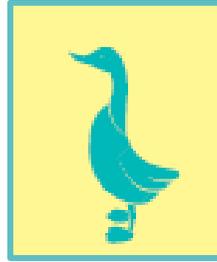
School Vision

Key Issues to Reflect Ofsted Report of January 2015

Priorities for Development

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Governor's Plans



Governors and staff work together within our Church of England school and we encourage the Christian ethos. We have clear expectations and everyone is valued equally, embracing the values of teamwork. Children are taught to be caring conscientious and courteous at all times.

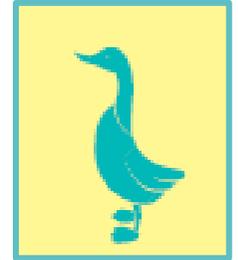
High quality motivated staff working together to provide a broad, balanced and challenging curriculum which encourages learning and celebrates success. A wide variety of extra-curricular activities.

Happiness and security in a warm, welcoming and vibrant atmosphere is our aim. Our school works to the principles of the Church of England working in partnership with the educational diocese. We support the British values of democracy, the rule of law, individual liberty and tolerance of those of different faiths and beliefs or those without faith.

Children receiving constructive feedback on their achievements and knowing the next stage of their individual learning journey. Have self-motivation and self-belief throughout.

A school that is an inspiring environment in which to learn with high quality resources and interactive displays which stimulates learning and celebrates success.

## UPTON-UPON-SEVERN PRIMARY SCHOOL – SCHOOL IMPROVEMENT PLAN 2017 to 2020



**Our School Vision at Upton Primary School:**

**To offer inspiration to young lives**

**“Anything is possible, we can all succeed”**

**Providing enriching experiences to foster aspiration.**

***To inspire....To aspire***

### **To all our pupils our vision is:**

- You will understand and have belief in yourself with the confidence to do incredible things
- You will enjoy learning special new things and want to continue with this
- You will feel part of the team and understand how to support other people
- You will be a part of our special Community in Upton and be proud of all we do as a school

### **To our staff team our vision is:**

- To offer a broad and enriching age appropriate curriculum
- To provide practical experiences/projects to enrich learning
- Be a positive role model and show resilience in dealing with mistakes
- To set ambitious and aspirational goals
- To inspire by our example and always encourage
- To engage learning through establishing a passion for learning
- To instil trust and confidence within the team, we are all responsible for learning and development



**Our School Vision at Upton Primary School is:  
To offer inspiration to young lives  
“Anything is possible, we can all succeed”**



Our Curriculum is: Innovative, creative and engaging. It motivates children to become confident and resilient risk takers who have a passion for lifelong learning.

<b>What are we trying to achieve?</b>	<b>Curriculum Aims</b>	<b>Successful learners who enjoy learning, make progress and achieve their goals</b>			<b>Confident and courteous individuals who are able to lead safe and healthy lives and make informed choices</b>			<b>Cooperative citizens who make a positive contribution to their society</b>	
	Focus for learning	<u>Attitudes and attributes</u> determined, adaptable, confident, risk taking, enterprising individuals			<u>Skills</u> Communication, Mathematics, ICT, personal, learning and thinking skills			<u>Knowledge and Understanding</u> Larger ideas and philosophies that shape our world	
	Components	Lessons, Locations, Environment, Events, Partnership, Parents and Community							
	Learning Approaches	a wide range of approaches, including enquiry, active learning, practical and constructive	including all learners	in tune with healthy human development	building on learning beyond the classroom	matching time to learning need, deep immersive, regular and frequent learning experiences	taking risks  community and business links	use of range of audience purposes and learner choice  personalisation of learning	
	Dimensions	spiritual-moral-social-cultural Personal development-health and well-being-citizenship and community participation-enterprising outlook-cultural diversity-identity and belonging-technology and the media-sustainability-global dimension							

**Upton-upon-Severn CofE (VC) Primary School Improvement Plan 2017-2020**

*Aspiring to Outstanding*

These key issues have been refined to reflect the Ofsted report of January 2015

**Target Date for  
Completion and review**

<p><b>Key Issue 1</b></p>	<p><b>To raise attainment in pupil's achievement within all areas:</b></p> <ul style="list-style-type: none"> <li>• Lessons deliver good quality first teaching</li> <li>• Children's behaviour is positive and children enjoy their lessons</li> <li>• Pupils are engaged, inspired and challenged by learning opportunities</li> </ul>	<p>Review targets on data grid through SLT &amp; SIC See Governors' Plan</p>																																				
<p><b>Key Issue 2</b></p>	<p><b>Improve pupils' achievement in core subjects, English, Maths and Science</b></p> <p>Focus on these key points</p> <p>Raise attainment in all areas but with specific focus on:</p> <table border="1"> <thead> <tr> <th></th> <th>Target 2017/2018</th> <th>Achieved 2016/2017</th> </tr> </thead> <tbody> <tr> <td>• EYFS</td> <td>88%</td> <td>81% (GLD)</td> </tr> <tr> <td>• KS1 Maths</td> <td>83%</td> <td>72.4%</td> </tr> <tr> <td>• KS1 Reading</td> <td>83%</td> <td>75.9%</td> </tr> <tr> <td>• KS1 Writing</td> <td>75%</td> <td>65.5%</td> </tr> <tr> <td>• KS1 Combined</td> <td>75%</td> <td>55.2%</td> </tr> <tr> <td>• Phonics</td> <td>91%</td> <td>81%</td> </tr> <tr> <td>• KS2 Maths</td> <td>78%</td> <td>63.9%</td> </tr> <tr> <td>• KS2 Writing</td> <td>74%</td> <td>68.2%</td> </tr> <tr> <td>• KS2 Reading</td> <td>89%</td> <td>72.7%</td> </tr> <tr> <td>• KS2 SPAG</td> <td>84%</td> <td>76.7%</td> </tr> <tr> <td>• KS2 Combined</td> <td>74%</td> <td>59.1%</td> </tr> </tbody> </table> <p>It should be noted that the targets set are cohort specific and also reflect progress measures</p>		Target 2017/2018	Achieved 2016/2017	• EYFS	88%	81% (GLD)	• KS1 Maths	83%	72.4%	• KS1 Reading	83%	75.9%	• KS1 Writing	75%	65.5%	• KS1 Combined	75%	55.2%	• Phonics	91%	81%	• KS2 Maths	78%	63.9%	• KS2 Writing	74%	68.2%	• KS2 Reading	89%	72.7%	• KS2 SPAG	84%	76.7%	• KS2 Combined	74%	59.1%	<p>Review targets on data grid SLT &amp; SIC See Governors' Plan</p>
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<p><b>Key Issue 3</b></p>	<p><b>Develop further the effectiveness of leadership, including that of Governors, by ensuring that:</b></p> <ul style="list-style-type: none"> <li>• School leaders work together to systematically target focus on outstanding teaching</li> <li>• Governors work with SLT through SIC to enable them to link pupils' progress and the quality of teaching precisely and focus on children's understanding of the next steps in their learning. Specific focus on key groups as set in Raising Attainment Plan</li> <li>• All stakeholders work to increase numbers on roll ensuring sustainability for the financial future of school</li> </ul>	<p>Review in SIC See Governors' Plan</p>																																				
<p><b>Key Issue 4</b></p>	<p><b>Strong communication links in all aspects of school development:</b></p> <ul style="list-style-type: none"> <li>• The school, will create a website that is vibrant, creative and informative, easy to access and navigate, update and mobile friendly.</li> <li>• Parents and carers now have a range of opportunities to make their views known to leaders and Governors, and clear responses are given when any concerns are raised. Use these views to underpin the SDP supporting partnership providing strong focus on school improvement.</li> <li>• Increase opportunities for working together with parents to raise achievement of children with a strong emphasis on partnership</li> </ul>	<p>On-going opportunities given with responses Reviewed in (see Governors' Plan for date) with Parent view questionnaire Review in (see Governors' Plan for date)</p>																																				

<b>PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE</b>					
<b>1. Objective</b>	<b>2. Success Criteria</b>	<b>3. Key Levers and Actions</b>	<b>4. Time/ Staff/ Milestones</b>	<b>5. Budget/ resources</b>	<b>6. Evaluation and Review</b>
<p><b>To ensure the safeguarding practice and procedures and Single Central Record are up to date and reflect outstanding practice.</b></p> <p><b>To introduce security ID for all staff and visitors</b> so that safeguarding practices reflect outstanding practice.</p> <p><b>To appoint an additional Safeguarding Governor</b> so that safeguarding practices reflect outstanding practice.</p>	<p>School is meeting all safeguarding statutory requirements demonstrating a consistent approach across school and demonstrates outstanding practice.</p>	<ol style="list-style-type: none"> <li>1. Update relevant policies and procedures.</li> <li>2. Ensure that all staff have read and understood the updated policies.</li> <li>3. Revisit safeguarding procedures with all staff.</li> <li>4. Ensure accurate and consistent recording of SCR and related administration.</li> <li>5. Rigorous induction for new staff in practice and procedures.</li> <li>6. Introduce Security ID system for all staff and visitors of the school.</li> <li>7. Appoint an additional Safeguarding Governor (SG). Develop and support SG skills through training and CPD, designating strategic roles and responsibilities.</li> <li>8. Evaluate safeguarding policies and procedures to secure outstanding practice.</li> </ol>	<p>Update policies and practice. Share with all stakeholders. Update SCR.</p> <p>Security ID set up and administration.</p>	<p>Admin Time.</p> <p>Security ID resources and software.</p> <p>Governor training/CPD.</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green - achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p><i>Evaluate against success criteria.</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term.</i></p> <ol style="list-style-type: none"> <li>1. Have the actions been completed?</li> <li>2. Have the actions been effective – have the success criteria been achieved?</li> <li>3. What needs to be done now to achieve the success criteria?</li> <li>4. How can the issue be prevented from happening again?</li> <li>5. Have the new procedures been embedded in practice?</li> <li>6. Are procedures in place to ensure next steps are built in for continued development towards the next stage?</li> </ol>
<p><b>To continue to build positive attitudes / learning behaviours for all pupils</b> so that a supportive learning culture and high expectations of behaviour are embedded throughout school for all pupils groups.</p>	<p>The vast majority of pupils will demonstrate positive attitudes and effective learning behaviours resulting in a positive culture embedded across school.</p>	<ol style="list-style-type: none"> <li>1. All staff to continue to effectively use the Discipline and Behaviour policy and ensure agreed implementation into whole behaviour approach.</li> <li>2. Review expectations of relationships and values in action in terms of language, actions and attitudes with all stakeholders.</li> <li>3. Continue to develop a supportive learning culture through the support of all staff.</li> <li>4. Monitor behaviour through the implementation of SIMs within the classroom.</li> <li>5. Ensure appropriate measures are in place to ensure positive attitudes and behaviours are in place.</li> <li>6. Monitor levels of effective behaviour for learning and positive attitudes, evaluating the effect of the supportive learning culture.</li> </ol>	<p>HT Teachers / Staff / Pupils</p>	<p>Time to review policies and share</p>	<p></p>

## OUTCOMES FOR PUPILS

1. Objective	2. Success Criteria	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Budgets / Resources	6. Evaluation & Review
<b>EYFS</b>		<b>Target setting</b>	SLT to complete pupil progress meetings,	Intervention.	<b>Red - not achieved</b>
<b>To ensure the GLD continues to increase</b> so more pupils will achieve a GLD increasing the margin above NA.	In EYFS, the proportion of pupils achieving a GLD will be above the school data of 2017 81% (NA 70.9%). <b>Key focus:</b> <b>Target 88% at GLD</b>	<ol style="list-style-type: none"> <li>1. Ensure the percentage of pupils targeted for each stage is accurate and ambitious.</li> <li>2. Progress. Ensure all children are tracked through detailed analysis of their individual targets on the SPTO system</li> </ol>	identifying precise actions required for pupils not on track to achieve agreed targets each half term.	Support Staff intervention training/ on task learning support training (timely intervention and pupil feedback), questioning training.	<b>Amber – partly achieved</b> <b>Green – achieved</b>
<b>Y1 Phonics Screening Check</b>		<b>Tracking progress</b>	Intervention programme to be set up and monitored each half term through ongoing monitoring schedule of:	Pupil progress meetings.	Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.
<b>To ensure the attainment in the Y1 Phonics Screening Check continues to increase</b> so more pupils will achieve Phonics increasing the margin above NA.	The proportion of pupils achieving the Phonics Screening Check will be above/equal to school data of 2017: <b>Y1 81%</b>	<ol style="list-style-type: none"> <li>1. Identify which pupils/ groups need targeted intervention to achieve accelerated learning and next stage expectations- create and implement a weekly intervention timetable and monitor the implementation fortnightly.</li> </ol>	<ol style="list-style-type: none"> <li>• Observation</li> <li>• Work scrutiny</li> <li>• Environment scrutiny</li> <li>• Moderation</li> <li>• Planning scrutiny</li> <li>• Pupil discussion</li> </ol>	Assessment analysis and evaluation.	<i>Evaluate against success criteria.</i>
<b>KS1</b>		<b>Personalised Intervention</b>			<i>Agree priority actions, outcomes and meetings for next half term.</i>
<b>To continue to increase attainment in all subjects, at all expectations especially for writing and pupils working at a GD</b> so attainment at all levels is securely above NA by the end of KS1.	<b>KS1 targets by end of year</b> <ul style="list-style-type: none"> <li>• Reading 83%</li> <li>• Writing 75%</li> <li>• Maths 83%</li> <li>• Combined 75%</li> </ul>	<ol style="list-style-type: none"> <li>1. Include on the intervention timetable: agreed/ established non-negotiable opportunities per week within each subject.</li> <li>2. Allocate additional support for intervention timetable including: parent volunteers / extra TA time / volunteers.</li> <li>3. Establish the expectations within each subject and ensure pupils are enabled to learn at the appropriate expectation as a result of specific provision of resources.</li> </ol>			<i>1. Have the actions been completed?</i>
<b>KS2</b>		<b>Monitor and evaluate</b>			<i>2. Have the actions been effective – have the success criteria been achieved?</i>
<b>To continue to increase attainment at KS2</b> so attainment at all levels is securely above NA by the end of KS2. <b>To ensure all pupils achieve expected or better progress in all subjects at KS2.</b>	KS2 expectations will be securely above NA or above the children's progress track record. <b>Targets by the end of KS2:</b> <ul style="list-style-type: none"> <li>• Reading 89%</li> <li>• Writing: 74%</li> <li>• Maths: 78%</li> <li>• Combined 74%</li> </ul>	<ol style="list-style-type: none"> <li>1. Monitor pupils' outcomes in each subject, each half term, ensuring targeted pupils are on track to achieve end of year targeted expectation.</li> </ol> <p>KS1 attainment will continue to increase and securely to be above NA in all subjects and at expected levels (with increased margins above NA in maths at GD) by the end of KS1.</p>			<i>3. What needs to be done now to achieve the success criteria?</i>
		KS2 progress (both expected and more than) in all subjects and for all pupils will be securely above NA expectations through stringent focus support and quality teaching.			<i>4. How can the issue be prevented</i>
					<i>5. Have the new procedures been embedded in practice?</i>

**Upton-upon-Severn CofE (VC) Primary School Improvement Plan 2017-2020**

**EYFS**

1. Objective	2. Success Criteria	3. Key Levers & Actions	4. Time / Staff / Milestones	5. Budgets / Resources	6. Evaluation & Review
<p><b>To enhance the learning environment to further exploit opportunities for the development of early skills in reading, writing and maths</b> so that there is a consistent provision and approach resulting in the pupils acquiring age appropriate skills.</p>	<p>A high quality learning environment, both inside and outside, exploiting opportunities for the development of early skills in reading, writing and maths will be used effectively and embedded and supported by assessments resulting in continuity, progression and increased pupil outcomes.</p>	<ol style="list-style-type: none"> <li>Review and agree policy and procedures for 'reading, writing and maths'; environment, teacher / pupil led learning, home learning, resources and communicated to all staff and parents.</li> <li>Establish a high quality learning environment both inside and outside.</li> <li>Identify how the learning environment is included in learning outcomes and impacts future planning, teaching and learning.</li> <li>Model revised continuity and progression procedures to all staff including TA's, identifying how progression and practice is included in, and impacts future planning, teaching and learning through the learning environment.</li> <li>Observe, monitor and embed learning opportunities in literacy and maths and the impact of the enhanced learning environment.</li> <li>Monitor and evaluate the impact of the learning environment in relation to pupil outcomes.</li> </ol>	<p>HT. SLT. Maths and literacy Leaders –staff meetings. Teaching staff.</p>	<p>Meeting time. Enhancing and resourcing the environment.</p>	<p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors</p> <p><i>Evaluate against success criteria</i></p>
<p><b>To ensure all parents are effectively engaged, partnering their child's learning</b> so that their child's learning is maximised.</p>	<p>The vast majority of parents will fully understand and carry out their role in partnering with the school to help their child learn, resulting in an effective partnership that enhances their child's learning.</p>	<ol style="list-style-type: none"> <li>Enhance involvement through effective, identified and up-to-date communication channels e.g. website, notice boards, newsletter, text service, email, parent meetings, home visits, play and stay, brochure.</li> <li>Develop opportunities to engage with the parents providing courses/workshops and school leaflets to meet their specific needs.</li> <li>Identify parents not engaging with their child's learning and create tailored structured tasks that help parents support their child's learning to embed a successful partnership.</li> <li>Monitor and evaluate parent /community involvement each half term.</li> </ol>	<p>Induction meeting. Termly cycle of monitoring and evaluation by HT / CT. Website development. School brochure development.</p>	<p>Ongoing update of communication channels, Parent meetings/sessions.</p>	<p><i>Agree priority actions, outcomes and meetings for next half term</i></p> <ol style="list-style-type: none"> <li>Have the actions been completed?</li> <li>Have the actions been effective – have the success criteria been achieved?</li> <li>What needs to be done now to achieve the success criteria?</li> <li>How can the issue be prevented from happening again?</li> <li>Have the new procedures been embedded in practice?</li> <li>Are procedures in place to ensure next steps are built in for continued development towards the next stage?</li> </ol>
<p><b>To continue to provide high quality and effective outdoor enhanced provision</b> that impacts learning outcomes of all pupils.</p>	<p>The excellent outdoor provision will mirror indoor activities and maximise opportunities for learning. The FS assessments on exit, shows pupil progress to be at least good.</p>	<ol style="list-style-type: none"> <li>Establish a weekly timetable defining explicit times for directed play in the outdoor area and identifying which staff are responsible.</li> <li>Include explicit reference to directed outdoor play; on the Short term planning each week, with precise LO, expected outcomes that link to the profile, staff &amp; pupils.</li> <li>Monitor the effectiveness of the outdoor play through observations of pupils in specific areas of learning.</li> </ol>	<p>EYFS team review on a weekly basis.</p>	<p>Staff team.</p>	<p>See above for evaluation questions.</p>
<p><b>To ensure the quality of teaching is consistently good with some areas outstanding</b> so that achievement is raised for all groups and across subject areas.</p>	<p>The proportion of lessons observed to be good or better will aim to be 100%, resulting in all pupils maximising their achievement and attainment above the national average.</p>	<ol style="list-style-type: none"> <li>Develop teachers' knowledge and experience of teaching standards to ensure consistency in teaching.</li> <li>Embed quality first teaching and learning to enable pupils to learn well.</li> <li>Train staff through support/ coaching, peer observation of outstanding practice, sequential teaching, paired teaching/lesson study, peer monitoring and linking with other EYFS practitioners in other schools who demonstrate outstanding practice.</li> <li>Monitor and evaluate teaching and learning and the impact on pupil outcomes.</li> </ol>	<p>Support meeting time. Regular CPD with local outstanding EYFS practitioners/ Early Years' consultant. Half termly meeting with SLT.</p>	<p>Meeting time. Staff Development. CPD.</p>	<p>See above for evaluation questions.</p>

## QUALITY OF TEACHING LEARNING AND ASSESSMENT

1.Objective	2.Success Criteria	3.Key Levers and Actions	4.Time/ Staff/ Milestones	5.Budget/ resources	6.Evaluation and Review
<p><b>To continue to improve the quality and consistency of 'Marking and Feedback'</b> so that pupils understand their next learning steps and standards are raised.</p>	<p>'Marking and feedback' will be consistent; high quality and focussed on the next steps for learning resulting in outstanding practice that raises pupil achievement.</p>	<ol style="list-style-type: none"> <li>Review and agree 'Marking and feedback' (M&amp;F) policies and communicate to all staff.</li> <li>Model revised procedures and the incorporation of pupil self /peer assessment to all teaching staff including TA's.</li> <li>Identify how 'M&amp;F' outcomes are included in, and impact future planning, teaching and learning.</li> <li>Observe, monitor and embed 'M&amp;F' procedures and the impact of 'M&amp;F' on pupil outcomes.</li> </ol>	<p>Staff training Observations of marking and feedback, review and improve. Monitor and evaluate.</p>	<p>Training time. Non-contact time for observations.</p>	<p><b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b> Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p>
<p><b>To ensure the progress of SEND pupils is enhanced</b> so that they are consistently and effectively challenged demonstrating increased pupil progress and outcomes and greater expectations for these pupils.</p>	<p>Outstanding progress and high attainment for SEND pupils will be evident, based on rigorous monitoring of high quality teaching, learning and assessment.</p>	<ol style="list-style-type: none"> <li>Ensure all SEND pupils are clearly identified.</li> <li>Continue to refine and embed monitoring procedures for SEND pupils with all staff.</li> <li>Establish the expectations within each subject and ensure these pupils are enabled to learn at the appropriate expectation as a result of expectations, challenge and support, ensuring SEND pupils/groups are on track to achieve end of year targeted expectations.</li> <li>Identify and access appropriate support/strategies and the use of outside agencies, if required, for SEND pupils.</li> <li>Observe, monitor and embed standards of teaching and learning, through planning scrutiny, pupil discussion, teaching, pupil profiles and progress meetings resulting in accurate self-evaluation.</li> <li>Measure and evaluate the impact of pupil outcomes, especially SEND pupils, formulating actions to improve and secure increased and accurate self-evaluation and pupil outcomes.</li> </ol>	<p>SENDCo Observation of consistent and effective challenge for all pupil groups.  Pupil progress meeting for vulnerable groups.  Pupil discussion.</p>	<p>SENDCo Non-contact time for observations.  Progress meetings.</p>	<p><i>Evaluate against success criteria.</i> <i>Agree priority actions, outcomes and meetings for next half term.</i> <i>1. Have the actions been completed?</i> <i>2. Have the actions been effective – have the success criteria been achieved?</i> <i>3. What needs to be done now to achieve the success criteria?</i> <i>4. How can the issue be prevented from happening again?</i> <i>5. Have the new procedures been embedded in practice?</i> <i>6. Are procedures in place to ensure next steps are built in for continued development towards the next stage?</i></p>
<p><b>To continue to enhance and implement a whole school approach to the development of the teaching of reading, writing and maths</b> so that there is a consistent provision and approach across the school and reading, writing and maths</p>	<p>The teaching of reading, writing and maths will be consistent; high quality and focussed resulting in outstanding practice that raises pupil achievement.</p>	<ol style="list-style-type: none"> <li>Continue to develop teachers' understanding of the teaching of reading, writing and maths concepts. <b>Writing:</b> Develop a wider range of independent quality writing tasks and cross-curricular opportunities to apply skills. <b>Reading:</b> Review and agree policy and procedures for 'reading'; guided, independent, 1-1, use of scheme, use of library, home reading and environment, communicated to all staff. <b>Maths:</b> Review and agree procedures for 'mental maths' and 'reasoning skills'; in the use of teaching and pupil learning, resources, investigational skills, calculation methods, homework, extra annotation to evidence reasoning skills.</li> </ol>	<p>Staff training Observations of marking and feedback, review and improve. Monitor and evaluate by HT/ SMT. Pupil progress / outcomes.</p>	<p>Training time. Non-contact time for observations.</p>	

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standards are increased further and pupil outcomes maximised.		<ol style="list-style-type: none"><li>2. Model revised continuity and progression procedures to all staff including TA's, identifying how progression and practice is included in, and impacts future planning, teaching and pupil learning.</li><li>3. Ensure targets are used by pupils to help improve their learning across the curriculum and teachers use these to inform planning.</li><li>4. Share and disseminate outstanding practice through support/ coaching, paired teaching, peer observation.</li><li>5. Observe, monitor and embed progression and procedures in reading, writing and maths, through observations, scrutiny of pupils' work, planning and assessment and impact on standards in relation to pupil outcomes.</li></ol>			
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<b>EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT</b>					
<b>1.Objective</b>	<b>2.Success Criteria</b>	<b>3.Key Levers and Actions</b>	<b>4.Time/ Staff/ Milestones</b>	<b>5.Budget/ resources</b>	<b>6.Evaluation and Review</b>
<b>To ensure continuity from Pre-school on through all key stages, meeting or exceeding national expectation targets</b>	All classes achieve their target	1. SLT to work with Governors ensuring rigorous target setting process to drive standards forwards. 2. Coaching development of staff under guidance of Headteacher and SLT, developing towards improvement of standards through quality coaching experience.	Termly meetings with Assessment co-ordinator/Head. Head to have coaching support. All staff to have coaching training.	Allocation from training budget plus school administration.	<b>Red - not achieved</b> <b>Amber – partly achieved</b> <b>Green – achieved</b> Meetings with pre-school staff under rec and nursery teacher support development. Tapestry tracking to monitor development of children implemented.
<b>All pupils will make good progress, with target pupils making outstanding progress</b>	Tracking through SPTO shows significant improvement for target pupils	1. Assessment co-ordinator to monitor and track all children and to work with Head/SENDCo on strategic overview of school's success. 2. Key actions to feed into assessment meetings with teachers.	Head/Assessment Co-ordinator time.	HT/SLT Leadership time.	Pupil progress meetings for autumn and spring term set to ensure clarity of focus for all the targets for each year group.
<b>Evaluation schedule for FGB to measure the impact of school strategies for improvement</b>	School Improvement Committee have clear understanding of SIP and hold Head to account for impact.	3. SIC to hold regular meetings to analyse data within this document and raise questions to Head in advance of meeting. 4. Governor tracking of progress through visits and monitoring of actions taken by Head and SLT to drive standards forward.	Governor Body meeting time.	Funding for training as required.	Sic minutes show evaluation. Sic drive forwards targets and have been involved with PPM
<b>SLT within school to have key focus for their areas of responsibility ensuring targets are met</b>	Action Plans for key members of staff are produced for each area giving clear and succinct pointers for driving forwards standards.	5. Action Plans are set and analysed by Stakeholders to ensure clear vision for each subject area, giving clarity to specific action points to improve performance in all areas.	PPA time for impact on class teaching plus extra time allocated, according to need.	Through Supply budget.	New action plans have been set by the subject coordinators to ensure focus on stringent targets
<b>Performance management of all staff supports the overall school improvement programme</b>	Staff are fully aware of the 360 process of School Improvement impacting their performance related pay.	6. Performance Management schedule is robust and sound, setting clear targets in line with this SIP which demonstrate succinct target setting process throughout the school and for all staff.	Specific time given for coaching/ performance management sessions.	Through Supply budget allocation.	Performance management meetings and targets set in Autumn term A pupil progress meeting held for Jan 18 to focus on target development towards the teachers PMT

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<p><b>To ensure the website reflects the vision and ethos of our school</b> so that the distinctiveness and effectiveness is evident.</p>	<p>The new website will be up to date and reflect the vision and ethos.</p>	<ol style="list-style-type: none"> <li>1. Continue with the building and implementation of the website ensuring the school ethos and vision is reflected in this.</li> <li>2. Evaluate website reflecting the school vision and ethos.</li> </ol>	<p>Allocation of staff to make changes and implement</p>	<p>Staff time</p>	<p>CPD carried out according to need analysis tracking of courses through the office.</p>
<p><b>To continue to effectively manage the induction and training of new staff and those new to role</b> so that new roles and responsibilities are securely embedded and ensuring the continuation of high standards.</p>	<p>New staff members and those new to age group/role will have the capacity to and be enabled to further extend the high standards of achievement for all pupils.</p>	<ol style="list-style-type: none"> <li>7. Allocate trained managers to support, mentor and coach new staff/ NQTs.</li> <li>8. Identify the key weekly tasks that require completion in the first term/ ongoing.</li> <li>9. Ensure adequate time and development opportunities for regular meetings/ support.</li> <li>10. Designate a meeting prior to each half term with the new staff to review effectiveness of coaching, evidence of impact on pupil standards and refinement to provision.</li> <li>11. Set new targets for the next half term to be reviewed at the end.</li> </ol>	<p>Support meeting time. Half termly meeting between new staff and SLT.</p>	<p>Staff time. Meeting time. Non-contact time.</p>	<p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors.</p> <p>Evaluate against success criteria.</p>
<p><b>To secure partnership arrangements between the school and Riverboats Centre</b> so that there is a highly effective and consistent partnership in place.</p>	<p>Secure and effective partnership arrangements will be in place for the school and centre resulting in an effective and efficient partnership.</p>	<ol style="list-style-type: none"> <li>1. In conjunction with the Governing Body and Centre, outline a timeline of events and actions required, milestones for an effective arrangement.</li> <li>2. Ensure effective communication with key individuals, responsible and accountable for the partnership arrangements.</li> </ol>	<p>HT/GB/Centre leadership. Timeline of actions and events.</p>	<p>Staff time. Meeting time.</p>	<p>Agree priority actions, outcomes and meetings for next half term.</p> <ol style="list-style-type: none"> <li>1. Have the actions been completed?</li> <li>2. Have the actions been effective – have the success criteria been achieved?</li> <li>3. What needs to be done now to achieve the success criteria?</li> <li>4. How can the issue be prevented from happening again?</li> <li>5. Have the new procedures been embedded in practice?</li> <li>6. Are procedures in place to ensure next steps are built in for continued development towards the next stage?</li> </ol>
<p><b>To continue to develop the governance of the Riverboats Centre</b> so that the newly formed</p>	<p>The Centre GB Committee will be effective in challenging and supporting the monitoring and</p>	<ol style="list-style-type: none"> <li>1. Develop and support Governor skills through training and CPD, designating strategic roles and responsibilities throughout the governing body.</li> <li>2. Identify key actions from Self Review of the centre to be followed up, ensuring key documentation and evaluative tasks at key times during the</li> </ol>	<p>GB Self Review. Governor audit. Annual timetable for key tasks and documentation.</p>	<p>Audit of skills. Training requirements.</p>	

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<p>GB committee actions and plans are effectively challenging and supporting.</p>	<p>evaluating of the centre's impact on increasing outcomes.</p>	<p>year are effectively completed; challenging and supporting and impacting on increased standards. 3. Complete key actions identified in 2. (Above) in relation to the consistent use of SDP's to focus accountability, challenge and support for the HT, Governors and staff.</p>	<p>Governor Data Monitoring and Evaluation.</p>		
<p><b>To develop the centre administration staff</b> so that permanent administration staff are appointed and develop the roles and responsibilities of the centre.</p>	<p>The new roles and responsibilities of the centre administration team will provide an effective efficient team and day to day strategic management of the school and centre.</p>	<p>1. Appoint and induct new admin staff, creating an effective administration team with new roles and responsibilities. 2. Provide training for staff regarding roles and responsibilities with explicit outcomes and expectations. 3. Ensure adequate time and opportunities for regular meetings and support. 4. Ensure systems are in place between school and centre team to enable the day to day strategic management of the school and centre.</p>	<p>Developed throughout the year with half termly reflective meetings with the School and Centre Administration.</p>	<p>Admin staff and time.</p>	

## CHURCH SCHOOL DISTINCTIVENESS

1. Objective	2. Success Criteria	3. Key Levers and Actions	4. Time/ Staff/ Milestones	5. Budget/ resources	6. Evaluation and Review
<b>CHRISTIAN DISTINCTIVENESS</b>					
<b>To continue to raise the profile of our Christian distinctiveness</b> so that this ethos is explicitly evident by the monitoring through the embedding of formal systems ensure significant improvement continues.	Monitoring, by school leaders including governors, through formal systems will be embedded to ensure the impact of the school's Christian distinctiveness will be made more explicit, resulting in significant improvements in the demonstration of the depth of our school culture.	<ol style="list-style-type: none"> <li>1. Identify specific values for focussed themes incorporating specific 'British Values' exemplifying the Christian nature of the school.</li> <li>2. Share these values with all stakeholders within school and how these can be disseminated through the curriculum and Christian ethos of the school.</li> <li>3. Inform Parents through newsletter/information channels to inform of shared values and distinct school ethos.</li> <li>4. Monitor and evaluate evidence of Christian distinctiveness through formal systems incorporating governor's involvement and also pupils/school council.</li> </ol>	RE leader/worship leader Timeline of monitoring and evaluation Pupil survey monitored by Governors	Observation time Admin. of pupil survey	<p><b>Red - not achieved</b> <b>Amber - partly achieved</b> <b>Green - achieved</b></p> <p>Review SIP in conjunction with School Schedule for Self-Evaluation at the end of each half term with the SLT and termly with Governors</p> <p><i>Evaluate against success criteria</i></p> <p><i>Agree priority actions, outcomes and meetings for next half term</i></p>
<b>COLLECTIVE WORSHIP</b>					
<b>To continue to provide extended opportunities for pupils to be involved in collective worship through an increased participation</b> so that this ensures the impact of worship on learners.	An increased participation of pupils through planning, leading and evaluating collective worship resulting in an increase in the school's understanding of spirituality and to enhance learners' spiritual development.	<ol style="list-style-type: none"> <li>1. Identify further opportunities for pupils to be actively involved in Collective Worship.</li> <li>2. Timetable pupil self - led class assemblies.</li> <li>3. Ensure active participation through pupil led worship incorporating support for pupils in the preparation for pupil led class assemblies.</li> <li>4. Experience whole school and class based worship by Foundation Governors.</li> <li>5. Complete worship survey by pupil worship/assemblies team and report their findings to SLT/Governors.</li> <li>5. Monitor and evaluate worship by Governors through and the impact on pupils through pupil discussion/survey.</li> </ol>	RE leader / Worship leader Pupil survey half-termly monitored by the Foundation Governors	Worship resources Pupil worship team	<ol style="list-style-type: none"> <li>1. Have the actions been completed?</li> <li>2. Have the actions been effective – have the success criteria been achieved?</li> <li>3. What needs to be done now to achieve the success criteria?</li> <li>4. How can the issue be prevented from happening again?</li> <li>5. Have the new procedures been embedded in practice?</li> <li>6. Are procedures in place to ensure next steps are built in for continued development towards the next stage?</li> </ol>
<b>RELIGIOUS EDUCATION</b>					
<b>To ensure there is a shared interpretation of spirituality across the school community</b> so that staff can plan a range of high quality spiritual experiences.	High quality spiritual experience will be effective and evident for all learners in all areas of the curriculum.	<ol style="list-style-type: none"> <li>1. Review planning with regard to high quality spiritual experiences for all learners in all areas of the curriculum.</li> <li>2. Identify members of staff that are teaching high quality spiritual experiences and securely at an outstanding level and disseminate this practice.</li> <li>3. Establish moderation procedures throughout the year.</li> <li>4. Monitor and evaluate high quality spiritual experiences across the school and with all stakeholders.</li> </ol>	Moderation – pupil surveys/discussions RE Leader Foundation Governor	Non- contact time Assessment material	