



Oliver's Battery Primary School

3 Year School Improvement Plan

2017-2020

Following the March 2016 Ofsted Inspection the following key issues were identified for improvement;

Improve teaching so that it is outstanding in all classes by:

- **Ensuring that the most able pupils, particularly in mathematics achieve what they should.**

Improve leadership and management by:

- **Formulating a shared direction for the subject leaders to ensure that they have a comprehensive understanding of standards across the school.**

Ensure that attendance, although improving is in line with national expectations. (The school has many strategies in place to support pupils and families with attendance. These are beginning to have an impact)

End of year targets 2018

Individual children and groups who have been identified as having made inadequate progress on their journey so far are expected to make age related expectations against each phase.

Foundation Stage: For 86% of children to attain a good level of development (having achieved the Early Learning Goals in the areas of Literacy, Numeracy and Personal and Social Education)

Year 1 phonics: For 81% of pupils to attain the national test for phonics.

End of KS1: ARE	Reading 81%	Writing 81%	Maths 81%	EPGS 81%
End of KS2: ARE	Reading 85%	Writing 85%	Maths 88%	EPGS 85%
Reading, Writing and Maths combined	KS1	81%		
Reading, Writing and Maths combined	KS2	85%		

This document links to the Governor Strategic Monitoring Schedule 2017/18

Sub objective	SIP ACTION	Who	Time	Resources Cost	Success criteria and evidence <i>Impact on learning</i>	Monitoring/ Evaluation					
<p>1. Improve teaching so that it is outstanding in all classes by:</p>	<p>Year 1</p> <ul style="list-style-type: none"> -Ensuring that the most able pupils, particularly in mathematics achieve what they should. - Ensure task design meets all children's needs - Learning journeys lead to a successful outcome for all - Assessment For Learning ensures that children are aware of next steps and teachers actively intervene 	All	May 18	Staff time and L&M time	All teaching assessed as outstanding	<p>SLT/Ma lead/HIAS</p> <p>Lesson observations around point of learning/AfL. DHT/HT/LLP/Ma advisor</p> <p>Pupil conferencing Gov visit</p> <p>PPM/Moderation</p> <p>Data/Work sampling/Pupil conferencing DHT/HT/Ma advisor/governor committees</p>					

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<p>2. Improve teaching so that it is outstanding in all classes by:</p> <p>- Ensure teaching capacity is maximised</p>	<p>Year 1, 2 and 3</p> <p><i>Appropriately recruit staff to match the growing size of the classes.</i></p>	<p>HT</p>	<p>Ongoing</p>	<p>Salaries</p>	<p>Children in appropriate sized classes with highly skilled staff.</p>	<p>HT/ Governors Year1 Spr 1 governors visit re impact mixed age classes</p>
<p>3. Improve pupil outcomes by:</p>	<p>Autumn/Spring/Summer</p> <p>- Ensuring vulnerable groups are making accelerated progress</p>	<p>Inclusion Coordinator /All</p>	<p>Sep 18</p>	<p>Phase/staff meetings/PPM</p>	<p>All staff are planning for vulnerable groups in their classes and therefore these children make accelerated progress.</p> <p>Disadvantaged children are achieving beyond and is in line with or exceeding national expectations</p> <p>Intervention is targeted, timely and effective.</p>	<p>SLT/ Inclusion gov/ School Improvement Committee</p>

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<p>4.Improve pupil outcomes by:</p> <p>- Ensuring all children have the maximum opportunity to use the outdoors for learning</p>	<p>Year 1, 2 and 3</p> <p><i>Extra help required for all outdoor area maintenance</i></p> <p><i>Maintenance of ponds, meadow and forest school to be kept up to date.</i></p> <p><i>Maintenance of poly tunnel and allotments</i></p> <p><i>Water for poly tunnel and allotments to be provided – water butts or tap</i></p>	<p>Eco Lead</p> <p>??</p>		<p>Minimal – FOBS</p> <p>Minimal - FOBS</p>	<p>Outside space (ponds, meadow, poly tunnel, allotments and forest school) safe and ready for use with children.</p> <p>Staff/volunteers trained and enabled to work with the children in above areas.</p>	<p>Governors visit Maths Aut 1</p> <p>School Council Sum 1 impact of outdoors</p>
<p>5. Improve pupil outcomes by:</p> <p>- Ensuring robust safeguarding in place this includes Health and Safety, wellbeing.</p>	<p>Year 1</p> <p>- Ensuring robust safeguarding in place this includes Health and Safety, wellbeing.</p>	<p>All</p>	<p>Sept 17</p>	<p>Inset Day training £600 DSLO training £300 Staff/phase meetings/L&M time</p>	<p>Children report that they feel safe at school, are listened to and are able to learn.</p> <p>Child Protection logs utilised and up to date</p> <p>Child Protection files utilised and up to date</p> <p>Safeguarding policies updated</p> <p>Staff can articulate safeguarding procedures and are able to say who DSLO are</p> <p>Procedures in place and followed with recruitment/volunteers</p> <p>Single Central Record up to date</p> <p>Health and Wellbeing policy in place developed as a whole school through parent involvement group</p>	<p>Safeguarding governor/HT</p> <p>Pupil/staff surveys</p> <p>Risk assessments</p> <p>Policies</p> <p>Governor visit – anonymised referrals what outcome/anonymised chronology/meet DSLO</p>
<p>6. Improve pupil outcomes by:</p> <p>- Ensuring robust safeguarding in place this includes Health and Safety, wellbeing.</p>	<p>Autumn/Spring/Summer/Autumn Year 2</p> <p><i>Work with project manager to ensure all Health and Safety and Safeguarding is in place whilst building work is carried out.</i></p>	<p>All</p>	<p>Oct 17 and ongoing</p>		<p>Children report that they feel safe at school, are listened to and are able to learn.</p>	<p>HT/CoG/HCC project manager/Contractor/ Site Manager</p> <p>Governor visit Spr 2re DBS clearance/how do you know on site?/smoking/keeping children away</p>

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<p>7. Improve pupil outcomes by:</p> <p>- Ensuring robust safeguarding in place this includes Health and Safety, wellbeing.</p>	<p>Year 1, 2 and 3 HCC streets ahead training to be completed with parents – second year</p> <p>Making the crossing on Badger Farm Road safer – Crossing patrol person or other</p>	<p>Parent Involvement Group</p> <p>All</p>		<p>None</p> <p>None</p>	<p>5 parents trained in Streets Ahead Training delivered to Year 2 children annually</p> <p>Recruitment of a Crossing patrol person Other solution to be considered by HCC</p>	<p>HT/Governors</p> <p>Governors</p>
<p>8. Improve pupil outcomes by:</p> <p>- Developing transition within year 7 in Kings</p>	<p>Year 2 and 3</p> <p>Working with transition team to develop a slower transition to separate classes for subjects</p>	<p>Year 6 teachers / HT/ CoG</p>		<p>None</p>	<p>Slower lead in to separate classes within year 7 giving a smoother transition for children for subjects</p>	<p>HT/Governors/Kings' team</p>
<p>9. Improve leadership and management by:</p>	<p>Autumn:</p> <p>-Formulating a shared direction for the subject leaders to ensure that they have a comprehensive understanding of standards across the school.</p> <p>- Formulating a shared direction for the whole school including governors</p> <p>- Developing a primary led conversations around transition.</p>	<p>Subject leaders/ Phase leaders/ EYFS lead</p> <p>Govs</p> <p>Y6/7 staff</p>	<p>Sept 17</p> <p>Sept 17</p> <p>July 18</p>	<p>L&M time Supply cover Staff/Phase meeting time</p>	<p>Progression across all phases in school</p> <p>Curriculum in line with national expectations</p> <p>Subject leaders present to Full Governing Body</p> <p>Outdoor sessions taking place and Forest School being used</p> <p>Governors have an accurate picture of the whole school through monitoring keys areas of the School Improvement Plan</p> <p>Pilot English books to Kings' completed continue cycle in maths books.</p>	<p>HT/LLP/HIAS/SENDI /Attached governors/governor committees</p> <p>Gov strategic monitoring plan speak to subject leaders/Inclusion Lead/HT/LLP Meetings Y7 head/staff</p>

	- Developing effective links and supporting other schools through School To School Support					
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10. Ensure that attendance, although improving is in line with national expectations. (The school has many strategies in place to support pupils and families with attendance. These are beginning to have an impact	<p>Autumn/Spring/Summer Policy in line with DfE guidance.</p> <p>Parents aware of policy through newsletters/ booklets/ meetings</p> <p>Persistent absentees targeted support including 1-1 work with pupils</p> <p>Letters sent out half termly to parents addressing attendance</p> <p>Incentives for attendance continue</p> <p>Head Teacher on Attendance Legal Panel as Head representative</p> <p>Continue commissioned support from Kings' attendance officer</p>	HT/AO	Ongoing	Meeting time Commissioned AO from Kings' AO x2 days a week	<p>Whole school attendance</p> <p>Oct 17 – 96.10%</p> <p>Mar 18 – 97%</p> <p>June 18 – 97.5%</p>	HT/Governors

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<p>11. Ensure that attendance, although improving is in line with national expectations. (The school has many strategies in place to support pupils and families with attendance. These are beginning to have an impact</p>	<p>Year 2 and 3</p> <p><i>Continue to fund and prioritise Attendance Team</i></p> <p><i>Ensure probity by presentations to FGB</i></p>	<p>FGB</p> <p>CoG</p>	<p>Ongoing</p>	<p>Salaries</p>	<p>Attendance Team to continue individualised work streams to showing success in individual cases.</p> <p>Annual presentation to show successes and present new methods employed with persistent absence and lateness.</p>	<p>HT /Governors</p> <p>Governors</p>
<p>12. Budgets</p>	<p>Years 1, 2 and 3</p> <p><i>Continue to increase income:</i></p> <p><i>Pupil numbers through marketing, website and open days</i></p> <p><i>Grants – applications for grants that help the school function</i></p> <p><i>Donations – low-key opportunities for people to donate to the school not impacting on FOBS.</i></p> <p><i>Attract a provider to offer holiday clubs</i></p>	<p>CoG/ HT</p> <p>Vice CoG</p> <p>CoG</p> <p>HT</p>			<p>Numbers of children continue to increase.</p> <p>Applications for grants are successful</p> <p>Increased donations to the school</p> <p>Increase income for the school and grounds well used</p>	<p>HT/Governors</p> <p>Governors</p> <p>Governors</p> <p>HT/Governors</p>
<p>13. Wrap around care</p>	<p>Year 2-3</p> <p><i>Create an afterschool childcare facility possibly working with local providers</i></p>	<p>HT</p>			<p>After school childcare facility in place and well used.</p>	

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14. Governor Development	Year 1, 2 and 3 <i>Governors to attend appropriate training to meet gaps in annual Skills Audit and remain up to date.</i>	DTG		Annual subscription to HCC for training	No significant skills gaps on annual Skills Audit	DTG/CoG
	<i>Succession planning for governing structure</i>	CoG		Potential NCSL training costs	Vice chair in place and all committees working effectively	CoG