

Roydon Primary School



School Improvement Plan

January 2020 – December 2020



School Improvement Plan

We are positive about making the necessary changes to meet the needs of all pupils at Roydon Primary School. We have taken heed of the findings of the School Improvement Review that was carried out on 14.11.19 and have drawn up a plan that builds on the work that has been taken place in school over the last twelve months.

Our priorities are to:

- 1. ensure that lessons are effective in supporting children's learning in all areas of the curriculum for children of all abilities**
- 2. be accountable for delivering an appropriate, topic-based, broad curriculum that gives all children opportunities to develop skills and knowledge, and learn in discrete and cross-curricular ways**
- 3. continue to develop appropriate opportunities for all Infant children, so that children are not disadvantaged by being taught in mixed-age classes.**
- 4. re-structure the sub-committees of the Full Governing Body to focus monitoring activities on school improvement.**

The following action plan indicates how we intend to do so. This runs in parallel with the School Improvement and Development Plan that identifies realistic priorities in each area of the overt and underlying curriculum.

Progress towards meeting the Success Criteria for each aspect of the action plan will be reviewed at each Governing Body meeting.

	8) The 'Quality of Education' judgement in the SEF reflects a realistic picture of the school's performance.	HT & DH	From FGB meeting 06.12.19	£0	Governors have a clear, evidenced picture of the school's performance with particular regard to quality of education	FGB	Dec '20
	9) Staff are appropriately trained so that they have confidence to teach children to write at greater depth, particularly in the Upper Juniors.	DH & CD	Spring term '20	£350 £170 + £90 x 2	Year 6 teachers attend LA moderation secure in the greater depth writing judgements they have made	DH	

Success Criteria:

Staff are challenged by senior leaders to maintain high expectations for all children, evidenced through differentiated planning, lessons that are delivered with appropriate pace, and activities that stretch children of all abilities.

Commentary and Evaluation:

Issue to be addressed:

- be accountable for delivering an appropriate, topic-based, broad curriculum that gives all children opportunities to develop skills and knowledge, and learn in discrete and cross-curricular ways

Target	Actions	By whom	By when	Cost	Monitoring	By	Review
Children have a clear understanding of how their skills and knowledge across the curriculum build year-on-year	1) Curriculum Leader Teams to finalise progression of skills and knowledge for each subject within their team, & disseminate these to all teachers & HLTAs. These are to be identified as 'What? (Intent)' on the school website.	Curriculum Leader Teams	11.12.19	£0	Progression grids displayed on the website for all subjects	HT	31.01.20
	2) Planning is based on these progression grids, taking previous learning into account.	CT & HLTAs	Jan '20	£0	Book Looks & planning scrutiny at SLT meetings, & discussions with children	SLT	July '20
	3) Within each topic, children are made aware of the curriculum subject they are studying, and how their previous learning is being extended.	CT & HLTAs	From 28.10.19	£0	Discussions with children	SLT Governors	14.02.20
	4) Each team to agree subject specific aspects of 'How? (Implementation)' to be displayed on the website, along with photos to show what each subject looks like in action.	Curriculum Leader Teams	17.01.20	£0)))) Visual representations to be) displayed on the website for all) subjects	HT Governors	31.01.20
	5) Each team to agree 'Why? (Impact)' to be displayed on the website.	Curriculum Leader Teams	18.12.20	£0))		
	6) Curricular Leader Teams to carry out learning walks, book looks, planning scrutiny, discussion with children to ensure progression of skills and knowledge is embedded throughout the school for each subject.	Curriculum Leader Teams	14.02.20 01.04.20	£0)))) Evidence is available for SMT)))	SMT	July '20
	7) Collaborative planning between parallel classes is clearly reflected in lessons taught each week.	CT & HLTAs	18.11.19	£0))))		

Success Criteria:

Through regular discussions with, and observations of, staff and children, governors understand and are reassured that the quality of education across the school is at least 'Good'.

Commentary and Evaluation:

Issue to be addressed:

- continue to develop appropriate opportunities for all Infant children, so that children are not disadvantaged by being taught in mixed-age classes.

Target	Actions	By whom	By when	Cost	Monitoring	By	Review
Appropriate equality of opportunity is evident in teaching and learning across all four Infant classes.	1. Regular Phase meetings will enable staff (CTs, HLTAs & TAs) to work collaboratively to develop carefully planned activities and maximise space in the outdoor learning environment.	All Infant staff	At least three-weekly from Sept '20	£0	Termly feedback to SMT and FGB	Infant Phase Leader	Dec '20
	2. Develop the soon-to-be-extended Infant outdoor environment to provide appropriate learning opportunities for Reception, Year 1 and Year 2.	All Infant staff	01.04.20	£5,000 from FoRPS	Termly feedback to SMT and FGB	Infant Phase Leader	July '20
	3. Use curriculum progression grids to ensure that each subject is covered in sufficient depth each academic year, especially in mathematics.	Infant CTs & HLTAs	Jan '20		Book looks and discussions with children show parity between classes	SMT	July '20
	4. Phonics to be taught through Letters & Sounds in mixed-age narrowly-differentiated groups across the Infant department				Book looks demonstrate children applying their phonic knowledge according to their ability, not class	EYFS Governor	April '20

Success Criteria:

Outcomes at the end of topics, units of work, and each academic year are generally as expected, regardless of the class in which each child was taught.

Commentary and Evaluation:

Issue to be addressed:

- re-structure the sub-committees of the Full Governing Body to focus monitoring activities on school improvement.

Target	Actions	By whom	By when	Cost	Monitoring	By	Review
Each governor is responsible for supporting and monitoring one or more aspects of school life, and keeping the FGB informed about their work	1) Sub-committees to be disbanded and responsibilities distributed among individual or pairs of governors.	HT/CoG	06.12.19	£0	Timed agenda for FGB meetings prioritises 'Governor Impact' and governors expect to take part in each meeting to explain the impact their work has had on school improvement.	Chair of Governors	July '20
	2) Governors make links with staff members to monitor the curriculum and school improvement matters, rather than liaising with classes.	Individual governors	14.02.20	£0			
	3) Each governor establishes an annual calendar of monitoring activities, that may include face-to-face discussions with staff and children, telephone class, emails, etc.	Individual governors	18.12.20	£0			
	4) Individual governors take ownership of the 'Governor Impact' agenda item for each FGB meeting, and feedback about the range of their work, and their impact on school improvement.	Individual governors	From 07.02.20	£0			

Success Criteria:

The majority of the agenda of FGB meetings is led by governors rather than the headteacher, with governors utilising their expertise in supporting and feeding back on school development matters.

Commentary and Evaluation: