

# Carlisle Infant School – School Improvement Plan 2016-2017

SECTION ONE		LEADERSHIP AND MANAGEMENT		
Targets	Steps to Success	Who	Outcomes	Evaluation November 2016
<b>1.1</b> <b>For Carlisle leadership structures and systems to have a positive impact-achieving school improvement priorities and ensuring that all pupils have a vibrant and successful experience during their time at Carlisle</b>	a.To develop shared headship role and enhance the role of Year Group Leaders Outline specific roles and responsibilities that are shared jointly and those that are separate. Expand the role of the YGL's to include monitoring and evaluation activities SENCO and YGL's to lead Book Looks and feedback to staff	DB YGL	Improved quality of teaching and learning, pupil outcomes, staff morale and communication Ofsted verification SIP verification SENCO and YGL have whole school knowledge around consistency, differentiation and progression-use knowledge to inform planning	Year group leaders and SENCO have led a Book Look, gaining greater understanding of quality and consistency in children's books across the school YGL's have stepped in when DH has been absent and gained experience of DH responsibilities
	b.To develop performance management procedures including success criteria for leaders PM interviews for YGL's to focus on leadership standards	KA JJ	YGL meeting leadership standards Positive feedback from PM reviews Performance Management meetings/ reviews. Staff surveys/ audits Teacher observations	YGL's have carried out PM on members of their team Additional support for YGL's in place with focus on developing and supporting their growing teams(Lucy Morris from SPARK)
	c.To establish clear roles and responsibilities for each member of the Administration Team PM interviews for Administration Team to outline specific responsibilities	SP	Team working well Office organised Positive feedback from parents and staff	SP to carry out PM interviews before Christmas
	d.To further develop pupil leadership opportunities Timetable of activities/assemblies for the School Council Introduce Playground Buddy system to support Reception Involve SC in supporting good behaviour	JJ KH	More children involved in leadership roles across the school PPG children involved in leading across the school	56 applicants for School Council Increase in SC engagement in assemblies Playground Buddies supporting new zones initiative Library monitors chosen and new Bug Buddies Corridor monitors to be introduced after Christmas PPG represented in these key groups
	e.To further develop opportunities for and responses to parental engagement Introduce a maths curriculum evening for the Spring Term Survey parents/carers to identify areas where they would like greater communication Develop a working party for End of Term Reports – parents and staff	JJ MD	Successful maths evening/workshop – positive feedback from parents Working party feedback about reports from parents and staff helps to create a new, more efficient and effective report Reading Curriculum evening for parents Parental response. Pupil and community response. PTA feedback and impact	Maths workshop successful with positive feedback (Nov) Additional Parent Consultation evening to be added in the summer term in response to parent survey New curriculum bulletin for the term in response to parent survey Free dance club introduced following feedback from exit surveys.
	f.To implement structures and systems which ensure the effectiveness of our (Federation) Governing Body Clear guidelines in place for areas to be covered within each meeting and time scales that work with data collection times	FST	Meetings are purposeful and proactive Meetings are strategic and analytical GB (Personnel/CA committee) minutes and actions	Meeting held with JA new clerk to govs to establish agenda for CA meetings for the coming year and timelines for documents to be submitted
	g.To have systems in place to ensure that our practice is informed by all statutory and required procedures (Ofsted Framework...) and that documentation (website, SEF...) is in place Senior Administration Officer to be responsible for Website and Single Central Register Monitoring and Evaluation cycle in place and shared. Practice that meets all statutory duties and evidences which promote the school and are readily accessible for external scrutiny	YM JJ KH	Curriculum Action Plans and reviews External audit and scrutiny	YM checking website termly for compliance JA checking website for compliance-actions generated from check

	h.To actively promote the school in the local and wider community To raise the profile of CIS in the media To meet half termly with CSA Chair to discuss future events and fund raising objectives	KA	Carlisle continues to be oversubscribed Additional parent tours added to meet demand	KA attending all CSA meetings to discuss school priorities CIS participation in Remembrance Parade with HHJS children
	i.To ensure our new SEND leadership structure is fully in place and operational. Both CIS and HHJS meet half termly Federation SEND policy written and reflects new legislation	DB HP	SEND policy and practice to meet all statutory requirements and have a positive impact on identified pupil wellbeing and progress	SEND policy reflects recent legislation
	j.To continue to widen leadership links and opportunities (links to Teaching School, partnership with St. Marys University, Platinum Sing Up award, Healthy Schools' Network)	KA JJ	Informed and enriched Carlisle practice. Pursue Silver Healthy Schools Award	9 students from SMUC in place Budget restrictions prevent us from renewing Artsmark and other recognised awards
<b>1.2</b> <b>To promote the well-being of all staff</b>	a.To repeat staff well-being survey in January 2017 to evaluate success of actions taken in previous year Put in place a calendar of events to promote staff cohesion. Regular training and review sessions for volunteers	KA JJ	Staff feel supported and we improve adult pupil ratio in class Volunteers develop skills that may lead to permanent T.A positions	INSET for Jan 3 <sup>rd</sup> focus on emotional health and well-being
	b.To ensure CPD time in each term is devoted to well-being	KA JJ FST	Staff feel well-being is a priority for the school	Light weeks are in place
	c.To train volunteers to support teachers in the classroom and develop teaching assistant skills	JJ KA	Staff have adequate levels of support in the classroom to enable them to deliver the curriculum and support individuals in the class	Volunteer scheme successful with one volunteer moving to paid work within the school
<b>1.3</b> <b>To develop income generation strategies</b>	a.Introduce lettings policy for all clubs/after school activities New policy in place for September	SP MM	Clubs follow the new policy. Money being generated for the school	Gym Club in operation
	b.Encourage all parents/carers to join Just Giving Machine in order to raise funds for the school/CSA	KA JJ	Additional funds generated for the school	Subscription to Just Giving Machine has increased.
	c.Audit of parents/carers to identify companies with potential match funding potential	KA JJ		

SECTION TWO		ACHIEVEMENT		
Targets	Steps to Success	Who	Outcomes	Evaluation
<b>2.1</b> <b>Raise attainment at end of KS1 - July 2017</b> <b>In the core subjects-results for pupils achieving the 'expected' standard are in line with Richmond averages or exceeding</b> <b>Year 1 phonics Screener 90%+</b>	a.Set up intervention groups and booster sessions and track progress rigorously using initial and final assessments Interventions to be put in place following analysis of cohort and related data Monitoring by year group leaders	SLT	Termly Pupil Progress Meetings show increasing % of pupils have good levels of progress 2 points progress each term	Intervention groups in place. We have secured funding for 2 Teaching Assistants to be trained in leading Numicon interventions and to purchase 4 more sets of Numicon Interventions to be reviewed at the end of term
	b.Individual targets in place for writing and maths Observations in autumn term with a focus on impact of targets for literacy/numeracy	SLT	All children have writing and maths targets and are able to discuss them or explain where they can find them	Observations carried out October All pupils in Y1 and Y2 have targets and were referring to them as they work This was also noted by SIP during her visit in November
	c.Set clear guidelines for presentation, target setting, marking and feedback Termly Book Looks	SLT	All books are well presented and show consistency in coverage and marking and feedback	Book Look carried out by SLT showed good levels of consistency, presentation and marking in YR and Y1 Less consistency seen in Y2 leading to support being put in place
<b>Working at 'Expected' or above</b>  <b>Reading 80%</b> <b>Writing 78%</b> <b>Maths 80%</b> <b>Science 88%</b>	e.Monitor progress and attainment of groups through Classroom Monitor and Pupil Progress Meetings Termly Pupil Progress Meetings	KA JJ YO	Class teachers updating CM every two weeks SLT monitoring the data	Meeting in November to emphasise importance of regularly updating CM- this will now be added fortnightly to Memo
	f.Hold reading workshops for parents Parent Reading Workshops planned	AL KA JJ	Parents reading Evening planned and delivered with positive feedback	Reading workshop held for YR-very positive feedback (Oct)
	g.Hold maths workshop for parents/carers Parent Maths workshops planned	MD JJ KA	Successful Maths workshop delivered with positive feedback	Maths workshop held (Nov) very positive feedback will be repeated in February
<b>Working at 'greater depth'</b>  <b>Reading-35%+</b> <b>Maths- 35%</b> <b>Writing-15%+</b>	h.Reintroduce guided reading for Y2 in the afternoons Look atY2 timetable and discuss with YGL	AL JJ	Guided reading successfully taking place every day. Children engaged in a variety of reading activities	This will start after Christmas once more Y2 children have completed the RWI scheme
	i.RWI manager to lead master classes in phonics	DB	RWI lessons are effective and pacy, monitored by the RWI manager	RWI Development Day (Sept) reported that manager is effective but need to have more master classes
	j.Create guidance booklet for parents to improve reading support	KA JJ	Reading booklet distributed Positive feedback in parent survey in relation to communication of curriculum	Reading Booklet given out at Yr Reading Evening
	k.Successful preparation in 2016 for phonics screener repeated Parent Phonics Workshop	DB	Results in line/exceed Richmond averages	Phonics Workshop planned for February. Packs to go home Feb half term and Easter
<b>EYFS to achieve GLD 75%</b>				

	l. Year group leaders to monitor progress and attainment across the year group m. Children unlikely to achieve 2 in writing to form part of a targeted group in early spring term	YGL	Consistency of approach evident in work sampling and externally verified Improved knowledge of year group leaders in relation to pupil progress and attainment	This will happen following Pupil Progress meetings in mid-December
<b>2.2</b> <b>Close the Gap for PPG/Disadvantaged/SEND pupils</b>	a. Provide data for each class indicating gap between PPG/non PPG Pupil Progress data extracted from Classroom Monitor and interrogated	KA JJ	All CT aware of PPG gaps Data for each class indicates that gap for PPG and SEN pupils is closing when compared to data for the same group of pupils in the previous term/previous year	Awaiting data
	b. Set up intervention groups for PPG pupils/SEND pupils based on learning needs analysis July 2016	KA JJ	PPG groups are responsive to the needs of the children and the gap analysis Flexible groups Interventions are evaluated in terms of success in closing the gap and evaluation used to inform future interventions	SEND/PPG pupils engage in interventions according to need  End of term assessments are on -going
	c. Ensure intervention is carefully planned, recorded, measured and impact reviewed regularly Tracking data to indicate that pupil premium children are making progress in line with expectations from their starting points Intervention assessment data checked regularly for effectiveness	KA JJ JN DB KH	All PPG/SEN intervention is tracked and evidence collected either in the form of data or other 'soft' data	Ready by mid December
	d. Make effective use of pupil premium money	KA JJ SP	PPG audit from LA indicates good practice	SIP reported positively on use of PPG money
	e. Pupil Progress meetings to have specific PPG focus These children are discussed first and in detail	KA JJ	Pupil Progress meetings show gap closing compared to non PPG pupils term on term	Mid December
	f. Performance Management targets to include target related to closing the gap	KA JJ	All staff achieve the PPG closing the gap target	Mid December meetings
	g. Book Looks to include focus on PPG/SEN children	KA JJ	Book looks for PPG/SEN only or general Book Looks start with PPG/SEN focus Books show that PPG/SEN children have individual targets and books have been regularly 'next step' marked	Book Looks show PPG children have 'next steps' marking and individual target cards
	h. Class teachers to have action plans for PPG in their class that include parental engagement	KA JJ	All PPG children have an individual action plan that is reviewed and updated regularly	Teachers bring Action Plans for PPG pupils to Performance Management meetings for discussion
<b>2.3</b> <b>Raise standards in writing</b>	a. Embed new Handwriting policy CPD to reintroduced and refresh the policy and software	PF	All Y1 and Y2 classes teaching handwriting at least 3 times a week Timetable handwriting 3x weekly in Y1 and Y2	Moved to Spring Term Handwriting is on timetables
	c. Literacy Action Plan in place	AL	Literacy Action Plan impacting on SIP writing priorities	Action Plan focuses on re introduction of Language and Literacy, strategies for improving the % of pupils achieving greater depth, improved handwriting across the school
	d. Literacy targets in place for Y1 and Y2	AL	Book Looks check for target setting in writing	Literacy targets are in place

	e.Differentiated activities within literacy lessons	AL KA JJ	Book looks show clear differentiation, but also consistency – access strategies being used and work appropriate for specific groups, e.g. PPG or SEND	Teachers using access strategies for SEND pupils following CPD on SEND  Differentiation seen in Book Looks and observations
	f.Target group established for 'greater depth' writers	KA JJ	KA/JJ leading a 'greater depth' writing group Clear evidence in books that these children are writing at a greater depth in a variety of genres	This has not been possible due to absence RS to take English coordinator's class after Christmas to allow her to work with 'greater depth' pupils
	g.Weekly spelling activities-differentiated Y1/2	AL	All spelling sent home if differentiated and parents response to this is positive	Spelling programme working well
	h. Over 50% of Y2 children off RWI	AL	Two groups of Y2 (60 pupils) off RWI and working on extended writing/comprehension tasks	This will be achieved by January
<b>2.4 Review and develop RWI programme</b>	a.Re introduce Language and Literacy in Y2 Training session in Language and Literacy for Y2 staff	PF AL	Y2 children who are off the RWI programme are continuing with the Language and Literacy programme Children being exposed to quality texts and wide variety of writing opportunities	Two classes will follow Language and Literacy
	b.Develop other reading strategies alongside phonic decoding	AL DB	Pupils read with confidence and expression	Reading with Dogs initiative started following recommendation from SIP
	c.Closer monitoring of ability levels within each group	DB	RWI groups are accurate	There has been less movement of pupils to ensure secure knowledge
	d.Y2 children to remain on programme until secure	DB	More rigorous assessments in place	Assessments ensure pupils are secure and reading with a good level of confidence before moving groups

SECTION THREE		TEACHING AND LEARNING		
Targets	Steps to Success	Who	Outcomes	Evaluation
<b>3.1</b> To improve still further the quality and presentation of pupil books	a.Present clear guidelines to all staff-relevant to each year group and subject Year groups to plan together to ensure consistency of approach		Children being taught the same objectives and as much consistency as possible in how they are taught Marking and feedback is consistent across year groups	Agenda items set for PPA time in Year groups Good consistency seen in most year groups
	b.Produce exemplar file of marked work YGL to collect work for file	YGL KA JJ	Exemplar folder of work available to support moderation	Good practice folder of marked work has been started
	c.Introduce protective covers for literacy and numeracy books Purchase of book covers	JJ	All maths and English books have a plastic cover	Books are covered and more durable
	d.Ensure targets are present in Y1 and Y2 pupil books Target cards to be updated and adapted YGL to ensure all children in Y1 and Y2 have a writing and a maths target	YGL JJ	All children have a writing and a maths target and can either explain what it is or where they would find it	Targets are in place
	e.Ensure all classes have visualizers for sharing pupils work/editing AM/DP to make sure all classes have a working visualizer	AM DP KA JJ	Visualizers being used regularly in lessons	This is happening in most classes but could still be more effective and used more widely
<b>3.2</b> Embed systems for coaching and mentoring through Performance Management	a.Enhance performance management framework with addition of leadership standards Lesson observations indicate improving practice PM meetings are set in diary and occur at regular intervals 4x yearly	KA JJ	YGL and subject leaders collecting evidence for the leadership section of the profile YGL and subject leaders achieving their targets PM meetings are professional and supportive	Leadership standards introduced
	b.YGL responsible for Performance Management of team	KA JJ YGL	Year Group leaders involved in performance management activities through Learning Walks and Book Looks YGL to performance manage a member of their support staff	YGL's have carried out Book Looks and Learning Walks
	c.CPD to reflect needs arising from Performance Management	KA JJ	Clear link between Performance Management and CPD schedule	All Teachers will lead on an aspect of CPD during the year
	d.Add end of year review statement to set 'next steps'	KA JJ	End of year review statement reflects progress made towards targets and areas for development	
<b>3.3</b> Ensure that all teaching observed is of a consistently high/outstanding standard resulting in good/outstanding outcomes for children	a.RWI manager to lead master classes to develop phonics skills of all RWI teachers Opportunities to observe outstanding practice within the federation	DB		Postponed until spring. RWI manger observes groups regularly and makes suggestions on improving practice
	b.Deputy English and Maths coordinator to monitor standards in literacy and maths and give guidance and support to teachers Maths and Literacy Leads to monitor teaching and lead through CPD and team teaching	AL MD	Literacy and maths lessons are mainly outstanding	Maths CPD focusing on 'outdoor maths' planned for Spring Release for subject leads severely restricted due to budget
	c.Link PM targets to 'outstanding' criteria following lesson observations Quality of work in pupils' books reflects outstanding teaching Staff are able to identify their own professional needs and these are met	KA JJ	Teaching observed is outstanding	All lessons observed good or good with outstanding features SIP impressed by quality of work in books
	d.CPD revisit 'Outstanding formative assessment'	KA JJ	CPD has a positive impact on teaching, seen in lesson observations	Spring Term
<b>3.4</b>	a.Appoint Y2 TA to run the Learning Zone DB to attend Y2 planning meetings	DB AL	Y2 learning zone is set up and running smoothly. Children are engaged and making good progress, evidence being collected.	Very successful
	b. To research and order appropriate resources for the Y2 Learning Zone	JJ	Resources are appropriate and engaging	Resources ordered

<b>To establish a Y2 Learning Zone which builds on the good practice seen in YR and Y1</b>	Resources to be purchased from CSA funds Time for liaison between KO and DB-Y1 Learning Zone			
	c.Ensure consistency of practice through characteristics of effective learning present in each year group Characteristics of Effective Learning display in each Learning Zone	JJ	All classrooms and learning zones display the characteristics of effective learning and teachers refer to them in planning and when talking with the children	Swops have taken place to gain greater understanding of the other year group's needs and to share good practice
<b>3.5 Provide a broad and balanced curriculum that is skills based and complies with national curriculum requirements</b>	a.Carry out topic review to ensure good coverage of all skills within science and foundation subjects Purchase new resources to support teaching of new topics	SLT CC	Book Looks show good coverage and progression of skills within subjects across key stage	This will happen in the spring term
	b.CPD session to review topics termly/plan next term's topic CPD session to be planned for the autumn term	JJ	Curriculum is reviewed and appropriate changes implemented	CPD planned for early Jan for topic planning
	c.Develop cohesive 7 year curriculum in all subjects CC to work with teams from both schools to meet to review and revise curriculum plans	SLT CC	The curriculum and skills are tracked from YR through to Y6. This is carefully monitored by subject leaders.	Spring term CPD
	d.Home/school activities policy updated Federation review of homework policy Liaise with parents, staff and children	JJ	Federation homework policy reviewed and updated in line with views of all stakeholders	Policy updated
<b>3.6 Extend the confidence and capacity of all staff in the teaching of mathematics through Abacus maths</b>	a.Extend the capabilities of staff about the teaching of mathematics through the use of Abacus	MD JJ	All year groups using Abacus to plan and teach maths consistently across the year groups Lesson observations show effective use of Abacus	All staff attended Abacus training in September
	b.Extend RM maths use across the school	DB	A larger group of children accessing and making good progress on the RM maths programme	DB has set up RM maths for all children in Y1
	c.Numicon training for support staff	DB	Support staff using numicon confidently with children to support their maths learning. Monitored through observations and learning walks	Numicon working well and more training for KOB and DB booked for March 2017
<b>3.7 Maximise effectiveness of Teaching Assistants</b>	a.Regular CPD for Teaching Assistants Release time 8.45-9.30am each half term for training together	KA JJ KH	Improved knowledge and skills of T.A team as seen in lesson observations	T.A's have each attended or will attend CPD relevant to their needs but release together has not been possible so far due to cover issues.
	b.External training needs identified through PM interviews	KA JJ SP	Where appropriate and budget allows TAs attend training. Feedback to staff in briefing or staff meeting	Specific Training has included: RWI, ELSA,

SECTION FOUR		BEHAVIOUR AND SAFETY			
Targets	Steps to Success	Actions	Who	Outcomes	Evaluation
<b>4.1</b> <b>To improve transition</b>	a. Make explicit the preparation that is required in the second half of the summer term to ensure that pupils are ready for transition Review this year's transition programme and make amendments			Feedback from pupils indicated positive experience Feedback from parents and carers indicate positive experience	Positive feedback on transition from Y2 exit survey
	b. Teachers to visit new pupils in their current setting Liaise with HHJS to plan programme for 2016/17			Feedback from staff that children are better prepared for the move to the next year group	Y3 teachers visiting Y2 in December to gain greater understanding of the Yr group's needs
	c. To share practice between year groups in CPD session Build in time for class teachers to go down to the year group below prior to transition				April 2017
<b>4.2</b> <b>To ensure positive pupil behaviour</b>	a. Year groups to agree consistent code for behaviour/classroom rules Golden time re-established in correct format			Learning walk to check for consistency in Golden Time-SLT Positive feedback from teachers and parents	January 2017
	b. Review playground and dining hall rules with pupils and SMSA team Training for SMSA's			Monitoring of the incident book shows fewer incidents per half term-KA	Playground Zoned-assemblies and training for SMSA's has taken place
	c. Re-establish circle time after lunchtime			Positive response from pupils involved in intervention programmes-DB	Lesson Observations focused on Circle Time-v. Good practice seen
	d. Intervention groups with a focus on promoting positive behaviour in the playground				Some intervention groups have specific focus on turn taking/social skills
	e. Monitoring of behaviour incidents				Fewer incidents for same period last year.
	f. School Council to play key role in monitoring behaviour in corridors				SC support corridor behaviour after assemblies. Corridor monitors introduced
<b>4.3</b> <b>To develop strategies to combat extremism</b>	a. Website to have 'British Values' statement				In place
	b. Staff training from 'Prevent' Class teachers to deal with any questions from pupils sensitively and in line with any guidance from 'Prevent'			All necessary measures relevant to this age group are in place	All staff have taken part in Prevent training-will be revisited in autumn 2017
	c. Assemblies on theme of tolerance				RE assemblies focus on what is special about different faiths/what faiths have in common-linked to Golden Rules
	d. E Safety training for staff, parents, pupils				Has been offered via Peter Cowley sessions in newsletters to parents
<b>4.4</b> <b>To respond to increase in attendance thresholds</b>	a. Monitor attendance and inform with parents where pupil attendance falls below new threshold Communicate new thresholds with parents/carers  Jane Nicholson to liaise with families where pupils are falling below threshold		YO	Attendance is in line with/above Richmond averages	More rigorous monitoring of attendance. Attendance levels up
	b. Termly meetings with EWO		YO		This has taken place
<b>4.5</b>	a. Whole staff safeguarding training bi annually		JJ KH	All staff following correct safeguarding procedures	



<b>To develop effective safeguarding measures</b>	All staff follow same guidelines and children are kept safe	KA		
	b. Specific training Level 2 and Level 3 for Safeguarding officer and assistant Safeguarding officer SO and ASO up to date with training  All staff know who Safeguarding officer is and assistant Safeguarding officer	JJ KH	Safeguarding audit completed and staff show correct knowledge around Safeguarding procedures, including being able to name the SO and ASO and what to do if a child discloses	Safeguarding audit completed
	c. Volunteers/Guest teacher/student booklet updated Single central register updated regularly Clearer guidelines for volunteers and guest teachers in relation to safeguarding issue	JJ KH	All volunteers and guest teachers follow the correct safeguarding procedures	In place
	d. All incidents logged and chronologies written All staff and volunteers know how and where to log an incident	JJ KH	Incidents are logged correctly and monitored in Safeguarding weekly meetings	In place
	e. Safeguarding officers meeting weekly to discuss children and families Weekly meetings added to school diary	JJ KH	SO and ASO meeting regularly. Information about children and families is shared and action taken where necessary	Meetings occur when possible
	f. HHJS and CIS safeguarding officers meeting half termly to discuss common families Half termly meetings added to school diary	JJ KH MA CW	Families are monitored and Safeguarding Team proactively planning for possible needs as the families move up through both schools	Termly multi professional meetings held