

Ashleigh Primary and Nursery School

School Improvement and Development Plan

April 2017 - March 2018

Information about the School:

NOR as of March 2017: 371 (320 Primary School and 51 Nursery)
 Percentage SEN: 9.97%
 Percentage Free School Meals: 9.06% (excluding Nursery)
 Percentage EAL: 7.82%
 Percentage LAC 0.81% or LAAC 1.62%
 Percentage receiving Pupil Premium: 15.90%

The school's Aim and Values

We are all stars: Ashleigh makes us shine.

- To ensure a safe, happy and positive place for children, staff and parents.
- To provide challenge and support to allow everyone to achieve their potential.
- To put the children at the centre of every decision we make.
- To create learning that allows children to make mistakes, explore, discuss and understand in an environment that excites the imagination.
- To encourage respect, kindness, tolerance and understanding.
- To celebrate our cultures and the cultures of others.
- To develop a love of learning that creates lifelong learners.

Governors	Teaching Staff	Support Staff	Office/ Premises Staff	MSAs	After School Club	Breakfast Club
Mrs C Dixon (Chair) Mrs K Wood (Vice Chair) Mr S Nixon (Headteacher) Ms B Brais Mrs L Bramford Mrs L Carolan Mrs D Lacey Mrs M Marfleet-Collins Mrs T Riddle Mr R Roe Mrs J Satterley Dr M Taylor Mrs S Williamson Mrs S Witcomb	Mrs L Carolan Miss R Carter Mr K Finch Mr C Gately Mrs L Greenacre Mrs D Lacey Mrs L Landis Miss C McGrath Miss H McRobbie Mrs H Meek Mrs J Miller Miss H Morecz Mrs J Saadvandi Mrs S Sprake Mr J Walker Mrs S Walter	Mrs S Anderson Mrs M Barber Ms B Brais Mrs P Cowdry Mrs B English Mrs T Feeney Mrs A Harvey Miss N Hawes Mrs S Lambert Mrs C McPherson Mrs B Moore Miss L O'Donovan Mrs A Page Miss V Pratt Mrs J Roberts Mrs E Robinson Miss H Smith Mrs S Smith Mrs J Starling Mrs C Stratton	Mrs V Botwright Mr M Christmas Mrs A Clarke Ms C Mitchell	Mrs L Balls Mrs S Digby Mrs C Dumbrell Miss K Ethridge Mrs S Gardiner Mrs C Greengrass Mrs R Lawson Miss S Rayner Miss J Scott Mrs S Walker	Mrs C Hubbard Mrs C Greengrass Mrs C McPherson Miss L O'Donovan	Mrs C McPherson Miss L O'Donovan Miss H Smith

Key Issue	Progress made	Continuing action
<p>Develop the curriculum further through: providing more regular opportunities for pupils to use ICT across the curriculum.</p>	<p>EYFS – Digital animation project; computer and iPad used to support phonics, Literacy and Numeracy; Beebots, talking pegs and walkie talkies (S and L), recording button discs, iPad stories and FSM dev, IWB activities in CIL, music centres KS1: iPads as recording devices eg science and performance poetry; digital photography; research tools; pic collage; presenting and publishing work; computing apps and Beebot; BBC voices work KS2: 1:1 devices used in learning across the curriculum, AI skills practice (eg)Sumdog, targeted skills practice (e.g. Squeeble), Skitch for Think in Pink, book creator (eg space stories), ebooks science, skype and email (partner school work), emailing teachers work with comments, blogging, whole school office 365, KS2 cloud computing, Seesaw blogging and interactive homework, Apple educator session</p>	<p>Seesaw, learning records, apple educator sessions, Y4 iPads</p>
<p>Develop the curriculum further through: using writing skills more frequently across all subjects</p>	<p>Our curriculum has a range of cross curricular links for writing evident through books and planning which is central to our curriculum design and evident across the school</p>	<p>See English development plan</p>
<p>Develop the curriculum further through: providing more opportunities for pupils to learn about different cultures.</p>	<p>EYFS: Diwali, Thanksgiving, Our cultures at home, Chinese new year, cultural Maths stories KS1: Hinduism, Diwali, Judaism, Christmas around the world, Australia, Europe KS2: Stag Lane project, Chapel Road project Whole School: African drumming, Gambia Link, Black History Week, Collective Worship (new policy and range of visitors), 2016 Book week focus on stories around the world</p>	<p>UKS2 development</p>
<p>Provide greater challenge for the more able pupils by: making sure tasks are sufficiently challenging.</p>	<p>EYFS: Introducing Chilli Challenges KS1: Whizzy Maths, targeted phonics groups, challenge tables KS2: Challenge groups, book club for MA, AI and individualised learning through 1:1 devices Whole School: Pupil Progress meetings identify more able and review provision, chilli challenge, growth mindset, Greater depth group Y2, BLP</p>	<p>-PITA assessments - Targetted intervention</p>
<p>Provide greater challenge for the more able pupils by: showing pupils clearly how to improve when marking their work.</p>	<p>Whole School: New feedback policy, growth mindset ‘not yet’ approach, Purple Pen of Progress, Think in Pink (age appropriate forms)</p>	<p>Peer evaluation (KS2) BLP</p>

Priority 1	To further develop assessment practices						
Rationale	<ul style="list-style-type: none"> - Staff review of existing assessment processes identified areas for improvement - Gathering best practice from other schools allowed us to identify PITA approach - Standardised scores are an embedded part of our assessment system - Assessment of foundation subjects needs to be valuable and proportional 						
Success Criteria	- Assessment practices provide valuable data to improve teaching and learning and target intervention						
OFSTED	Outcomes	QTLA	PDBW	ELM	SMSC		
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
1.1	In school assessment system moves to Point in Time Assessment approach	<ul style="list-style-type: none"> - Research different versions and best practice - Share options with staff and assess - Update of pupil asset format - Update policy accordingly 	Headteacher All teachers	<ul style="list-style-type: none"> - Staff meeting time - Nominal pupil asset charge 	<ul style="list-style-type: none"> - Spring term 2017 assessments will use PITA - 2016-17 data will be updated by end of Spring 2017 	<ul style="list-style-type: none"> - Headteacher and Deputy Headtacher to review data as per GANT planner 	<ul style="list-style-type: none"> - Updated Headline data summary to be shared with governors
1.2	Tracking and reporting systems provide data related to end of Key Stage expectations	<ul style="list-style-type: none"> - Use FFT aspire to set end of Key Stage targets - Use FFT data in pupil progress meetings target intervention - Link predictions and interventions to R,W and M combined - Introduce SPAG assessments to track KS2 progress 	Headteacher Year 2 staff Deputy Head	<ul style="list-style-type: none"> -FFT cost approx. £300 - Termly Pupil progress meetings - Visit other schools for Y6 tracking (Venn diagrams) 	<ul style="list-style-type: none"> - Y2 and Y4 completed by Spring term 2017 - Y1 and Y3 completed by end Summer term 2017 	<ul style="list-style-type: none"> - FFT target setting to be shared with SLT and Govs 	<ul style="list-style-type: none"> - To be reviewed by ECP
1.3	Our assessments provide a standardised and moderated view to compare with other schools	<ul style="list-style-type: none"> - Continue to use PIRA and PUMA standardised tests and introduce into new year groups - Take part in local authority transition support including moderation - Continue cluster moderation 	-English and Maths leads - Year 1 and Year 3 teachers - Selected teaching staff	<ul style="list-style-type: none"> - Subject Lead budgets approx. £3000 - LA funded support – cost neutral - Release for cluster moderation £500 	<ul style="list-style-type: none"> - PIRA and PUMA termly (review in light of White Rose) - LA work to start Summer 2017 - Cluster moderation - ongoing 	<ul style="list-style-type: none"> - HT, DH and English and Maths lead to review standardised data - 	<ul style="list-style-type: none"> - External evaluation as part of LA transition plan

1.4	Foundation subject assessment adds value to teaching and feeds subject development	<ul style="list-style-type: none"> - Science assessment in place using Pupil Asset and Point in Time assessment language - PE assessment embedded after whole staff training last year - Curriculum teams create a suitable and time efficient approach for assessing their subjects 	<ul style="list-style-type: none"> -Science lead -PE lead -Subject leads 	<ul style="list-style-type: none"> - Science assessment costs met last financial year -Training time 	<ul style="list-style-type: none"> - See curriculum team plans for specific timing 	<ul style="list-style-type: none"> - Headteacher to review curriculum team reports termly and subject lead to review data 	<ul style="list-style-type: none"> - Gov review of new systems
1.5	Target moving children from expected level to greater depth	<ul style="list-style-type: none"> - Share data with staff - Ensure Pupil Progress Meetings and intervention reflect this priority - PITA tracking to improve accuracy - Guided Reading focus and tracking 	<ul style="list-style-type: none"> - All teachers 	<ul style="list-style-type: none"> -Time -Intervention costs 	<ul style="list-style-type: none"> - Termly Pupil progress meetings - FFT target setting process 	<ul style="list-style-type: none"> - Review of data 	<ul style="list-style-type: none"> Raise data equivalent

Priority 2		- To set up flexible hours nursery provision					
Rationale		<ul style="list-style-type: none"> - Parent demand for more flexible nursery provision - Growth in local community and LA request to increase provision - 30 hour entitlement for some families 					
Success Criteria		- Create a flexible hours nursery offer					
OFSTED		Outcomes	QTLA	PDBW	ELM	SMSC	
Intended Outcomes	Actions	Who		Resource/Time	Timescale	Monitoring	Evaluation
2.1	Create a flexible hours offer and supporting business model	<ul style="list-style-type: none"> - Create pricing structure that allows a sustainable yet affordable model - Include Breakfast club and afterschool club in offer to extend hours - Create opportunity to use the 30 hours - Share information with prospective parents and align admissions timeframe with Reception admissions 		<ul style="list-style-type: none"> - Headteacher /School Support Manger (SSM) - BC and ASC manager 	<ul style="list-style-type: none"> - Leadership and admin time 	<ul style="list-style-type: none"> - Model with initial number April 2017 	<ul style="list-style-type: none"> - Headteacher - Governor working party
2.2	Develop and extend the nursery site	<ul style="list-style-type: none"> - Convert the Woodpecker room (currently Nurture/BC and ASC) into a second nursery classroom - Add a new secure entrance to facilitate drop off and pick up during flexible hours - Provide space to offer lunches as part of flexible provision 		<ul style="list-style-type: none"> - Headteacher /SSM/NPS/ Cocksedge 	<ul style="list-style-type: none"> - Transition covers building costs - Time - FFE - £1000 	By September 2017	<ul style="list-style-type: none"> - Headteacher - Children's Services (Building work) - Headteacher and Governor working party
2.3	Develop the curriculum to suit flexible hours	<ul style="list-style-type: none"> - Create a flexible hours model that protects key teaching time - Extend Child Initiated Learning opportunities into the second room - Tailor staffing to meet needs of the new curriculum 		<ul style="list-style-type: none"> - Headteacher, SLT, governor working party 	<ul style="list-style-type: none"> - Teacher and SLT planning time - Resources £500 	By September 2017	<ul style="list-style-type: none"> - SLT - Headteacher and Governor working party
2.4	Ensure clear leadership and management	<ul style="list-style-type: none"> - Maintain AH for EYFS role with planned maternity cover via other existing leaders and UPS teachers - Continually review curriculum coverage and approach throughout the first year - Governor working party to provide strategic overview 		<ul style="list-style-type: none"> - Headteacher, SLT, governor working party 	<ul style="list-style-type: none"> - SLT release 	Ongoing	<ul style="list-style-type: none"> - Headteacher - Governors

Priority 3		To develop a whole staff culture of learning						
Rationale		<ul style="list-style-type: none"> - The professional development of staff is our key tool to school improvement - For a sustainable school improvement model we need reflective practitioners - Previous initiatives (eg BLP first stage) have shown the power of the whole staff as learners - Teacher recruitment challenges mean we need to ensure we offer excellent CPD opportunities to attract staff 						
Success Criteria		- To constantly develop and improve staff						
OFSTED		Outcomes	QTLA	PDBW	ELM	SMSC		
Intended Outcomes		Actions		Who	Resource/Time	Timescale	Monitoring	Evaluation
3.1	Further improve the skills base of school leaders	<ul style="list-style-type: none"> - Two year program for middle leaders to complete NPQML (National Professional Qualification in Middle Leadership) or equivalent - Headteacher, Deputy Head and Assistant Head complete ILM certificate in coaching 		HT,DH, AH	£5000 for training and supervision Release time	Ongoing	Governors NPQML mentors Awarding body	Evaluation form and resulting actions taken NPQML projects and impact measures
3.2	To continue to embed Building Learning Power across the school	<ul style="list-style-type: none"> - Continue Stepping Stones learning and Professional Learning Communities - Achieve Quality Learning Framework (QLF) award 		-SLT - DH	£3000 Staff meeting time	Ongoing Academic year 17-18 fir	HT	External review as part of QLF audit
3.3	To develop middle leaders	<ul style="list-style-type: none"> - Take part in coaching initiative with allocated time and supervision 		JW HM	Release Coaching costs (See 1.1)		Governors	Governor monitoring visit
3.4	Provide structured TA performance management (PM) and continuing professional development (CPD)	<ul style="list-style-type: none"> - Begin formal PM process for all TAs - Fund and support targeted COD as a result 		SLT TAs	Release time Resulting training costs (£1000)	<ul style="list-style-type: none"> - PM starts by April 2017 - Annual review 	Governors	TA feedback to governors
3.5	To provide opportunities for teachers to for develop their own pedagogy	<ul style="list-style-type: none"> - Create release time for teachers to carry our professional development opportunities including: observing in school, observing in different schools, pursuing individual projects 		SLT	HLTA release time	<ul style="list-style-type: none"> - Ongoing 	HT	Governors Staff survey

Priority 4	To accelerate progress for vulnerable groups						
Rationale	<ul style="list-style-type: none"> - Additional improvement have increased progress we wish to develop these further - Extend initiatives trialled successfully - Vulnerable groups have high accountability based on funding models 						
Success Criteria	- AT least expected progress made by all vulnerable children						
OFSTED	Outcomes	QTLA	PDBW	ELM	SMSC		
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
4.1	To further improve our in school tracking system	<ul style="list-style-type: none"> - Move to Point In Time Assessment (PITA) system - Extend PITA and PUMA standardised testing into UKS2 	HT All teachers	£3000 approx	Termly	SLT through pupil asset, phase reviews and headline data summary	Governors through data shared and monitoring visits
4.2	To further develop our SEMH and pupil wellbeing provision	<ul style="list-style-type: none"> - Train a second Thrive practitioner - Introduce an outdoor learning and Forest School TA post - Achieve the Boxall award for our Nurture practices 	-HT -AH Inclusion -Nurture staff	- Staff cost in budget - Thrive training £1600 - Boxall award?	- Thrive training approx. one year -Outdoor TA by Autumn 2017 Boxall Award?	AH Inclusion through thrive assessments and outdoor learning team meetings	Governors overseeing outdoor learning provision
4.3	Reintroduce Targeted Teacher role	- Once maternity cover is complete review teacher distribution to increase targeted teacher time	DH CM	- Staff cost in budget	- Reintroduce Jan 17	DH	Progress of vulnerable groups evaluated by HT
4.4	Expand our Reading recovery provision	- After successfully trialling the initiative, create year round Reading Recovery position	JB	£12000 per annum	Ongoing	AH Inclusion	Progress of children evaluated by HT
4.5	Improve opportunities for parent contact	<ul style="list-style-type: none"> - SENCo to offer parent conferences for SEN children during parents' evening - Additional parent consultations for Pupil Premium children not making expected progress 	DL LKG	Time	Summer 2017	HT	SENCO and parent sampling

Priority 5	To develop outstanding UKS2 provision						
Rationale	<ul style="list-style-type: none"> - Primary transition continues until 2019 - Build completion due Jan 2018 						
Success Criteria	<ul style="list-style-type: none"> - High standards developed in KS2 are maintained 						
OFSTED	Outcomes	QTLA	PDBW	ELM	SMSC		
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
5.1	To contribute to a build process that creates excellent KS2 learning facilities	<ul style="list-style-type: none"> - HT and School Support Manager to liaise with NPS and Cocksedge to ensure school voice is heard - Continue to work with NPS design team to make adjustments - Create an amphitheatre - Add additional sports space 	HT SSM NPS CS Cocksedge	Release time	By Autumn 17	HT	Govs attendance at progress meetings and final handover
5.2	To develop an outstanding UKS2 curriculum	<ul style="list-style-type: none"> - Map UKS2 curriculum and experiences - Engage parent and children in planning process - Introduce competitive sports intra school tournaments - Redevelop curriculum teams in light of staff growth and curriculum needs 	DH Y5 teachers PE lead/HLTA	Staff costs in budget	Constant review. In place by Sept 2017	HT	Report to governors Pupil outcomes
5.3	To staff and resource UKS2 within the school	<ul style="list-style-type: none"> - Appoint two suitably qualified and experienced UKS2 practitioners - Review options for support staff and targeted teaching to provide best 	HT SLT	Staff costs in budget	Appoint teacher April 17 and review support staff option June 17	HT	Governors via HT report
5.4	To develop IT within UKS2 which prepares for the transition to High School	<ul style="list-style-type: none"> - Liaise with Wymondham High to design a Windows based tablet approach for UKS2 - Provide Office 365 training and support for staff 	HT WH IT support Curriculum team	Approx. £20,000 including additional Y3 devices for the bulge year	Purchase summer term 17	HT	Governors via deep dive day

5.5	To engage specialist teachers and coaches to ensure high quality provision	<ul style="list-style-type: none"> - MfL post to be created for subject specialist - Contract music services to further enhance our musical instrument tuition 	HT	Staff costs in budget	Recruit Summer 17 for Autumn 17 start	HT	Governors through HT report
5.6	To forge links with other schools to support our UKS2 implementation	<ul style="list-style-type: none"> - Participate in LA transition group project: moderation, Teaching and Learning review and curriculum support through B2B - Continue cluster and Drake Primary links to provide teachers with new practice to observe. 	HT Teaching staff	LA funded with additional school funds (£500) for release	Begins Summer 17	HT	Governors through HT report

Priority 6	To complete the redevelopment of the school site to a through primary for 450 pupils						
Rationale	<ul style="list-style-type: none"> - New site development vital for future success - Development creates pressures which need to be carefully managed, including 6 week delay - Final site needs to meet the needs of current and future learners 						
Success Criteria	- Site completed on time, learning opportunities were created and final product meets needs						
OFSTED	Outcomes	QTLA	PDBW	ELM	SMSC		
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
6.1	To develop Ashleigh Farm to increase learning opportunities and writing for a purpose	<ul style="list-style-type: none"> - Create Outdoor TA position to develop the farm further - Invest in additional resources to meet smallholding requirements - Introduce new animals in April 2017 to create learning opportunities and engagement 	Outdoor team (KF)	£1000 budget Teacher time	-Outdoor TA position by Autumn 2017 - Additional animals ongoing	Outdoor team AH	Governor review Literacy outcomes Pupil engagement (thrive assessment and BLP evidence gathering)
6.2	To build an amphitheatre to provide a dedicated outdoor drama space	<ul style="list-style-type: none"> - Agree design with school council - Create amphitheatre 	School council HT	LA funded	Summer term 2017`	HT	Governors through HT report
6.3	Develop additional KS2 play space	<ul style="list-style-type: none"> - New playground created and in use by April 2017 - Markings early Spring 17 - Add smooqa/dedicated football area Summer 2017 - Fence and mark additional field space Summer 2017 	HT NPS PE lead	-LA funding for playground and field -School funding for additional football space and upkeep £5000	Summer term 17	HT	Governors through monitoring visits Pupil Voice
6.4	Create and outdoor teaching area	<ul style="list-style-type: none"> - Once Y4 mobile is removed redevelop that space to provide more outdoor learning opportunities Spring 18 	HT Outdoor learning team	Capital funding upto £10,000	Spring 18	HT	Governors through spending approval and review of impact
6.5	Reorganise teaching spaces in the school where appropriate	<ul style="list-style-type: none"> - Create new staff room - Create new training room - Create new library - Create new after school and before school space - Create new Nurture room - Create second Nursery room 	HT SSM NPS All staff	Time scale dependant on LA and NPS	Ongoing	HT	Governors review of final build handover

Priority 7		To accelerate the writing progress of children not at age expectation, particularly boys in LKS2 and pupil premium children					
Rationale		<ul style="list-style-type: none"> - School data review highlights LKS2 children writing – see data packs - Current Y3 and Y4 have not had the same KS1 provision as current KS1 due to curriculum changes (Y4) and recent improvements (phonics, tracking and intervention) - The school’s additional provision in Reading (Reading Recovery, Code, Project X, phonics SIDP actions) has had an excellent impact which we need to now develop further in writing - Progress v Attainment shows several children now at PITA 3 who have made good progress. Now additional work is needed to get them to age related expectation 					
Success Criteria		- % of children at age related expectation in writing increases by July 2018 (key groups Y3 and Y2 PP – see diagram)					
OFSTED		Outcomes	QTLA	PDBW	ELM	SMSC	
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
7.1	Improve high quality first teaching across the school	<ul style="list-style-type: none"> - Develop a program of professional development for all staff working alongside a Talk for Writing lead school - Now gaps in building blocks (phonics SIDP) are addressed in KS2 develop creativity through Mantle of the Expert CPD for all KS2 staff 	<ul style="list-style-type: none"> - HM to liaise with Talk for Writing training school to develop a program of development for 17/18 academic year - SS and possible external consultant to provide structured Mantle CPD program for designated staff 	<ul style="list-style-type: none"> - Additional £10,000 added to Literacy subject budget line 	<ul style="list-style-type: none"> - Academic year 17/18. See subject lead action plan for specific timescales 	<ul style="list-style-type: none"> - Lesson observation focus for Spring term 2018 - Learning Walks and book scrutinies of SLT to monitor writing progress 	<ul style="list-style-type: none"> - Governors to review data for progress evaluation
7.2	Provide targeted teaching support	<ul style="list-style-type: none"> - Adjust staffing structure to provide additional teaching hours in the 2017/18 academic year. - Focus this additional teaching time on 2017/18 Y4 boys writing - Provide small group teaching and highly individualised targets 	<ul style="list-style-type: none"> - HT to review staffing structure Summer term 2017 for budget revision 1 	<ul style="list-style-type: none"> - Additional cost partly met through Pupil premium funding due to the composition of the targeted children. Approximate cost (FTE 0.2 for two terms) £5000 	<ul style="list-style-type: none"> - Summer 2017 staffing structure review - Sept 2017 or Jan 2018 (recruitment dependant) begin small group instruction 	<ul style="list-style-type: none"> - Lesson observation focus - Groups discussed separately at Pupil Progress meetings 	<ul style="list-style-type: none"> - Governors to review data for progress evaluation

7.3	Continue Reading Recovery program but adjust for LKS2	<ul style="list-style-type: none"> - Use specialist Reading Recovery Teacher to provide 1:1 tuition for 4 LKS2 children for 18 week period - Monitor the impact of writing through work scrutiny and teacher assessment 	<ul style="list-style-type: none"> - JB Reading Recovery teacher 	<ul style="list-style-type: none"> - Approx £6000 	<ul style="list-style-type: none"> - Begin Spring/Summer 2017 	<ul style="list-style-type: none"> - Reading recovery assessment practices 	<ul style="list-style-type: none"> - Present impact assessment to governors
7.4	To further develop teacher assessment and standardisation	<ul style="list-style-type: none"> - Introduce comparative judgement system to teachers - Hold termly staff meeting to explore year group standards 	<ul style="list-style-type: none"> - DH 	<ul style="list-style-type: none"> - Staff meeting time 	<ul style="list-style-type: none"> - Begin Autumn 2017 	<ul style="list-style-type: none"> - Teacher feedback and meeting minutes 	<ul style="list-style-type: none"> - Subject leader evaluation of the impact on assessment and standardising judgements