

# School Improvement Plan 2019-20 (updated 16/3/20)

## Wickham Common Primary School

### Compass Academy Trust Targets

A-Establish and provide strategic leadership to working groups across the Trust to review the curriculum and establish Trust wide principles

B-Develop a common understand of what good and outstanding teaching looks like, how this will be tracked and identified and how best practice can be shared

C-To support a strategic review of teaching and learning structures across all schools to support current and future needs within the Trust and within financial constraints

### Quality of Education

#### Key Lines of enquiry

A- Undertake a full review of the school's curriculum offer.

B- Continue to raise standards of achievement and progress in reading, writing & maths as well as across the wider curriculum

C- Fully develop the use of Pixl for Assessment across the school.

### Behaviour & Attitudes

#### Key Lines of enquiry

A- Review school's Behaviour Policy to ensure that all pupils develop greater self-reliance and empathy to ensure that all pupils are given every opportunity to display outstanding behaviour and attitudes.

B- Work together with outside agency to bring about change

### Personal Development

#### Key Lines of enquiry:

A- Review & develop the highly effective work of the school to support pupils and staff's mental health and well-being across all year groups to ensure that the provision is outstanding.

B- Review S.R.E. provision across the school to ensure that new S.R.E. requirements are fully met.

### Leadership & Management

#### Key Lines of enquiry:

A- Ensure that the role of Subject Leaders across the curriculum is further developed and that responsibilities across the school are clearly defined and understood thereby ensuring that the highest quality of education continues to be offered to all pupils.

B- Offer training and support to all subject leaders

C- Continue to review teacher's workload within current budgetary restraints.



Compass  
Academy Trust

## Trust Priorities for front page of School Development Plan

In conjunction with other ELT members:

1. Establish and provide strategic leadership to cross trust working groups across the Trust to review the curriculum and establish Trust wide principles

*Success will look like:*

- *High level principles around curriculum design (intent) are agreed*
- *A Trust Curriculum Statement of Intent is produced that provides a foundation for each school's Statement*
- *Schools' Curriculum Statement of Intent reflect/incorporate the Trust's principles.*

2. Develop a common understand of what good and outstanding teaching looks like, how this will be tracked and identified and how best practice can be shared and utilised as a School Improvement Resource

*Success will look like:*

- *Clear criteria for what good and outstanding **teach like** is agreed, reflecting an exemplification of the Teacher Standards, Trust expectations and the Ofsted framework.*
- *An agreed teaching profile document is created and maintained*
- *Standards for upper pay scale teachers are affirmed and understood by all relevant staff*
- *High quality practitioners/experts are identified and a process of how their practice can support others is determined.*

3. To support a strategic review of teaching and learning structures across all schools to support current and future needs within the Trust and within financial constraints

*Success will look like:*

- *Clear staff resourcing principles are agreed that support financial sustainability taking into account risks to educational standards*
- *Feasibility study is undertaken to determine what changes to structures are cost effective and beneficial over an agreed timescale, including where a greater trust approach can be taken for certain deliverables*

## Quality of Education

<b>Priority 2: Improving overall achievement</b>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li>WCPS will have a creative, connected, coherent and cumulative curriculum that is personalised and offers challenge. Its Intent will be clearly defined. Its Implementation will be effective and the Impact will be measurable and show a growing understanding and depth of knowledge across the wider curriculum.</li> </ul>			
<b>Key lines of enquiry, Actions and Who is Responsible</b>	<b>Resources</b>	<b>Milestones</b>		
		<b>December 2019</b>	<b>April 2020</b>	<b>July 2020</b>
<p><b>2A: Undertake a review of the school's curriculum offer.</b></p> <p>Review curriculum overview to ensure broad, balanced, coherent and sequential curriculum across all subjects, units and mileposts that meets/ exceeds the national curriculum requirements.</p> <p>Look for connections between similar units across the school.</p> <p>Teams monitor planning and books for creativity, coherence and cumulative knowledge building. Level of challenge and personalised learning is clearly evident</p> <p>Develop use of Knowledge Organisers across the school to ensure Subject Knowledge for teachers, children have a fair starting point and parents are more aware of what we are teaching. Children to develop long term memory of key information. (knowledge needs to be 'sticky')</p> <p>Ensure trips reflect local opportunities and cover a broad range.</p>	<p>Subject leader time, curriculum team staff meeting time</p> <p>Subject leader time</p> <p>Shared ideas from CEO other schools, staff meeting time</p> <p>Subject leader time, teacher planning time, trip planning visits</p>	<p>Review of curriculum overview to be undertaken and decided for the year. Curriculum map for whole school finalised.</p> <p>Any gaps in N.C. identified and curriculum map updated to address gaps.</p> <p>Progression documents for each subject agreed and shared. Teachers to begin to annotate for prior learning/coverage/attainment.</p> <p>Units reviewed by subject leaders ready for Spring term and information shared.</p> <p>Monitoring of books of planning by teams</p>	<p>Teachers to be reminded and made aware of subject coverage and learning goals to be covered in each unit.</p> <p>Teachers undertake a knowledge and skills audit to identify training needs.</p> <p>Progression documents to be completed and reviewed.</p> <p>Units reviewed by Subject leaders ready for Summer term and information shared. <b>Work in progress</b></p> <p>Year groups to ensure connections being made across the curriculum between units and ensure coverage is broad and deep.</p>	<p>Books and planning monitoring undertaken by curriculum teams shows that coverage is rich, deep and broad with coherent connections and progression.</p> <p>Identified gaps have been addressed, curriculum map for 2020/21 has been agreed and staff training programme is in place.</p> <p>Knowledge Organisers are establish part of curriculum offer and support pupil's knowledge and Parent's understanding of what is being taught.</p> <p>Review of trips and their impact has taken place and influences future</p>

Curriculum Review Days planned with PW & Govs		<p>Initial Knowledge Organisers to have been created for History. Review effectiveness &amp; adapt for other subjects. <b>Work in progress</b></p> <p>Every class to have undertaken one trip linked to curriculum. Look at trips previously undertaken and consider price, location and new opportunities.</p>	<p>Teachers to undertake short, low stake quizzes with children of Autumn units to check for retention.</p> <p>Monitoring of books of planning by teams</p> <p>Knowledge Organisers rolling out to other subjects and introduced to parents.</p> <p>New trips to be have been undertaken that reflect the local area.</p>	planning which offers a balance between distant and local visits.
<p><b>2B Continue to raise standards of achievement and progress in Reading.</b></p> <p>Embed the 'Reading for Pleasure' strategies introduced last year with a particular focus on the recommended reading lists and Reading Record.</p> <p>Podcast – WCPS Reading to raise profile of reading</p> <p>Reading Passports to be continued with more female and diverse authors identified</p> <p>Curriculum Review Day with Dr Pauline Watts and subject leads of partner schools to identify next steps and areas for collaboration.</p> <p>Followed by a similar Governor Day – focus on wider curriculum</p> <p>Improve the reading fluency of Key Stage 2 pupils</p>	<p>Staff Meeting Time</p> <p>Release time for subject leaders</p> <p>PIXL Resources Staff Meeting Time</p> <p>KS1 Staff Meeting Time</p>	<p>Recommended Reading list are easily available to pupils and resent to parents, also visible in all classes reading areas. Children's individual reading books visible in class and children regular changing books and talking about their book choices.</p> <p>Podcast of what we read – with authors and our own pupils and staff – on recommend list</p> <p>Curriculum Review Day planned.</p> <p>All pupils from Yr3-Yr6 have been assessed for reading fluency &amp; speed, target pupil</p>	<p>Regular KS2 Assemblies used to share high quality texts from recommended reading lists and momentum evident in KS2 Reading Records.</p> <p>Reading Records record pupil's frequency of reading and celebrate range of genres selected.</p> <p>Bug Club usage monitored and encouraged via assemblies and newsletters</p> <p>Curriculum Review Day taken place and next steps identified.</p> <p>Focus children identified for additional support in Reading</p>	<p>Pupil survey provides evidence of pupils increased reading for pleasure and use of reading list to support this.</p> <p>Focus children's reading fluency has improved and supports the completion of formal tests.</p> <p>Observations of reading sessions show increased participation of pupil interaction and child lead discussion of quality text. Standards of attainment and progress have improved.</p>

		<p>identified and being taught through intervention groups.</p> <p>Reading Taskforce – new members recruited and trained to support 1:1 daily reading</p> <p>Monitoring of planning shows Pixl resources being used to improve children's reading fluency.</p>	<p>begin to make accelerated progress.</p>	
<p><b>2B To further raise attainment in Writing</b></p> <p><u>Continue to develop teachers' ability to deliver the Feedback Policy</u></p> <ul style="list-style-type: none"> <li>Monitoring by Subject Leader– observation, book scrutiny + monitoring of feedback</li> <li>Embed use of purple polishing pens</li> <li>Embed use of feedback policy – P codes</li> <li>Embed use of feedback sheet</li> </ul> <p><u>Progression in writing content</u></p> <ul style="list-style-type: none"> <li>Use of PiXL Cohesion Progression Ladder</li> </ul> <p><u>Secure 'non-negotiables', particularly in spelling and grammar</u></p> <ul style="list-style-type: none"> <li>Age-appropriate reminders in place for pupils (use year group progression in writing document suggested by Pie Corbett - Teachershare)</li> <li><b>Zero tolerance</b> re: CEWs and basic punctuation throughout school</li> </ul> <p><u>Ensure high levels of presentation are maintained</u></p> <ul style="list-style-type: none"> <li>Cursive script to be taught from EYFS</li> <li>Children to be taught to join (no loops for descenders)</li> </ul>	<p>Purple pens, feedback policy, exemplars of feedback sheets on T:share</p> <p>PiXL Cohesion Progression Ladder</p> <p>Pie Corbett progression document on T:share</p>	<p>Monitor books and look for evidence of P numbers, feedback sheet numbers and use of purple pens (Y2 – Y6)</p> <p><b>Nov 19 staff meeting</b> – re-introduce progression document and discuss strategies for improving spelling (PiXL spelling resources – editing text KS2 + CEWs resources KS1)</p> <p>Re-introduce 'English Essentials' as a way of maintaining high standards</p> <p>Learning walk to check cursive script on display</p>	<p>Book scrutiny shows ch have clear understanding of expectations (following Autumn term feedback)</p> <p>Book Look - evidence of less spelling being corrected, especially CEWs</p> <p>Monitor how writing is taught</p> <p>Positive feedback from Pauline Watts</p> <p>Book Look shows cursive script being used by children and staff</p>	<p>Y2 + Y6 Writing results</p> <p>Increase GDS</p> <p>Y2 + Y6 SPaG results</p>

<p><b>2B Further improve standards of achievement and progress in Maths.</b></p> <p><b>To develop identified areas through collaboration across the MAT.</b></p> <p><b>To develop Maths Teaching using Split-Input key principles, in order to make it manageable for staff</b></p> <ul style="list-style-type: none"> <li>• Create an agreed set of key principles for maths teaching</li> <li>• Ensure differentiation is evident and challenging for all abilities</li> <li>• CPD opportunities for all staff</li> <li>• Monitoring of books and plans, including pupil voice</li> <li>• Learning walks by maths team based on agreed key principles</li> </ul> <p><b>To identify groups for intervention using assessment data and ensure progress for all groups of children across the school</b></p> <ul style="list-style-type: none"> <li>• Use summative assessments to inform planning and intervention</li> <li>• Use the PiXL diagnostic marking approach for easy access to PiXL resources and to raise awareness of specific mathematical areas of focus</li> </ul> <p><b>To monitor and prepare Year 4 for the Multiplication Times Table Check</b></p> <ul style="list-style-type: none"> <li>• Staff use the PiXL times table planner</li> <li>• Staff are aware of and use the PiXL resources for times tables</li> <li>• Teachers deliver and assess diagnostic tests</li> </ul>	<p>Courses specific to teachers' needs. Time for CAT MSL to meet.</p> <p>Subject Release for – DG/MW/LM (DG to cover MW/LM where possible)</p> <p>Staff meeting opportunities</p> <p>CPD Expenses</p> <p>PiXL resources</p> <p>Whole School Curriculum Map</p>	<p>CAT: MSL to have discussed and identified shared work – potentially linked to MTC (y4) and a Compass 'calculation policy'. <b>Work in progress</b></p> <p>Staff meeting to establish key principles for Split-Input teaching</p> <p>Planning and book scrutiny</p> <p>Ensure resources are suitable for each year group based on maths questionnaire completed last year</p> <p>Staff training fed back</p> <p>Show teachers how to forensically analyse QLA and where PiXL resources are</p> <p>Teachers have completed summative assessments using diagnostic marking sheet</p> <p>LM to circulate Pixl planner</p> <p>LM to meet with teachers/LSAs to show resources available and plan for year.</p> <p>Y3&amp;4 teachers/LSAs to carry out diagnostic tests/practices/ interventions (as per Pixl planner)</p>	<p>CAT: Identified teachers will have gained knowledge and confidence to plan maths for their YGs.</p> <p>Staff to consider 1 or 2 areas of focus to develop maths teaching and learning (Performance Management/Learning Walk)</p> <p>Develop mathematical displays</p> <p>Planning and book scrutiny – Thursday 6<sup>th</sup> February 2020 – to evaluate specific areas of improvement for each class</p> <p>Look at PPR evidence, highlight areas for specific Year groups</p> <p>Attend the Maths subject forum at the Warren with Steph King and feedback to staff</p> <p>Yr 3, 4, 5 have completed end of term assessments and marked using diagnostic marking. Summary sheet completed and used to inform planning, then passed to Maths Team</p> <p>Forensic QLA informs planning – interventions set up for</p>	<p>CAT: Children's outcomes will reflect quality of subject knowledge/expectations and understanding of needs of individual children in their classes.</p> <p>Planning and book scrutiny – Thursday 14<sup>th</sup> May 2020 – to evaluate specific areas of improvement for each class and check progress of individuals</p> <p>End of year results reflect effective model of teaching and learning</p> <p>Attend the Maths subject forum at the Warren with Steph King and feedback to staff</p> <p>Yr 3, 4, 5 have completed end of term assessments and marked using diagnostic marking. Summary sheet completed and used to inform planning, then passed to Maths Team</p> <p>Forensic QLA informs planning – interventions set up for groups of chn using PiXL resources</p> <p>Y3&amp;4 teachers/LSAs to carry out diagnostic tests/practices/</p>
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<ul style="list-style-type: none"> <li>Monitor results and consider implications for next year</li> </ul> <p><b>To promote cross-curricular Maths</b></p> <ul style="list-style-type: none"> <li>To develop more cross-curricular links within Maths. Teachers plan for cross-curricular opportunities in Maths wherever possible.</li> <li>Every year group to plan and participate in an outdoor investigation once a half term (on specified topic areas).</li> <li>Include a Monthly Maths Challenge in the school newsletter.</li> <li>Whole School Curriculum Map</li> <li>Maths as part of other focus weeks</li> </ul>		<p>Investigations and problem solving identified in planning and evidenced in children's books</p>	<p>groups of chn using PiXL resources</p> <p>Y3&amp;4 teachers/LSAs to carry out diagnostic tests/practices /interventions (as per Pixl planner)</p> <p>LM/MS to monitor progress; &amp; collect in diagnostic spreadsheets from Y3&amp;4</p> <p>MW to join in a Creativity Team Meeting/ Science and PE Team meeting to discuss and share ideas Summer 2020</p> <p>Organise whole school opportunities for cross-curricular maths – included in other focus weeks Summer 2020</p>	<p>interventions (as per Pixl planner)</p> <p>LM/MS to monitor progress; &amp; collect in diagnostic spreadsheets from Y3&amp;4</p> <p>LM/MS to brief Y4 staff about the MTC process</p> <p>To review MTC process before next year.</p>
<p><b>2C: Develop the use of PiXL processes and procedures for Assessment across the school.</b></p> <p>PiXL associate visits for Y6 and Y2; school core team for both year groups.</p> <p>PiXL Combined tracker across Y1-6 in place of previous assessment system.</p> <p>Specific resources to be used across the school to support identified areas of weakness: reading speed and spelling.</p>	<p>PiXL subscription, website and resources</p>	<p>Y2/Y6 associate visits underway and supporting teachers; core team meet regularly between visits. RS supporting both teams.</p> <p>Y1 – 6 using PiXL combined tracker to record attainment at agreed points for PPR.</p> <p>Specific PiXL resources being used across school to support identified areas: spelling, reading speed/fluency, reading skills.</p>	<p>Y2/Y6 core teams continue to meet regularly; all members have a good understanding of the year group data and agreed actions.</p> <p>Yrs 1, 3, 4 &amp; 5 using PiXL assessments and PLCs to plan targeted intervention for identified children.</p>	<p>End of year data reflects impact of PiXL focus groups within year groups.</p> <p>Y2/Y6 SATs results reflect input of core team/associate work: specifically improved</p> <p>Whole school data reflects impact of specific area work in spelling and reading.</p>

## Behaviour and Attitudes

Priority 3- subject specific/pupil groups	What will success look like?			
	• School will have a re-defined approach to behaviour and there will be no exclusions			
Objectives, Actions and Who is Responsible	Resources	Milestones		
		December 2019	March 2020	July 2020
<b>3A- Review school’s good behaviour policy to ensure that <u>all</u> pupils develop greater self-reliance and empathy and ensure that <u>all</u> pupils are given every opportunity to display outstanding behaviour and attitudes.</b>  Working with BTA Outreach Service revisit the behaviour policy and ensure it is up-to-date and relevant. Write a child friendly version of the behaviour policy for all children.  Review Golden Book assembly reward system and Golden Time Led by BL & CT	Behaviour policy Children’s version of the behaviour policy sent home to all children  Change Golden Book Assembly time and Re-define Golden Time	All staff to have taken part in a workshop with BTA to re-visit and re-design our approach to behaviour management. Everyone aware of the policy and take part in the inclusion of updates. Staff consistently ensuring all pupils in school are aware of the Golden Rules displayed around the whole school	New golden Book/Time arrangements in place and effective.  All children aware of the golden rules and where to find them around school and to have a deep understanding of what they mean to them	Consistently good/outstanding behaviour in and out of school



## Personal Development

Priority 1: Impact Leadership		What will success look like?		
		<ul style="list-style-type: none"> <li>Staff and pupils will feel well supported and early anxieties will be identified and individuals empowered with tools to cope.</li> </ul>		
Key lines of enquiry, Actions and Who is Responsible	Resources	Milestones		
		December 2019	March 2020	July 2020
<p><b>4A - Continue to develop the highly effective work of the school to support pupil's and staff's mental health and well-being across all year groups to ensure that the provision is outstanding.</b></p> <p>Develop a timetable of Early intervention support provided alongside Bromley Wellbeing &amp; Trailblazers Team to support the needs of year groups of children in Y4-6</p> <p>Timetable parent groups for working alongside anxious or worried children at home.</p> <p>Sign post parents to Bromley Wellbeing by asking them to attend the session and have an information table and chat.</p> <p>Staff Well Being – various workshops/staff meetings/questionnaires</p>	<p>Bromley Wellbeing 'Trailblazers' project.</p> <p>Staff meeting time to introduce Trailblazers project.</p>	<p>Staff meeting delivered by the Inclusion Team re PSHE Curriculum/assemblies/circle time and pupil well-being in general</p> <p>Staff meeting from Trailblazers Team</p> <p>Children in Years 4, 5 and 6 will have received Trailblazers workshops.</p> <p>CT to have attended PSHE Forums</p>	<p>Parents will have heard about Trailblazers project</p> <p>CT &amp; BL to have attended Training &amp; PSHE Forums – disseminate info to colleagues</p> <p>Workshop for parents re anxiety</p>	<p>Trailblazers delivering training for Y6 pupils and their parents transitioning to secondary</p>
<p><b>4B -Review R.S.E. provision across the school to ensure that new R.S.E. requirements are met.</b></p> <p>Inclusion team to review current curriculum and provision in line with new statutory guidelines; update school policy as appropriate.</p> <p>CPD for staff with regards to new guidelines.</p>		<p>Current practice reviewed by team; necessary changes identified and shared with SLT.</p> <p>Summer 2020</p> <p>Potential new resources reviewed and shared with SLT/Gov for RSE.</p> <p>Summer 2020</p>	<p>CPD (staff meeting or January INSET?) with staff</p> <p>Policy updated, approved and shared. Summer 2020</p> <p>Parent meeting to share updated policy and curriculum – further actions informed by feedback</p> <p>Summer 2020</p>	<p>Year groups to be working from updated curriculum/policy in order to identify necessary tweaks before September 2020.</p>

## Leadership, Management and Governance

Priority 4:	What will success look like? <ul style="list-style-type: none"><li>All subject leaders will have a deep understanding of the cumulative, coherent and sequential development of their subject area and be confident to undergo a Deep Dive. Governors will having a growing understanding of the wider curriculum and the new Ofsted framework requirements</li></ul>			
Key lines of enquiry, Actions and Who is Responsible	Resources	Milestones		
		December 2019	March 2020	July 2020
<p><b>A- Ensure that the role of Subject Leaders across the curriculum is further developed and that responsibilities across the school are clearly defined and understood thereby ensuring that the highest quality of education continues to be offered to all pupils.</b></p> <p><b>B- Offer training and support to all subject leaders</b></p> <p><b>C- Continue to review teacher’s workload within current budgetary restraints being mindful of mental health and wellbeing</b></p> <p>SLT and teaching staff will work in teams to support each other in the development of their subject responsibility, identifying areas for development and areas of expertise through book and planning scrutiny, data analysis and pupil and staff feedback/interviews/questionnaires.</p> <p>All Teacher PM targets reflect this KLOE</p> <p>SLT will use the information to plan the agenda for staff meetings and CPD.</p> <p>Identify further opportunities to reduce staff workload alongside the consistent use of the feedback policy.</p> <p>Subject Leaders and Year Group colleagues across Compass to share planning ideas and progression documents to help each other and reduce workload.</p> <p>Governors to participate in training and visit days based on curriculum development</p>	<p>INSET full day in Sept and half a day in January, several staff meetings and release time for staff.</p> <p>Training courses for teachers</p> <p>SIP Dr P Watts</p> <p>2 X Curriculum Review days with practice Deep Dives</p> <p>Governor Day with focus on 3 areas of wider curriculum</p>	<p>Several staff meetings will have been dedicated to the complete overhaul and updating of the whole school curriculum map led by DA/PC/ and varying SLs.</p> <p>Planning will demonstrate a secure, coherent, sequential and cumulative knowledge and skills led curriculum</p> <p>SLs will have begun to introduce their progression documents for their subject to other staff so that prior learning is built upon</p> <p>Planning will reflect outdoor learning element of Sept INSET <b>Work in progress</b></p> <p>Staff will have met to identify activities which can be shared to reduce workload. <b>Work in progress</b></p>	<p>Having undergone a Curriculum Review Day ‘Mock Deep Dive’ with PW &amp; another NEST HT in Reading/Maths/ History and Music SLs in these areas will share their experiences with their teams so that all SLs can ensure their own grasp of what is happening in their subject area across the primary phase</p> <p>Governors will have carried out an informal ‘Mock Deep Dive’ into History, Science, PE and RE plus also talked to leaders about Maths &amp; Writing – again SLs to share within Teams their experience/learns</p>	<p>Staff Training across the wider curriculum will have been undertaken and disseminated to colleagues in staff meetings.</p> <p>Planning will reflect the learning and training opportunities from across the year.</p> <p>Monitoring will show an increase in the level of challenge and profile of the broader curriculum</p> <p>SLs will have a deeper understanding and feel comfortable when held accountable for their subject area/ responsibility</p> <p>SLs will drop in on LGB meetings to share info about their subject and curriculum development</p>