



## Governors' Strategic Overview (updated October 2018)

Governors' Long Term Strategic Direction	
Objective	Monitoring
All pupils will make accelerated progress across all subjects and gaps in achievement between specific groups (EG:SEND) will narrow and come in below the national average. Achievement in the core subjects will be supplemented by inspirational experiences in school time and the wider provision. We will support the personal development and promote the wellbeing of each individual pupil through our work with the young people, parents, families and the community.	Reviewing outcomes data and external assessment Data from BL (Inclusion) Termly BL & RS to attend T&L Governor mtgs when appropriate Dr. Pauline Watts reports termly Parent/Pupil surveys annually
Teaching standards will be closely monitored. 100% teaching will be at least good and 50% outstanding y end of academic year.	Review of outcomes by T&L Govs/HT/CEO/SIP/SLT
We will offer all our staff professional development opportunities to enable them to become more skilled and the opportunity to progress and take increasing responsibility. We will also share our exemplary practice with our CAT colleagues and other partners. Succession planning is in place with new teams established from September 2017.	Staff consultation, review of outcomes, external assessment (CEO/CAT/HT/SIP/SLT/GOVS)
The school's finances will be allocated to ensure maximum impact on teaching and learning and managed to provide good value for money. This will be closely monitored through frequent PPRs/SEND reviews/Teaching & Learning reviews. New income streams to be investigated EG lettings and starting own Breakfast and After School Club CAT-wide	Review by Governors and external agencies. (CEO/COO/SBM/CFO/HT/SLT/Resources Govs)
A medium term budget review will take into account possible changes in income. Manage to put in a balanced budget bearing in mind next year's cuts – likelihood is reserves will be used by end of 2018-2019.	Resources & Personnel Governors/CEO/COO/CFO/HT/SLT/SBM
A planned maintenance programme will ensure that the buildings are fit for purpose and provide an inspirational learning environment. Hall refurbishment – project team via PTA set up EST. cost £20K ITT not had a plan of replacement or management – new IT technician introduced to establish where we are now. CEO working on this across the MAT SIF bid in for electrical rewire/fire systems/re-decorate and also beginning to look at re-designing school frontage to ensure safety at drop-off and pick-up times.	Review by Governors CEO/HT/SBM/COO/CFO/SLT
The school will be an active member of Compass Academy Trust and will support the vision and aims of the trust. Governors will learn from and share good practice across the trust.	Review by Governors and external assessment
Governors will increase their knowledge of the school and monitor and evaluate the impact of their policies. Visits to include:- WFW Nov 2017/Governor Visit Day January 2018/Healthy week Summer 2018	Review by Governors, Governor training



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**Achieving at expected standard and above**

Test/teacher assessment (TA)		School % 2016	National % 2016	LA % 2016	Target %	School % 2017	National % 2017	Actual 2018
<b>EYFS GLD</b>		71	69	76	80	83	71	77
<b>Phonics Check (test)</b>		79	81	86	86	92	81	93
<b>KS1 (all TA)</b>	Reading	72	74	80	80	79	76	77
	Writing	63	65	72	74	73	68	79
	Maths	67	73	79	76	78	75	79
	Combined R,W,M	55	N/A	67	70	65		
<b>KS2</b>	Reading (test)	75	66	77.9	88	89	71	81
	Writing (TA)	73	74	81.2	88	89	76	91
	SPaG (test)	81	73	80.7	85	91	77	86
	Maths (test)	75	70	80.5	88	88	75	84
	Combined R,W,M	60	53	66.7	75	84	61	71

**Achieving above the expected standard**

		School % 2016	National % 2016	LA % 2016	Target	School % 2017	National % 2017	Actual 2018
<b>KS1</b>	Reading	22	24	30.3	30	22	25	29
	Writing	18.3	13	18.8	19	17	16	23
	Maths	10	18	24.6	20	17	21	19
<b>KS2</b>	Reading	17	19	27.3	35	39	25	27
	Writing	9	15	17.5	18	19	18	27
	SPaG	22	22	30.9	25	42	31	44
	Maths	8	17	25.8	26	38	23	30
	Combined R,W,M	3	5			19	9	19



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**Focus 1: Embed new leadership and management structure**

SEF Area: Effectiveness of leadership and management			Lead Team: SLT Lead person: Deborah Smith Full Governing Body		
How we will measure our success: <ul style="list-style-type: none"><li>• Increase the proportion of outstanding teaching over time and ensure that all teaching is good or better</li><li>• Improved standards of attainment across the school in all core subjects – see predictions page 2</li><li>• All staff understand their part in moving the school to Outstanding</li><li>• Improved staff knowledge of end of Key Stage expectations and performance of groups</li><li>• Development/re-design of the Curriculum - launch Autumn 2018</li></ul>					
Objectives and Actions	Who?	Resources	Milestones		
			December 2017	March 2018	July 2018
<b>1. Accountability of all members of staff clearly defined and understood by all</b> <ul style="list-style-type: none"><li>• Meetings to review data and consider actions</li><li>• Review Performance Management system</li><li>• Introduce SL SEFs/Action plans/Milestones</li><li>• CAT Subject Leader Learning Walks</li><li>• Re-consider assessment tool – Sheffield STAT – progress measure an issue</li></ul>	SLT	SLT meeting and staff meetings	DS , RS, BL and Year 6 Teachers attend various PiXL conferences and mtgs. Yr2 leader (LM) to attend KS1 PiXL conference Maths & Writing CAT events	PIXL mtgs PPRs PM reviews Subject Leader SEFs reviewed	Progress measures using STAT/Educator to be refined Closed gap vulnerable group data
<b>2. Development of new teams linked to Curriculum</b> <ul style="list-style-type: none"><li>• New Teams established linked to Curriculum areas</li><li>• New performance management targets</li><li>• Phase leader role re-defined</li></ul>	RS/BL/ VG/PC/ DG	1.5 days release per week £15,000	English Team Focus INSET Day Sept 2017 new Teams launched meeting to establish remit/aims/action plan for year 2 more mtgs this term to follow thru actions Perf.mangt targets set	Maths Team Focus INSET Day linked to Maths fluency 2 assemblies 2 staff meetings Maths special focus week Observations New resources See action plan	Science/PE/Outdoor Learning Focus – see action plans Healthy week May 2018 Creativity Team begin to develop New Curriculum Links with Core subjects ready for Autumn launch History week June 2018
<b>3. Continue to strengthen teaching across the school</b> <ul style="list-style-type: none"><li>• Support given to ensure Quality first teaching (QFT)/strong good across the curriculum</li><li>• All teachers to be encouraged to reflect on their practice and identify how they can enthuse pupils – PM target</li></ul>	SLT	Coaching and PM courses £600	Performance management training for SLT PM meetings	2 X Coaching training sessions for SLT Mid-year reviews Increased percentage of teaching Good+	100% Teaching is Good 50% Teaching is Outstanding End of year reviews

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Focus 2: Assessment					
SEF Area: Quality of teaching, learning and assessment			Lead Team: SLT Lead person: Rachel Stevenson Governing Body: Teaching and Learning committee		
How we will measure our success: <ul style="list-style-type: none"><li>Progress indicators in R,W,M support expectation of 1.0+ by the end of KS2</li><li>Formative assessment records demonstrate 100% of pupils' rates of progress are at least good</li><li>Pupil progress clearly evidenced in pupils' books; through developmental marking comments and pupils' responses</li></ul>					
Objectives and Actions:	Who?	Resources	Milestones		
			December 2017	March 2018	July 2018
1. Teachers able to make secure judgements against expected standards in line with end of KS Teacher assessment frameworks	Eng & Maths SLs All teachers	Staff meeting time	WC focus on English at staff meetings CAT writing moderation planned for staff meeting CAT Maths walks & staff mtg	WC focus on Maths at staff meetings Steph King running Maths INSET 2/1/18 for all staff	SLT confident that accurate judgements secured through triangulation of data Science & Outdoor learning Focus
2. Understanding of accountability for pupil progress through PPRs – introduced last year <ul style="list-style-type: none"><li>Engage with half-termly PPR pre-meeting expectations (reflection, preparation of data, children's books)</li><li>Teacher records (eg GGR records, SPaG tests, Abacus, Bug Club assessments etc) and children's books demonstrate evidence of progress</li></ul>	All teachers	Cover cost for half-termly PPR meetings	Developmental marking policy updated (INSET day 30/10/17) and evident in children's books HT introduce PAGs measurement thru series of staff meetings	Teachers demonstrate engagement and their accountability through good preparation for PPR meetings	Pupil progress targets met Accurate assessments to pass on to next teacher
3. All teachers to keep STAT/Educater up to date <ul style="list-style-type: none"><li>Staff meeting time to be given whenever possible/PPA</li><li>STAT Sheffield descriptions linked to learning objectives to enable easy cross-reference for assessment</li><li>Effective tracking and analysis of data to close gaps</li><li>Developing use of Educator to show pupil progress</li></ul>	All teachers		Planning and teaching indicates that STAT assessment used to identify gaps	STAT indicates that pupils' pace of progress is good compared to their prior attainment and in year progress. Groups monitored and impact of interventions.	Final PPRs indicate good+ (3 steps on STAT) progress over year from personal starting points.
4. Ensure good progress of all groups of pupils <ul style="list-style-type: none"><li>Groups identified in planning</li><li>STAT Sheffield records in place for all pupils FS &amp; Y1-6</li><li>Gaps identified and intervention in place</li><li>Awareness of vulnerable children/groups as well as G+T pupils (and individuals named in weekly English and Maths planning) leading to effective 'interventions'</li></ul>	All teachers	Phase Leader (PL) and SLT time	Teachers demonstrate good knowledge of all their pupils Teachers/Inclusion Leader able to identify and explain impact of intervention activities/programmes	Teachers and Inclusion Leader able to identify and explain impact of intervention activities/programmes	SLT aware of where individuals have not made good progress and reasons for this



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**Focus 3: Raise attainment in reading and writing across the school**

**SEF Area: Quality of teaching, learning and assessment**

**Lead Team:** SLT

**Lead person:** Vicki Gallagher

**Governing Body:** Teaching and Learning committee

**How we will measure our success:**

- In EYFS all groups of children make good progress against the GLD measure. GLD measure exceeds Bromley & National indicators
- In Y1 to Y6 all groups of children make good progress in Reading, Writing and SPaG
- Predictions for end of year Yr2 R=84% W=80% Yr6 R=89% W=89%
- Progress score at the end of KS2 1.0+

Objectives and Actions:	Who?	Resources	Milestones		
			December 2017	March 2018	July 2018
<b>1. Secure 'non-negotiables'</b> <ul style="list-style-type: none"> <li>• Age-appropriate reminders in place for pupils (focus on SPaG)- year groups to decide on own (use Pie Corbett's "progression in writing" document as end of year guidance)</li> <li>• Zero tolerance</li> </ul>	All teachers		Book scrutiny shows evidence of pupils self-editing (polishing pens) to secure at least age-appropriate standard	Book scrutiny and learning walks show all pupils have clear understanding of expectations	Book scrutiny shows less SPaG errors in books Y2 + Y6 (91%) children achieve well in SATS tests
<b>2. Secure higher level of vocabulary</b> <ul style="list-style-type: none"> <li>• Whole class reading x3 per week in order to read all the quality fiction texts from PWP spine</li> <li>• Consistent use of magpie journals (KS2) writing journals (KS1)</li> <li>• Word Of The Week in all classrooms</li> </ul>	All class teachers and LSAs  CH to lead	£50 Cost of journals	ALL teachers whole class reading 3x a week  Displays evidence rich vocabulary – eg. Word of Week or Magpie Wall/Board	Records kept of which Spine texts have been read  Teachers able to identify impact, i.e. can identify new vocabulary in children's work	Children using high level vocabulary in independent writing, not just imitation/innovation tasks
<b>3. Increase children's desire to read independently and competently</b> <ul style="list-style-type: none"> <li>• Embed use of 'Bug Club' – teachers to monitor weekly</li> <li>• Children's individual reading directed by class teachers</li> <li>• Introduce "Reading Taskforce"</li> </ul>	All teachers  BS to lead on Bug Club  VG, DS	£1700 (subscription)  Folders (£20), badges, lanyards	75% of pupils registered and using Bug Club – League Table introduced  Interested parents sign up, get DBS checked and receive in house training	Improved comprehension responses on Bug Club  All children reading 2x a week, with highlighted BAR children at least 3 times a week	KS1 and KS2 reading results to provide evidence of good progress  75% children engaged with their reading
<b>4. Secure good quality teaching of reading</b> <ul style="list-style-type: none"> <li>• Year 2 and 6 to use "all children reading at once" model</li> <li>• Use of spine texts to develop skills such as inference and deduction through whole class sessions</li> <li>• Develop 'Reading as a Reader'</li> </ul>	All teachers		Whole class guided reading to take place 1 x week in years Years 2 + 6 Across the week elsewhere	Monitoring of the teaching of reading – evidence in English books	KS1 and KS2 reading results to provide evidence of good progress

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			Staff meeting November 2017 around 'Reading as a Reader'		
<b>5. Continue to develop teachers' ability to deliver the Primary Writing Project (PWP) in third year of delivery</b> <ul style="list-style-type: none"> <li>Monitoring by Subject Leader/Project Team– observation and book scrutiny</li> <li>Staff meetings delivered by English team to address needs identified by staff – 'Hooks', 'Reading as a Reader' and marking</li> <li>English team teachers to attend PWP &amp; Literacy forums</li> </ul>	DS, VG, CH, BS, LM	Cost of training (£300 - £150 for 3 sessions – 2 teachers to attend each)  Poss. More	2 X Staff meetings (VG DG & CH) re: Hooks & the marking policy – effective and reducing Tchr workload  Planning shows much greater links between topics and PWP texts/English teaching  Training new team - team meetings, book scrutiny, PM	Book scrutiny shows greater evidence of reading as a reader	95% of teaching of writing judged to be at least good 50% outstanding
<b>6. Ensure continued good progress and outcomes in Phonics</b> <ul style="list-style-type: none"> <li>Y1 teachers to involve parents with reading of non-words</li> <li>Carry out termly assessments based on previous Y1 phonics checks</li> <li>Insist on correct spelling of key words (common exception words)</li> <li>Show parents how children learn phonics through video clips</li> </ul>	EYFS + KS1 teachers		FS, Y1 & Y2 Class teachers have secure knowledge of all their pupils. Children able to correct errors of words taught.  Workshop Training provided for new EYFS/Y1 parents.  Videos of teachers delivering a phonic session uploaded to website for parents to access	PPR indicates all groups of pupils making good progress. Interventions in place where required. All Y2 children using CEW cards whenever they write	93% Yr1 children pass Phonics Check
<b>7. Secure good progress and outcomes in SPaG:</b> <ul style="list-style-type: none"> <li>Ensure all teachers teaching SPaG according to NC appendices</li> <li>Insist on correct spelling of common exception words from previous years</li> <li>Involve parents by sending Y1, Y2, Y3/4 and Y5/6 word lists home and publishing on school website</li> </ul>	All teachers		Y1-6 teachers have secure knowledge of all their pupils.  Intervention in place where required.	Book scrutiny show SPaG lessons being taught  Less SPaG errors  Staff mtg to refresh teachers if necessary	KS1 (77%) and KS2 (81%) reading results to provide evidence of good progress

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### Focus 4: Raise attainment in Maths across the School

**SEF Area: Quality of teaching, learning and assessment**

**Lead Team: Maths**

**Lead person: Rachel Stevenson**

**Governing Body: Teaching and Learning committee**

**How we will measure our success:**

- 85% of children in all year groups working at expected standard+
- Appropriate level of challenge for all pupils
- Prediction: Yr2 84% Yr6 88% EYFS exceeds Bromley & National
- Progress score at least 1.0+ at end of Y6
- High profile of Maths throughout the school

Objectives and Actions	Who?	Resources	Milestones		
			December 2017	March 2018	July 2018
<b>1. To improve teaching of maths across all year groups</b> <ul style="list-style-type: none"> <li>• Implement actions agreed by Compass Maths team</li> <li>• New Maths team established</li> <li>• Support effective use of additional adults</li> <li>• Support effective use of manipulatives and Maths learning walls</li> <li>• Support staff through INSET /Team Teaching to promote mastery of Maths curriculum</li> <li>• Plan with and support year groups where required to ensure coverage and progression across school</li> </ul>	RS  All teachers  MW/JH	Staff meeting x2/term £50 for X Tables Rockstars  Display resources	CAT Maths focus learning walk across 4 schools Purchase and set up Times Tables Rockstars in KS2 PPR meetings provide evidence of effective tracking, gap analysis and interventions New Maths Team start-up	Whole school Maths focus-monitoring cycle Training provided for all staff on January INSET day PPR meetings provide further evidence of effective tracking and gap progress In-house KS2 Times tables tournament	100% of Maths teaching judged to be good or better All groups of children have made good progress  Run CAT KS2 Times tables tournament
<b>2. Support all teaching staff in using assessment effectively and adapting planning as necessary</b> <ul style="list-style-type: none"> <li>○ Further develop questioning in maths lessons</li> <li>○ Extend use of PiXL assessments</li> <li>○ INSET session for all staff</li> </ul>	All teachers  RS SK	£350 (2/1/18)	Staff mtg re. feedback from CAT Maths learning walks & Maths assessment New Maths team effectively providing support where necessary	SLs monitoring provides evidence of teachers' effective assessment Consider involvement in EYELA Maths project (PC)	Review of planning/assessment systems in place All groups of children meet targets
<b>3. Develop parental/carers involvement in supporting with Maths at home</b> <ul style="list-style-type: none"> <li>➢ Consider how to continue to build on parental/carers support, e.g. school website, Spring Open Evenings</li> <li>➢ Raise profile of Maths throughout the school – Maths week</li> </ul>	Maths team	SL release time  JH/MW	Trial videos for Maths on school website and plan for parental involvement	Maths Week ending with Number Day Open evening Maths display for parents/carers	Parents/carers increasingly confident in how to support their children with Maths

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Focus 5: Continue to develop the whole school curriculum					
SEF Area: Personal development, behaviour and welfare			Lead Teams: Creativity and Social and Emotional Awareness Lead person: Philippa Critten and Bethan Liston Governing Body: Pupils, Parents and Community		
How we will measure our success: <ul style="list-style-type: none"><li>Pupils equipped with behaviours and attitudes that support their learning and their mental health</li></ul>					
Objectives and Actions	Who?	Resources	Milestones		
			December 2017	March 2018	July 2018
1. Safeguarding <ul style="list-style-type: none"><li>Training is up-to-date for all staff &amp; Gobs (Sept 2017)</li><li>Procedures fully reviewed and everyone in school secure</li><li>Policies reviewed</li><li>SLT to renew DSL training</li><li>Safeguarding and Health &amp; Safety committees set up</li><li>Staff handbook renewed (Sept 2017)</li><li>Visitors procedures reviewed/updated (Sept 2017)</li><li>Electronic entry system to be purchased</li><li>Introduce Cpoms – safeguarding recording system</li></ul>	All staff           SLT & Gobs Office	Cost of training £600     £250 £5000 £3000	September all staff and several Governors to receive Safeguarding KCSIE training by outside provider RS to update her Safeguarding Level 3 training Staff mtgs to review procedures Safeguarding Audits by CEO & Governors PPC Gobs attend additional training in and out of school – working with HT/SBM & CEO	Inclusion Leader attending all PPC Gov committee meetings to upskill Gobs for one year  Parent Survey  FGB Governor day to ensure everybody understood Safeguarding/Parent survey feedback/IDSR/ASP  New electronic entry system installed	Cpoms fully installed, all staff trained and system effectively recording any issues linking families etc  SIF bid to re-design school frontage establishing a safe area for drop-off and pick-up
2. Peer mediation – restorative justice	Yrs 5 & 6 and MDS	£800	Autumn Term new Year 5 peer mediators to be trained/Yr6 refreshed and MDS refreshed. Re-launch to whole school Parent Survey from Gobs	Pupil survey on the effectiveness of the PMs and if there are less incidents/chn feeling empowered and supported	MDS/Teacher survey on the effectiveness and the impact on them





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<b>3. Embed the Principles of Artsmark</b> <ul style="list-style-type: none"> <li>Share music practice with Compass MAT schools</li> <li>Finding opportunities to showcase talent</li> <li>All children have opportunities to perform creatively during a school year</li> <li>Deliver a Rock Band to offer opportunities to children of all musical abilities</li> </ul>	PC	Staff meeting time School to match fund £1000	Set up a WC Rock Band. Having successfully applied for funding complete one term's rehearsals and take part in a concert at LPBS EYFS/KS1 Nativity Upper School Christmas Concert	Successful participation in Bromley Schools Music Festival  Start new 'Strings' group Year 5 to put on performance of Macbeth  Yrs 3 & 4 put on an Easter showcase concert	Take part in Music Festival as a school Summer Fair Healthy Week May History week June Yr6 put on a Leaver's Show Planning for CAT event to take place Autumn 2018 Preparation and planning for CREATIVITY fortnight in Autumn (Take One Picture) Re-develop Curriculum to link more creatively with core subjects
<b>4. Celebrating diversity, living in a multi-faith community</b> <ul style="list-style-type: none"> <li>Plan and deliver a successful Multi-Faith Awareness Week</li> <li>Raise the profile of Religious Studies and cultural diversity in our school</li> <li>Renew our International School's award</li> </ul>	KR/DS lead  KM	Staff meeting time  £600+ costs	Multi Faith Week Nov 2017 Collect evidence for our International Schools' Award  Set up Languages board	Sharing good practice of R.E. including Moderation of RE books in a staff meeting. Set up British Values board  Gather evidence for International Schools award displays etc	Half a term of Multi-cultural/Diversity and World studies Displays all around school following on from various topics throughout school year Pupil Interviews about their attitude to RE Awarded International Schools award
<b>5. Whole school understanding of the theories and teaching of Mindfulness in Schools Programme (MISP)</b> <ul style="list-style-type: none"> <li>Promoting good mental health in both children and staff</li> </ul>	DS/BL/CT	Whole school training Cost of skip £520	Whole school staff awareness training 30 <sup>th</sup> October 2017 all staff to be followed by a 'Life laundry' experience – clear out of Art/DT room and the small hall resources cupboards	Programme delivered to Y4 children (CT/BL)  Some volunteer teachers to take up Mindfulness training in own time School to pay for training – in house	Y4 children using Mindfulness to self-regulate in a variety of situations yr4 only Consider offering Mindfulness based stress reduction (MBSR) course to WC staff and to Compass colleagues