





Chalk Ridge Primary School School Improvement Plan 2019 - 2021

Priority 1	Priority 2	Priority 3	Priority 4
 <p>Outcomes at all Key Stages will be at least in line with National Averages: -</p> <p style="text-align: center;">EYFS Phonics KS1 Year 4 Multiplication test KS2</p>	 <p>The whole school curriculum will develop further to raise achievement and outcomes. The curriculum will be adapted and developed to meet the needs of the children in Chalk Ridge, and in line with requirements of the Ofsted Framework September 2019.</p>	 <p>Increase resilience and wellbeing for all children which will impact on attitudes to learning, independence and progress</p>	 <p>Raise attainment, increase rates of progress and levels of enjoyment for all pupils in reading and writing.</p>

Our School Vision

Within our school community, we strive to provide a learning environment where all individuals are valued and cherished, nurtured and cared for. It is our aim to provide an outstanding education for every child in our school, for lifelong, reflective learning and success. We endeavour to inspire all children to realise their true potential and to develop skills, knowledge and attributes through encouragement and challenge from each other, and all adults who work here.

Our school vision is based on five key values which are: -

aspiration

inclusion

respect

resilience

independence

These values are shared by our staff, governors and children and affect all that we do and how we do it!

Priority 1

Outcomes at all Key Stages will be at least in line with National Averages

<u>Intention</u> (Objective/target)	<u>Implementation</u> (Actions) How?	<u>Timescale</u> To be achieved by date and by whom	<u>Impact</u> (Success criteria)
<p>Teaching will be consistently good or better, with 50% outstanding.</p> <p>Teaching will be inspirational, engaging and exciting for all learners leading to better and improved outcomes.</p> <p>High quality and timely interventions – class, group or individual - will be used by teaching staff and support staff</p> <p>SLT members, class teachers and Subject Leaders will be held accountable for the progress of children within their subject/area of responsibility.</p>	1a. Maintain and further develop use of “teaching buddies” to promote discussion and dialogue, improve practice and develop teaching skills.	<i>On going</i>	<p>All teaching will be at least good with 50% outstanding.</p> <p>All staff are aware of their strengths and areas for improvement, they are reflective and able to discuss their practice. As a result, professional practice develops and progresses further.</p>
	1b. Visit other schools to observe “outstanding” practice – build in CPD time for professional discussions, action planning and follow up from school visits.	<i>9.10.2019</i> <i>On going</i>	
	1c. Ensure strong practitioners in CRPS have opportunity to share own practice with colleagues, with an impact seen on others practice. Leading of input in Staff meetings, INSET.	<i>Staff meetings</i> <i>On going</i>	
	1d. Individual teachers to set own goals for teaching and learning, with strong links with PM targets. Teachers will be held to account for setting and meeting own goals.	<i>By October half term in each academic year</i>	
	1e. Non- Negotiables booklet is adhered to by all staff, closely monitored by SLT and subject leaders. Feedback consistently provided by all SLT members after all observation and learning walks.	<i>On going</i>	
	1f. Ensure all new initiatives are followed consistently and accurately across year groups and monitored by SLT. This includes: - No Nonsense Spelling Times tables Rock Stars Maths Working Walls Maths Mastery curriculum Big Maths Interventions advised by Maple Ridge Outreach SLA.	<i>On going</i>	
	1g. Project work with staff at Manor Field Junior School to share and develop good practice. Use professional dialogue to challenge and debate, raise standards and achieve better outcomes. Regular meetings between Year 5 and Year 6 staff of the two schools to discuss practice and classroom expectations	<i>July 2020</i>	

	Moderation and sampling of work Brainstorming of ideas and next steps. "Buddies" hold each other to account throughout the year.		Year 6 data 2020 will reach National Average
	1h. Governor visits through the academic will focus on pupil progress and attitudes to learning through pupil conferencing, with feedback to subject leaders, class teachers and governors.	<i>On going</i>	
	1i. LA Advisors for maths (Jo Lees) and English (Owen Troman) will visit termly to provide support and advice in curriculum design, progress and planning.	<i>July 2020</i>	
End of KS Maths outcomes will be in line with National Average	1j. Teachers and LSAs will continue to implement "Maths Mastery" curriculum through their teaching and planning. Led by Maths Leaders in KS1 and KS2.	<i>July 2020</i>	
	1k. Working Walls will be used consistently by all teachers when introducing a new unit of maths learning. The walls are regularly updated through a teaching sequence. These will be monitored by SLT and Maths Leaders.	<i>December 2019 July 2020</i>	
	1l. Use of assessment Assessment in maths will be developed to provide more regular assessment throughout the year. DHT and Maths Leaders will work together and with Maths Leaders from other school to introduce a new system at Chalk Ridge.	<i>December 2019 Review 2020 July</i>	
	1m. Marking and developmental feedback will be consistent and impact on pupil understanding of mathematical concepts.	<i>On going</i>	
	1n. Timetables acquisition will be a focus in all year groups with daily practice and reinforcement. Times tables Rock Stars will continue to be a driving force in engaging children in practice and revision of key facts. Staff Training and CPD in maths will continue every term from Maths Leaders or external advisor Jo Lees.	<i>On going</i>	
	1o. Leadership in Maths will continue to be focussed and rigorous to enable pupil progress to improve term on term. - Attend LA Core Provision to enable school to keep up to date with initiatives in Hampshire and Nationally - Work with colleagues in other schools - Report back to SLT meeting and governors on progress against	<i>Review July 2020</i>	

	<p>targets. - Regular monitoring and feedback to staff after learning walks</p>		
<p>To ensure that Learning Objectives/Success Criteria are effective in increasing learner’s engagement, responsibility for and understanding of what they are learning.</p>	<p>1p. Learn from other schools - Explore offer of joining Surrey Maths Hub Plus – group of eight schools in research of maths mastery to ensure better outcomes.</p> <p>1q. Through staff meeting and dialogue with all staff continue to develop work on meaning and impact of learning objectives.</p> <p>Evaluate current use of Learning Objectives and Success Criteria and their impact on learning. Gather pupils voice on ‘What am I learning’ during activities. Produce effective LOs which focuses on what we want pupils to know, understand, memorise or be able to do by the end of a lesson. (This is not simply a description of what children will be doing during the lesson.)</p> <p>Los will be expressed in terms of knowledge; understanding; and skills. All LOs will use the language: based on Bloom’s Taxonomy</p> <p>I am learning to... I am exploring... I am discovering... I am applying... I am creating....</p> <p>Develop a consistent approach to ensuring that LOs are shared with pupils by all adults before they begin an activity or lesson.</p> <p>Ensure that all LOs are presented in language that all learners can understand.</p> <p>Ensure that LOs are differentiated to match the attainment of learners, and where required, LOs recorded for learner whilst explaining verbally.</p>	<p><i>October half term 2019 July 2021</i></p> <p><i>July 2020</i></p>	<p>Pupil Conferencing responses indicate a clear understanding of learning objectives and an ownership of learning.</p>

	<p>Provide time to revisit the LO throughout learning.</p> <p>Monitoring of writing in English books to ensure focused and effective LOs.</p> <p>Pupil voice to evaluate the impact of LOs on learning.</p>		<p>End of year data drops will be increasingly in line with targets set at start of year.</p>
<p>Assessment practice will be clear, consistent and accurate in all year groups.</p> <p>Teachers will moderate, assess and record outcomes that lead to better outcomes.</p> <p>Interventions as a result of accurate assessment will fill gaps in learning, and progress will be stronger.</p>	<p>1r. Data Drops will be consistent along with analysis by staff of progress or lack of progress for individuals/groups/class.</p>	<p><i>Nov/Feb/April/July data drops</i></p>	
	<p>1s. Targeted groups in all year groups will be based on children who are working towards expected standard or not securely at EXS. Whole school approach to target learning for this specific groups.</p>	<p><i>October half term plus data drop dates</i></p>	
	<p>1t. Work with staff at Merdon Junior school to action plan and learn from other school practice in maths.</p>	<p><i>INSET 8.10.2019</i></p>	
	<p>1u. Attend Hampshire led training with Leader ensuring the school is developing assessment practice and progressing in line with other schools.</p>	<p><i>On going</i></p>	
	<p>1v. Moderation opportunities are built in throughout the school year in monitoring map.</p>	<p><i>On going</i></p>	
	<p>1w. Accuracy – DHT and English/Maths leaders to ensure through moderation and work sampling that judgements are accurate and comparable to other class/year groups.</p>	<p><i>On going July 2020</i></p>	
	<p>1x. Pupil Progress meetings – ensure where effective practice is impacting on good progress this is shared with all staff in staff meetings and CPD opportunities.</p>	<p><i>Each term set dates.</i></p>	

Priority 2

**The whole school curriculum will develop further to raise achievement and outcomes.
The curriculum will be adapted and developed to meet the needs of the children in Chalk Ridge, and in line with requirements of the Ofsted Framework September 2019.**

<u>Intention</u> (Objective/target)	<u>Implementation</u> (Actions)	<u>Timescale</u> To be achieved by date and by whom	<u>Impact</u> (Success criteria)
Chalk Ridge Curriculum is rich and engaging, with coherent and purposeful links between all subjects. Chalk Ridge Curriculum meets the needs, interests and enthusiasm of Chalk Ridge children.	2a. Research guidance and information included in Ofsted Framework on the Curriculum – September 2019.	<i>December 2019 July 2021</i>	Subject Leaders are confident subjects are progressive, with strong cross curricular links.
Strong and purposeful links between subjects and therefore impacting on progress	2b. Continue to develop progression maps in subjects, embed curriculum maps showing strong curricular links.	<i>July 2021</i>	
Library provides a rich and engaging place for children to access and enjoy, as well as develop reading skills and a love of reading.	2c. Library development with Librarian promoting library visits and author visits. Greater support form SLS to widen range of reading books available for staff to use in teaching.	<i>On going</i>	
Science teaching and learning is exciting and purposeful, with clear progression across year groups and key stages.	2d. Termly action plans for Science developed by Science Leaders will track progress. Subject Leaders will share with Governors developments within their subjects.	<i>July 2020</i>	
Foundation Subjects	2e. Termly action plans for subject development, produced by Subject Leaders will track progress. Subject Leaders will share with Governors developments within their subjects.	<i>July 2020</i>	

Priority 3

Increase resilience and wellbeing for all children which will impact on attitudes to learning, independence and progress.

<u>Intention</u> (Objective/target)	<u>Implementation</u> (Actions)	<u>Timescale</u> To be achieved by date and by whom	<u>Impact</u> (Success criteria)
Attendance is at National Average. Persistent Attendance data decreases as a result of timely interventions by school staff and PSA	<p>3a. Strong incentives in school for children to attend – celebration of good attendance.</p> <p>3b. Half termly monitoring of data</p> <p>3c. Timely liaison with parents – weekly, monthly or half termly to engage support and better engagement.</p> <p>Make use of PSA to visit family homes to assess and discuss reasons for absences.</p> <p>EHH/MASH referral where required.</p>	<i>July 2020</i>	PA data will decrease to be in line with NA
Woodland School is introduced to support children’s wellbeing, confidence, self-esteem and attitudes to learning.	<p>3d. Introduce and launch Woodland School in KS1. Develop sessions to meet needs of pupils Staff to attend training Purchase resources and equipment to allow project to grow Visit other schools with established grounds and session – learn from their practice. Year 2 2020 – 2021 – Launch project for KS2 children. Monitor impact and enjoyment by children and staff.</p>	<i>Review December 2020 And July 2021</i>	Pupil Feedback is positive.
Progress for children on SEN register is strong and consistent.	<p>3e. Inclusion Leader ensures Action Plans are clear and reflective ensuring provision for SEN children is strong.</p> <p>3f. Regular monitoring by Inclusion Leader in classrooms and work by LSAs supports improvements and changes if/when required.</p>	<i>July 2020</i>	SEN progress is measured, tracked and in line with NA.
PSHE curriculum is reviewed and updated to support children’s wellbeing, confidence and self-esteem.	<p>3g. PSHE curriculum map is updated and incorporates new government initiatives.</p> <p>3h. Curriculum supports and prepares children for life outside of school e.g. citizenship, SRE, online safety, first aid, drugs awareness etc</p>	<i>July 2020</i>	PSHE curriculum supports personal develop.

	<p>Continue to develop the Curriculum in Citizenship and PSHE to promote behaviours linked with school values and those of a good citizen.</p> <p>3i. Assemblies will be linked to school values, citizenship, British values and diversity.</p> <p>3j. Ensure that all behaviours allow for effective learning and good progress.</p>		
<p>Staff Wellbeing and emotional resilience is a priority.</p>	<p>3k. Provide opportunities for staff to discuss workload and demands of work</p> <p>3l. Keep Self Compassion and Self Care as a priority for all staff – continue to introduce strategies and tools for managing workload and pressures.</p> <p>Use of coaching strategies.</p> <p>SLT to discuss ways in which workload can be managed to ensure staff are able to focus on priorities within the role. Outcomes from discussions to be trialled and implemented across the school.</p>	<p><i>Review December 2019, May and July 2020</i></p>	<p>PM discussions evidence a good level of job satisfaction and engagement.</p> <p>Staff absence rates are in line/below NA</p>
<p>SLA Maple Ridge Outreach Plus ASD support for behaviour management</p>	<p>3m. Work with staff from Maple Ridge, use strategies consistently to impact on behaviours, management of behaviour and engagement with learning.</p> <p>Provide opportunities for staff to work with Rachel Tomlin to problem solve issues for specific children.</p>	<p><i>July 2020</i></p>	<p>On going support over two years</p>
<p>External professionals will continue to provide strategies for behaviour management and the well being of children and staff.</p>	<p>3n. Ensure strong links with: - PBS EP EHH MASH</p>	<p><i>July 2021</i></p>	<p>On-going support over two years</p>
<p>To develop further links between governors, staff, parents and community, including PTA.</p>	<p>3o. Provide opportunities for regular meetings and discussions with groups within the community.</p> <p>3p. Continue to raise the profile of the school within the community.</p>	<p><i>On going</i></p>	<p>Year R intake is at PAN of 60. Other year groups are full.</p>

Priority Area 4

Raise attainment, increase rates of progress and levels of enjoyment for all pupils in reading and writing.

<u>Intention</u> (Objective/target)	<u>Implementation</u> (Actions)	<u>Timescale</u> To be achieved by date and by whom	<u>Impact</u> (Success criteria)
To ensure planning for writing follows a clear learning journey.	<p>4a. Embed the approach of planning a sequence (Learning Journey) of lessons to improve writing outcomes.</p> <p>4b. Continue to use expertise from LA Advisor to advise and support with best practice from other schools and implement in CRPS Learning Journeys.</p> <p>4c. Continue to use “hooks” to engage and drive learning, to inspire and engage all children and especially the less motivated children.</p>	<p><i>December 2019 and on going</i></p> <p><i>July 2020</i> <i>July 2021</i></p>	Staff report good progress as a result of using Learning Journeys.
All staff are confident and accurate in making judgements in writing, including the use of cross curricular writing	<p>4d. Establish a system to assess a pupil’s progress through a Learning Journey.</p> <ol style="list-style-type: none"> 1. Cold write (in the Stimulate and Generate Phase /early stages of a journey to establish individual baseline) 2. Capture/Sift and Sort which introduces the stimulus/ text and the purpose for the writing over a series of lessons/learning sessions. During this stage the children are taught all the elements and basic skills required, and have a go at applying the skills with scaffolding and structure to guide the writing. 3. Apprentice Write (Hot Write) in which children demonstrate their learning in an independent piece of writing. <p>4e. To provide opportunities, throughout the year to revisit, consolidate and master skills using a range of stimulus and genres of writing.</p> <p>4f. Every child will complete an individual, extended piece of writing at the end of each writing unit and a minimum of 1 extended piece of cross curricular writing at the end of each LCC theme. Opportunities for editing will be provided throughout a Learning Journey.</p> <p>4g. Half Termly monitoring by English Leaders and /or Subject Leaders of writing in writing books to ensure focused teaching and provision of a range of opportunities to demonstrate learning, using subject specific language and the implementation of No Nonsense Spelling programme.</p>		

<p>Reading Skills are taught effectively leading to improved reading skills for all children.</p>	<p>4h. High quality text types used in all English teaching sessions, curriculum map will be regularly reviewed and updated to reflect the needs to the year group and stage of learning.</p> <p>4i. Curriculum map embedded and used by all staff for the teaching of reading. Children will be given more opportunities to write at length, sustained writing. Writing tasks will be interesting and engaging encouraging even more reluctant writers to develop resilience and accuracy in the writing process.</p> <p>4j. Review and adapt the Guided Reading process to focus on stamina for all readers.</p> <p>4k. Resources will be purchased to support the teaching process. E.g. increase number of class reading sets to focus on stamina in reading. Maintain strong links with Schools Library Service.</p>		<p>Reading outcomes are in line with NA.</p>
<p>Reading Phonics skills develop allowing children to access vocabulary and books/text at their level. Phonics screening outcomes for Year 1 will be at NA.</p>	<p>4l. Audit teaching groups and strategies for phonics teaching in Year 1 with key staff. Implement required changes and monitor impact weekly.</p> <p>4m. Engage parents earlier in the process of teaching phonics. Arrange workshops for parents in Autumn and Spring terms to support parents and build better communication.</p>	<p><i>June 2020</i></p>	
<p>To continue to improve vocabulary Acquisition for all pupils.</p>	<p>4n. Develop further use of English working walls in lessons.</p> <p>4o. Long Term Curriculum Maps for texts and writing outcomes are regularly reviewed and updated.</p> <p>4p. Teachers continually and consistently find opportunities to widen the range of children's vocabulary through carefully planned Guided Reading session, whole class teaching and use of English Light Bulbs on working walls.</p>	<p><i>December 2019</i> <i>March 2020</i> <i>July 2020</i></p>	<p>SPAG outcomes are in line with NA</p>

Governor Visits Academic Year 2019 – 2020 – draft

Focus for Visit	Date/Term	Governor	Link Staff Member	✓ Date Completed
Safeguarding Audit	Autumn 1 20.9.2019	Suzanne Bond	Clare Beswick	Completed 20.9.2019
Single Central Record	Autumn 1 December	Suzanne Bond	Nicola Brooks n.brooks@chalkridgepri.hants.sch.uk	
GDPR Audit	Summer 1 July 2020	Ian Ross	Laura Goodall l.goodall@chalkridgepri.hants.sch.uk	
Computing and IT including resource expenditure for IB	Autumn 2 2019 Summer 2020	David Downie	Richard Lyddy r.lyddy@chalkridgepri.hants.sch.uk	
English Learning Journeys	Autumn 2 2019	Susan Walker	Natalie Keat/Clare Beswick Sam Hymer – phonics n.keat@chalkridgepri.hants.sch.uk	
Guided Reading Development of phonics	Spring 2020			
Writing Moderation	Summer 2020			
Maths		Madeleine Hussey	Kate Hare/Tom Green k.hare@chalkridgepri.hants.sch.uk t.green@chalkridgepri.hants.sch.uk	
Maths Working Walls	Autumn 2 2019			
Data drop discussion	Spring 2 2020 Summer 2 2020			
Pupil Resilience and well being		Elliot Roberts	Sue Baskerville s.baskerville@chalkridgepri.hants.sch.uk Rachel Shell-Allen Clare Beswick	
Impact of Woodland School	Autumn 2 2019 Summer 2 2020			
Staff Wellbeing and audit of PM process - discussion	Spring 2020	Ian Ross	Clare Beswick	

Raising Profile of School Community Links meetings	Autumn 1 2019 Spring 1 2020	Madeleine Hussey	All staff	
Assessment Changes in maths assessments – review and discussion Accuracy of data drops for all subjects and work of DHT in supporting teachers with accuracy of assessments.	Autumn 2 December 2019 Summer 1 May 2020	Madeleine Hussey/Susan Walker	Sue Baskerville s.baskerville@chalkridgepri.hants.sch.uk	
Special Educational Needs Impact of SLA Maple Ridge Impact of EP and PBS work within the school – value for money discussion	Autumn 2 - November 2019 Summer 2 2020	Julie Pierce	Amanda Forsey a.forsey@chalkridgepri.hants.sch.uk	
Science Impact of LA INSET work and support with Richard Aplin. Progression maps and assessment. Book scrutiny	Spring 2 2020	Ian Ross/Elliot Roberts/David Downie	Hannah Burns h.burns@chalkridgepri.hants.sch.uk Sally Moore s.moore@chalkridgepri.hants.sch.uk	
SMSC and PSHE Meet with PSHE/Citizenship Leaders – review curriculum map. SRE policy Pupil Conference with School Council members – attend a school council meeting	Spring 1 Spring 2020	tbc	Georgia Saunders and Lauren Bourke. l.bourke@chalkridgepri.hants.sch.uk Georgia Saunders. g.saunders@chalkridgepri.hants.sch.uk	
Curriculum Developments		tbc	Richard Lyddy, Clare Beswick, Nicole Mohan, Lucy Relf,	

Ofsted Framework Curriculum maps and progression in subjects	Autumn 2 December 2019 Summer 2 July 2020			
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