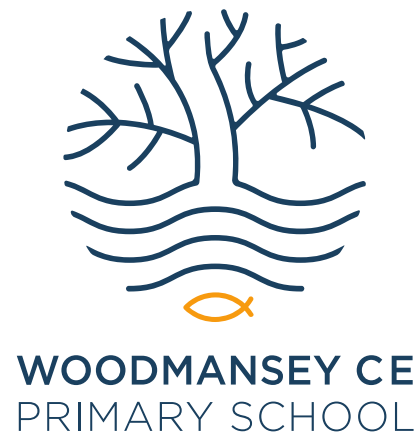
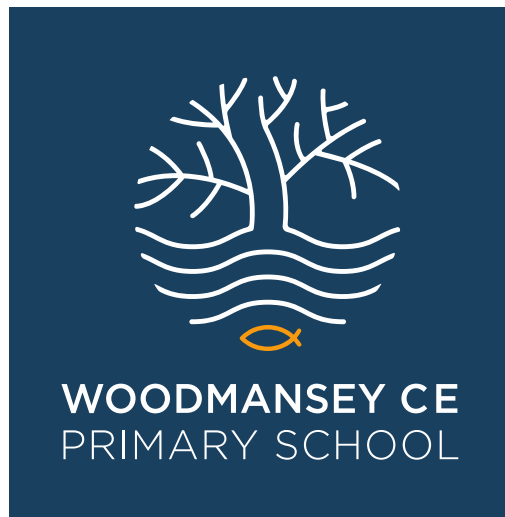


Woodmansey CoE Primary School School Improvement Plan January to December 2020



We celebrate every child in our care as part of God's great plan, loved and accepted just as they are and for all they could become. We recognise that every child has a unique task to do with God and for God, whether they know it or not.

Supported by the strong foundations of our chosen Christian values as expressed in our relationship with St Peter's Church: Hope, Compassion, Trust and Respect, we seek to unlock the potential of every child.

'I have come that they may have life, and have it to the full.' John 10:10

SUMMARY OF PRIORITIES

PREMIER DIVISION

- **RAISE THE OPPORTUNITIES FOR ACHIEVING GREATER DEPTH ACROSS THE CURRICULUM in**
 - Reading
 - Writing
 - Mastery Marking
 - Cross-curricular Maps
 - Development of Unit Plans
 - Playing with cross-curricular APPS
 - Noting the FY baseline in progression
 - The use of MPS subject leaders providing advice and deep dives across the school
 - Ensure assessment on Flic is accurate, up to date and informs teaching and learning
 - Ensure alignment of FLiC objectives for all subjects

- **2020 YEAR OF READING**
 - To consider the location and development of a school library to support the 'Year of Reading' and beyond.
 - To develop the concept of Mastery within Reading
 - To develop comprehension skills through the class novel and guided reading
 - Consider a 'Care and Share' approach for younger readers
 - Develop the love of reading in all year groups
 - To raise achievement at Greater Depth in Reading

- **Continuing to Develop and embed MATHS MASTERY**
 - To raise achievement at Greater Depth in Maths

- **CONTINUE TO EMBED THE CHRISTIAN DISTINCTIVENESS OF THE SCHOOL**
 - To make explicit through the work of the pupils, the environment of the school and the respect and relationships of the community of Woodmansey CE Primary a recognisably distinctive Church of England School
 - Ensure that high standards of learning run through the RE curriculum
 - Develop further the relationship between St Peter's Church and Beverley Minster and their footprint within the school.

- **IDENTIFY AND TRACK VULNERABLE GROUPS FROM FOUNDATION ONWARDS USING FLIC**
 - Identify the children who did not achieve GLD and track their progress throughout the curriculum
 - Those who did not achieve the Year 1 Phonic Screener and/or the retake in Year 2
 - Summer born boys/girls

- **TO PREPARE FOR THE NEW OFSTED FRAMEWORK**
 - Develop links with the subject leaders at MPS to work alongside the WPS subject leaders to check coverage and content of their subject.
 - Using the school improvement partner for support, arrange 'Deep Dives' across the curriculum led by the subject leaders.

CHAMPIONSHIP DIVISION

- **Review of Risk Assessments and COSHH**

- **Review Overarching and Professional Policies**

- **Aid and encourage discussions between the Parish Council and Local Authority to develop the War Memorial and as a result alleviate remaining parking issues within the school.**

- **To establish the effective use of the new Early Years Outdoor Area within the EYFS curriculum to provide free-flow provision**

- **Work towards achieving the International School Award**

FIRST DIVISION

- **Renew Staff Restraint Training**

- **To consider the provision of a MUGA pitch**

- **To establish the School Garden/Allotment and plan how it is to be used in the future**

- **Monitor the new PSHCE programme and revise the Relationships and Sex Education Policy**

GOVERNOR LINKS: Committee Structure

Curriculum & Standards: All governors are members

Chair: Mrs. Sara Fletcher

To consider the quality of teaching, learning, assessment and pupil outcomes.

Finance, Premises and Health and Safety: The Chair of Governors, Head Teacher and ½ the governing body (not including other staff governors)

Chair: Prof. Brad Gibson

To scrutinise, monitor and prioritise the financial arrangements for the school to ensure the most effective use of resources, human, financial and physical. To ensure financial planning supports the ethos, and values of the school and the priorities of the School Improvement plan. Ensure that the learning environment ensures every possible opportunity for personal development. To promote the highest standards of behaviour and welfare.

Wellbeing, Safeguarding and Personnel: The Chair of Governors, Head Teacher, staff governors plus the remaining governors not on the committee above.

Chair: Mr. Andrew Jolley

To consider and ensure all areas of Safeguarding are effective and robust.

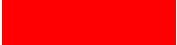


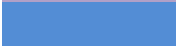




WOODMANSEY CE
PRIMARY SCHOOL

Improvement Area	Page Number	Governor Link
SPECIFIC TARGETS, MILESTONES AND ACTUAL DATA	<u>6</u>	
SPIRITUALITY, CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY & SUSTAINABILITY	<u>22</u>	
ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS	<u>33</u>	
FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS	<u>48</u>	
HEALTH, SPORT, FITNESS and WELL-BEING	<u>51</u>	
SAFEGUARDING: PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT	<u>55</u>	

SPECIFIC TARGETS, MILESTONES AND ACTUAL DATA

KEY

STATEMENT		DEVELOPING	
PUPIL PREMIUM		SECURE	
SEN SUPPORT			
HIGH CONCERN		ENHANCING	

Year 1 2018/2019

Reading	ON ENTRY		FS	Y1 FLiC	Y1 NFER	Y2 SATS	Y2 TARGET
	Baseline	GLD					
	2	1	2				100
	2	1	3				110
	1	0	1				100
	2	1	2				110
	1	0	2				100
	2	1	2				100
	2	1	2				100

FLiC SECURITY LEVEL RE NFER BASELINE

Number Secure +	5	5	6	7
Percentage Secure +	71%	71%	86%	100%
Number Enhancing			1	2
Percentage Enhancing			14%	29%

Writing	FS	Y1 FLiC	Y2 SATS	Y2 TARGET
	2			110
	2			100
	1			100
	2			110
	1			100
	2			100
	2			100

--	--	--	--	--	--

5	7
71%	100%
0	2
0%	29%

Maths		FS	Y1 FLiC	Y1 NFER	Y2 STAS	Y2 TARGET
		2				110
		2				100
		1				90
		2				100
		1				100
		2				100
		2				100

5	6
71%	86%
0	1
0%	14%

YEAR 2 2018/2019

Reading		GLD	FS	Y1 FLiC	Y1 NFER	Y2 SATS	Y2 TARGET
		90	1	0%	81		90
		90	1	0%	83		90
		100	3	100.0%	127		110
		90	1	38.1%	90		90
		100	2	100.0%	103		100
		100	2	100.0%	101		100
		100	3	100.0%	107		110
		100	2	90.9%	114		100
		100	2	47.6%	97		100
		100	2	71.4%	89		100
		100	2				100
		90	2	52.4%	95		100
		100	2	95.5%	99		100
		100	3	100.0%	104		110

FLiC SECURITY LEVEL RE NFER BASELINE

				90%			
Number Secure +	10	11	7	6	11		
Percentage Secure +	71%	79%	54%	46%	79%		
Number Enhancing		3	3	2	3		
Percentage Enhancing		21%	23%	15%	21%		

Writing		FS	Y1 FLiC	Y2 SATS	Y2 TARGET
		1	0%		90
		1	0%		90
		3	90.6%		110
		1	66.7%		90
		2	80.0%		100
		2	80.6%		100
		3	86.7%		110
		2	86.2%		100
		1	50.0%		100
		2	65.6%anomaly	100
		2			100
		1	79.3%		100
		2	50.0%		100
		2	72.4%		110

70%

9	7	11
64%	54%	79%
2	7	3
14%	54%	21%

Maths		FS	Y1 FLiC	Y1 NFER	Y2 SATS	Y2 TARGET
		1	0%	0		90
		1	0%	78		90
		3	100.0%	134		110
		1	66.7%	78		90
		2	95.6%	104		100
		3	95.6%	114		110
		3	95.6%	101		110
		2	93.3%	103		100
		2	78.6%	122		110
		2	73.3%	98		100
		2				100
		2	60.0%	100		100
		2	88.9%	114		100
		2	95.6%	108		100

75%

11	8	9	11
79%	62%	69%	79%
3	4	4	4
21%	31%	31%	29%

YEAR 3 2018/2019

Reading		FS	Y1	Y2 FLiC	Y2 SATS	Y2 TARGET	FFT 20	Y3 FLiC	Y3 NFER	Y6 TARGET
		3	110	100.0%	110	110	110			110
		2	100	87.0%	100	100	100			100
		2	100	87.0%	100	100	100			100
		3	100	100.0%	100	110	110			110
		2	100	100.0%	100	100	110			100
		1	90	56.5%	90	100	100			100
		2	100	100.0%	110	100	100			110
		2	100	82.6%	100	100	100			100
		2			100					100

FLiC SECURITY LEVEL RE NFER BASELINE

80%

Number Secure +	8	7	7	7	8	8	9
Percentage Secure +	89%	88%	88%	78%	100%	100%	100%
Number Enhancing	2	1	4	2	2	3	3
Percentage Enhancing	22%	13%	57%	22%	25%	38%	33%

Writing		FS	Y1	Y2 FLiC	Y2 SATS	Y2 TARGET	FFT 20	Y3 FLiC	Y3 NFER	Y6 TARGET
		3	110	100.0%	110	110	110			110
		2	90	94.4%	100	100	100			100
		2	90	94.4%	100	100	100			100
		2	100	100.0%	100	110	100			110
		2	90	100.0%	100	110	100			110
		1	BLW	66.7%	90	90	90			100
		2	90	100.0%	100	100	100			100
		2	90	83.3%	100	100	100			100
		2			100					100

80%

8	2	7	7	7	7	9
89%	25%	88%	78%	88%	88%	100%
1	1	4	1	3	1	3
11%	13%	57%	11%	38%	13%	33%

Maths		FS	Y1	Y2 FLiC	Y2 SATS	Y2 TARGET	FFT 20	Y3 FLiC	Y3 NFER	Y6 TARGET
		3	110	100.0%	110	110	110			110
		2	90	94.4%	100	100	100			110
		2	90	88.9%	100	100	100			100
		3	110	92.6%	100	110	110			110
		2	100	98.1%	100	100	110			110
		2	0	24.5%	90	100	100			100
		2	100	92.6%	100	100	100			100
		2	90	75.9%	100	100	100			100
		2			100					100

75%

9	4	7	7	8	8	9
100%	50%	88%	78%	100%	100%	100%
2	2	2	1	2	3	4
22%	25%	29%	11%	25%	38%	44%

YEAR 4 2018/2019

Reading		FS	Y1	Y2	Y3 FLiC	Y3 NFER	Y4 FLiC	Y4 NFER	Y5 FLiC	Y5 NFER	Y6 TARGET	FFT 20
		2	100	110							110	110
	Ever 6	2	90	100	80.0%	100					100	100
	From Sept 2017	3		110	100.0%	137					110	110
		3	100	100	93.3%	95					110	100
		3	100	110	100.0%	115					110	110
		3		110	100.0%	112					110	110
		3	100	110	100.0%	117					110	110
		3		110							110	110
		2	90	80	0%	88					90	90

FLiC SECURITY LEVEL RE NFER BASELINE

80%

Number Secure +	9	4	8	6	5					8	8
Percentage Secure +	100%	67%	89%	86%	71%					89%	89%
Number Enhancing	6	0	6	3	4					7	6
Percentage Enhancing	67%	0%	67%	43%	57%					78%	67%

Writing	FS	Y1	Y2	Y3 FLiC	Y3 NFER	Y3 NFER	Y4 FLiC	Y4 NFER	Y5 FLiC	Y5 NFER	Y6 TARGET	FFT 20
	2		100								100.00	
	2	90	100	76.9%	102	93					100.00	100
	3		110	100.0%	121	114					110.00	
	2	100	100	92.3%	100	97					110.00	100
	3	100	110	100.0%	121	117					110.00	110
	3		100	100.0%	134	114					110.00	
	3	100	110	100.0%	129	109					110.00	110
	3		110								110.00	
	1	90	90	34.6%	72	75					90.00	90

85%

8	3	8	5	6	4					8	4
89%	60%	89%	71%	86%	57%					89%	80%
5	0	4	4	4	3					6	2
56%	0%	44%	57%	57%	43%					67%	40%

Maths	FS	Y1	Y2	Y3 FLiC	Y3 NFER	Y4 FLiC	Y4 NFER	Y5 FLiC	Y5 NFER	Y6 TARGET	FFT 20
	2		100							100	
	2	90	90	50.9%	91					100	100
	3		110	98.1%	115					110	
	2	100	90	75.5%	88					100	100
	3	110	100	98.1%	122					110	100
	3		110	96.2%	103					110	
	3	100	100	98.1%	107					100	100
	3		110							110	
	2	90	90	39.6%	85					100	100

Writing	FS	Y1	Y2	Y3	Y4 FLiC	Y4 NFER	Y4 NFER	Y5 FLiC	Y5 NFER	Y6 TARGET	FFT 20
	2	1.9	100	100	100.0%	123	117			100	100
	2	2.3	100	100	100.0%	137	123			110	110
	2	1.9	100	100	100.0%	113	101			100	100
	1	1.6	90	80	37.9%	88	75			90	100
	2	1.6	90	90	65.5%	101	92			100	100
	2	2.3	100	100	100.0%	123	132			110	100
	2	1.9	100	100	100.0%	121	111			100	100

65%

6	7	5	5	6	6	5	6	7
86%	100%	71%	71%	86%	86%	71%	86%	100%
0	2	0	0	4	5	4	2	1
0%	29%	0%	0%	57%	71%	57%	29%	14%

Maths	FS	Y1	Y2	Y3	Y4 FLiC	Y4 NFER	Y5 FLiC	Y5 NFER	Y6 TARGET	FFT 20
	2	1.9	100	100	98.1%	116			100	100
	2	2.3	100	100	100.0%	134			110	110
	2	1.9	100	90	94.2%	102			100	100
	1	1.3	90	80	23.1%	85			90	100
	2	1.6	90	90	53.8%	92			100	100
	2	2.3	100	100	98.1%	110			110	100
	2	1.9	100	100	100.0%	118			100	100

90%

6	6	5	4	5	5	6	7
---	---	---	---	---	---	---	---

86%	86%	71%	57%	71%	71%					86%	100%
0	2	0	0	3	4					2	1
0%	29%	0%	0%	43%	57%					29%	14%

YEAR 6 2018/2019

Reading		FS	Y2	Y3	Y4	Y5 FLiC	Y5 NFER	Y6 FLiC	Y6 SATS	Y6 TARGET	FFT 20
		3	3.6	110	100	94.1%	129			110	110
		3	2.9	100	100	58.8%	109			110	100
		2	3.6	100	100	94.1%	140			110	110
		3	3.6	100	110	94.1%	140			110	110
		2	3.6			94.1%	127			110	110
		2	2.9							100	110
		3	3.6	100	100	94.1%	136			110	110
			2.6							100	100

FLiC SECURITY LEVEL RE NFER BASELINE

						55%					
Number Secure +		7	8	5	5	6	6			8	8
Percentage Secure +		100%	100%	83%	83%	100%	100%			100%	100%
Number Enhancing		4	7	1	1	1	5			6	6
Percentage Enhancing		57%	88%	17%	17%	17%	83%			75%	75%

Writing	FS	Y2	Y3	Y4	Y5 FLiC	Y5 NFER	Y5 NFER	Y6 FLiC	Y6 SATS	Y6 TARGET	FFT 20
	2	3.6	100	100	100.0%	131	138			110	110
	1	2.6	100	100	57.9%	109	99			100	100
	1	3.6	100	100	89.5%	124	125			110	110
	1	2.9	100	100	94.7%	141	121			110	110
	2	2.6			73.7%	124	121			110	110
	2	2.9									100
	1	3.6	100	100	84.2%	118	125			110	110
		2.6								100	100

70%

3	8	5	5	5	6	5	7	8
43%	100%	100%	100%	83%	100%	83%	100%	100%
0	5	0	0	5	5	5	5	5
0%	71%	0%	0%	83%	83%	83%	71%	63%

Maths	FS	Y2	Y3	Y4	Y5 FLiC	Y5 NFER	Y6 FLiC	Y6 SATS	Y6 TARGET	FFT 20
	2	3.6	100	100	81.8%	111			110	110
	2	3.6	100	100	64.8%	111			110	110
	2	3.6	100	100	96.4%	120			110	110
	2	2.9	90	100	43.6%	104			100	100
	3	3.6			97.1%	118			110	110
	2	3.6							110	110
	2	3.6	90	100	72.7%	118			110	110
		2.6							100	100

43%

7	8	3	5	6	6	8	8
100%	100%	43%	71%	100%	86%	100%	100%
1	7	0	0	3	5	6	6
14%	88%	0%	0%	50%	71%	75%	75%

**SPIRITUALITY, CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY
& SUSTAINABILITY**



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, Unlocking Potential
School Improvement Plan 2020

FOCUS: CONTINUE TO EMBED THE CHRISTIAN DISTINCTIVENESS OF THE SCHOOL

GOVERNOR LINK: Mr. Andrew Jolley

KEY AREA FOR DEVELOPMENT ⇒ To make explicit through the work of the pupils, the environment of the school and the respect and relationships of the community of Woodmansey CE Primary a recognisable distinctive Church of England School. ⇒ Ensure that high standards of learning run through the RE curriculum ⇒ Develop further the relationship between St Peter's Church and Beverley Minster and their footprint within the school.		Monitoring Responsibility BN, JK, EC, AJ
TARGET ⇒ Ensure that children can verbalise why they know we are a CofE school and why that makes us unique ⇒ Ensure that RE lessons are creative and allow children to ask 'Big Questions' ⇒ Incorporate fortnightly worship led by the church curate or representative and the continuous development of the 'Woodmansey Wonderers'		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> Develop further the involvement of the WOW group/Woodmansey Wonderers in school worship. Create prayer and reflection space in the outdoor area. Staff mental health action plan to be created and a designated Governor appointed. 	BN, ML, JK, EC, AJ SUMMER 2020 BN,ML (with support from WW) SUMMER 2020 BN, ML	⇒ The school and church strengthen their link and guests contribute to worship throughout the year. ⇒ Reflection areas are available for the children to use inside and outside ⇒ RE books and lessons will demonstrate Christian teaching along with other faiths and a clear understanding and respect for these faiths.

<ul style="list-style-type: none"> • Provide opportunities for children to ask and respond to 'big questions' in RE lessons. • To work alongside the school's appointed SIAMS advisor for any updates and developments. • Seek support from BSCT for school activities to promote 'Big Questions,' 	<p>BN, ML, JK,EC,AJ and ALL TEACHERS</p> <p>ALL YEAR</p> <p>BN</p>	<p>⇒ Woodmansey CE has a clear Anglican Christian ethos and the values will be known and understood by all the stakeholders.</p> <p>⇒ The school will keep up to date with developments in SIAMS in their journey to being an 'outstanding' church school.</p>
<p>Monitoring Strategy</p> <p>Learning walks</p> <p>Book Scrutiny</p> <p>Visits to the church</p> <p>Parent/Carer Survey</p> <p>SIAMS visits and reports</p>	<p>Evaluation</p> <p>Report to Governors</p> <p>Report to Diocese</p>	



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CoE Primary School
Building Foundations, unlocking potential
School Improvement Plan 2019

FOCUS: TO DEVELOP THE WAR MEMORIAL AREA AND SCHOOL ALLOTMENT

GOVERNOR LINK: Mr. Andrew Jolley

KEY AREA FOR DEVELOPMENT <ul style="list-style-type: none"> To develop a Conservation area along the stream. To work alongside the Parish Council to support in the development of the War Memorial and in turn alleviate parking issues. To establish the School Allotment and plan how it is to be used in the future 		Monitoring Responsibility MAL, BN, AJ
TARGET <ul style="list-style-type: none"> Children are regularly able to work in and for the sustainability of the environment and their own welfare Parents/Carers have other safe options when needing to park closer to school Children access the school allotment regularly 		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> Set up a programme for the engagement of all pupils in the grounds: "Really Wild Club" Appoint a coordinator of the programme (does not need to be a teacher) Look for curriculum opportunities for use of the allotment area In collaboration with the LA and the Parish Council, realise the plans for a safe and accessible Conservation Area to include <ul style="list-style-type: none"> A pond, fed by the stream Decking walkways including a bridge Areas for exploration, tracks in the undergrowth A bog garden Environments to encourage a variety of wildlife A pond dipping area. 	SPRING 2020 ML BN SPRING 2020 ML BN SPRING 2020 ML BN and ALL TEACHERS SPRING: Clearance of the stream and creation of the pond. £1500 and bog garden. BUDGET SPRING: Creating access gate to the conservation area £500 BUDGET	A SUSTAINABILITY CURRICULUM IS ESTABLISHED AND PUPILS ARE ENGAGING WITH IT. Appreciation of the environment The prime objective of the Really Wild Club is to nurture the pupils' appreciation of the environment, to understand the impact for good and ill that humanity has on the environment and to appreciate the changing seasons and the impact of climate and weather on the world around them. The children should through their exposure to the school grounds appreciate the role they have in protecting the environment and have respect for all living things. This will largely be achieved through the leadership and modeled behaviour of the leader through the discussions in all the other activities that occur.

	<p>SUMMER: Creation of the walkways and environments PTFA Funding £5000</p>	<p>When the weather allows children should be allowed to study the wildlife that is found in the different habitats and to identify what they see. This should include plant and bird life as well as insects and pond life, and the identification of trees. Children should be engaged in the plotting of what they find and to produce their own charts etc to help others understand what is to be found. Professional books, charts and posters should also be available to enable pupils to understand what they see. The pupils should be engaged in activities which encourage wildlife into the Wild Area, e.g. bird feeders (when appropriate) WHENEVER CHILDREN ARE WORKING WITH LIVE CREATURES THEY MUST RESPECT AND CARE FOR THE WILDLIFE AND RETURN IT TO WHERE IT WAS FOUND.</p> <p>Protection of habitats</p> <p>From time to time there should be a site litter check. Children should be encouraged to spot problems e.g. an overgrown pond or damaged hedges. These will require support from an adult gardener or landscaper. The school has access to a number of professionals who can be employed to solve such problems.</p> <p>Maintaining the environment</p> <p>The first job of each Wild Club session should be to complete maintenance jobs as required.</p> <ul style="list-style-type: none"> • weeding • watering • pruning • staking • feeding • composting • planting and potting <p>The areas to focus on should be the Wild Area, Foundation Stage Inner Courtyard and the Friends Garden.</p>
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		<p>Inspiration from the environment</p> <p>Art activities can be incorporated where they are directly inspired by the Wild Area and or use materials found in the environment. (Take care not to compromise the principal that wild flowers should not be picked)</p> <p>When doing art activities, care should be taken not to compromise school art policy. Quality should be maintained.</p> <p>Use of natural Resources</p> <p>Large temporary environmental art i.e... Using leaves to make giant pictures or even grass cuttings or snow are to be encouraged.</p> <p>Collecting seeds, acorns, cones, leaves etc. for art work.</p> <p>Growing produce</p> <p>The Wild Club should be central to the growing of vegetables across the seasons.</p> <p>Ideally these plants should be grown from seed and include winter crops. Easy to grow crops such as runner beans, broad beans, beetroot, carrots, cabbages etc. are the best. Potatoes can be grown in bags. The Foundation Stage should have their own plot in the inner courtyard. They can eat their own produce in class.</p> <p>The pupils may grow summer flowers and plant bulbs. These could be for the school gardens. It is also possible to purchase bedding plants e.g. winter pansies to be planted in the grounds.</p> <p>All wild area vegetables must be delivered to the school kitchen and when served a sign indicating the produce is Molescroft grown displayed.</p> <p>Exciting plants such as pumpkins and sunflowers can be grown. Competitions should be encouraged too.</p> <p>Recycling</p> <p>In conjunction with the Green Team the Really Wild Club should maintain and check on the composting</p>
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		and recycling systems in the school. At the end of each session there should be a full check that all compost caddies around the school are emptied into the main compost bins. This is to prevent vermin and ants invading the school. In addition the compost bins must be maintained with layers of shredded newspaper and / or grass cuttings to enable the compost to breathe properly and to avoid an invasion of flies.
Monitoring Strategy Reports to the Safeguarding, Health & Safety and Premises Committee	Evaluation School is in a position to apply for ECO SCHOOL STATUS	



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CoE Primary School
Building Foundations, unlocking potential
School Improvement Plan 2020
FOCUS: INTERNATIONAL DIMENSION
GOVERNOR LINK: Brad Gibson

KEY AREA FOR DEVELOPMENT Work towards achieving the international school standard including the 2020 International Festival - ITALY		Monitoring Responsibility BN
TARGET Woodmansey School is represented on the DIEDRE Committee and the school is seen as a beacon of International Understanding and openness. Woodmansey School is celebrated for their strong international links through the International School Award 2020.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
ONGOING ACTIVITIES ANNUAL ACTIVITIES		The International School Award is successfully awarded in 2020.

<ul style="list-style-type: none"> • My Life in a Box (Y5) • My Country in a Box (Y6) • United in Sport: <ul style="list-style-type: none"> ○ Celebrating Euro Football ○ Celebrating World Rugby ○ Celebrating World Hockey ○ Olympic Games: Tokyo • Handball; Germany links Lemgo • Harvest for the World • Maintaining links with Lemgo, Bremerhaven and Wielkopolski <ul style="list-style-type: none"> ○ Students visiting from Poland and Germany to share their Life in a Box with our pupils. ○ In addition, there will be a return visit to Lemgo. ○ A return visit from Lemgo, Bremerhaven and Wielkopolski Staff and pupils. 	<p>EW</p> <p>EW/MW</p> <p>EW/MW</p> <p>MAL/BN</p>	<p>The pupils at Woodmansey realise their place in the world and show a natural excitement in meeting with and finding out about people from different cultures, races and backgrounds.</p> <p>AIM 1 To provide a simple but practical means by which students can represent their lives, hopes, aspirations and priorities to each other in Germany and UK. The children will be able to understand that despite their various backgrounds, there are common goals, which transcend national borders, cultures and traditions. In essence we are all the same.</p> <p>OUTCOMES Pupils will have an understanding of the shared hopes and aspirations of others transcending borders and barriers. One box per child in Y5/Y6 and one box per child of the chosen year group in Bremerhaven.</p>
<p>HANDS OF FRIENDSHIP PROJECT</p> <p>Commemoration of the 75th Anniversary of the end of the Second World War 8th May 2020. An Easter family holiday project starting with the decoration of hands for the world. An art installation to be created recognising the scars of the Second World War but re-establishing the hand of friendship across Europe and the Wider World and the continuing need for tolerance, respect and understanding to preserve the peace. We are inviting our link schools to join with us in this project. Every child will create a hand celebrating European Culture on foam. 25% of these hands will be kept but 75% will be sent to two international schools and one British. Each school will use the home and gifted hands to create its own installation. These may climb up a wall or be suspended from a ceiling. The installations will be professionally photographed and shared via websites and other web media.</p> <p>Aims and outcomes:</p>	<p>EW</p>	<p>AIM: Y5/Y6 class Will have a 'Room 101' style debate as to what is the essential essence and features on their town (Beverley) while the partner class will debate the essential essence of the United Kingdom. The children will have to debate and agree what actually are the most important features of life and culture of their town and country, which will be presented to an international audience.</p> <p>OUTCOMES: Two boxes, one containing the images which represent the most important people, buildings and events associated with Beverley the other with Bremerhaven. Another two boxes will be created reflecting the same aspects but in relation to both UK and Germany.</p> <p>HANDS OF FRIENDSHIP</p>

<p>Through the preparation of the creation of the hands there will be an opportunity to explore the history of the Second World War and how it came about. To focus on the devastation which ripped Europe apart and destroyed millions of lives and futures. To understand the lasting impact of the war and how it is important that we appreciate the need to ensure that this never happens again. To do this we need to understand our past and appreciate our present and our common humanity across the world. To realise that art is a vehicle for bringing people together. That being using each other's resources we can create installations of beauty and inspiration. To embrace our wider community in the project.</p> <p>INTERNATIONAL FESTIVAL 2020: ITALY INITIAL PLANS</p> <ul style="list-style-type: none"> • Pupils will enjoy workshops delivered by the Italian Community in our area. These will include: • Opera • Food particularly cooking with pasta/pizza dough • Milan Fashion Show which will be the opening event with a giant catwalk • Art using a progression of media • Language workshops Italian language with native speaker • Sculptures • Bocce • Italian folk dancing • Carnival Masks Masquerade • Each class will appreciate the Geography, culture and history of Italy with one main area / aspect to focus on including Sicily, Tuscany, Rome, Naples and the Amalfi Coast, Venice & Verona, Milan and the Northern Lakes & Mountains. 	<p>MPS DIEDRE COMMITTEE, BN & ALL TEACHERS</p> <p>MPS DIEDRE COMMITTEE, BN & ALL TEACHERS</p>	<p>Through the preparation of the creation of the hands there will be an opportunity to explore the history of the Second World War and how it came about. To focus on the devastation which ripped Europe apart and destroyed millions of lives and futures. To understand the lasting impact of the war and how it is important that we appreciate the need to ensure that this never happens again. To do this we need to understand our past and appreciate our present and our common humanity across the world. To realise that art is a vehicle for bringing people together. That being using each other's resources we can create installations of beauty and inspiration. To embrace the wider community in the project.</p> <p>ITALIAN FESTIVAL</p> <p>To raise awareness and understanding of Italian culture and to explore and understand the diversity and geography of modern Italy and how it has been shaped by its past. To include on the afternoon of 14th February 2020, the school family will be invited to an Italian Festival. The event will be extended to the local community. The festival will begin at 1.30pm on the playground with a Milan Fashion Show led by the children. Each year group will celebrate an aspect of Italian life, culture, history and geography with activities for families to engage in. These will be guided by passports, which ensure there was something for everyone from experiencing Italian folk dancing to sampling gelato. Catering will be provided by the school and provided for all. Families will have the opportunity to join in a masque ball in the hall throughout the evening. It will be the nearest experience to Italy possible without actually being there.</p>
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		<p>UNITED IN SPORT</p> <p>A development of athletic, hockey, cricket and handball skills. Seven tournaments, which will be open to parents and the community. A celebration of a shared and yet diverse identity and heritage, which crosses continental and religious and ethnic lines, a lessening of the future development of prejudice and intolerance.</p>
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<p>Monitoring Strategy</p> <p>GOVERNOR FOOTPRINTS: All governors</p>	<p>Evaluation</p> <p>Evidence and evaluation will be available through reports to D.I.E.D.R.E</p>
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WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, unlocking potential
School Improvement Plan 2020

FOCUS: PSCHCE

- **Monitoring the Programme**

GOVERNOR LINK: Sarah Grainger

KEY AREA FOR DEVELOPMENT EMBED AND EVALUATE THE USE OF THE NEW PSHE ASSOCIATION MATERIALS AND THE NEW STRUCTURE OF LESSONS.		Monitoring Responsibility PSHCE COORDINATOR
TARGET The PSCHCE Programme as well as covering our required curriculum, effectively meets the needs of pupils and is responsive to changing needs.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
To monitor the new arrangements set up in September 2019 revisioning the delivery of PSCHCE <ul style="list-style-type: none"> • Coordinator to review the use of the new resources, how the weekly sessions are being used and how effectively teachers are meeting current pupil needs and delivering a broad range of topics. • To design a programme to support pupils in conflict resolution – appropriate to all ages and implement in line with the Good Behaviour Policy. • To complete a review of Relationships and Sex Education Policy and teaching in line with new DFE requirements. 	BN to review SPRING 2020 MPS/WPS SMT SUMMER MPS/WPS SMT SPRING	An evaluation of the PSCHCE programme ensures that PSCHCE not only covers the broad requirements of the units but also meets the immediate needs of classes, individuals and the school.
Monitoring Strategy GOVERNOR FOOTPRINTS Sarah Grainger	Evaluation Standards Report 2020	

ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, Unlocking Potential
School Improvement Plan 2020

FOCUS: Continue to develop and embed Maths Mastery

Regarding:

SEND and Pupil Premium Children

GOVERNOR LINK: Mrs Sara Fletcher

Regarding:

Maths

GOVERNOR LINK: Prof. Brad Gibson

KEY AREAS FOR DEVELOPMENT <ul style="list-style-type: none"> Continue to train all staff and further refine teaching of Maths Mastery: Maths No Problem, Ensure there is suitable opportunity for children to achieve greater depth in Maths 		Monitoring Responsibility RF with advice from RA (MPS)
TARGET Attainment for all year groups is above National for attainment and progress at Expected and Above Expected Measures as measured by SATS and NFER scores.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
AREAS FOR DEVELOPMENT <ul style="list-style-type: none"> Ensure that Maths Mastery is a focus of whole staff training once every half term. This is specifically to enable RA to ensure that new teachers and trainees fully understand the programme and that all teachers are reminded constantly of the non-negotiables of the programme and that teachers are the first to learn of new developments. RF to regularly have the opportunity to view Maths Teaching in the school and to advise and support colleagues. Seek guidance from RA in ways to develop the current maths teaching structure. 	6 x STAFF MEETINGS – FEB – MARCH – APRIL – JUNE - SEPT – NOV	Woodmansey staff maintain the highest level of effective Maths teaching and are able to experiment with and refine the most recent developments in the development of Maths Mastery. The staff are highly effective in supporting the work of other teachers in mixed aged classes through tours and observations.

	££,£££	A rise in children achieving Greater Depth in NFER/End of Key Stage Assessments from previous years.
<p>Monitoring Strategy Through regular staff meetings see schedule. BN/MAL ANALYSIS GOVERNOR FOOTPRINTS; Maths Link Governor Brad Gibson Pupil Progress Meetings SMT Book Scrutiny / Learning Walks</p>	<p>Evaluation SMT Reports Standards Report 2020</p>	



WOODMANSEY CE
PRIMARY SCHOOL

FOCUS: Curriculum

FOCUS: To Prepare for the new Ofsted Framework

- Demonstrating Progression and Depth Noting the FY Baseline
- Edit Unit Plans - Charting Key Concepts - what comes before, what comes next.
 - Cross Curricular Maps
 - MPS Subject Coordinator led deep dives - KS2 - KS1 - FY

GOVERNOR LINK: Mrs. Sara Fletcher, Brad Gibson, Sarah Grainger

KEY AREA FOR DEVELOPMENT <ul style="list-style-type: none"> • Having completed a three-year review of the curriculum, to act on the recommendations to further enhance the detail and information in the unit plans. • Develop links with the MPS subject leaders to work alongside WPS subject leaders to check coverage and content of their subjects. • Using the school improvement for support, arrange 'Deep Dives' across the curriculum led by the subject leaders • Ensure assessment on Flic is accurate, up to date and informs teaching and learning • Ensure alignment of FLiC objectives for all subjects 		Monitoring Responsibility MAL, BN, ALL TEACHERS & SUBJECT COORDINATORS FROM MPS as per subject
TARGET To ensure the unit plans show key concepts and progression from year group to year group To receive advice from the MPS subject leaders alongside deep dives as per subject and for WPS and MPS subject leaders to feel fully confident in their understanding of their subject in relation to progression, coverage, content and quality from FY-Y6 at Woodmansey Primary School.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
ACTIVITIES		

<p>DEMONSTRATING PROGRESSION AND DEPTH NOTING THE FY BASELINE IN PROGRESSION</p> <p>EDIT UNIT PLANS - CHARTING KEY CONCEPTS - WHAT COMES BEFORE, WHAT COMES NEXT.</p> <ul style="list-style-type: none"> Major review of Curriculum units by BN and MPS/ WPS Subject Coordinators to demonstrate in each unit plan what specifically comes before and what comes next so that teachers can clearly see where their teaching fits within the progression. This to include clear baseline points in Y1 from the FY. To highlight the key concepts on each unit plan. Consider what is visible on the school website which promotes our curriculum <p>CROSS CURRICULAR MAPS</p> <ul style="list-style-type: none"> WPS and MPS Coordinators to work together to produce visual maps demonstrating how our curriculum interlinks. To include on these maps a web of key cross curricular concepts across the whole curriculum enabling teachers to make explicit links for their pupils with ease. <p>SUBJECT COORDINATOR LED DEEP DIVES - PLUS KS2 - KS1 – FY – Coordinators to complete deep dives in their subjects looking at provision from FY to Y6.</p> <ul style="list-style-type: none"> MPS Coordinators to complete the process at Woodmansey each spending a day at the school (paid by Woodmansey) to support the implementation of the curriculum there. Coordinators to include a cross check between curriculum unit plans, teaching, lesson structure, provision for SEND, provision for talented pupils, progression, assessment and learning. Include the further development and use of TAs within this programme to ensure – SEND Children have full access to the curriculum and are not over dependent – Talented pupils are pushed ahead by TAs and do not do work which covers what is already known. 	<p>ALL TEACHERS TO DO ON APRIL TD</p> <p>SEPTEMBER TD</p> <p>££££</p> <p>BN, ALL TEACHERS AND MPS COORDINATORS</p> <p>AUTUMN TERM</p> <p>£,£££</p>	<p>Curriculum Unit Plans are reviewed in partnership with MPS and as a result ensure that they:</p> <ul style="list-style-type: none"> Match the new mastery agenda. Demonstrate explicitly what precedes and what follows the units relating to the key skills being developed. Y1 units clearly demonstrate the progression from FY Skills. Key Concepts are highlighted <p>A universal map demonstrates how concepts interlink across years, within years and across subjects.</p> <p>Subject Leaders thoroughly understand the process of a Subject Deep Dive. As a result, they are ultimately able to advise and further develop provision because of their clear understanding of the teaching, learning and progression in their subjects.</p> <p>MPS Subject Leaders can share their expertise to take on an advisory role to support staff at the sister school, Woodmansey CE Primary School.</p>
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<ul style="list-style-type: none"> Remind staff of strategies to uplift the pupils to the same high starting point at the start of a unit (Isabella Wallace). Coordinators to feed back to all staff. Work alongside the school improvement partner in preparing for inspection under the new framework with deep dives, and pupil voice. <p>FliC</p> <ul style="list-style-type: none"> Monitor Flic at half termly intervals to check accuracy and the children identified as 'Developing' are identified and are targeted for work to fill the gaps. 	<p>SPRING/SUMMER 2020</p> <p>BN IMMEDIATE EFFECT</p>	
<p>Monitoring Strategy</p> <p>STANDARDS REPORT</p> <p>COORDINATOR LEARNING WALKS</p> <p>GOVERNOR FOOTPRINTS: All governors linked to their subjects.</p> <p>FEEDBACK FROM MPS SUBJECT COORDINATORS</p>	<p>Evaluation</p> <p>Standards Report 2020</p>	

Woodmansey CE Primary School
Building Foundations, Unlocking Potential
School Improvement Plan 2020

FOCUS: Raising the opportunities for achieving Greater Depth across the Curriculum

- Reading
- Writing
- Mastery Marking

GOVERNOR LINK: Sara Fletcher



WOODMANSEY CE
 PRIMARY SCHOOL

KEY AREAS FOR DEVELOPMENT		Monitoring
Taking the key concepts of mastery learning to investigate how this could be used to benefit learning in other areas		Responsibility MAL, BN
TARGET		
Attainment for all year groups is above National for attainment and progress at Expected and Above Expected Measures as measured by SATS and NFER scores		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
Areas for development PROGRAMME of SPECIFICS <ul style="list-style-type: none"> Identify areas through the NFER test results in 2019 where our teaching was "less" successful. MASTERY IN WRITING: Staff in-house CPD to discuss: <ul style="list-style-type: none"> Recognising the success, we have in teaching GPS, are we already using mastery techniques which we can learn from? Or are we using an Accelerated Learning Style or are they the same? How can we move a Swimmer in Writing to become a Diver? Use the updated Writing Policy as a basis to analyse our teaching of Writing. MASTERY IN READING Staff in-house CPD to discuss: <ul style="list-style-type: none"> The Guided Reading Programme is key to the development of a deep reader alongside new reading initiatives this year. We are successful at enabling keen and able children to achieve high levels in Reading, however how can we develop the mastery of all children in Reading? How can we embed the core skills of reading comprehension for any child on any text, i.e. Mastery of Literary Criticism? How can we move a Swimmer in Reading to become a Diver? Use the updated Reading Policy as a basis to analyse our teaching of Reading. Push the use of the reading journal, ensuring pupils, teachers, TA see the link between reading and writing. 	BN identification in FEBRUARY 1 X INSET SPRING BN 1 X INSET SPRING BN RELEASE STAFF TO OBSERVE READING AT MPS £££ SUPPLY/HLTA COVER	Writing Policy has been reviewed and has been able to take account of the principles of mastery teaching. Children are therefore, like in Maths secure in their understanding of the use of the language and embed this and demonstrate this through consistent high quality written work and performance in GPS assessments. Reading Policy has been reviewed and has been able to take account of the principles of mastery teaching. Children are therefore, like in Maths secure in their ability to interrogate texts. They have a core set of skills which develop year on year and enable them to become natural literary critics.

<p>MASTERY MARKING</p> <p>Staff in-house CPD to discuss:</p> <ul style="list-style-type: none"> • What does our marking policy look like? Do we use the TA* • Do we provide enough opportunity for feedback and extension? • Can we apply the same principles to marking in maths to the wider curriculum? 	<p>TRAINING DAY SUMMER 2020 BN</p> <p>SUMMER1 X INSET BN</p> <p>AUTUMN X1 INSET</p>	<p>Each subject leader has a clear understanding of how mastery approaches can be applied and are relevant to their subject.</p> <p>Policies for each subject are published reflecting the newly agreed 'mastery' approach.</p>
<p>Monitoring Strategy</p> <p>Through regular staff meetings see schedule.</p> <p>SMT ANALYSIS</p> <p>GOVERNOR FOOTPRINTS;</p> <p>Pupil Progress Meetings</p> <p>Book Scrutiny / Learning Walks</p>	<p>Evaluation</p> <p>Standards Report 2020</p>	



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, Unlocking Potential
School Improvement Plan 2020

FOCUS: Raising the opportunities for Greater Depth across the Curriculum: Computing

- Using APPS in teaching
- Playing with Cross Curricular APPS

GOVERNOR LINK: Sara Fletcher & Brad Gibson

KEY AREA FOR DEVELOPMENT COMPUTING		Monitoring Responsibility BN
TARGET To make IT work for teachers and pupils delivering a highly effective computing curriculum and using i.t to further enhance our effectiveness in all curriculum areas.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
ACTIVITIES <ul style="list-style-type: none"> • Introduce staff to the APPs designed to make their teaching more interactive, inspirational and to support learning. • Build into the budget an annual enhanced hardware replacement fund. • Consider the removal of Computing in ICT back into the teacher led curriculum. • Create a replacement programme for the current KS1 laptops to iPads. 	½ SPRING TD 4 X STAFF MEETING SUMMER & AUTUMN TERMS £££ £,£££ (Speak also to PTFA)	Teachers/HLTA are confident in the teaching of Programming. Teachers have an arsenal of up to date APPS to support their teaching across the curriculum. Technology is effectively used to make teaching even more effective, exciting and memorable.

Monitoring Strategy Through regular staff meetings see schedule. Standards Report GOVERNOR FOOTPRINTS: REPORT TO GOVERNORS: Curriculum SEF	Evaluation Standards Report 2020
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WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, Unlocking Potential
School Improvement Plan 2020

FOCUS: Raising Attainment in English: Year of Loving Reading

GOVERNOR LINK: Mrs. Sara Fletcher

KEY AREA FOR DEVELOPMENT Promoting a true, deep and lifelong love for reading		Monitoring Responsibility BN, EW, MAL
TARGET To ensure that the pupils have the opportunities to engage deeply with texts chosen for them and chosen by them and therefore in conjunction with Guided Reading and Writing programmes, to be able, with ease and enjoyment to demonstrate a high level of interaction with text, whether by reading it or creating it.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
Develop strategies to increase opportunities for reading for both pleasure and enquiry to improve reading skills for your pupils and use them effectively to improve teaching and pupil outcomes. To target children with SEN support to achieve security. <ul style="list-style-type: none"> To develop the concept of Mastery within Reading To develop comprehension skills through the class novel and guided reading, use of VIPERS etc. Consider a 'Care and Share' approach for younger readers 	IMMEDIATE EFFECT JANUARY 2020 BN 1 X STAFF MEETING SPRING BN IMMEDIATE EFFECT JANUARY 2020 BN AUTUMN INSET	Children are exposed to opportunities to read for pleasure every week. Children are inspired to read for pleasure and actively seek out the opportunities to do this in their lives. Children have discovered the authors they and genres of fiction that they like.

<ul style="list-style-type: none"> • Develop the love of reading in all year groups • To raise achievement at Greater Depth in Reading • Create areas within classrooms and throughout the school to celebrate and promote reading, supporting less experienced members of staff if needed. • Use more Story themed projects in the Foundation Stage. • Use assembly and the Website to promote fiction. • Ensure a class novel is always on going in every class and engage in regular reading with the class, discussing high level vocabulary as a priority and coaching others with this where needed. • To consider the location and development of a school library to support the 'Year of Reading' and beyond, which in turn regular use of the library time allocated to your class can be used to promote positive reading practices. • Discuss strategies with Teaching Assistants and less experienced colleagues (students). • Focus on developing vocabulary development through reading a variety of texts with and to pupils; discuss strategies with Teaching Assistants and less experienced colleagues (students) • To identify strategies in each class to ensure that those with SEND support receive the necessary support to reach potential and are progressing to security of learning in Reading. • A Reading Café is introduced. • There is regular promotion of fiction in class, in worship, around the school and on the website. Pupils naturally contribute to this. • Include Cultural Opportunities in the above. • Loving Reading: Keeping on the correct track • Work alongside MPS and implement the positive outcomes from their Year of Reading 2019. • Consider the WPS reading diet; with the growth in numbers do we have enough texts? <p><i>All of the following are specifically linked to the Reading Development Programme.</i></p>	<p>IMMEDIATE EFFECT 2020</p> <p>1 X STAFF MEETING SPRING SMT (following Pupil Progress Meetings) (see above)</p> <p>1 x STAFF MEETING EACH TERM BN</p> <p>£££ New texts</p>	<p>Children are producing higher quality written work due to the extended vocabulary they are developing. Talk to extend vocabulary is evident.</p> <p>Deep and well lead questioning in Guided Reading leads children to become confident literary critics and questioners. This leads them to become at ease in comprehension scenarios. They can recognise clues, infer and verbalise their understanding, and then find putting this onto paper a natural process.</p> <p>Those with SEND have the skills to achieve their potential in reading.</p> <p>The Reading café is popular and well used.</p> <p>Cultural opportunities are provided for those who need to see a higher horizon for their aspirations and awareness of what is on offer. This inspires the reluctant or literary deprived children to engage with literature.</p>
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<p>Refer also to MASTERY in Reading above Refer also to MASTERY in Writing above</p>		
<p>Monitoring Strategy Through regular staff meetings see schedule. BN/MAL ANALYSIS GOVERNOR FOOTPRINTS: Sara Fletcher Learning Walks</p>	<p>Evaluation Standards Report 2020</p>	



FOCUS: Identify and track vulnerable groups from Foundation onwards using FLIC

GOVERNOR LINK: Mrs. Sara Fletcher & Simon Gower

<p>KEY AREA FOR DEVELOPMENT</p> <ul style="list-style-type: none"> ○ Identify the children who did not achieve GLD and track their progress throughout the curriculum ○ Identify those who did not achieve the Y1 Phonic Screener and/or the retake in Y2 ○ Track the progress of Summer born boys/girls ○ Target children of concern in their own vulnerable group 		<p>Monitoring Responsibility BN MAL</p>
<p>TARGET</p> <p>Pupils showing significant gaps are identified early and interventions and support is put in place to heal the gaps. Children make a good level of progress despite their starting point</p>		
<p>ACTION</p>		
<p>Tasks</p>	<p>Staff Responsible, Timescale/Milestones & Resources</p>	<p>Success Criteria / Outcomes</p>
<ul style="list-style-type: none"> ● Identify the children who did not achieve the Y1 phonics screener and look to employ different strategies and/or extra phonics to prepare for the retake in Y2. ● Identify the children who are summer born, these children will become a vulnerable group to monitor. ● At Pupil Progress Meetings, both the phonic VG and Summer born VG will be discussed and tracked. ● The vulnerable groups will be identified as such on Flic and progress will be analysed on a termly basis through curriculum governor meetings. ● Ensure that Quality First teaching is occurring for these children. ● Take advice from the SENDCO to establish strategies to support the children who are not reaching security. ● Identify the bottom 20% in both EYFS and end of Year 2, who will be identified as vulnerable and tracked using FLIC. 	<p>JK BN SUMMER TERM</p> <p>BN, ALL TEACHER - SUMMER TERM</p> <p>BN, ALL TEACHERS</p> <p>SC, BN, ALL TEACHERS SUMMER TERM</p> <p>SE, JK and BN</p>	<p>Children are identified quickly as having a greater risk at not becoming secure at the end of the year. Interventions, support and targeted teaching is put in place and their individual progress is tracked and monitored.</p> <p>Children identified as being in a vulnerable group make comparable progress with their peers.</p>

Monitoring Strategy Pupil Progress Meetings Curriculum Governor Meetings Standards Report 2020	Evaluation Reports to Governors
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WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
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School Improvement Plan 2020

FOCUS: Ensure alignment of FLIC objectives for all subjects

GOVERNOR LINK: Mr. Simon Gower

KEY AREA FOR DEVELOPMENT Review the Assessment Objectives across all subjects to ensure an effective match with the 2 year curriculum programme and mixed aged classes.		Monitoring Responsibility BN EW RF & ALL TEACHERS
TARGET Assessment Summative Information is based on 100% coverage.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> Review objectives and distribution subject by subject. Consider the changes made in History and other subjects at MPS for Guidance. Agree changes and have these made at the end of the Academic Year ready for implementation in September Continue to support staff through this process in how they use the FLIC System to influence their teaching 	SPRING BN & STAFF INSET MEETINGS	<ul style="list-style-type: none"> Teachers and TAs assess constantly assess as they teach. Assessment clearly informs next steps in learning. School produces data for all children and all categories of children in all subjects for self-analysis, coordinator analysis, SMT analysis and governor analysis. Children are individually tracked. Children have challenging targets and the gap between aspiration and actual achievement is significantly and quickly narrowing.

		<ul style="list-style-type: none"> • Teachers take full responsibility for the performance of their children and the attainment of targets. • Children of concern are not missed. Strategies and support are individually described and monitored for effectiveness in relation to all children off target. • Parents have a clear understanding of the performance of their child across the entire curriculum. • The gap in performance of Disadvantaged children compared to non-disadvantaged in this school is clearly narrowing and others nationally. • Pupil learning within lessons and over time clearly demonstrates good progress.
<p>Monitoring Strategy</p> <p>BN MAL Review of Teaching & Learning in relation to assessment outcomes and data. Also focussed Learning Walks</p>	<p>Evaluation</p> <p>Standards Reports to Governors</p> <p>Reports and Data Analysis to Governors</p>	

FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS



WOODMANSEY CE
PRIMARY SCHOOL

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School Improvement Plan 2020

FOCUS: Review Overarching and Professional Policies

GOVERNOR LINK: Cllr Kerri Harold

KEY AREA FOR DEVELOPMENT Review the current overarching and professional policies and publish the updates on the website.		Monitoring Responsibility MAL
TARGET Work alongside MPS to update the current policies published on the website so that they reflect our current practice.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
Review and publish new Overarching and Professional Policies which may reflect changes to Local Authority advice and the Mastery agenda for lesson observations. Appraisal Pack Appraisal Best Value Policy Curriculum Coordinators' Review Template Lesson Observation Booklet Pt 1 Lesson Observation Booklet Pt 2 Pay Policy Admissions Policy Afternoon Tea Club Policy Attendance Policy Back Up and AntiVirus Policy Breakfast Club Policy British Values Statement Policy	AUTUMN 2020 BN/MAL	The reviewed policies reflect the life, values and ethos of Woodmansey CE Primary School.

Green Procurement Policy Worship Policy		
Monitoring Strategy Work alongside Executive Head Teacher	Evaluation	

HEALTH, SPORT, FITNESS and WELL-BEING



WOODMANSEY CE
PRIMARY SCHOOL

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School Improvement Plan 2020

- **FOCUS: To establish the effective use of the new Early Years Outdoor Area within the EYFS curriculum to provide free-flow provision**

GOVERNOR LINK: Sara Fletcher

KEY AREA FOR DEVELOPMENT		Monitoring
To establish the new outdoor learning environment for the fs which is linked directly to the indoor learning environment		Responsibility MAL BN
TARGET		
The foundation stage has access to a beautifully equipped outdoor learning area which is accessible by pupils freely.		
The school is able to accommodate 30 pupils in 4 learning areas and therefore can increase admission levels to 15 per year and ensure the long-term survival of the school. (population 120 including nursery)		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
FOUNDATION STAGE		
<ul style="list-style-type: none"> • Continue to work alongside the LA and Hobson Porter to complete the building works and existing construction works (See Site construction and repairs report for governors Spring 2020) • Resource the outdoor area so it can be used to its full potential. • Identify the large and small equipment needed. • Purchase additional shelving and storage to support the new flow within the indoor classroom. • Consider the cost of an awning for the raised area directly from the school building • Ensure the EYFS outdoor space is fully functional by Summer 2020 	<p>MAL BN with MM & JC</p> <p>MAL BN £££</p> <p>MAL BN</p> <p>MAL BN £££</p> <p>MAL BN ££££</p>	<p>Pupils learning indoors and outdoors is free flowing.</p> <p>The Outdoor Learning Environment provides opportunities for pupil development across all the learning goals and is a flexible and highly effective all weather, all season learning space. It is well resourced and is a positive addition to the EYFS curriculum.</p>

<ul style="list-style-type: none"> Ensure the new EYFS space is used to its full potential and serves the children and the EYFS curriculum 		
Monitoring Strategy Premises, Health and Safety and Safeguarding Committee	Evaluation The foundation stage is recognised as an outstanding provider The school admission limit is increased to 15 per year	



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FOCUS: To consider the provision of a MUGA pitch

GOVERNOR LINK: Mr. Andrew Jolley

KEY AREA FOR DEVELOPMENT Making the most of the opportunities provided by the sports premium		Monitoring Responsibility EW
TARGET To create a MUGA on the old FS Outdoor area (once vacated); in order to enhance the sporting provision at the school and extend the season in which organised and self-organised sport can occur.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> Arrange for quotations for the establishment of a MUGA Arrange for a loan from the LA to pay for the facility, covered by the Sports Premium Fund. Install MUGA Arrange for the use of new facility at breaks and lunchtime 	LATE SPRING Estimate £35 000	The Sports Premium Fund is effectively deployed to ensure the most effective sports and PE provision in the school.

<ul style="list-style-type: none"> Review the PE Curriculum and Clubs programme to maximise use of the MUGA throughout the year. 	<p>EXPECTED SEPTEMBER From October</p> <p>PREPARE FOR IN SUMMER</p>	<p>Staff are developed and are confident to deliver appropriate PE with pace and clear progression.</p> <p>Pupils have access to a good quality PE Programme and have access to a good variety of Physical and Sporting clubs.</p> <p>Woodmansey Pupils participate in inter and intra school tournaments.</p> <p>Woodmansey CE Primary School meets compliance for hours of PE taught and the pupils meet the 30 mins a day Physical Activity requirement.</p>
<p>Monitoring Strategy</p> <p>EW / BN</p> <p>Subject SEF</p>	<p>Evaluation</p> <p>Subject SEF to Governors</p>	

**SAFEGUARDING:
PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT**



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
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School Improvement Plan 2020

**FOCUS: Review Risk Assessments and COSHH
& Restraint training**

GOVERNOR LINK: Cllr Kerri Harold & Carol Harris

KEY AREA FOR DEVELOPMENT REVIEW OF HEALTH & SAFETY POLICIES including CHILD PROTECTION		Monitoring Responsibility Cllr Kerri Harold
TARGET TO MAINTAIN COMPLIANCE and SECURITY in all aspects of SAFEGUARDING, HEALTH & SAFETY & CHILD PROTECTION		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
HEALTH AND SAFETY Complete three-year review of all Risk Assessments and COSHH.	SPRING 2020 MAL RJ KS BN ½ INSET SPRING 2020 to review with staff	Everyone maintains their full knowledge and understanding of how to manage risk. It is second nature, and everyone maintains their role in taking all aspects of safety extremely seriously. COSHH is up to date and relevant to the stock we keep on site. COSHH still remains accessible for all.
Monitoring Strategy Health & Safety Safeguarding & Premises Committee	Evaluation Governor Minutes Committee Minutes	

SCHOOL INSET PROGRAMME 2020

SPRING: 12 MONDAYS

Safeguarding/Security/Health & Safety / Data Protection Annual New Year Re Induction Quiz Incl. Lockdown Policy - Computing		TD
International Festival	1	
Social Competency Framework	1	
Reading Review	1	
CONSULTATION EVENING	1	
Pupil Progress Meetings	1	
Appraisal Reviews (April)	1	
WRITING /GPS / SPELLING	1	
Love of Reading	1	
MATHS MASTERY (RA)	2	
Writing Moderation	1	
Risk Assessment review	½	

SUMMER: 11 MONDAYS

Curriculum Unit Plans	1	TD
Curriculum Unit Plans	2	(On Thursdays with MPS)
Key Stage Meetings	1	
Maths Mastery	2	
Writing /GPS / Spelling	1	
Reading	1	
Appraisal Reviews (July)	1	
Show Preparation	1	
Expo Night	1	

AUTUMN: 13 MONDAYS

Business – Year ahead	½	TD
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New Faith	¼ TD
Cross curricular concept maps and charts	¼ TD
Apps (September)	2
Consultation evening	1
Towards the new SIP SUBJECT SEFS	1
Appraisal Reviews (Oct)	1
Maths Mastery	2
Reading	1
Apps	1
Writing /GPS / Spelling	1
Reading	1

COMPLETED ACTIONS OF 2019

FOCUS: FURTHER DEVELOPING THE SCHOOL'S DISTINCTIVE CHRISTIAN CHARACTER

GOVERNOR LINK: Mrs. Estella Champion & Mr. Andrew Jolley

- ⇒ Continue to Develop the school's Christian Distinctiveness.
- ⇒ Ensure full readiness for the new SIAMS inspection framework
- ⇒ To make explicit through the work of the pupils, the environment of the school and the respect and relationships of the community of Woodmansey
CE Primary a recognisably distinctive Church of England School
- ⇒ Ensure that high standards of learning run through the RE curriculum
- ⇒ To prepare for the new SIAMS inspection format.
- ⇒ To secure good or better at the next SIAMS inspection
- ⇒ Timetable regular worship with the Minster Youth Worker

FOCUS: TO DEVELOP THE SCHOOL GARDEN/GROWING ZONE AND TO DEVELOP THE SCHOOL WILD AREA

GOVERNOR LINK: Cllr Kerri Harold

- ⇒ To develop a Growing Zone in part of the area cleared by the demolition of the old school house.
- ⇒ Install a fence to separate the Growing Area from the new FS Outdoor play area.
- ⇒ Using funds raised by the PTFA to create raised beds for the children to grow fruit and vegetables.
- ⇒ Set up a programme for the engagement of all pupils in the grounds: “Really Wild Club”
- ⇒ Appoint a coordinator of the programme (does not need to be a teacher)

FOCUS: INTERNATIONAL DIMENSION

GOVERNOR LINK: Brad Gibson

- ⇒ DEVELOPMENT OF THE INTERNATIONAL SCHOOL STANDARD including the 2019 International Festival THE CARIBBEAN
- ⇒ **My Life in a Box**
 - **CONTENT:** Each Y5 child will create his or her ‘Life in a Box’. The pupils will do this creatively with a full design brief. This will be a Design and Technology project. The children can place in their box whatever they wish to reflect their life, hopes and dreams. Each child will create a digital film of their box giving a full commentary. The Life in a Box story ‘stories’ will be shared with children from Bremerhaven.
- ⇒ United in Sport: (with MPS)
 - Celebrating World Rugby
 - Celebrating World Cricket
 - Commonmole Games
- ⇒ Handball; Germany links Lemgo
- ⇒ Harvest for the World
- ⇒ Hosting German/ Polish Work Placement Students

⇒ Maintaining links with Lemgo and Bremerhaven

- Students visiting from Poland and Germany to share their Life in a Box with our pupils.

⇒ INTERNATIONAL FESTIVAL 2019: THE CARIBBEAN

ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS

FOCUS: Raising Attainment in Maths

Regarding: SEND and Pupil Premium Children

GOVERNOR LINK: Mrs Estella Champion & Mrs Sara Fletcher

Regarding: Maths

GOVERNOR LINK: Prof. Brad Gibson

⇒ There is significant improvement in attainment in Maths

⇒ Children achieve the challenging targets as shown above in relation to Security

⇒ Maths lessons have pace and are a prominent feature of the day. The children understand their responsibility to work.

⇒ Identify areas through the NFER test results in 2019 where our teaching was “less” successful. Seek review and advice from MaST.

⇒ Through in house CPD, to investigate how we can improve the outcomes for our pupils in these areas through effective Mastery Teaching.

FOCUS: RAISE THE OPPORTUNITIES FOR DEPTH ACROSS THE CURRICULUM in Reading, Writing and through Mastery Marking

GOVERNOR LINK: Mrs. Sara Fletcher

- Recognising the success, we have in teaching GPS, are we already using mastery techniques which we can learn from? Or are we using an Accelerated Learning Style or are they the same?
- Refresh the use of the Reading Journal and have a redesign of the pages ready for a re-launch in Sept 2019.
- Subject Policies are updated in September 2019
- APPLICATIONS to be purchased to enable all teachers to link iPads to screens whilst teaching. Training to be provided.

FOCUS: Review of Curriculum Policies and through collaboration with Molescroft Primary School, all teachers develop their subject responsibility roles and responsibilities in order to raise standards and influence exciting curriculum developments.

GOVERNOR LINK: ALL GOVERNORS

- ⇒ Fully implement Year 2 of the new 2 year cycle ensuring all staff are fully aware of the expectations and objectives of the units being taught.
- ⇒ Review and publish new Curriculum Policies which may reflect new practice relating to Mastery, Assessment and scheduling.
- ⇒ Review and update Handbook Charters, i.e. guides to subjects.

FOCUS: Raising Attainment in English: Year of Spelling

GOVERNOR LINK: Mrs. Sara Fletcher

- ⇒ Promote a culture to support and promote spelling in every classroom.
- ⇒ Create a Word of the Day (5 words a week) to focus the attention of expanding vocabulary but with correct spelling.
- ⇒ Ensure a high quality and investigative spelling lesson occurs weekly linked to the NC and word lists.
- ⇒ Make the reading journals a prominent feature in English lessons where children can use new vocabulary from texts children have read but ensure there is a high standard of spelling.
- ⇒ Daily GPS starter at the start of the Literacy lesson

FOCUS: TO DEVELOP HOMEWORK PACKS

GOVERNOR LINK: Mrs. Sara Fletcher & Prof. Brad Gibson

- ⇒ Review the Homework Policy in line with the developments at MPS
Details to include:

- ⇒ The central role of Guided Reading and expectation
- ⇒ Where Maths Mastery fits
- ⇒ Role of spelling, tables and number bonds
- ⇒ Project Homework
- ⇒ Aim to produce Homework Packs which are sent home online and in hard copy.
- ⇒ Set up email system so that parents get a weekly email from their child's teacher re Homework on a Friday.

FOCUS: ENSURE ALIGNMENT OF FLiC OBJECTIVES FOR ALL SUBJECTS

GOVERNOR LINK: Mrs. Sara Fletcher

- ⇒ Review objectives and distribution subject by subject.
- ⇒ Continue to support staff through this process in how they use the FLiC System to influence their teaching

FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS

FOCUS: CONTINUITY OF LEADERSHIP

Ensure a smooth and seamless transition of the leadership of the school during the Maternity Leave of the Head of School.

GOVERNOR LINK: Cllr Kerri Harold

THE ACTING HEAD OF SCHOOL MAINTAINS THE WELL-BEING OF ALL INVOLVED IN THE SCHOOL AND THE PLANNED DEVELOPMENTS OF THE SCHOOL IMPROVEMENT PLAN ARE FULFILLED AS PLANNED

- ⇒ Acting Head of School announced.
- ⇒ Programme of hand over established.
- ⇒ Training for safeguarding responsibilities are made.
- ⇒ Acting Head of School, gets to know governors, staff, pupils and parents.
- ⇒ Acting Head of School joins the MPS SMT.
- ⇒ Having taken over the Acting Head of School is fully supported by Executive Head Teacher, Governors, MPS and Head of School throughout the two term cover.

- ⇒ It is understood that the Head of School, despite being on Maternity Leave is allowed and able to support and attend school as she feels able and wishes to, over the period of her maternity leave.

FOCUS: TO BE A PART OF THE RIDING FORWARD ITT PROGRAMME

GOVERNOR LINK: MR. SIMON GOWER

TO START TO TRAIN TEACHERS THROUGH THE RIDING FORWARD ITT PROGRAMME

- ⇒ To apply to have School Direct Students through Riding Forward TSA
- ⇒ To train the mentor
- ⇒ To select the student for training
- ⇒ To agree the training programme.
- ⇒ Start training

HEALTH, SPORT, FITNESS and WELL-BEING

FOCUS: DEVELOPING SPORTS & PE

GOVERNOR LINK: Mr. Andrew Jolley

- ⇒ Arrange for quotations for the establishment of a MUGA

FOCUS: TO DEVELOP THE EARLY YEARS OUTDOOR AREA AND THE SPACE IN THE YEAR 3/4 CLASSROOM

GOVERNOR LINK: Mrs. Estella Champion

FOUNDATION STAGE

- ⇒ Design the FS Outdoor space with a clear indication of the facilities which must be provided.
- ⇒ Identify the physical features needed.

- ⇒ Identify the large and small equipment needed.
- ⇒ Work closely and relentlessly with the LA to ensure the development meets all requirements and is completed by the end of the 2018/19 Academic Year.

YEAR 3/4 CLASSROOM

- ⇒ Work closely and relentlessly with the LA to ensure the development meets all requirements and is completed by the end of the 2018/19 Academic Year.
- ⇒ Development to include the remodelling of the corridor to the classroom and to include immediate access to the outside from the classroom.

SAFEGUARDING:

PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT

FOCUS: Review Health & Safety Policies & in D&T & RESTRAINT TRAINING

GOVERNOR LINK: Cllr Kerri Harold

REVIEW OF HEALTH & SAFETY POLICIES including CHILD PROTECTION

- ⇒ Complete three-year review of all HEALTH AND SAFETY Policies
- ⇒ Retrain Teachers and TAs through a practical INSET in the Use of Tools in D&T
- ⇒ All staff have their Child Protection Training Renewed and Documentation updated.

BUDGET IMPLICATIONS

FY Equipment	£ 2000.00 2019/20 budget
MPS Subject Leaders to support in Deep Dives	££££

PTFA BIDS 2020

KS1 Ipads

CAPITAL DEVELOPMENTS

Installation of the MUGA

FUTURE