



Deanshanger Primary - Self Evaluation and School Improvement Plan 2017-18

Deanshanger Primary School

The Green, Deanshanger, Milton Keynes, Buckinghamshire MK19 6HJ

Tel: 01908 268920

Number on Roll: 391 DfE number: 9282025

School website www.deanshangerprimary.co.uk

Head teacher: Mrs Rachel Rice head@deanshanger.northants-ecf.gov.uk

Chair of Governors: Mrs Sue Forman deanshangergov@gmail.com

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Context

Deanshanger Primary School is a vibrant community school in the south of Northamptonshire on the border with Milton Keynes. It is funded by Northamptonshire County Council (NCC) to serve the villages of Deanshanger, Wicken, Puxley and Passenham although pupils from further afield are sometimes admitted if there are places available. At present, 39 of our families live outside Deanshanger.

There has been a slight fluctuation and growth in numbers in recent years with 392 on roll at present. Since there has been a lot of building development in Deanshanger, it is anticipated that steady growth may continue in the coming years. The school is two form entry from foundation stage to year 6. The breakdown of figures shows a close to equal number of boys and girls with 51% boys and 49% girls. 4% (16) are eligible for free school meals and 7.4% (29) receive pupil premium funding, 7.9% (31) from minority ethnic groups, 1.3% (5) children have English as an additional language and 7.9% (31) are on the school's SEND register with 0.5% having an EHC Plan. We have a number of children with ASD traits/ emotional and social needs plus, a number of children with dyslexic learning traits. The cohort's stability is 89.3% which is above national school stability which is 86.6%. Latest attendance figures show these are slightly above national average at 96.2% (in 2016-17) with national average being 96.1%.

Since extensive building work in the summer of 2015, there has been a large amount of change and improvement to the learning environment in all areas of the school, including the outside learning spaces and the creation of a Forest School. Renovation projects will continue this school year to ensure that all areas of the school are well maintained, creative, and celebratory providing a stimulating learning environment well matched to student needs. Our immediate needs are a new kitchen to match the needs of cooking fresh food on a daily basis to a growing number of children (currently close to 250) as this, in turn, will relieve pressures on space for computing plus a renovated 'home' for Wrap Club and music lessons.

The Head teacher, Mrs Rachel Rice, took over the role in September 2014 having been a Head in British international schools for eight years before joining Deanshanger. Working strategically with a strong and existing leadership, a dedicated staff team, governing body and extended school community, the school is focused on all aspects of school improvement with greatest attention on strong attainment and progress in all subjects and in particular, spelling, punctuation and grammar (SPaG) and maths, to ensure that all children are supported to make the progress that they are capable of and that the school is not just in-line with, or above, national expectations, but has aspirational targets using Fischer Family Trust target setting of 50 and 20. This is alongside a breadth of embedded and creative learning opportunities using the IPC (International Primary Curriculum) that develops the whole child, in line with our Arts mark journey, and link the school with the local community.

From September 2017, Mrs Sue Forman took over the Chair of Governor role. She has helped shape a focused and committed team intent on supporting all aspects of school improvement, challenging SLT and matching high aspirations. Governors and SLT have focused on Ofsted recommendations (November 2016), the HMI visit (May 2017) and school

data (summer 2017) was able to validate improvement and further hone areas for improvement. There was a full review of governance (February - July 2017) with roles and responsibilities clarified and reviewed with three new governors recruited July 2017 and one in November 2017.

Statement of intent

Deanshanger Primary is a reflective and continually improving school, striving for excellence. We are determined to provide the very best learning opportunities and outcomes possible for all children and work closely with other schools and the extended community to achieve this. With feedback from our latest Ofsted (Nov 2016) and an overall judgement of Requires Improvement, and subsequent positive feedback from HMI (May 2017), we are committed to rapidly acting upon all feedback received, including that from parents and children, to ensure we quickly move to solidly 'good' and above in all areas. We currently hold a Parent Action group (PAG) meeting regularly to gather feedback and continually develop key areas. Whilst recognising the progress that we have made, we need to ensure that our focus on individual children and their learning progress continues to be a major focus for all planning, teaching and learning and additional intervention support. This year we will be using FFT target setting to aim for 50 and in some areas 20; this is in conjunction with our close work with the local authority and other schools.

Over the last few years, we have worked towards creating a culture of optimism in the school - developing a "Yes I can" attitude in order to overcome the barriers we face. We have established a culture in which staff do not place artificial ceilings on what pupils can achieve or make excuses for pupil underachievement. We believe that every child should receive at least good teaching on a day to day basis and increasing percentages of outstanding teaching. With this in place, progress for all children should be in line or better, with national expectations and with attainment also in line or better. We are committed to tracking every child and every group of learner, to ensure that progress and attainment is maximised. This is in conjunction with our commitment to ensure we do not narrow the curriculum; we value all subjects in the curriculum and recognise their impact on the pupil body as a whole. Our Artsmark journey focusing on self-improvement in the arts and culture is starting this year and will be prioritised alongside improvements in core areas and further embedding and improvement in the IPC.

It is to this end that we set out our Self Evaluation Plan (SEF) and School Improvement Plan, which has been formulated using information gathered from analysis of attainment and progress data (August 2017) using ASP, FFT and Arbor, internal school teacher assessments together with feedback from all stakeholders including the annual parent survey. The purpose of the school improvement plan is to review and evaluate the impact of previous developments, identify key areas for school improvement over the coming year and to outline the strategic actions to be taken in key areas. The school budget is matched to the priorities for the school improvement plan. It is the role of all stakeholders including the governors, to ensure that the HT reports against SEF and SIP priorities.

We are not complacent and are relentless in our drive for continual improvement. We belong to a cluster of schools providing support and challenge for each other and in addition, are starting the process of moving towards a MAT and value the shared direction and vision that this will provide. The LA and various educational consultants regularly visit and conduct school reviews on specific areas for improvement. We welcome this challenge so that we continue to develop our school and our standards further.

Following our Ofsted and HMI visits, we built extensive action plans. These have been built upon further incorporating data from July 2017 (ASP, Arbor and FFT) and 'other' identified areas. This document is supported by subject action plans for all areas of our curriculum and an Arts Mark SIP.

Self-Evaluation (SEF) November 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good / Outstanding

Self-evaluation is supported by recent school data, an assessment of teaching and learning, learning walks, book looks, the learning environment, feedback from parents/carers, external visits including the local authority and HMI and other school leaders.

88.8% parents / carers agree or strongly agree that they see how the school has actioned improvement since Ofsted whilst 95% are happy with their child's experience at school.
[Annual Parent / Carer Survey July 2017]

Ofsted priorities	Evaluation of progress made in addressing priorities with evidence of impact
<p>Improve the effectiveness of leadership and governance by ensuring that:</p>	
<p>Leaders' plans for development are sufficiently precise so that governors can hold leaders to account and, in turn, senior leaders can hold staff to account for the impact of their actions on pupils' progress</p>	<p>Good progress is being made towards this priority</p> <ul style="list-style-type: none"> • Experts, subject leaders and KS leaders have been invited into meetings where governors have held them to account. • Quantifiable language and update information in relation to the milestones of the current SIP have been added. • 95.5% parents /carers agree or strongly agree that the school is led and managed effectively. • 93.0% parents/carers agree or strongly agree Deanshanger Primary School is effectively governed. [Annual Parent / Carer Survey July 2017]
<p>The skills of governors are sharpened so that they are able to hold leaders fully to account</p>	<p>Rapid progress has been made towards this priority.</p> <ul style="list-style-type: none"> • Following Ofsted the make-up of the Governing body was considered and focussed on the level of challenge that they needed to be providing. There was a full review of governance from every angle. • Governors meet up with their link subject leader to review the action plan and get an up to date lead on this aspect of the curriculum. They also come in for learning walks and book scrutinies. Lead Governors have met with their corresponding subject leader already this academic year • A monitoring report form is completed as a result of a visit into school for example a learning walk. The objective, observations, brief notes and points which will be taken forward to senior leadership are written on the format. The resulting report is presented to the curriculum committee and then put forward to the FGB. Questions are asked by Governors at each stage and recorded in minutes. • Governors have observed a governors meeting at another school as a development activity. • The SIP is built in conjunction with governors (and staff). • For the first time there is now a Governor Action Plan (GAP). • A Governors corner is now regularly in the school newsletters to be actively involved with all stakeholders • GovernorHub continues to be extensively used by governors. • Governors come to parents' evenings, school and community events, curriculum meetings and PAGs and are therefore more

	<p>visible to parents and carers.</p> <ul style="list-style-type: none"> Procedures have been put in place to ensure that sustained progress is made by the Governing body to maintain the consistency of challenge and level of monitoring as a 'norm'.
<p>Pupils understand and can manage alleged incidents of bullying so that all concerned, including parents, feel that incidents are fairly and effectively dealt with.</p>	<p>Rapid progress has been made towards this priority.</p> <ul style="list-style-type: none"> Be Nice to Others (BNTO) has been launched in place of our former Anti bullying Committee. There is annual BNTO Week and numerous other opportunities in the year where the message of BNTO is prominent. Monthly meetings of BNTO take place with all stakeholders represented: Governors, parents, teachers and children. Activities in relation to this, are prominent and often. 87.4% parents/carers report that they feel confident in understanding the definition of bullying and how the school deals with it. 98.9% parents/carers agree or strongly agree that school rules are clear and fair. 95.1% parents/carers agree or strongly agree that their child knows who to speak to if they have any worries. <p>[Annual Parent / Carer Survey, July 2017]</p>
<p>The information available to parents on the school's website is up to date and complete.</p>	<p>Good progress has been made towards this priority.</p> <ul style="list-style-type: none"> The school has built a new website since the inspection. The website is compliant and year group information and learning is communicated to parents and updated each term. Observations are also collated through the use of Tapestry in EYFS and Year 1, communicating children's learning to parents and carers. CoG checks the website regularly. Records of checks are starting so that any salient points from actions can be recorded as a result of these checks. 92.3% parents/carers agree or strongly agree that the website provides them with the information that they need.
<p>Improve the rate of progress that pupils make across key stage 2, particularly in reading and mathematics, by ensuring that:</p>	
<p>The best practice observed in some classes is shared effectively throughout the school.</p>	<p>Good progress is being made towards this priority.</p> <p>Learning and teaching has improved further since the inspection in November 2016 and HMI in May 2017. Attainment and progress data from summer 2017 demonstrates this improvement. Evidence for this has been documented and demonstrated in monitoring activities across the school; for example: there is a greater amount of work in pupil books some of which is photographic, which shows that</p>

	<p>children select their own level of challenge and that they are regularly responding to the 'pink pen' marking. Previous learning is backed up by a boost it session before the next session begins so that pupils are regularly evaluating and re-visiting. A triangulation of data, teaching and learning and evidence in books, provides the evidence to support the self-assessment for the quality of teaching, learning and assessment.</p> <ul style="list-style-type: none"> • Data 2017 shows an improvement in progress (see below). • Differentiation is embedded to improve individual progress of pupils. • Quality of teaching and learning is good and in the cases where it is not consistently good, additional support and monitoring is in place. This information is known by governors. • CPD is closely linked to performance management.
<p>Teachers consistently make effective use of their knowledge of what pupils understand and can do to ensure that pupils of all abilities make the progress of which they are capable.</p>	<p>Good progress is being made towards this priority.</p> <p>Vulnerable pupils are making good progress. 100% Disadvantaged children made expected attainment in the summer data. Progress data in ASP demonstrates that disadvantaged children attained scores well above the national average.</p> <ul style="list-style-type: none"> • Support for children not making as much progress from their varying starting points, is supported by the new role of a whole school intervention support teacher. • Inconsistencies in support are being addressed through monitoring from SLT and the SENCo. • Staff use of their own data has improved and all SLT are working with their teams on data analysis. • FFT data analysis is now being used alongside Arbor and ASP to ensure that SLT, staff and governors understand attainment and progress from various angles and can use it to impact on future teaching and learning.
<p>Teachers provide sufficient opportunities for pupils to develop their mathematical reasoning skills</p>	<p>Good progress is being made towards this priority.</p> <ul style="list-style-type: none"> • Children can choose their own challenge with 'over the shoulder' marking and feedback from teachers to challenge and improve progress. • As a result of setting in upper KS2, staff have noted that the more able pupils are higher moving more rapidly. • Additional resources alongside Abacus to provide greater focus on investigations and problem solving. This is demonstrating impact with pupils more readily being able to work through these tasks with increasing confidence and articulation of learning. Teachers plan for a weekly engaging, yet challenging, investigation or problem-solving task to allow children to apply their mathematical skills and seek planning advice from the White Rose scheme to further extend children in daily activities.

	<ul style="list-style-type: none"> • Greater pace is evident in maths as a result of the work which has been undertaken since Ofsted. • Focus is heavily focused on making sure that all children are consistently extended. • Teachers often mark work at the point of learning, tackling any misconceptions and providing ample opportunities for challenge. • The maths action plan provides detailed information about input and progress in this subject.
Teachers insist on the highest standards of presentation in pupils' books	<p>Good progress has been made towards this priority.</p> <ul style="list-style-type: none"> • The school has a detailed Presentation Policy; this has been written in conjunction with the parent action group (PAG). • A new handwriting scheme is in place (Letter Join) and is evident in all children's books. It is also used in classroom displays so that children can see it around the school. Parents have logins and can use it at home. • Our aim for the highest levels of presentation is regularly monitored and supported.

From HMI Monitoring Visit May 2017	
The school should take further action to:	
Ensure that teachers in key stage one consistently and fully implement the school's policy on the presentation of pupils' work	<p>Good progress has been made towards this priority.</p> <ul style="list-style-type: none"> • The school has a detailed Presentation Policy; this has been written in conjunction with the parent action group (PAG). • A new handwriting scheme is in place (Letter Join) and is evident in all children's books. It is also used in classroom displays so that children can see it around the school. Parents have logins and can use it at home. • Our aim for the highest levels of presentation is regularly monitored and supported. • FS, KS1 and 2 teachers regularly meet to discuss, compare and scrutinise each other's books. • Evidence is also collated through the use of Tapestry in EYFS and Year 1, minimising photographic evidence in books.
Regularly check that teachers provide pupils who are working independently, with sufficiently challenging work and with clear instructions so they know what to do	<p>Reasonable progress is being made towards this priority.</p> <ul style="list-style-type: none"> • Staff are consistently making sure that independent learners know what their task is, as it was noted during the HMI visit that this was not always consistent. • Monitoring visits focus on ensuring that teachers check regularly on independent learners during a lesson. • Evidence from learning walks and book looks has noted that teachers are being more astute with the use of their LSAs and instructions/support for independent learners. • Activities for independent learning are being set up in a better way and teachers are checking these independent groups are performing better particularly in Key Stage 1, where continuous provision is being explored by incorporating the key characteristics

	<p>of learning.</p> <ul style="list-style-type: none"> Ensuring the consistency of this is a core priority for all staff and monitoring.
<p>Ensure that teachers consistently reinforce the school's expectations of pupils' behaviour during lessons so that pupils are always on task and ready to learn</p>	<p>Good progress has been made towards this priority.</p> <ul style="list-style-type: none"> Evidence from lesson observations notes that the focus of the children and their engagement levels are high. Children are being engaged through to the end of the session and that there are challenges and extensions which are put in to place for children as they move throughout the learning during a lesson. The schools' behaviour procedures and policy and have been recently reviewed with input from all stakeholders including the PAG.
<p>Make sure that plans for development contain benchmarks through which the governing body can easily measure the impact of the actions taken.</p>	<p>Good progress is being made towards this priority.</p> <ul style="list-style-type: none"> Three check points / milestones have been recorded on the SIP with quantifiable information for each milestone. As a result, all stakeholders have an understanding of expectations and progress against these. A final section has been action for each action providing examples of challenge questions to further support and scaffold conversations with Governors, subject leaders, phase/year group leaders and SLT. These hold staff to account in relation to the milestone goals.

Evidence for this has been documented and demonstrated in monitoring activities across the school; for example: there is a greater amount of work in pupil books some of which is photographic, which shows that children select their own level of challenge and that they are regularly responding to the 'pink pen' marking. Previous learning is backed up by a boost it session before the next session begins so that pupils are regularly evaluating and re-visiting.

Overview of previous School Improvement Priorities (January 2017 - July 2017 review with RAG rating)

Leadership and management	Quality of teaching, learning, and assessment	Personal development, behaviour and welfare
<ul style="list-style-type: none"> For school leaders to ensure that all subject action plans match school priorities and meet the time frames provided. A review of governance to ensure that school governors have the information required to hold school leaders to account and provide the challenge required. To lead training to ensure that progress data increases inline (or above) national average. Awaiting progress data To continually update the school's website to meet statutory requirements and accurately portray the vibrancy of school life. New website live in next few days 	<ul style="list-style-type: none"> To ensure that RaiseOnline data is used seamlessly with teacher assessments to accurately track progress and attainment. To ensure that the quality of teaching and learning is monitored and supported with effective CPD. All teaching should be consistently good or better. To tie staff performance management targets tightly in to school improvement needs. To extend use of iTrack to assess subject statements. To build prior attainment group data into tracking systems. Ready for use in data point 1 SY 2017-18 Teaching to support strong progress for all groups of learners in all subjects for all children, including disadvantaged. 	<ul style="list-style-type: none"> All stakeholders to have a thorough understanding of what bullying is and how this is dealt with in the school. To develop the school's values closely in line with those of the IPC (International Primary Curriculum) and ensure these are prominent in all school activities and the environment. To further develop bespoke support for every child to meet social and emotional needs (and academic). To track and monitor extra opportunities for all children to provide an all rounded and rich educational experience. For Forest School to slowly develop in order to support outside learning opportunities for all to impact on capacity for learning and improvements in behaviour.
Outcomes for pupils	The effectiveness of the early years provision: quality and standards	Core areas to continue as a major focus
<ul style="list-style-type: none"> To improve the rate of progress for all children, particularly from end of KS1 to end of KS2 in all subjects with greatest priority in maths and reading. (See pages 17,18,19) To ensure that attainment in all subjects is in line or above national expectations in all subjects. See pages 	<ul style="list-style-type: none"> To use all feedback provided to extend and improve teaching and learning in all areas of the curriculum. For FS provision to develop further in line with expectations for outstanding provision. 	<ul style="list-style-type: none"> Safeguarding to be of the highest standard. Extensive coverage of British Values in class and in whole school events. For school policies to be continually reviewed and updated to reflect needs of the school and DfE guidance.

17,18,19

All groups of learners to make good levels of progress from their starting points (see pages 17,18,19)

- To continue focus on the breadth of learning opportunities, including the IPC, in order to ensure high quality engagement.
- To maintain a "Yes I can" attitude / growth mind set.
- Presentation to be of the highest standard.

- To visit outstanding provision to ensure that the EYFS Action Plan is well matched to ensure the very best, inspiring provision.

- To ensure that regular moderation within the school setting and across the cluster is used to verify standards are robust and accurate.

- For the school environment to provide safe, organised and inspiring learning opportunities.

- To involve the extended school community in all aspects of school life and improvement.

- Attendance to be closely monitored for all children with focus on attendance for 'persistently absent' group.

Current School Improvement Priorities (September 2017 - July 2018)

SC = Success Criteria

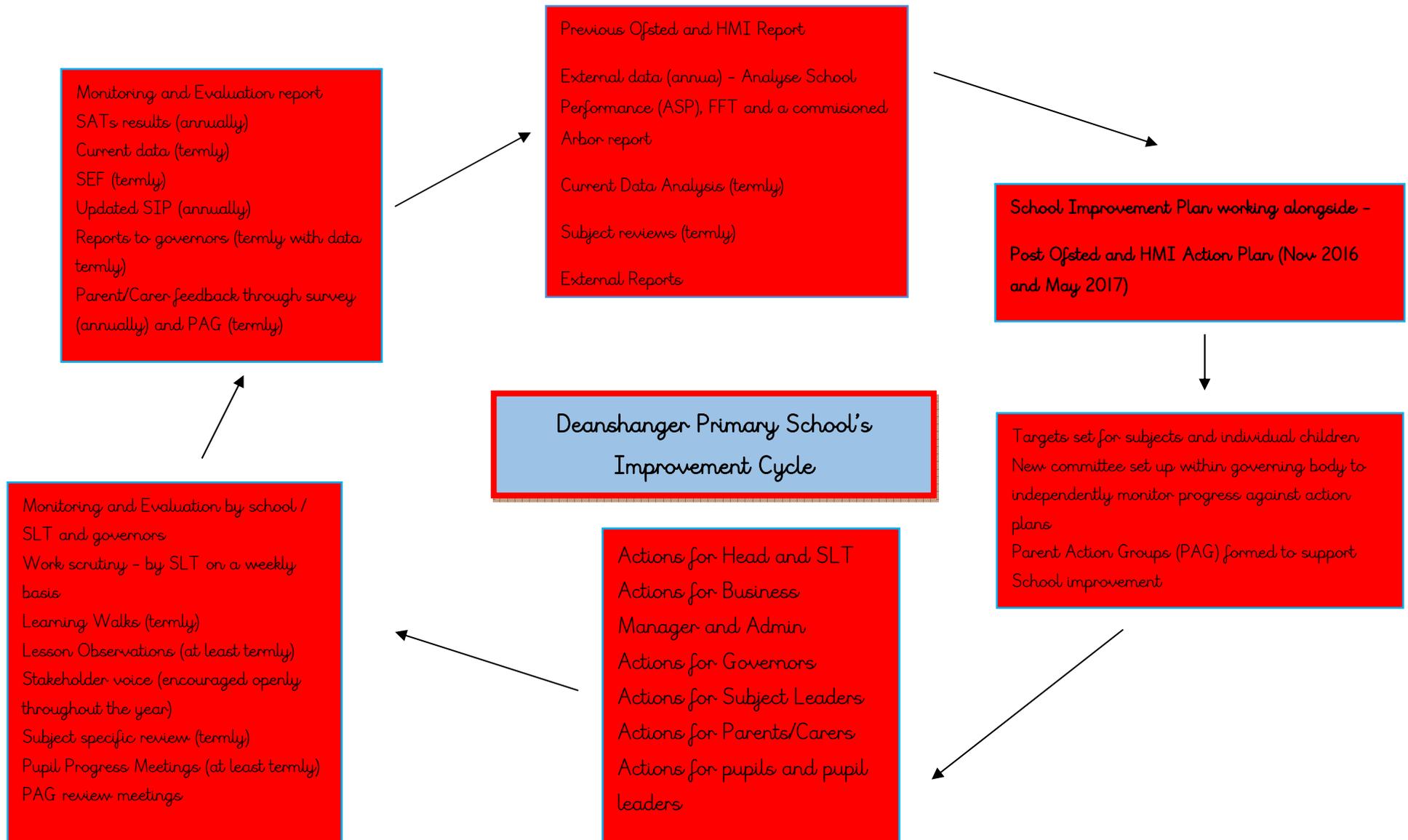
Leadership and management	Quality of teaching, learning and assessment	Personal development, behaviour and welfare
<p>School leaders to:</p> <ul style="list-style-type: none"> Focus on strong professional and emotional support for all staff to continue building a team with a shared and focused positive vision. <i>SC qualitative - consistent use of school policies and practices, collaborative working, and supportive team morale.</i> Increase the extent and regularity of monitoring and tracking of individual children and groups of learners - consistent approach across the SLT. <i>SC Weekly records from SLT demonstrate the shared visions of monitoring, support and tracking.</i> Meet with year groups at the end of the day on a regular basis, and at least weekly, to impact on curriculum coverage, planning, consistency between classes, pace, challenge, progress and communication with parents. This is in addition to weekly team meetings. <i>SC consistent use of school policies and practices, collaborative working and supportive 'team feeling' and weekly records from SLT demonstrate the shared visions of monitoring, support and tracking.</i> 	<ul style="list-style-type: none"> To ensure that internal and external data is well understood and used to effectively impact on next steps improvement. <i>SC Current data is used to plan differentiated support evidenced in planning and in progress. Teachers can talk in detail about the needs and data of their cohort.</i> To tie staff performance management targets tightly in to school improvement needs. <i>SC evidenced in documents and in individual 'performance'. Quality of teaching of learning is evidenced through data (see targets for July 2018). All concerns are recorded and acted upon to positively impact on teaching and learning.</i> All class teachers to extend their use of iTrack and understanding of FFT to assess subject statements and therefore hone teaching and learning. <i>SC data entry is extended and used to plan differentiated support evidenced in planning and progress. Teachers can use prior attainment data to push for accelerated progress.</i> Teachers provide pupils who are working independently with 	<ul style="list-style-type: none"> For the School Council, BNTO and SNAG committees (from Healthier Child Programme) to be prominent with actions and communication and recognised as a real strength of the school. <i>SC evidenced through actions and conversations with all stakeholders, in school displays and in the county.</i> To improve consistency in expectations plus behaviour management and tracking of across the school. <i>SC Revised procedures and expectations with all information compiled in one place to get a complete quantitative and quantitative understanding of behaviour concerns plus a consistent approach to handling it.</i> To further develop the school's values closely in line with those of the IPC (International Primary Curriculum) and those expected from our Arts Mark journey, and ensure these are increasingly prominent in all school activities and the environment. <i>SC School</i>

<ul style="list-style-type: none"> • Ensure that all subject action plans (including our Arts mark SIP) match school priorities and feedback and meet the time frames provided. This should include clearly defined data targets and actions for all groups of learners. <i>SC evidenced in action plans and in improved data (See targets for July 2018).</i> • Use recent data and feedback to build own key stage / milepost strategic plan with measurable targets in line with FFT 50 and 20. <i>SC evidenced in plans and meeting of targets</i> • Plan external training and lead internal CPD to ensure that progress data increases inline (or above) national average and aiming towards FFT 20. <i>SC training records and improvement in attainment and progress data (see targets for July 2018).</i> • Ensure that the quality of teaching and learning, including LSA support, is monitored and supported with effective CPD. All teaching should be consistently good or better. <i>SC Staff that have been identified as requiring additional support have a detailed support plan in place to impact on improvement and ensure teaching is consistently good (or better).</i> • Make sure that plans for development contain benchmarks through which the governing body can easily measure the impact of the actions taken. This should be consistent across the school and provide easily accessible precise information. <i>SC revised format for information presented to governors so that it is easy to pick out trends and make comparison with previous data and 'national levels.</i> 	<p>sufficiently challenging work and with clear instructions so they know what to do. <i>SC evidenced through observations and in the quality and quantity of independent work.</i></p> <ul style="list-style-type: none"> • The nature and quantity of homework is reviewed across the school incorporating parental feedback and impacting on progress. <i>SC Consistency and clear evidence of accelerated progress according to individual needs</i> • Teaching and record keeping to support strong progress for all groups of learners in all subjects, including disadvantaged and SEND children. Responses to concerns should be rapid. <i>SC data captures and emotional wellbeing.</i> • Additional support for teaching and learning to be focused with measurable targets for all children from Learning Mentor, SENCo, Intervention Support and Learning Support Assistants. <i>SC qualitative and quantitative. Children to have made accelerated progress from their starting points.</i> • Teachers to plan collaborative teaching sessions to impact on own professional development and consistency. The best practice observed in some classes is effectively shared throughout the school. <i>SC evidenced in perf. management documentation and in % of good lessons.</i> • Teachers and LSAs step in during lessons when pupils, especially the most able, are ready to move on to more difficult work. <i>SC evidenced in learning, walks, observations, evidenced in books and through meeting with children.</i> 	<p><i>values are more evident in behaviour monitoring, planning and assemblies.</i></p> <ul style="list-style-type: none"> • To further develop bespoke support for every child to meet social and emotional needs (plus academic), alongside building strong relations with parents/carers. <i>SC clear and concise action plans with measurable targets for wellbeing and data.</i> • To use school tracker of extra opportunities to ensure an all rounded and rich educational experience for all children. <i>SC Extra opportunities to rise from the current 56% to 80+%.</i> • For Forest School to rapidly develop outside learning opportunities for all to impact on capacity for learning and improvements in behaviour. <i>SC Reduced amount of behaviour concerns and positive comments from children. This information is shared with governors in the HT report.</i> • To ensure that the needs of working parents/carers are considered when planning curriculum and social opportunities. <i>SC Parental involvement increases (seen by attendance at meetings) plus improvement in data on annual survey.</i>
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Outcomes for pupils	The effectiveness of the early years provision: quality and standards	Other major focus areas
<ul style="list-style-type: none"> To improve the rate of progress for all children, particularly from end of KS1 to end of KS2 in all subjects. <i>SC - see 'School Targets for improvement and Key Performance Indicators', page 17,18,19</i> To ensure that attainment in all subjects, including SPaG is in line or above national expectations in all subjects and uses FFT benchmarking. <i>SC - see 'School Targets for improvement and Key Performance Indicators', page 17,18,19</i> All groups of learners to make good levels of progress from their starting points. <i>SC - see 'School Targets for improvement and Key Performance Indicators', page 17,18,19</i> To focus on SEND support to ensure this is well matched to needs and supports good progress and attainment and to consider SEND needs in SATs and impact on overall average scaled score. <i>SC careful consideration and tracking of individual needs to ensure maximum progress, according to individual starting points.</i> To continue focus on the breadth of learning opportunities, including the IPC and the Arts and culture, in order to 	<ul style="list-style-type: none"> To use all feedback provided to extend and improve teaching and learning in all areas of the curriculum. <i>SC To move towards consistent outstanding provision.</i> To visit outstanding provision to ensure that the EYFS Action Plan is well matched to ensure the very best, inspiring provision. <i>SC To move towards consistent outstanding provision.</i> To ensure that regular moderation within the school setting and across the cluster is used. <i>SC To verify standards and ensure that they are robust and accurate.</i> For the EYFS lead and KS1 lead to work closely in order to support transition and learning styles. <i>SC For year 1 teaching and learning to extend the learning of EYFS rather than starting a new style of teaching. This will positively impact on children's happiness and develop confidence to impact on high achievement and progress by the end of the year.</i> 	<ul style="list-style-type: none"> To manage a smooth transition to a MAT (when applicable). <i>SC Extensive communication and positive impact for all stakeholders.</i> Safeguarding to continue to be of the highest standard - move forward with understanding / training of far right extremism awareness and female genital mutilation and gang culture. <i>SC All staff are aware of the breadth of safeguarding coverage.</i> Continually update the school's website. <i>SC To meet statutory requirements and accurately portray the vibrancy of school life.</i> Extensive coverage of British Values in class and in whole school events. <i>SC To ensure that British Values is deeply embedded in all aspects of school life</i> To focus on attendance of all children to improve the profile of attendance and improve persistent absence figures. <i>SC Improved attendance figures to retain above national figures.</i>

ensure high quality engagement. *SC book looks and learning walks celebrate extensive curriculum coverage and a breadth of opportunities.*

- To continue building a “Yes I can” attitude / growth mind set amongst pupils and staff. *SC Conferences with children displays an open attitude to challenge.*
- Ensure that teachers consistently and fully implement the school’s policy on the presentation of pupils’ work. *SC Internal and external feedback on presentation is positive and recognises consistency and improvement.*





Deanshanger Primary School

School Improvement Plan (SIP)

Statement of intent:

This Action Plan has been formulated and agreed by the staff and governing body of Deanshanger Primary School as a vehicle to demonstrate their commitment to addressing, with pace, passion and professionalism the issues raised following the inspection of the school in November 2016, the subsequent HMI where the overall judgement was Requires Improvement and several other school improvements including our continued use of the IPC and our journey towards Arts Mark. Whilst there has been a significant improvement in attainment over the last 3 years, progress, although slightly improved in some areas, is not yet 'average or above' in reading and maths at KS2 and therefore continues to be the greatest priority area for the whole school.

In line with the local authority's use of Fischer Family Trust for benchmarking, we have included FFT data in the data report below. Our focus is firmly on improvements moving us beyond FFT 50 and towards FFT 20 wherever possible.

Key Stage 2	2014 Results (Levels)	2015 Results (Levels)	2016 Results (Standards)	2017 Results (standards)	2018 Targets set by DPS	Fischer Family Trust	
						FFT 50	FFT 20
Reading - At expected/ scaled score of 100+	95% L4 (National 89%)	87% L4 (National 89%)	72% (National 66%)	74% (National 71%)	80%	77	83
Reading - Above expected/ High scaled score	42% L5 (National 33%)	43% L5 (National 4.8%)	19% (National 19%)	24% (National 25%)	32%	30	39
Average (from 2016)	N/A	N/A	103.3 (National 102.6)	104 (National 104)			
Writing - At expected/ scaled score of 100	95% L4 (National 85%)	83% L4 (National 87%)	89% (National 74%)	83% (National 76%)	85%	81	87
Writing - Above expected/ greater depth	37% L5 (National 33%)	37% L5 (National 36%)	23% (National 15%)	24% (National 18%)	27%	23	37
SPaG - At expected/ scaled score 100+	91% L4 (National 76%)	78% L4 (National 80%)	78% (National 72%)	57% (National 77%)	82%	82	87
SPaG- Above expected/ high scaled score	60% L5 (National 52%)	56% L5 (National 55%)	24% (National 22%)	14% (National 31%)	37		47
	0% L6 (National 4%)	4% L6 (National 4%)					
Average score (started 2016)	N/A	N/A	104.7 National 104.0	101 (National 106)	105		
Maths - At expected/ scaled	91% L4 (National 86%)	81% L4 (National 87%)	72% (National 70%)				

score of 100+				74% (National 75%)	82	79	85
Maths - Above expected	33% L5 (National 42%)	39% L5 (National 41%)	14% (National 17%)	16% (National 23%)	20%	28	38
	5% L6 (National 9%)	9% L6 (National 9%)					
Average (from 2016)	N/A	N/A	103.2 (National 103.0)	103 (National 104)	104		
Combined (maths, reading, writing) L4 or above	84% (National 79%)	74% (National 80%)	60% (National 53%)	62% (National 61%)	68%	67	74
Combined for L5 / high standard	16% (National 24%)	20% (National 24%)	7% (National 5%)	7%	15%	12	19

Key Stage 1	2014 Results (Levels)	2015 Results (Levels)	2016 Results (Standards)	2017 Results (standards)	2018 Targets	Fischer Family Trust	
						FFT 50	FFT 20
Reading - At expected	70% 2B+ (National 81%)	82% 2B+ (National 82%)	78 % (National 74%)	74% (National 76%)	82%	79	85
Reading - Above expected/ greater depth	33% L3 (National 31%)	32% L3 (National 32%)	51% (National 24%)	26% (National 25%)	30%	20	31
Writing - At expected	67% 2B+ (National 70%)	77% 2B+ (National 72%)	68% (National 65%)	68% (National 68%)	76%	69	79
Writing - Above expected/greater depth	45% L3 (National 39%)	27% L3 (National 18%)	34% (National 13%)	25% (National 16%)	20%	9	17
SPaG - At expected	N/A	N/A	N/A	67%	70%		
SPaG - Above expected	N/A	N/A	N/A	-	-		

Maths - At expected	75% 2B+ (National 80%)	82% 2B+ (National 82%)	71% (National 73%)	75% (National 75%)	82%	77	85
Maths - Above expected/ greater depth	30% L3 (National 24%)	25% L3 (National 26%)	36% (National 18%)	26% (National 21%)	21%	24	36
Combined score Reading/writing/maths				73%	73%	64	73
Phonics Year 1	80% (National 74%)	87% (National 77%)	80% (National 81%)	92% (National 81%)	100%		
Phonic retakes Year 2	54% (National 66%)	97% (National 90%)	95% (National 91%)	89% (National 92%)			
EYFS	2014 Results	2015 Results	2016 Results				
% pupils achieving a good level of development	55% (National 61%)	63% (National 66%)	83% (National 63%)	73.1% (National)	78%		

Progress

Key Stage 2	2014 Results (Levels)	2015 Results (Levels)	2016 Results (Standards)	2017 Results	2018 target
Reading - Value added/overall progress score	98.9 (National 100) 88% expected National 91%	98.7 (National 100) sig- 81% expected progress (National 91%) Bottom 10%	99.4 overall progress score -3.2 (National 0) Well below national average	Average progress -1.33 (Confidence interval -2.9 to 0.30)	+0.3
Reading - more than expected	12% (National 35%)	11% (National 33%)	N/A		
Writing - Value added/overall progress score	99.3 (National 100) 95% expected progress (National 93%)	98.4 (National 100) sig - 91% expected progress (National 94%) Bottom 10%	99.9 overall progress score -0.48 (National 0) Average progress	Average progress +0.51 (Confidence interval -1.1 to 2.1)	+1.5
Writing - Above Expected / greater depth	30% (National 33%)	19% (National 36%)	N/A		
Maths - Value added	98.6 (National 100) sig - 93% expected (National 89%)	97.6 (National 100) sig- School Expected 77% (National 90%)	99.4 overall progress score -2.82 (National 0) Below national average	Average progress -1.87 (Confidence interval -3.4 to -	0

		Bottom 10%		0.4)	
Maths - Above Expected	14 (National 35%)	13% (National 34%)	N/A		

Teaching and learning targets, monitored by SLT and peers as part of full monitoring schedule.		
1. Challenge and stepping in to facilitate this within each lesson, 2. Progress and 3. Presentation		
Autumn 2017 Observations	Spring 2018 Observations	Summer 2018 Observations
94% consistently good or better	100% Good or better	100% Good or better

Governance Action Plan SY 2017-2018

Statement of Intent

Aspirations:

To provide appropriate support and challenge to DPS HT/SLT to enable every child to

- achieve to the maximum of their ability in all areas of the curriculum and wider learning environment
- feel safe, secure and supported within the school environment

Ethos and vision:

- A proactive, professional, ethical GB with Governor skills matched as closely as possible to the skills required to support DPS HT/SLT and staff in their aim to provide the best education possible for each and every child at our school in a safe and secure environment.
- To work closely with the School Community to find the most appropriate and beneficial model to enable DPS to evolve and succeed now and in the future

Changes to enable this

- Preparation and implementation of a Governor Action Plan (GAP) to encompass all the areas being addressed as a priority by GB for 2017-2018 and which will give a robust structure for GB to work to and within to implement changes that will enable GB to work towards the Aspirations, Ethos and Vision outlined above.

Context:

Governors: David Aaronson, George Fairweather, Michelle Fernandez, Sue Forman (Chair), Trevor Gregory, Stephanie Hibberd (Vice Chair), Andy Limbert, Nic Masters, Rachel Rice, Liz Wynder

After initial disappointment following an Ofsted visit in November 2016 when DPS was reported to be RI, the HT/SLT/Governors responded to comments made in a positive and proactive manner. Working with the SEEM and LA Governance teams, a FGB subcommittee was formed to drive forward the changes felt appropriate to support DPS as effectively as possible, including a review of Governance, and address issues raised in the various reports and discussions.

GB is constantly looking to improve practice and the GAP (Governance Action Plan) includes not only areas highlighted in the Governance review and the GovernorHub Healthcheck (based on the Leadership and Management section of the Ofsted Inspection Handbook: January 2015, paragraph 165) but reflects ideas from GB working with DPS HT/SMT which are not only relevant now but are anticipated to evolve with DPS and prepare for the future.

Governors are committed to the school and their voluntary roles which as well as being demanding and challenging can also be rewarding. Governors work hard to support DPS and the children in their efforts to achieve their aims in a safe and secure environment.

Key Objectives that Governors will be working towards

1. Strategy, vision and long term planning: The governing body ensures clarity of vision, ethos and strategic direction, including long-term planning (for example, succession). We have clear statements of ethos, vision and strategy which have been developed through consultation with stakeholders including senior leaders and are reviewed annually. The performance of the school over time shows evidence of progress towards fulfilling the vision.

2. Engagement and Communication with all key stakeholders: The governing body engages with key stakeholders and is transparent and accountable. We know who are key stakeholders are and we actively seek out their views and engagement with the school. We invite input from parents and others using questionnaires or other mechanisms. We provide reports to stakeholders and actively represent the school in the community. We publish information about the governors on the school website; this includes names, a short pen portrait and photograph in most cases. All our governing body minutes are published online as soon as they are approved and we publish other relevant information including school policies and governing body committee terms of reference. We provide an annual report to parents explaining the work that we have done. All parents and stakeholders can easily find out how to contact the governors.

3. Recruitment, training and succession planning: New Governors have a thorough induction to enable them to be effective in a short time frame. We regularly review the Governing Body skills matrix and match training to fill any gaps. We advertise governor vacancies and interview all prospective governors before they are elected to the governing board. We have a governing body succession plan which covers all the key roles on the board.