



Mercenfeld Primary School

Long Term Improvement Plan 2017 – 2020

Main Areas for Development 2017 - 2018

Core Action Plans 2017 - 2018

Long Term Objectives (2017 – 2020)

Focus	Outcomes	2017-2018	2018-2019	2019 - 2020
Leadership & Management	Set out standards and expectations for all leaders to be proactive undertaking research, implementing strategies and supporting colleagues to enable them to move the school forward	Implement	Embed	Embed
	Leaders ensure there is consistency in teaching & learning, environment, communication, parental engagement and enrichment	Implement	Embed	Embed
	Governors, management and leaders work together to manage the school's finances and provide good value for money	Implement	Implement	Embed
Teaching, Learning and Assessment	Implement a consistent and secure system of assessment across the school to maximise pupil progress to drive standards forward	Implement	Embed	Embed
	Develop and implement moderation and quality assurance within and beyond the school	Implement	Embed	Embed
	Raise standards in attainment and progress in reading, writing and maths across the school	Implement	Implement	Embed
	All teaching across the school to be judged as good or better with teachers setting high expectations in order to achieve positive outcomes	Embed	Embed	Embed
Behaviour, Safety and Welfare of Pupils	Implement the highest expectations of behaviour for learning and beyond the classroom	Implement	Embed	Embed
	Improve the outside & entrance into the building to maximise the safety of all children	Implement	Implement	Embed
	Develop systems to support children's mental health and well-being			
Outcomes for Pupils and Groups	Attainment to be in line with national figures in EYFS, Year 1 Phonics Screening and KS1 & KS2 Tests	Develop	Develop	Implement
	Progress of pupils to exceed expectations or at least be maintained throughout each key stage	Develop	Implement	Implement
	Progress of disadvantaged groups to be in line with their peers	Develop	Develop	Implement
Outward Looking	Continue to provide enrichment opportunities for all groups of pupils	Embed	Embed	Embed
	Develop school to school support in order to move forward	Implement	Embed	Embed



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Main areas for development for 2017 - 2018

Leadership & Management

- To ensure all managers and school leaders are proactive in their actions, in order to enable the school to meet objectives detailed in the school's action plans, whilst supporting colleagues and the school's ethos
- School leaders to work closely with the new Governing Body to manage the school's finances and offer value for money

Teaching, Learning & Assessment

- Raise standards in EYFS with 70% of children achieving GLD
- In KS1 raise standards and progress in reading ensuring 80% of children pass Y1 phonics screening check and 75% of children achieving at least expected in reading at end of KS1
- Raise attainment in writing across the school with the % of children achieving expected at the end of KS2 increasing from 50% to 65%
- Increase the progress in writing across the school to ensure year group baseline entry assessments are at least maintained
- In KS2 raise standards in mathematics with results by the end of KS2 being in line with national
- To increase the % of children making expected progress from KS1 to KS2 in reading, writing and maths

Behaviour, Safety & Welfare of Pupils

- To further improve the organisation of dining hall routines in order to reduce the noise level and improve the atmosphere
- To develop the role of Sports Leaders and Peer Supporters in order to promote positive play and teamwork
- To improve the cleanliness of the school and maintain the grounds to provide a welcoming environment for all stakeholders, which they can be proud of
- To implement the highest expectations of behaviour for learning and beyond based on the school's ethos and British/cultural values

Groups of Pupils

- To introduce a disadvantaged pupil agenda in the classroom to ensure this group is well supported in order to enable them to make the same progress as others
- SEN pupils

Outward Looking

- School develop and extend work with other educational settings in order to move the school forward



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Leadership & Management



Governing Body Action Plan (to be read in conjunction with the Governing Body Strategic Plan)

Action	Monitored By	Impact
To carry out Governor Visits to monitor English, Maths, SEN, EYFS, Pupil Premium	Govs	Increased Governor involvement and understanding of aspects of teaching/learning and impact on progress/attainment
To ensure Safeguarding & Health/Safety Visits are undertaken	AJ	Detailed scrutiny of safeguarding systems & health/safety checks are undertaken and concerns identified
To support with the monitoring of finances and budget control including that of premises officer	SC/AS	To support Headteacher in the monitoring of the budget and enabling them to fully understand the financial position of the school
To ensure new governors are successfully inducted	SC/AS	New Governors are fully aware of their role within the school and their responsibilities
To ensure governors question and develop their knowledge of key intervention and funding initiatives including pupil premium and PE funding	TJ	Increased governor knowledge and monitoring of spending to ensure best value for money and impact on pupils
To ensure governors complete skills audit and attend relevant training	SC/AS	To ensure that governors have appropriate skills to support and help the school move forward and to keep up to date with current initiatives



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Behaviour ,Safety & Welfare of Pupils



Enabling Environments Action Plan

Objective	Action	Contributing Roles	Time Scale	Cost	Intended Impact
To improve the atmosphere and reduce the noise level in the dining hall	Introduce time sittings for each year group	RN, DP, MS	Summer	n/a	Reduce the number of children in the dining hall at any one time and the number of tables needed to be set out resulting in more space and less noise
To develop positive play at lunchtimes	Develop the role of Sports Leaders and Peer Supporters	JS, MP,LS	Autumn/Spring		Provide children with activities to join in with that are organised by other children in order to promote positive play and reduce the number of incidents in the playground
To ensure the school is clean and welcoming	Employ cleaning contractors to take on the role of cleaning	RN	Spring		Improve the cleanliness of the school
	Ensure staff and children take responsibility for keeping classrooms and other areas tidy	All staff	Autumn	n/a	The school will look tidier and staff will be modelling high standards of expected behaviour to the children
To move behaviour from 'good' to 'outstanding'	All staff to set high expectations in terms of behaviour and be consistent in the use of rewards/sanctions	All staff	Autumn	n/a	Children have a clear understanding of what is expected of them and the impact their behaviour has on others.



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Teaching & Learning



EYFS Action Plan 2017/2018- budget £200

Objective	Action	Contributing Roles	Time Scale	Cost	Intended Impact
Raise standards in EYFS with 70% of children achieving GLD	Daily phonics sessions delivered at pace to groups of children based on ability	EYFS	Autumn term 2017	n/a	Daily phonics delivered at pace will ensure sufficient sounds introduced to enable children to move to next phase, whilst daily delivery will help to embed learning.
	School to school support to explore alternative Phonics Programmes	RN EYFS Staff	Spring term 2018	Supply cover	Increase % of pupils achieving expected phonics phase at end of EYFS
	Deliver 'Wiggle & Squiggle' or 'Dough Disco' daily to develop fine motor skills to support handwriting	EYFS	Autumn term 2018	n/a	Develop fine motor skills with a view of aiding handwriting & pencil grip
	Support and develop working relationship with pre-school providers	JS	Spring term 2018	Supply cover	Improve baseline entry scores of children from pre-school in local area
	Increase range and frequency of parent and pre-school information meetings	JS	Autumn term 2017	n/a	Engage/support parents with home learning
	Close tracking and analysis of data	JS	Termly	n/a	Early identification of those in need of additional support to achieve GLD

Enrichment and Exciting Opportunities:
Creative Library Services – Dinosaur Activity Session



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Teaching & Learning



English Action Plan – Budget £500

Objective	Action	Contributing Roles	Time	Cost	Intended Impact
Percentage of pupils in Y1 passing phonics screening check to be in line with or close to national averages	Daily phonics booster session	JS, KK, SG	Spring 2018	n/a	Additional support to maximise percentage of pupils to pass phonics screening check
	School to school support to explore alternative Phonics Programmes	RN, JS, KK	Spring 2018	Supply cover	Increase % of pupils passing phonics screening check
	Phonics packs to support home learning	VB	Spring 2018	£50	Engage parents in home learning to support with phonics development and increase % of pupils passing phonics screening check
Raise attainment and progress in reading ensuring end of Y2 results are in line or close to national averages	Introduce extra text reading	NC, KK	Spring 2018	Supply cover	Extend range of genres and number of books read enabling children to discuss book choices in order to achieve ITAF expectations
	Research and implement paired reading strategies	NC	Spring 2018	Supply cover	Increase percentage of pupils achieving expected (+) in reading at end of KS1
	Increase parents' Information Evenings	KS1 staff	Spring 2018	n/a	Engage parents in home learning to support pupils with reading and increase % of pupils achieving expected (+) at end of KS1
	DPT of key words to Y2 pupils	JW, LS, NC	Spring 2018	n/a	Increase fluency in reading and % of pupils achieving expected (+) at end of KS1
	Data analysis and tracking	RN, SA	Termly	Supply cover	Early identification and intervention for pupils not on track to achieve end of year expectations



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Raise attainment in writing across the school with the % of children achieving expected at the end of KS2 increasing from 50% to 65%	Data tracking to monitor termly progress against Target Tracker statements	RN, SA	Termly	Supply Cover	Early identification and intervention for pupils not on track to achieve end of year expectations
	GAPS analysis	SA	Termly	Supply cover	Identify specific areas of need/gaps in learning within year groups and ensure teachers are aware of needs to inform planning
	Monitoring through lesson observations, learning walks, planning, book scrutinies and pupil interviews	RN, SA	Ongoing	Supply cover	To ensure consistency is in place across the school in terms of high expectations, at least good lessons are being delivered and pupils know how to improve.
	Spelling - introduce No Nonsense spelling across the school	SA	Autumn Term	n/a	To improve confidence in spelling which will impact on writing outcomes and GAPS results at end of Y6
	Investigate the benefits/outcomes of using Alan Peat and writing creatively around texts (CPL training)	SA	Spring Term	Supply cover	To enable pupils to have opportunities to apply specific skills taught, including grammar, spelling and punctuation, in the context of their own writing and deepen textual understanding
	Ensure text based units are in place across the school linked to topics and plans in place to show texts & genres taught in each year group	RN,SA	Spring Term	n/a	Progression in texts being used across the school and embedded understanding of features of a range of genres to impact on end of Y2 and Y6 reading and writing results
	Staff training to be delivered on teaching of handwriting and grammar skills	SA	Spring Term	n/a	To impact on outcomes of end of year test results and make progress against TT and ITAF statements



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Increase progress from KS1 to KS2 in reading and writing	Support teachers with the use of Target Tracker identifying gaps in reading and writing	SA	Termly	Supply cover	Teaching staff will be aware of gaps in learning of children in their class
	Raise expectations of teaching quality in lessons and work in books	RN, SA	Ongoing	Release time	Honest feedback and supporting colleagues to improve performance will impact on quality of teaching/learning
Develop support given in EYFS with English skills	Monitor and develop delivery of phonics and handwriting	SA		Release time	Staff have a clear understanding of what's expected at different stages of education eg: End EYFS, Y1 and end KS1. Staff raise expectations
Enrichment Opportunities: Theatre visits Spelling Bee Writing Competition World Book Day					



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Teaching & Learning



Maths Action Plan – Budget £500

Objective	Action	Contributing Roles	Time	Cost	Intended Impact
In KS2 raise standards in maths ensuring end of Y6 results are in line or close to national averages	Staff training & school to school support via Mathshub to help staff embed mastery and problem solving into lessons and use this to challenge more able pupils	DJ	Ongoing	Supply cover	More evidence of mastery/complex problem solving activities will challenge more able pupils
	Review the calculation policy and ensure that progression is clear through all year groups	DJ	Autumn	Release time	Clarity for staff on where their children should be at the end of their particular year group and that there is consistency in the written methods being taught
	Focus on learning of times tables from Y2 onwards to ensure that these pupils are ready for the proposed test in 2019	DJ, MB, MP	n/a	n/a	Children are fluent in times tables recall by the end of Y5. Target 70% of Y5 children to be fluent in times tables by the end of the academic year
	Data analysis of progress against TT statements	RN, DJ	Termly	Supply cover	Early identification of pupils at risk of not achieving end of year expectations
	GAP analysis	DJ	Termly	Supply cover	Identify specific areas of need/gaps in learning within year groups and ensure teachers are aware of needs to inform planning



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Increase progress from KS1 to KS2 in maths	Support teachers with the use of Target Tracker identifying gaps in maths.	DJ	Termly	Release time	Teaching staff will be aware of gaps in learning of children in their class
	Raise expectations of teaching quality in lessons and work in books	RN, DJ	Ongoing monitoring	Release time	Honest feedback and supporting colleagues to improve performance will impact on quality of teaching/learning
Develop support given in EYFS with Maths skills	Monitor transition work and links between GLD in maths and Y1 expectations	DJ	Spring	Release time	Ensure pupils leave EYFS well prepared for Y1 maths work and that Y1 teachers have information to support transition

Enrichment Opportunities:

Money week

Maths Champions



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Groups of Pupils



Pupil Premium Action Plan (to be read in conjunction with the Pupil Premium Report)

Action	Monitored By	Impact
Introduce a pupil premium first agenda into the classroom with children being supported or challenged from the onset of the lesson	RN	Misconceptions identified quickly and support put in place More able pupils challenged through higher level questioning Increased confidence in children
Closer analysis of data of disadvantaged children and outcomes shared with teaching staff	RN/SLT	Those not making progress will be quickly identified and brought to the attention of teaching staff in order to support needs and organize targeted intervention
Closer review of quality/impact of interventions through observation and interviews	JW/RN	Intervention staff to be observed to ensure quality interventions are being delivered Pupil interviews will enable school to gain a pupils' view and actions taken as appropriate
Focus to be on reading in KS1 and writing/maths in KS2	SA/DJ	To ensure that interventions are in line with the needs of the school
To closely monitor the attendance of those on the pupil premium record and support parents as appropriate	RN	Ensure children do not miss out on education. Offer support with funding 'Before School Club' Engage with parents
Research successful use of Pupil Premium funding in other settings	RN/LW	Amend the provision/support we have in place currently to maximize progress
Provide resources to support home learning	RN/VB/DJ	Support children with learning at home so they have the same access to equipment as their peers
Enrichment – access to After School Clubs, Residentials etc	RN/CD/JN	To ensure children have access to all opportunities



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Groups of Pupils



SEN Action Plan (to be read in conjunction with the SEN Report & Local Offer)

Action	Monitored By	Impact
Continue to develop and encourage communication/liaison between SEN staff, teaching and support staff	JW	To ensure that work completed during intervention time feeds into classroom teaching and vice versa in order to help to raise staff awareness of needs/next steps, increase pupil confidence and impact on progress
To raise awareness of SEMH issues across the school. Developing social and communication skills and strategies to support staff in developing emotional and social awareness	JW	Providing support for pupils will impact on learning behaviour and well-being of pupils in need of support
Develop the involvement of management & senior leader in pupil progress meetings	RN, JW	Provide management & SLT with a greater understanding of needs of pupils and develop 'joined up thinking' in how to support and aid progress of all pupils including those on SEN and Pupil Premium Records
Develop use of Target Tracker to monitor progress of SEN pupils and identify gaps in learning	JW	Increase % of pupils working at age related expectations in reading, writing and maths which is currently: Reading – 31% Writing – 14% Maths – 20%
Continue to develop the use of standardised assessment tools including; BPVS, NARA, DIMS etc, to review small step progress and inform planning	JW	To enable staff to set small step smart targets which will enable pupils to make progress against IEP targets to help move closer to achieving ARE



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Outward Looking



CPD Action Plan 2017-2018

Area of Training/Support	Monitored By	Impact
To ensure staff have staff guarding training	RN	All staff have up to date training and understanding of safe guarding procedures
DSL training for safeguarding leads	RN	Ensure DSL in place and have had uptodate training
Safer Recruitment Training	RN	Statutory requirement fulfilled and correct recruitment procedures are followed
Attachment Awareness Training	RN	All staff have a greater understanding of this are of need to support child mental health
Regular English updates and collaborative meetings	SA	Staff kept informed of updates and consistency in moderation cross schools
Regular Maths updates including Mathshub	DJ	Staff to be kept informed of updates and confidence in mastery developed
CPLC – writing creatively around texts	SA	To support staff in development of writing strategies to impact on progress and attainment
School to school support	KK/JS	Explore & develop writing/phonics strategies in order to improve progress and attainment
MathsHub	DJ	Developing staff awareness of mastery within maths
SENConet and Collaborative SENCO Meetings	JW	Ensure up to date with developments and that these are shared with staff
First Aid Training	CD/VB	Staff fully up to date with first aid and associated training
Epipen/asthma training	RN/Staff	Staff fully up to date with associated training
Tennis/Gymnastics & Teacher Day Training by JN	JN	Improved staff confidence in delivery of PE lessons
New to Y6 and New to EYFS Training	RN	Ensuring staff are supported when undertaking new roles
Data Protection	RN/SC	School up to date with new developments
Headteacher Briefings & Collaborative Meetings	RN	School up to date with new developments and opportunities for school to school support
Affinity Group Research Project Reading	RN	Teaching school support with developing reading throughout the school