



**School  
Improvement  
Plan  
2007-8**

## **CONTENTS**

School Improvement Plan .....	0
CONTENTS .....	1
CURRENT CONTEXT OF THE SCHOOL .....	1
ANY SIGNIFICANT CHANGES THAT WILL IMPACT ON THE PLAN .....	2
SCHOOL AIMS .....	3
THE CASTEL CODE .....	3
SUMMARY OF THE STRATEGIC PLAN – ASPECTS .....	4
SUMMARY OF THE STRATEGIC PLAN- MANAGEMENT AND EFFICIENCY .....	6
SUMMARY OF THE STRATEGIC PLAN- SUBJECTS OF THE CURRICULUM.....	6
AN OVERVIEW OF THE ACTION PLANS.....	9
ACTION 1 AfL Developing Peer and Self-Assessment.....	10
ACTION 2 ICT Embedding ICT into the curriculum.....	13
ACTION 3 The Creative Curriculum KS1 .....	15
ACTION 4 Mathematics.....	16
ACTION 5 Portfolios .....	18
ACTION 6 National Healthy Schools Programme.....	19
COLLATION OF CONTINUING PROFESSIONAL DEVELOPMENT NEEDS .....	25
CALENDAR FOR CURRENT ACADEMIC YEAR .....	26
INITIAL ANALYSIS OF KS1 AND KS2 SATS .....	27
KS1 TEACHER ASSESSMENT RESULTS AND ANNUAL TARGETS.....	27
KS2 TEACHER ASSESSMENT ANNUAL TARGETS.....	29

## ***CURRENT CONTEXT OF THE SCHOOL***

We have continued to try to embed good practice rather than introduce more new initiatives. This has had the benefit of making the initiatives more staff driven and the more regulated pace has meant that quality discussion and feedback of how things are going is possible.

This has been quite difficult to do as, by the very nature of current educational research and development, there are many excellent initiatives will need to be addressed by the whole school.. Not least of these is the push towards a more integrated use of ICT. The use of VLEs and totally web-based assessment, communication and software tools will be another leap of knowledge that all teachers will need to take. It is all schools' responsibility to ensure that they give the best advice to those planning this new world so that it delivers what schools need, not just what the planners think we need.

The introduction of 10% PPA time has been a success. Staff have used the time productively although it would be extremely difficult to measure the impact that it has had. The high quality of the teaching from the PPA teachers has meant that the children have not suffered in any way. All staff remain committed to school improvement through the implementation of the AfL strategy as well as understanding the importance of improving both their own and the children's ICT skills. There is good use of ICT throughout the school with particularly innovative practice in Y2 and Y6 where there are particularly knowledgeable and interested teachers.

Years Three and Four have had some maths training aiming at raising the standard of mathematics in island schools. This has been a partial success. Further training for the same participants will take place next year.

The main thrust of our development this year continues to be aspects of Assessment for Learning. We have again consulted the staff as to where the strengths and weaknesses lie to the development of AfL. We continue to reinforce work done in previous years. We had long discussions and periods of reflection and practice in writing the 'Responding the Children's Work' policy. This will be reviewed again at the start of the autumn term

Another main strand of development throughout the school has been work developing the use of ICT where it can be used to enhance children's learning. A recent staff meeting showed that we had made assumptions about the use of the framework produced the previous year. As a result we spent an OAT day with staff planning their year's work in consultation with other year groups. This was successful. A system of monitoring has now been built in with the senior team meeting with year groups termly to set objectives for the effective use of ICT.

All year groups are becoming more proficient with their teacher assessment. The parents are to be informed of maths and English levels as well as those for reading, writing and speaking and listening.

We continue to support Manzolo Primary school in the Eastern Province of Kenya. Bryan Cooper of the charity, 'Wishing for a Well' continues to bring us photographs of the development we have funded. We have now decided to help another Kenyan School. They received the lion's share of the £2000 plus we have raised in the last year.

Our Year Six pupils continue to visit Kingswood Activity Centre in Norfolk each October and they thoroughly enjoy it. What is more important is that those who don't shine during school activities can show their strengths in different ways. The trip is, however, becoming more expensive and as we want all children to participate funding is becoming an increasing problem.

We have been very lucky in having another particularly busy and efficient PTA for the past year. Work on a replacement infant climbing frame was completed during the year should start late in 2006. They have organised many and varied activities for parents and children.

The Headteacher, Trevor Grayland, will be leaving next July. We will need to formulate a plan for handing over to those involved in the leadership and management of the school in the future.

***ANY SIGNIFICANT CHANGES THAT WILL IMPACT ON THE PLAN***

- Although SIMS.net is a powerful tool it does not do exactly what we need in relation analysis of data. Therefore any prospect of staff using the data to improve teaching and learning is limited.
- As last year the Department are still considering how to cut back without impacting too much on schools. However it is likely that some services will be discontinued or cut back.
- The future use of VLEs will be an essential part of each teachers' skill set. In order that staff don't have too steep a learning curve it is essential that they receive some training in the use and development VLEs.

## ***SCHOOL AIMS***

It is our aim to

- provide a secure, happy and purposeful environment in which children can learn effectively and reach their full potential
- ensure equal access to the curriculum regardless of race, religion gender, age, ability and cultural or social differences
- encourage children to be sensitive to the needs of others through the example of adult members of the school community and through PSHE lessons
- encourage and expect children to become increasingly independent and self-reliant in their personal organization and in their learning
- provide an environment in which all members of the school community feel safe and valued
- involve the parents as partners in the education of their children and to encourage contact and participation with the wider community
- ensure that progression and self-esteem are maintained when transferring from playgroup to Reception and between key stages
- provide a broad and balanced curriculum with high expectations of every child and to ensure that each child has an understanding of the world with opportunities for reflection and celebration.
- Encourage the children to make healthy choices

## ***THE CASTEL CODE***

**Written by the children**

**At Castel we are**

**C A R I N G  
H A P P Y  
S A F E  
P O L I T E  
H E A L T H Y  
L E A R N E R S**

**SUMMARY OF THE STRATEGIC PLAN – ASPECTS**

	<b>VSSE ASPECT</b>	<b>2007-8</b>	<b>2008-9</b>	<b>2009-10</b>
<b>2.1</b>	<b>Curriculum Provision</b>	Continue to develop the creative curriculum in KS1.  Establish curricular links – in particular links between ICT and all other subjects	Continue to develop the creative curriculum and investigate the use of time to deliver deeper learning opportunities.	
<b>2.2</b>	<b>Quality of Teaching</b>	Continue to develop ICT skills and the use of AfL techniques concentrating on peer and self assessment and questioning.	Conduct an audit of existing classroom practice and provide opportunities for reinforcing existing good practice.	
<b>2.3</b>	<b>Quality of Learning</b>	Monitor and evaluate the effect of the 'Responding to children's work' policy.  Revisit child-speak success criteria and introduce questioning techniques.	Establish children's competence in question and peer and self assessment.	
<b>2.4</b>	<b>Quality of Attainment</b>	Continue to use SIMs data to analysis and predict using teacher assessment data. Deputy Head to meet with each year group twice yearly.  Cooperate with Ed Department in assessing the needs of Primary Schools with regard to the development of data analysis.		
<b>2.5</b>	<b>Assessment, Recording and Reporting</b>	Cooperate with Ed Department in assessing the needs of Primary Schools with regard to the development of data analysis.	Transfer current data onto a new system if and when appropriate.  Make staff familiar with the possibilities of the new system.	
<b>2.6</b>	<b>Access</b>	Present Senco to transfer responsibilities to new Senco for next Sept 07. Senco to devise and implement a new written format for Code of Practice information for use by class teachers. This to replace current one and to be		

**CASTEL PRIMARY SCHOOL  
SCHOOL IMPROVEMENT PLAN**

**2007-8**

		kept on file.		
2.7	<b>SMSC Development</b>	Develop themed displays	Formulate a whole school policy for SMSC	
2.8	<b>Acts of Worship</b>	Research and purchase new resource ideas for collective worship	Create a LTP of areas to cover	
2.9	<b>Support, Guidance and Pupils' Welfare</b>	Monitor 'Responding to Children's Work' policy to ensure continued good practice.  Develop peer and self assessment with all year groups.		
2.10	<b>Attitudes, Behaviour and Relationships</b>	In light of changes with AfL, review the rewards system in school. Particularly House points.	Implement necessary changes to reward systems	Review the new reward system
2.11	<b>Partnership with Parents</b>	Continue to develop the curriculum evening presentations.  Develop ways of communicating on line.		
2.12	<b>Partnership with the Community</b>		Develop links with a cross section of groups and agencies within local and wider communities	

**SUMMARY OF THE STRATEGIC PLAN- MANAGEMENT AND EFFICIENCY**

	<b>VSSE ASPECT</b>	<b>2007-8</b>	<b>2008-9</b>	<b>2009-10</b>
3.1	<b>Leadership and Management</b>	Current SMT to prepare for the handover to new team.	A new team will be in place to make their own judgement of priorities.	
3.2	<b>Staffing, Accommodation and Learning Resources</b>	Continue to ensure that teachers job-descriptions are up to date. Encourage teachers to analyse their performance and ask to include their own objects in the PR.  Continue to monitor the implementation process for all initiatives by a variety of methods involving all staff.  Upgrade junior toilets.		
3.3	<b>The Efficiency of the School</b>	Implementation of SAP  Address issues brought up in the audit.		

**SUMMARY OF THE STRATEGIC PLAN- SUBJECTS OF THE CURRICULUM**

	<b>VSSE SUBJECTS</b>	<b>2007-8</b>	<b>2008-9</b>	<b>2009-10</b>
4.1	<b>Foundation Stage Curriculum</b>	Continue to provide resources for outdoor play e.g. large sand pit & planting area to attract insects.  Prepare curriculum information booklet for parents.  Review phonics teaching and methods of reading in light of Letters and Sounds document.	Develop music planning to support the teaching of dance.  Review planning in light of new EYFS, Literacy & Numeracy documents.	Incorporate continuous provision activities into medium term plans for relevant area of learning.
4.2	<b>Art</b>	Develop MTP in some Year Groups to incorporate more 3D (focus on clay) experience across the KS2 curriculum.	Re – plan art curriculum for Yr 3 incorporating greater opportunities for 3D art and wider experience of media.  Establish more pupil self evaluation after a unit of work.	Update planning and policy in line with local and national developments.



<b>4.8</b>	<b>French</b>	Continue to send non-specialist teachers to centrally provided courses.	Arrange an advisor visit to inform on best practice.	Update policy and review developments with Island secondary schools.
<b>4.9</b>	<b>Music</b>	Monitor use of Music Express Scheme of work	Review Music Policy Staff meeting on ICT in music	Review use of ICT in music
<b>4.10</b>	<b>PSHE and Citizenship</b>			
<b>4.11</b>	<b>Physical Education</b>	Monitor PE time allocation and coverage of aspects	Implement necessary time allocation changes and if necessary balance coverage of aspects  Provide a scheme of work for Dance	Develop a system of assessing and recording attainment levels
<b>4.12</b>	<b>Religious Education</b>	Look at Medium term plans and ICT map to monitor use of ICT.  Review assessment requirements in light of Afl.	Improve differentiation and monitor progression.  Produce 1 central RE display (probably at Christmas)  Update resources.	Update planning and policy in line with local and national developments.
<b>4.13</b>	<b>Science</b>	Coordinator to audit science (include use of ICT) within the school and produce central records of resources.  Progression of AT1 skills to be introduced into the planning and teaching.  Coordinator to meet advisor	Monitoring of books to see evidence of ICT and AFL.  Review of introduction of AT1 skills.	Investigate 'science garden'.  Review and update planning.
<b>4.14</b>	<b>Design and Technology</b>	Improve labelling and provision of resources in centralised store of DT materials.  Update web addresses and look for evidence of use of ICT in planning.	DT Co-ordinator to monitor/ evaluate quality of teaching and learning.  Update planning and policy in line with local and national developments.	Arrange for advisor to meet coordinator to review current plans

***AN OVERVIEW OF THE ACTION PLANS***

<b>Action 1</b>	<b>AfL</b>
<b>Action 2</b>	<b>ICT in the curriculum</b>
<b>Action 3</b>	<b>Creative Curriculum</b>
<b>Action 4</b>	<b>Mathematics</b>
<b>Action 5</b>	<b>Portfolios</b>
<b>Action 6</b>	<b>Healthy Schools</b>

## ***ACTION 1 AfL Developing Peer and Self-Assessment***

<b>Focus of Development:</b>	Assessment for Learning
<b>Team leader:</b>	Headteacher
<b>Present situation:</b>	<p>The school embarked on a programme to improve teaching and learning in January 2005. This followed a couple of years during which we investigated aspects of accelerated learning. It was our intention to further investigate how to make the children more directly involved with their learning. The discovery of material by Learning Unlimited which provided a programme which encapsulated all that we required set us on the path. We have spent considerable time initially and in subsequent staff meetings, investigating the importance of Success Criteria and Learning Intentions in Childspeak. This is a much more difficult task to assimilate that was at first apparent. The lack of defined activities which exactly matched the learning intentions was a major difficulty which will take some time to remedy.</p> <p>Following the initial work on we looked at Feedback and Marking and produced a policy called ‘Responding to Children’s Work’ This is now due for review. We were pleased with the outcome as it focussed attention on the need to provided feedback that the children could act on during the lesson.</p> <p>During the last three years others aspects of AfL have been started including peer and self assessment and some organisational and pedagogic ideas, such as ‘wait time’.</p> <p>During the academic year 2006/7 we intended to look more closely at peer and self assessment. This we have done in part. However it has been a much more tortuous path than expected. We have realised that questioning techniques are crucial to understand before we can go any further. This will be the focus for this year as well as moving on with the peer and self assessment agenda.</p> <p>A review of the work we have done already was undertaken in June 2007 and the results of this were very positive with all staff recognising the improvements that have been made in teaching and learning. Areas needing development were discussed and solutions suggested to any perceived problems.</p>

<b>ACTION</b>	<b>TEAM</b>	<b>TIME SCALE</b>	<b>RESOURCES</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING AND EVALUATION</b>
<b>Review the ‘Responding to Pupils’ Work’ policy</b>	All staff	OAT day September		The revised document will reflect the practice in all classes.	May 2008 to review again
Improve and refine children’s understanding of learning intentions and success criteria in each lesson.	All staff	OAT day September plus PR and 2 staff meetings	Published material plus staff expertise.	All staff will recognise the real purpose of success criteria.	Continual
Share staff’s current understanding, and knowledge of, peer and self assessment.	All staff	Two staff meetings	Published material and staff’s experiences.	All staff understand that there is a continuum of understanding for children and that each year group needs to work out their objectives for improvement.	Continual
Talk to all KS2 parents about the impact of peer and self assessment	Headteacher	September 2007		Parents are clear about the benefit of peer and self assessment for their children.	
Improve the knowledge of staff about questioning techniques	All staff	Autumn term. Three staff meetings	‘Asking Better Questions’ booklet	Staff will recognise several techniques which they can identify as useful to their teaching	Focus of PR
<b>Improve the knowledge of children about asking better questions</b>	All children at a level appropriate to their age and ability	Throughout the year as suitable.	Strategies learned from the ‘Asking Better Questions’ booklet	The children will increasingly use the high quality questioning techniques with each other during their paired work.	Staff to report back in a staff meeting in February
<b>Staff to model work which will allow children to practice their <u>self</u> assessment</b>	All staff and TAs	All year	Staff meeting  Spring term	Children secure in recognising good work through modelling and use of success criteria	Staff to report back with examples

<b><u>Peer</u> assessment to be introduced on an appropriate scale when children understand how to evaluate work</b>	All staff and children			Children who are ready are able to comment on other children's work in a meaningful way.	Staff to report to an open meeting about developments
<b>Evaluate the success of the work of teachers and children</b>	All teachers. All children appropriate to their age and ability	February and May	Balloon activity	Positives and areas for development openly discussed and addressed.	

## ***ACTION 2 ICT Embedding ICT into the curriculum***

<b>FOCUS AREA:</b>	<b>ICT planning and assessment</b>	<b>TEAM LEADER: Headteacher, Robert Simpson and Jane Brock</b>
<b>TARGET 2 YR:</b>	<ul style="list-style-type: none"> <li>• The whole school ICT map is reviewed by all staff and updated.</li> <li>• Subject co-ordinators are involved in moderating samples of children’s work.</li> <li>• A bank of planning and moderated samples of children’s work is available online.</li> <li>• Teachers use assessment to inform short and medium term planning.</li> <li>• Teachers monitor pupils’ progression in other strands and provide appropriate learning opportunities.</li> <li>• ICT CPD plan has been reviewed, evaluated and updated.</li> </ul>	
<b>TARGET 1 YR:</b>	<ul style="list-style-type: none"> <li>• All pupils learn about all strands of ICT at least once a year.</li> <li>• All ICT units are taught within the context of topics from other subjects.</li> <li>• There is an overall map of ICT across all year groups.</li> <li>• Evaluate and revise progression in each strand from FS – Level 5.</li> <li>• Teachers begin to share planning and samples of children’s work with other schools.</li> <li>• ICT CPD plan has been reviewed, evaluated and updated.</li> </ul>	
<b>WHERE ARE WE NOW?</b>	<p>Jane Brock and Robert Simpson have been involved in the production of Learning Intentions and Success Criteria for all strands of ICT from FS – Level 5. They are familiar with the education department’s planning and assessment materials. Each year group has created and reviewed a curriculum map of the current use of ICT. Year groups have met with Victor Laine and/or EdICTs to investigate ways of including ICT in their curriculum.</p> <p>The senior team have completed the Becta Matrix to allow us to apply for the ICT mark. This will be done later in the Autumn Term.</p>	

<b>ACTION</b>	<b>TEAM</b>	<b>TIMESCALE</b>	<b>RESOURCES</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING &amp; EVALUATION</b>
<b>Show the staff the current possibilities for VLEs on the GGfL</b>	Edicts Headteacher	Autumn and Spring term	Staff meeting and OAT day time	Some staff will prepare a VLE for parents others will prepare properties for their desktop/their class/other staff	
<b>Set targets for the improved use of cross-curricular ICT Identify the CPD needs for all staff</b>	SMT with year groups	Termly meetings	1 staff meeting per term	Targets are met from term to term Year groups begin to achieve the levels appropriate for their stage in development CPD needs are identified	
<b>Support the development of teachers' knowledge of appropriate resources for each strand of ICT from FS – L5.</b>	SMT with VL/EdICTs	Autumn 07 Spring 08 Summer 08	1 staff meeting per term (with additional as required)	All staff familiar with resources available on school network and online and understands how they can be used appropriately within each strand of ICT from FS – L5. Appropriate resources identified in planning.	
<b>Assess our ICT development.</b>	All staff	Autumn 2007	Becta matrix	Either achievement of the ICT mark or a plan provided to enable us to move on.	

### ***ACTION 3 The Creative Curriculum KS1***

<b>Focus of Development:</b>	Develop cross-curricular links in KS1 units of work
<b>Team leader:</b>	KS1 Co-ordinator Robert Simpson
<b>3 year plan</b>	The KS1 curriculum will contain units of work based on linked cross-curricular “themes”. These will be planned from the basis of carefully staged Learning Intentions and Success Criteria. Teachers will begin to consider other topic titles which use the same basic set of skills as identified in the Success Criteria of each unit.
<b>1 year plan</b>	Continue to review the units from term to term.
<b>Present situation:</b>	Year 2 is now in its second year of the re-written units. These are progressing well and teachers are modifying and improving the units as appropriate. Year 1 has rewritten several units of work to include a wealth of cross-curricular links.

<b>ACTION</b>	<b>TEAM</b>	<b>TIME SCALE</b>	<b>RESOURCES</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING AND EVALUATION</b>
Present a snapshot of the work done in KS1 (and Year 6)	KS1 Co-ordinator	Autumn 07	1 Staff meeting	KS2 teachers identify the way in which the new units of work are based on identifiable skills	

## **ACTION 4 Mathematics**

<b>Focus of Development:</b>	Raise standards in Years 3 and 4. Implement changes to the structure and content of Numeracy Hour in the light of changes to the framework and principles of Assessment for Learning .
<b>Team leader:</b>	Richard Fyfe
<b>3 year plan</b>	Review maths curriculum and teaching practice in relation to the revised framework and principles of Assessment for Learning.
<b>1 year plan</b>	Consolidate training and planning in Year 4. Put in place moderation and tracking procedures. Develop whole school approach to written calculations.
<b>Present situation:</b>	Both nationally and in Guernsey there is a drop in the rate of attainment at Years 3 +4. Whole island focus in 2006 /2007/2008. In September the NNS framework is being reviewed in order to focus on Key objectives .

<b>ACTION</b>	<b>TEAM</b>	<b>TIME SCALE</b>	<b>RESOURCES</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING AND EVALUATION</b>
Consolidate Training Years 3+4	Year 3 and 4 teachers	2007/Summer 2008	Release for one staff per year group/ other member of staff centrally funded. Additional meeting with Maths Advisor	Year 3 +4 to have produced coherent planning that follows principles of the New Framework. Year 3 and 4 to provide INSET on IDTPs	Teacher Assessments 2007/2008 Planning Shared with whole school in Summer
Identification and tracking for each year group	All Year Groups	Summer 2007+March 2008		After internal moderation, all year groups to identify children to track. These will be a group of children who are performing above and below expectations. These + 10% of the year group will be re-levelled in March to monitor progress.	Children to be tracked and reassessed in March to identify progress and successful strategies.

ACTION	TEAM	TIME SCALE	RESOURCES	SUCCESS CRITERIA	MONITORING AND EVALUATION
<p>To moderate levels to ensure that all teachers have the same understanding of levels and fine grades. Two staff meetings to moderate each others' children. Co-ordinator to moderate 2 fine grades per year group Moderating meetings to be arranged with Year Groups in June/ July</p>	All Staff	Summer 2007-	1 Release day for co-ordinator and staff	Staff have a shared understanding of key fine grades 1a,2b,3c,3a,4c,4a,5c	Report to SMT at end of process and yearly after that. Moderation portfolio to include discussion and documents that are presented for moderation
To agree on a progression of calculation to be taught at KS2	All KS 2 Staff	Autumn 2007	1 After School Session	To have an agreed and understood progression of written addition, subtraction, multiplication and division. Planning modified to reflect this and then appendix added to policy	Review policy

## ***ACTION 5 Portfolios***

<b>Focus of Development:</b>	<b>Portfolios</b>
<b>Team leader:</b>	Trevor Grayland
<b>Present situation:</b>	We have completed portfolios for all subjects each year up until the last VSSE. Since then we have discussed how best to change the focus of portfolios and decided on a model in which all staff are involved with their year groups. The focus should be on the development and improvement in teaching and learning over time. They would therefore be added too each year so that there was a body of evidence for any new VSSE system.

<b>ACTION</b>	<b>TEAM</b>	<b>TIME SCALE</b>	<b>RESOURCES</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING AND EVALUATION</b>
<b>Meet with staff to clarify requirements.</b>	Headteacher and all staff	July 07		Staff clear about the aim of the exercise	
<b>Staff to work out a time scale and a contents page for the portfolio</b>	All teachers	July 07- September 07	Staff meeting / OAT day	Staff intentions match the criteria given to them at the previous meeting	SMT to discuss contributions of all year groups.
<b>Regular meetings to discuss progress</b>	All staff	January 08 April 08 June 08	As requested by staff	The portfolios will reflect changes that have impacted on children's progress	
<b>Plans to extend the information gathered to other areas, or to deepen understanding in the same areas</b>	All staff	September 08	Portfolios	Staff have a better understanding of how to be self critical of their practice.	SMT to meet with year group teams to discuss their ideas,

## ***ACTION 6 National Healthy Schools Programme***

<b>Focus of Development:</b>	<b>National Healthy Schools Programme</b>
<b>Team leader:</b>	Lesley Le Huray
<b>Present situation:</b>	Achieved National Healthy Schools status in 2003 Now needs updating to include all four areas – PSHE, Healthy eating, Physical activity, Emotional health and well-being

<b>ACTION</b>	<b>TEAM</b>	<b>TIME SCALE</b>	<b>RESOURCES</b>	<b>SUCCESS CRITERIA</b>	<b>REVIEW</b>
Team leader to attend training session in England	Lesley Le Huray	October 2007			
Share information on the Healthy Schools Programme with staff, pupils, school committee.	Lesley Le Huray	November / December 2007	Healthy Schools Programme	Whole school aware of the implications of the Healthy Schools Programme	
Form working parties to make audits of current position in relation to Healthy Schools Programme	Four working groups. To include pupils, parents and school committee.	Beginning of Spring Term 2008 2 staff meetings	Assessment for a Healthy Schools Award – Section 1 – The whole-school approach	Identification of what is already in place. Identification of ‘gaps’.	
Draft first action plan.	Four working parties	Spring Term 2008	Healthy Schools Programme		
Team leader to attend training session in England	Lesley Le Huray	April 2008			

***COLLATION OF CONTINUING PROFESSIONAL  
DEVELOPMENT NEEDS***

The continuing professional development needs of Castel School can largely be met in-house. The continuing involvement of Learning Unlimited personnel will remain most welcome.

Most of the ICT development will be undertaken in house but will need support from time to time from Edicts and from Victor Lane. It will be useful if the various courses which are run by Advisors who understand the need to improve standards through AfL and also have a sound knowledge of the effective use of ICT within their subject.

<b>Requests for centrally provided training</b>		<b>Link with SIP Page No.</b>
Key areas of development	<b>AFL ICT Mathematics</b>	<b>11/12 13-17 20/21</b>
Adviser Requests		
OAT day training		
Support for in-house training	<b>Training with EDICTs and Victor Lane will need to be on as 'as needed' basis.</b>	
Performance Management requests		
Other		
<b>Planned "in-house" training funded from school's devolved budget</b>		
Key areas of development	<b>AFL (No cost in-house). Some time may be needed if the teachers are to help other schools. ICT (As planned centrally) Mathematics (Central)</b>	<b>11/12  13-17 20/21</b>
OAT day training	<b>None except in house</b>	
Performance Management plans		
Other		

**CASTEL PRIMARY SCHOOL  
POST VALIDATION IMPROVEMENT PLAN**

**2007-8**

**CALENDAR FOR CURRENT ACADEMIC YEAR**

Week ending:

1	Sept 7	2	Sept 14	3	Sept 21	4	Sept 28	5	Oct 5	6	Oct 12	7	Oct 19	8	Oct 26	9	Nov 2	10	Nov 9	11	Nov 16	12	Nov 23	13	Nov 30
		Year 6 and KS1 Parents' evenings		Kingswood and KS1 eveing		<b>ICT</b>		<b>READING</b>		<b>AFL</b>		Parents Evenings		HALF TERM		<b>MATHS</b>		<b>AFL</b>		<b>Healthy schools</b>		<b>PORTFOLIOS</b>		<b>ICT (Meet with year groups)</b>	
14	Dec 7	15	Dec 14	16	Dec 21	17	Dec 28	18	Jan 4	19	Jan 11	20	Jan 18	21	Jan 25	22	Feb 1	23	Feb 8	24	Feb 15	25	Feb 22	26	Feb 29
				Term ends Wednesday 19 <sup>th</sup> December					<b>AFL</b>		<b>ICT</b>		<b>AFL</b>		<b>Healthy Schools</b>		<b>PORTFOLIOS (Ready for new head interviews)</b>		Half Term		<b>AFL</b>				
27	Mar 7	28	Mar 14	29	Mar 21	30	Mar 28	31	Apr 4	32	Apr 11	33	Apr 18	34	Apr 25	35	May 2	36	May 9	37	May 16	38	May 23	39	May 30
		<b>Parents evening</b>		<b>AFL</b>		<b>ICT</b>		<b>MATHS</b>	Spring Holiday						<b>ICT</b>		<b>AFL</b>		<b>MATHS</b>						Half Term
40	June 6	41	June 13	42	June 20	43	June 27	44	July 4	45	July 11	46	July 18	47		48		49		50		51		52	
														Term ends Friday July 18 <sup>th</sup> Summer Holiday											

Staff Meeting topics are highlighted in red

**INITIAL ANALYSIS OF KS1 AND KS2 SATS**

**KS1 TEACHER ASSESSMENT RESULTS AND ANNUAL TARGETS**

		W	1	2C	2B	2A	3	L2 above
<b>Reading</b>	All	2	10	14	33	25	16	88
	Boys	4	20	16	32	20	8	76
	Girls			11	35	31	23	100
<b>Writing</b>	All	4	14	18	31	27	6	82
	Boys	8	28	16	24	24		64
	Girls			19	39	31	11	100
<b>Mathematics</b>	All		8	8	52	22	10	92
	Boys		12	8	52	12	16	88
	Girls		4	8	53	31	4	96

<b>1.</b>	<b>Were the test/task results as expected of the cohort? If not, how were the results different?</b>
	<p><b>English Reading</b></p> <p>The majority of pupils in Year 2 have progressed steadily with reading. There has been a noticeable lack of materials suitable for the lower achievers who need to rely more on phonic strategies. This has been addressed with the recent purchase of "Read Write Inc" materials with a dedicated phonic focus. All children achieved the targets set at Year 1 with 76% of children progressing at least one level more than their targets.</p>
	<p><b>English Writing</b></p> <p>The children have progressed well with writing this year. All the children in the cohort reached the targets set for them at the end of Year 1. 94% of children achieved at least one level above their target.</p>
	<p><b>Mathematics</b></p> <p>All the children achieved at least one level higher than the targets set at the end of Year 1.</p>
<b>2.</b>	<b>How do the task test results compare with the three previous years? What trends, if any, can be noted?</b>
	<p><b>English Reading</b></p> <p>It is almost impossible to compare cohort with cohort to any good purpose. Children made good progress against their previous attainment.</p>
	<p><b>English Writing</b></p> <p>It is almost impossible to compare cohort with cohort to any good purpose. Children made good progress against their previous attainment.</p>
	<p><b>Mathematics</b></p> <p>It is almost impossible to compare cohort with cohort to any good purpose. Children made good progress against their previous attainment.</p>

<b>3.</b>	<b>Are there any notable variations in gender performance?</b>
	<p><b>English Reading</b></p> <p>84% of the girls in the cohort achieved 2B or above. All the girls achieved Level 2 or above. 60% of boys achieved 2B or above. 76% achieved Level 2 or above. One boy with English as a second language joined the year group (4%).</p>
	<p><b>English Writing</b></p> <p>80% of the girls in the cohort achieved 2B or above. All the girls achieved Level 2 or above. 48% of boys achieved 2B or above. 64% achieved Level 2 or above. One boy with English as a second language joined the year group (4%).</p>
	<p><b>Mathematics</b></p> <p>88% of girls achieved 2B or above. 96% achieved Level 2 or above. 80% of boys achieved 2B or above. 88% achieved Level 2 or above.</p>
<b>4.</b>	<b>From your analysis, what appears to be the emerging priorities for the school as a whole?</b>
	<p>Use of new phonic based reading scheme to bring up low achieving readers in both Year 1 and Year 2. Early identification of Literacy difficulties with time allowed for revisiting essential building blocks. Moderation and TA throughout KS1 and KS2.</p>

<b>Targets for 2008</b>	<b>% Level 2 and over</b>
<b>Reading</b>	<b>77</b>
<b>Writing</b>	<b>70</b>
<b>Maths</b>	<b>70</b>

**KS2 TEACHER ASSESSMENT ANNUAL TARGETS**

**2007 KS2 TEACHER ASSESSMENT BROAD GRADES (%)**

		Level Absent	Below Level 2	Level 2	Level 3	Level 4	Level 5	Level 4 and above %
<b>English</b>	All			3	24	41	32	73
	Boys			5	27	32	36	68
	Girls				21	53	26	79
<b>Mathematics</b>	All				20	46	34	80
	Boys				23	32	45	77
	Girls				16	63	21	84
<b>Science</b>	All				17	55	28	83
	Boys				24	38	38	76
	Girls				10	74	16	80

<b>1.</b>	<b>Were the test/task results as expected of the cohort? If not, how were the results different?</b>
	<p><b>English</b> Expected= 74% Actual 73%. All results are within one child so therefore are as expected.</p>
	<p><b>Mathematics</b> Expected 77% Actual 80% All results are within one child so therefore are as expected.</p> <p>Teachers more confident that TA reflect children's actual performance</p>
	<p><b>Science</b> Expected 80% Actual 83%. All results are within one child so therefore are as expected.</p> <p>Science TA very difficult to assess accurately. Year 6 will not teach the revision cycle. This will make it difficult to give a meaningful TA across the ATs.</p>
<b>2.</b>	<b>How do the task test results compare with the three previous years? What trends, if any, can be noted?</b>
	<p><b>English</b> Last Year 73% This Year 73%</p> <p>No change and as expected for cohort. Only two years of TA with which to compare.</p>

	<p><b>Mathematics</b> Last Year 70% This Year 80%</p> <p>A good rise this year, but in line with the predictions based on a stronger cohort. Only two years of TA with which to compare.</p>
	<p><b>Science</b> Teacher Assessments should not be relied upon this year as there is no island wide method of Teacher Assessment for Science and no moderation. Year 6 teachers will not be working on a revision curriculum, so will only be able to comment on the areas they have taught.</p> <p>Last Year 82% This Year 83%</p>
<b>3.</b>	<b>Are there any notable variations in gender performance?</b>
	<p><b>English</b> The girls in this cohort are slightly stronger in all subjects. This is due to the tail in the year group being three or four boys making up about 9% of results. In fact the boys are stronger at Level 5 in all subjects in this particular cohort.</p>
	<p><b>Mathematics</b> The girls in this cohort are slightly stronger in all subjects. This is due to the tail in the year group being three or four boys making up about 9% of results. In fact the boys are stronger at Level 5 in all subjects in this particular cohort.</p>
	<p><b>Science</b> The girls in this cohort are slightly stronger in all subjects. This is due to the tail in the year group being three or four boys making up about 9% of results. In fact the boys are stronger at Level 5 in all subjects in this particular cohort.</p>
<b>4.</b>	<b>From your analysis, what appears to be the emerging priorities for the school as a whole?</b>
	<p>Moderation and TA throughout KS1 and 2 followed by close tracking and monitoring of target group in each year.</p>

**Targets for 2008 Broad Grades**

% Expected by the end of Y6	Reading	Writing	English	Maths
Level 4+	81	72	81	77
Level 5	26	6	13	20
Level 4	55	66	68	57
Level 3	19	26	19	23
Below 3		2		



