



# School Development Plan

2017 to 2018

'Together Everyone Achieves More'

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## WESTDENE SCHOOL IMPROVEMENT PLAN 2017- 2018

OBJECTIVES	SUCCESS CRITERIA	TASKS	PERSON(S) RESPONSIBLE	RESOURCES, TIME, COST IMPLICATIONS	TARGET DATES FOR IMPLEMENTATION AND REVIEW
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### 1. EQUAL OPPORTUNITIES FOR ALL CHILDREN

**Main Priorities:**

- **We seek to embed equality of access, opportunity and outcomes for all members of our school community, within all aspects of school life.**  
**To do this, we will:**

<p><b>1.1</b> To ensure that the school promotes equality of opportunity for all.</p>	<p>All children are able to access appropriate opportunities that will help to develop their talents and potential.</p> <p>Policy and practice reflect our commitment to this aim and staff feel confident to challenge prejudicial language, report any incidents on CPOMs for monitoring.</p>	<p>*Year Leaders &amp; SMT to monitor planning and delivery of learning to ensure equality of opportunity and high expectations for all pupils.</p> <p>*Promoting awareness through assemblies, PSHE, RE, enrichment opportunities, theme days/weeks, leadership roles and responsibilities.</p> <p>*Promoting British Values through display and lesson content.</p> <p>*Monitoring pupil achievement data and take-up of opportunities to evaluate success.</p>	<p>All staff</p> <p>Year Leaders</p> <p>Focus for PSHE, MFL, Geography &amp; RE Curriculum Leaders.</p> <p>School Council</p>	<p>Directed Time</p> <p>Staff Meeting time</p> <p>Non-contact time as requested</p> <p>Assembly focus</p>	<p>Priority focus for 2017-18 INSET 4/09/17 &amp; 2/01/18</p> <p>Regular monitoring by SMT &amp; reporting to Equality working party.</p> <p>Review June 2018.</p>
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<p><b>1.2</b> Encouraging discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning to promote a more equitable society;</p>	<p>Raising awareness amongst educators and pupils. Culture established to promote positive values and attitudes.</p>	<p>*Raising awareness through INSET, Staff training &amp; Key Stage Meetings in addition to regular discussion during PPA sessions.</p>	<p>*Year Leaders &amp; SMT *All staff</p>	<p>INSET Staff Meeting time.</p>	<p>Priority focus for 2017-18 Regular monitoring by SMT &amp; reporting to Equality working party.</p>
<p><b>1.3</b> Promote attitudes and values that will challenge social stereotypes, racist and other discriminatory behaviour or prejudice;</p>	<p>Raised expectations and high pupil achievement for all groups.</p>	<p>*Sharing expectations and promoting positive values and attitudes through assemblies, whole school theme days, display, class discussion and everyday practice. *Staff training organised. *Workshops for parents and children to promote high expectations for all. *Year Leaders to monitor pupil achievement data and take appropriate action in response to underachievement. *Year Leaders &amp; SLT to monitor CPOMs. *School Council to help organise initiatives and theme days.</p>	<p>All staff Year Leaders  Equality advisor to work with PSHE leads.  Focus for PSHE, MFL, Geography &amp; RE Curriculum Leaders.  School Council</p>	<p>Directed Time Staff Meeting time Non-contact time as requested Assembly focus  £500 for workshops</p>	<p>Priority focus for 2017-18 Regular monitoring by PSHE Curriculum Leads &amp; SMT.  Active involvement of Equality working party.</p>

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<p><b>1.4</b> Provide opportunities for pupils to appreciate their own identity and culture and celebrate the diversity within our school community, the local context and wider world;</p>	<p>Children feel active members of the school community and achieve highly.</p>	<p>*Teachers to actively seek opportunities to promote and celebrate children’s cultural heritage and develop community spirit through display, assemblies &amp; school initiatives.</p> <p>*Growing our international links.</p> <p>*Organising an International Day.</p>	<p>All staff</p> <p>Focus for PSHE, Primary Languages, Geography &amp; RE Curriculum Leaders.</p> <p>Primary Languages Lead</p>	<p>Directed Time</p> <p>Staff Meeting time</p> <p>Assembly focus</p> <p>Curriculum Focus</p>	<p>Priority focus for 2017-18</p> <p>Regular monitoring by PSHE Curriculum Leads &amp; SMT.</p> <p>International Day in 26<sup>th</sup> January 2018</p>
<b>2. ENHANCING PROGRESS FOR ALL CHILDREN</b>					
<p><b>Main Priorities:</b></p> <p><b>We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:</b></p> <ul style="list-style-type: none"> <li>• <b>Make effective use of assessment information and prior learning to inform teaching and learning;</b></li> <li>• <b>Identify and tackle underachievement;</b></li> <li>• <b>Working in partnership with parents/carers in supporting their child’s education;</b></li> </ul>					
<p><b>2.1</b> Monitor achievement data and tracking systems to identify underachievement and inform future actions;</p>	<p>Raised aspirations to ensure that all pupils make at least expected progress.</p> <p>Closing the attainment gap</p>	<p>*Introduction of SIMs tracking system in addition to FLiC.</p> <p>*SMT/ Teachers undertake rigorous tracking of formative and summative assessment data to identify underachievement.</p>	<p>Class teachers to update FLiC /SIMs.</p> <p>SMT to monitor progress of individuals &amp; groups.</p>	<p>SMT/SLT mtgs</p> <p>Governors mtgs</p> <p>Phase mtgs</p> <p>Pupil Progress reviews</p>	<p>Pupil performance /Progress data regularly scrutinised by SLT/SMT.</p> <p>Termly progress reports circulated and presented to</p>

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	<p>between disadvantaged pupils and others.</p> <p>Differences between the achievement of boys and girls less marked.</p>	<p>*Pupil Progress meetings to agree appropriate interventions and additional support to tackle underachievement.</p> <p>*Governor’s Report on Pupil Achievement issued termly.</p>	<p>Pupil Premium Champion to monitor progress of PP children.</p> <p>Inclusion Manager to monitor progress of SEN/EAL/BME children.</p>	<p>Parent/teacher consultations.</p> <p>Designated responsibilities for Phase Leaders / INco/Pupil Premium Champion.</p>	<p>governors for scrutiny and questioning at Curriculum &amp; Standards mtgs.</p>
<p><b>2.2</b> Evaluate the impact and success of provision to inform next steps;</p>	<p>Provision has a positive impact on learners and adds value.</p>	<p>*Introduction of Provision Mapping Tool.</p> <p>*Training for Teachers &amp; Support Staff.</p> <p>*Support offered as required.</p> <p>*Provision mapping shared with parents.</p> <p>*Pupils and parents involved in review and evaluations.</p> <p>*Impact of provisions evaluated to inform next steps.</p>	<p>Inclusion Manager</p> <p>Class Teachers &amp; Support Staff</p> <p>Year Leaders</p> <p>Governors</p>	<p>PPA</p> <p>Directed time</p> <p>Non-contact time as required</p>	<p>Assessment of pupil performance on-going:</p> <p>INSET: 4/09/2017 PM 12/09/2017</p> <p>Scrutiny and evaluation of Pupil Progress data to inform next steps.</p> <p>Termly update and evaluation shared with governors.</p>
<p><b>2.3</b> Working in partnership with parents/carers in supporting their child’s</p>	<p>Children make better than</p>	<p>*Transition letters sent out for the start of the summer vacation.</p>	<p>Class Teachers &amp; Leadership Team.</p>	<p>PPA</p> <p>Directed time</p>	<p>Meet the teacher sessions:</p>

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education;	expected progress.	*'Meet the teacher' sessions organised for September. *Information handout shared with parents/carers after the meeting. *Topic webs and letters distributed. *Parent/teacher consultations in Autumn & Spring term. *Weekly newsletter & Blog. *Virtual Learning Environment to share information & news. *Various workshops organised during the school year to address target issues.		Non-contact time as required	<table border="1" style="width: 100%;"> <tr><td>Reception</td><td>20/09/17</td></tr> <tr><td>Year 1</td><td>18/09/17</td></tr> <tr><td>Year 2</td><td>13/09/17</td></tr> <tr><td>Year 3</td><td>19/09/17</td></tr> <tr><td>Year 4</td><td>12/09/17</td></tr> <tr><td>Year 5</td><td>14/09/17</td></tr> <tr><td>Year 6</td><td>7/09/17</td></tr> </table> <p>Parent/Teacher consultations: 10<sup>th</sup> &amp; 11<sup>th</sup> October &amp; 6<sup>th</sup> &amp; 7<sup>th</sup> February.</p> <p>Weekly newsletter &amp; Blog.</p> <p>Workshops and Information sessions/various dates over school year.</p>	Reception	20/09/17	Year 1	18/09/17	Year 2	13/09/17	Year 3	19/09/17	Year 4	12/09/17	Year 5	14/09/17	Year 6	7/09/17
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Year 5	14/09/17																		
Year 6	7/09/17																		
<b>3. TEACHING FOR MATHS MASTERY</b>  <b>Main Priorities:</b> <ul style="list-style-type: none"> <li>• To embed principles of teaching for Maths Mastery to improve outcomes for all pupils.</li> <li>• To offer support for each other and colleagues in other schools to develop and share best practice.</li> </ul>																			
<b>3.1 Principles of teaching for Maths Mastery embedded</b>	*Maths mastery approach has a	*INSET to equip teachers and support staff with skills and expertise with support in PPA	Teaching for Maths Mastery Leader of	School Improvement budget to cover	CPD Records.														

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<b>to raise expectations for all children. Emphasis on enabling children to ‘keep up not catch up’.</b>	positive impact on pupil progress and achievement.	<ul style="list-style-type: none"> <li>*High expectations for all.</li> <li>*Daily opportunities for the children to develop fluency.</li> <li>*Teachers to offer ping pong style interactive teaching to deepen conceptual understanding.</li> <li>*Opportunities for children to develop their verbal and written reasoning skills.</li> <li>*Appropriate challenge to develop children’s creativity and perseverance.</li> <li>*Monitoring of teaching &amp; Learning and same day interventions.</li> </ul>	<p>Learning.</p> <p>All staff</p>	the cost of non-contact time to support collaborative practice.	Monitoring of teaching & Learning
<b>3.2 To develop a culture in which children embrace challenge through a ‘Growth Mindset’ approach.</b>	Pupils display behaviour that enables them to become effective learners.	<ul style="list-style-type: none"> <li>*Staff to promote attributes and characteristics through their teaching and feedback.</li> <li>*Promotion across the school community through newsletters and assemblies.</li> </ul>	<p>All staff</p> <p>Leaders of Learning</p>	<p>Dedicated assemblies.</p> <p>Newsletters &amp; VLE</p>	<p>Focus reminder in weekly newsletter.</p> <p>Review on-going.</p>
<b>3.3 To offer support for each other and colleagues in other schools to develop and share best practice.</b>	Staff develop skills, knowledge and expertise through joint practice and collaboration to	<ul style="list-style-type: none"> <li>*Whole school INSET with follow up support in PPA and regular staff meetings.</li> <li>* Following White Rose</li> </ul>	Teaching for Maths Mastery Leader of Learning.	Directed time & PPA	INSET DAY for all staff 4/09/2017



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	improve outcomes for children.	planning. *Investment in key textbook resources for teacher reference. *Peer support/lesson study approach/collaboration.* Innovative approaches to CPD to be explored through TRG.*Teachers to welcome each other and visitors into the classrooms to share our practice.*Further training for governors.	Year teams	Maths budget	Revised planning available on-line for 2017-18  Focus for 2017-18 as a lead school.  TRG evaluation of Teaching for Maths Mastery shared with staff.  Evaluation and regular updates shared with governing body through the Curriculum & Standards committee.
<b>4. RAISING STANDARDS IN WRITING</b>					
<b>Main Priorities:</b> <ul style="list-style-type: none"> <li>• <b>To raise standards in writing for all pupils.</b></li> </ul>					
<b>4.1 To ensure that standards of attainment in writing are high in comparison to similar type schools and that all pupils make expected or better progress in writing.</b>	KS1 80% pupils achieve or exceed expected standard.  15%+ exceed expected standard.  KS2 85% pupils	*INSET provided for staff to ensure their own subject knowledge is secure. *Feedback effective in identifying next steps for pupils. *Literacy leads to work alongside Year teams to	Literacy Leader of Learning & Literacy Team.   All staff	Directed time/PPA  Additional non-contact time as required	Key area of focus for 2017-18.  Pupil Progress meetings to discuss individual progress and identify ways forwards.  Regular Moderation/Book looks

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	achieve or exceed expected standard.  20%+ exceed expected standard.  (95% + make expected progress)	support with planning. *Pupil performance monitored/informs next steps and interventions. *Literacy Team to continue adding samples of writing from all key stages and across the curriculum in writing folder to demonstrate 'developing', 'mastery' and 'working above' in writing. *Focus on oracy and drama to help children formulate and articulate ideas. *use of LSS to identify significant need and recommend support. *Writing moderation to continue within year groups, across key stages and within cluster. *Boosting and additional teaching in response to identified need.	Year Leaders & SMT.		to inform next steps /on-going  Pupil performance data harvested and analysed and evaluated termly.  Data and ways forwards shared with governors.  Progress reviews on-going.  On-going use of pupil performance and tracking data to identify underachievement.
<b>4.2 To promote children's development as writers in the Early Years.</b>	Children make good progress and most attain or exceed expected standards.	* Providing a print rich environment both inside and outside in the Early Years.	Foundation Stage Leader & Early Years team.	Directed time/PPA  Additional non-contact time as	Key area of focus for 2017-18.  Assessment of pupil

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	<p>Differences between boys and girls are less marked.</p> <p>Summer born boys make good progress.</p>	<ul style="list-style-type: none"> <li>*Planning rich opportunities for mark making and writing that reflect pupils' developing needs and interests.</li> <li>*Effective use of writing scaffolds to support learners.</li> <li>*Adults engaging in conversations with children to model use of language, and deepen learning.</li> <li>*Daily handwriting practice and activities to support development in fine motor skills to include 'Dough Gym'.</li> <li>*Planning for exciting opportunities to engage children in writing.</li> <li>*Developing appealing writing areas.</li> <li>*Finding interesting ways of celebrating children's success in writing.</li> <li>*Workshop for parents.</li> </ul>	<p>Support from LLE with Early Years expertise.</p>	<p>required</p>	<p>performance on-going/ Tapestry &amp; EYFSP.</p> <p>Assessment &amp; evaluation to inform next steps.</p> <p>Termly update shared with governors.</p> <p>Tasks key areas of focus for the year/on-going.</p> <p>TBA early Spring term 2018.</p>

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<p><b>4.3 To inspire quality writing for pupils in KS 1 &amp; KS 2.</b></p>	<p>Pupils motivated and expectations in writing raised.</p> <p>Boys making good or better progress to reduce gender differences with girls at both expected standards and above expected standards.</p>	<ul style="list-style-type: none"> <li>*Developing exciting and purposeful opportunities for writing.</li> <li>*Working walls demonstrate 'steps to success' for pupils.</li> <li>*Ensuring that feedback informs next steps.</li> <li>*Visualisers used effectively to support learning.</li> <li>* Success criteria identified.</li> <li>*Peer and self- evaluation to take account of success criteria.</li> <li>*Opportunities to celebrate achievement in writing.</li> <li>*Ensure appropriate use and understanding of technical language.</li> <li>*Develop children's skills in peer and self-assessment.</li> <li>*Role of Literacy Ambassadors developed offering further responsibilities and opportunities to raise the profile of Literacy.</li> <li>*Writing competitions organised.</li> </ul>	<p>Key role of Leader of Learning for Literacy in driving improvements.</p> <p>Literacy Leader of Learning &amp; Literacy Team.</p> <p>All staff</p>	<p>Pupil progress meetings to discuss individual progress and identify ways forwards.</p> <p>Non-contact time as appropriate.</p> <p>£300 to purchase any additional visualizers.</p>	<p>Leader of Learning for Literacy to meet regularly with SLT to evaluate progress.</p> <p>Phase Leaders to monitor planning, teaching &amp; learning and pupils' work.</p> <p>Literacy co-ordinators, class teachers &amp; SLT to monitor pupil progress.</p> <p>Pupil performance data analysed and shared termly with governors.</p> <p>Review on-going.</p>

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<p><b>4.4 To develop staff knowledge and expertise to support pupil progress in writing.</b></p>		<p>*INSET &amp; CPD to support the development of staff knowledge and expertise.            *Literacy expert practitioners to work alongside teachers to enhance quality of teaching and learning and develop staff confidence and expertise.            *Literacy team to check all staff are up to date in their SPAG subject knowledge and are shown effective ways to teach grammar in the classroom.            *Literacy Team to induct new staff in using 'No- Nonsense Spelling' and monitor its use throughout the school.            *Sharing expectations for 'No- Nonsense Spelling' with parents.</p>	<p>Literacy Leader of Learning &amp; Literacy Team.</p> <p>Support from expert literacy practitioner and LA moderator.</p>	<p>INSET opportunities/Staff Meetings.</p> <p>Team teaching opportunities to share and develop best practice.</p> <p>Curriculum leadership time.</p>	<p>INSET for TAs 04/09/2017 'Drop ins' offered on a regular basis by expert practitioners.</p> <p>On-going area of focus.</p>
<p><b>4.5 To raise standards in handwriting and presentation.</b></p>	<p>Standards in handwriting and presentation improve.</p> <p>Pupils take more</p>	<p>*Handwriting and presentation – Literacy team to ensure updated handwriting policy is fully implemented and support given to staff where needed.            *Adults modelling cursive</p>	<p>Literacy Leader of Learning &amp; Literacy Team.</p>	<p>Curriculum leadership time.</p>	<p>Key area of focus for 2017-18.</p> <p>Monitoring and evaluation on-going.</p>

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	pride in their work.	handwriting in teaching and marking. *Classes to celebrate good presentation at the start of each term. * Shared 'book looks' during PPA sessions to share good practice and ensure consistency.	Year Leaders/SMT		
<b>4.6 To raise standards in Phonics and Spelling.</b>	Standards improve in Phonics & Spelling.	*Phonics Lead Teacher & FS & KS 1 teams to review planning and resources and make any necessary changes. *Phonics Lead Teacher to introduce a phonics baseline for KS1- set up before summer term 2017 ends. *Literacy Team to work with Reception and Year 1 to review gap analysis in phonics and how this will inform teaching. *Appropriate groupings and provision in place to meet the needs of the learners in Yr 1. *Establishing effective assessment and tracking systems to scrutinise pupil	Literacy Leader of Learning & Literacy Team.  Phonics Lead Teacher  Early Years & KS 1 team.  Year Leaders	INSET Staff Meetings  Key Stage Meetings  CPD opportunities	Key area of focus for 2017-18.  Monitoring and evaluation on-going.  Expectations shared at 'Meet the Teacher' sessions.  'Drop-ins' and scrutiny of pupil progress data.  Providing workshops for parents/ sending information home with clear instructions to support learning at home.

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		progress and next steps. *Actively engaging the parents as partners in their child's learning. * Y2-6 continue to follow the 'No-nonsense' programme.			On-going monitoring and review. 'Drop-ins' and scrutiny of pupil progress data.
<b>5. STRIVING FOR EXCELLENCE</b> <b>Main Priorities:</b> <ul style="list-style-type: none"> <li>• <b>We aim to inspire and promote high standards and personal and collective achievement throughout our school community.</b></li> </ul>					
<b>5.1 Promote high expectations for work and behaviour.</b>	Pupils work hard and apply themselves well which impacts on their progress.	*Staff make expectations clear. *Consistent approach across school.	All staff	Expectations explicit in all that we do.	Communicated through lessons, PSHE, assemblies, celebration etc. throughout the year. Key Focus for monitoring.
<b>5.2. Promote a positive attitude to learning and 'Growth Mindset' behaviours that will enable children to become effective learners.</b>	School ethos recognises that all the children can succeed.	*Staff to promote attributes and characteristics through their teaching and feedback. *Promotion across the school community through newsletters and assemblies.	All staff  Leaders of Learning	Dedicated assemblies.  Newsletters & VLE	Dedicated assemblies. Newsletters & VLE
<b>5.3 Offer opportunities for children to take on leadership roles and additional responsibilities to support their personal development.</b>	Pupil voice strong. Pupils take an active role in school and develop a sense of pride and achievement.	*Raise awareness through assemblies/democracy in action/class discussions *Class teachers to promote various opportunities organise democratic selection	SMT  Class Teachers  Curriculum Leaders	Promote through Assemblies/class discussions, newsletter etc.	Launch assembly for KS 2 8/09/17.  (All pupils encouraged to reflect on opportunities and consider putting themselves up for

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	<p>These opportunities support children's personal development as well as promote British values.</p>	<p>to assign children to various roles;</p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Sports Leaders</li> <li>• Eco-Council</li> <li>• Arts Ambassadors</li> <li>• Digital Leaders</li> <li>• FOW Reps</li> <li>• Language Leaders</li> <li>• Junior Friends of Westdene</li> <li>• Literacy Ambassadors</li> <li>• Monitors</li> </ul>			<p>certain roles.)</p> <p>Ballot paper issued to all pupils for voting.</p> <p>Elections held in September 2017.</p> <p>Regular meetings throughout the year.</p>
<p><b>5.4 Provide opportunities to celebrate achievement and share success.</b></p>	<p>Expectations explicit and pupils strive for success.</p>	<p>*Sharing examples of good work so children know what standards to aspire to.</p> <p>*Award system in place to celebrate high achievement.</p> <p>*Provide opportunities for competition.</p>	<p>All staff Curriculum Leaders</p>	<p>Time as required.</p>	<p>Classroom display/Notice boards</p> <p>Promotion in Friday newsletter</p> <p>Sharing success in Blog and VLE/Display/exhibition.</p> <p>Merit certificates</p>