R17

department for
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Part of Document 0235/2004

EXAMPLE SCHOOL DEVELOPMENT AND IMPLEMENTATION PLAN DOCUMENTATION

COMPILED BY IPF FROM SCHOOL EXAMPLES FOR THE DfES

April 2004

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ESSENTIAL SERVICES FOR THE PUBLIC SECTOR

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EXAMPLE SCHOOL DEVELOPMENT AND IMPLEMENTATION PLAN DOCUMENTATION

1 Introduction

1.1 There is no nationally prescribed format for a School Development Plan or School Improvement Plan, so a number of LEAs have issued detailed guidance for their schools on what it should contain. This guidance varies from LEA to LEA and practice, in terms of actual plans, also varies significantly from school to school. This makes it difficult to provide consistent guidance that can be applied, like the Standard, on a national basis.

1.2 However, to provide a bit more assistance for schools to accompany the Toolkit, IPF has drawn together examples of real School Development and Improvement Plans from an Infant and a secondary school, representing opposite ends of the organisational spectrum. These represent good practice and are useful examples for schools to consider. However, they could still be improved further (see notes below) by comparison with the IPF guidance set out at Summary S1.5 the School Development Plan. All reference to the individual schools has been removed.

2 School Development Plan

2.1 By comparison with the guidance in the Summary, the following points are noted:

- IT/ICT Development Plan – No reference to a specific plan for this area and coverage in the SDP is light. However, in this case it could be a reflection of this being from a small school.
- Where are we now? – The follow up to the Ofsted report is a separate section at the back of the plan rather than integrated with the individual targets within the rest of the curriculum plans etc.
- Achievements - Not covered in as much detail as might be expected
- Reasons for change - Not that clear nor as specific as we would recommend at a secondary school. It includes the aim "To improve individual pupils attainment and progress by monitoring personal development", but says nothing more specific in terms of actual SATS scores for example.

- Future plans – Relatively simple, which might be appropriate for a small school, but would need to be more detailed for a larger one.
- Financial implications – Not included in the example to help make the example anonymous, but the space where financial implications would be recorded remains to emphasise that it is good practice to link plans to resource usage.

3 School Improvement Plan

3.1 The example school improvement plan is very clear and logical and compares well with the guidance in the Summary except that there is no reference to the impact that the action plans will have on the budget.

YEAR 3 OF STRATEGIC SCHOOL DEVELOPMENT PLAN 2001-2004

Detailed Plans For 2003-2004

Head teacher: XXXXXXXXXXXX

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Aims of the Strategic School Development Plan

The Strategic School Development Plan aims to ‘raise achievement for all learners’ (LEA Educational Development Plan)

The plan combines:

A) The Strategic Development Plan – developing pupils who are ‘Hungry for Learning’

with

B) An operational School Development Plan – improving and maintaining high standards already achieved.

SECTION A

Strategic School Development Plan

Section A. Strategic Development Plan 2003-2004

We aim to develop children who have a thirst for knowledge and are 'Hungry for Learning'.

We have three areas for further development.

S1. To develop children's learning

S2. To develop creative opportunities for staff and children

S3. To enable children to develop personally

'Pupils who are Hungry for Learning'

Strategic Development Plan

Targets	Action to Achieve Vision 2003/04	VISION
S1 To develop Children's Learning	**S1** • All staff to attend training on accelerated learning. • To review teaching and learning policy	**'Pupils are Hungry for Learning'**
S2 To develop Creative Opportunities for Staff and Children	**S2** • Arts Week Spring 2004 • Team Teaching	
S3 To enable children to develop personally.	**S3** • Monitor group and individual (personal, social needs) • PSHE policy into practice.	

SECTION B

Operational School Development Plan

POLICY REVIEW CYCLE 2003-2006

	SUMMER	AUTUMN	SPRING
2003/2004	PSHE/Citizenship & Multi-Cultural Education (XX) Teaching and learning (XX) RE and Collective Worship (XX) Environment & Conservation (XX)	Charging(XX) Parents (XX) Behaviour and Discipline (XX) Monitoring (XX) Music (XX)	English (XX) Early Years(XX) Homework (XX) Admissions (XX)
2004/2005	SEN (XX) More Able (XX) History (XX) Health and Safety (XX) Sex Education (XX) Attendance (XX) Child Protection (XX)	Assessment (XX) Maths (XX) Staff Induction (XX) Continuing Professional Dev't (XX) Performance Management.(XX)	ICT (XX) Equal Opportunities (XX) Racial Equality (XX) Pay (XX) Staff Sickness (XX)
2005/2006	DT (XX) Geography (XX) Swimming (XX)	Science (XX) P.E. (XX)	Art and Display (XX)

KEY

Teaching Staff

XX XXXXXXXX
XX XXXXXXXX
XX XXXXXXXX
XX XXXXXXXX
XX XXXXXXXX
XX XXXXXXXX
XX XXXXXXXX

GB – Governing Body

H,S&P Health, Safety and Premises Committee
P Personnel Committee
F Finance Committee
PR Public Relations Committee
C Curriculum Committee

OUTLINE PLANS

2003-2004

OUTLINE PLAN 2003/2004

		SUMMER 2003	AUTUMN 2003	SPRING 2004
STRATEGY TARGETS		S2. Personal Development PSHE/citizenship & multi-cultural education	S1 Learning	S3 Creativity
CURRICULUM TARGETS		1. RE & Collective Worship. 2. Environment and Conservation	3 Behaviour and Discipline 4. Music	5. English 6. Early Years 7. Homework
CURRICULUM EQUIPMENT AND RESOURCES		Purchase of budgeted curriculum resources		Needs analysis of equipment
ASSESSMENT AND TARGET SETTING		SATs – Y2 Mini SATs – Y1 ROAS – All Years → Target Cards → Tracking pupil progress – Assessing and setting targets Assessment Portfolio – Moderation →	Baseline – Reception Tracking pupil progress – Assessing and setting targets Set school targets – Reading, Writing, Maths, Science and Spelling	→ Monitor targets all year groups
MONITORING	English	Observation of subject and pupils	Analysis of results and target setting. Work sampling and pupil profiles	Focused walkabout. Displays and resources. Analysis of Planning, Policy and Schemes of Work
	Maths	Work sampling and pupil profiles	Analysis of results and target setting. Observation of subject and pupils	Focused Walkabout. Displays and Resources. Analysis of Planning, Policy and Schemes of Work
	Science	Analysis of Planning, Policy and Schemes Of Work. Work Sampling and Pupil Profiles	Analysis of Results and Target Setting	Focused Walkabout. Displays and resources. Observation of subject and pupils.
	IT	Observation of subject and pupils	Analysis of Planning, Schemes of Work and Policy	Displays Work Sampling Resources
	Teaching and Learning	Science and Foundation subject review and lesson observations Rec & Y1 & Y2.		
	Foundation Subject Review Analysis of Planning, Policy, Schemes of Work, work scrutiny, resources & displays.	PSHE, Citizenship & Multi-Cultural education R.E. & Collective Worship Tracking Short/Medium Term Planning		

OUTLINE PLAN 2003/2004

GOVERNORS COMMITTEES:

		SUMMER 2003	AUTUMN 2003	SPRING 2004
A) FINANCE		Monitor Budget →	Approve Budget Forecast	Approve Budget →
B) CURRICULUM		PE Teaching and learning	PSHE/ Citizenship, Multi-Cultural Policy, RE etc Environment and Conservation.	Behaviour and Discipline Music Monitoring report – core subjects.
C) HEALTH, SAFETY AND PREMISES	Policies	Swimming	Child protection	
	Redecoration	Offices (admin and secretary) Swimming pool changing rooms (outside)	Adult toilets	
	Refurbishment	Swimming pool toilets Adults toilets	Telephone and fax system	Security alarm system
	School Grounds	Covered link and outside lighting. → Outside In Project		→
D) PERSONNEL		Performance Management → Head (GB) Teacher and Office (SP) TA's and LSA's (MDS) Staff Development Policy Staff Induction Policy Pay Policy → Staff Appointments		→
E) PUBLIC RELATIONS	Policies/brochures	School brochure Parents involvement policy		Admissions policy
	Information and Reporting to Parents and Feeder Schools	Swimming Induction – Reception 2003/4 Liaise-Junior and Playgroups End of year reports Parents Evening →	SATs Meeting – Y2 Reception – End of first term reports.	Parents Curriculum Exhibition following creative arts week. Life Education Centre →
	Fund Raising & Social and Parental Involvement	Summer Fair Carnival Capers Swimming pool working party Summer barbeque	Christmas Fair Sponsored Bounce	Sponsored Egg Hunt Colouring Competition Easter Tea
	Calendar Events	Sports Day Silk painting exhibition	Christmas Production Harvest Festival Book Week	Creative Arts Week

STRATEGIC AND CURRICULUM IMPROVEMENT TARGETS 2003/2004

Strategic Targets:

S1 Learning
S2 Personal Development
S3 Creativity

Curriculum Targets

C1. R.E. and Collective Worship
C2 Environmental and Conservation
C3 Behaviour
C4 Music
C5 English
C6 Early Years
C7 Homework

CURRICULUM IMPROVEMENT TARGET NO: S1 To Develop Children's Learning

OBJECTIVE	ACTION	LEAD PERSON	TIME SCALE	RESOURCES AND INSET	MONITORING/EVALUATION
To implement quality Teaching and Learning Strategies to maximise learning opportunities for all children.	a)All classroom staff to attend training in: • Accelerated learning • ICT-laptops/smart board/digital camera	XX	March 2004	IT Technician in-house training	
	b)To review teaching and learning policy in light of: • Literacy and Numeracy hours • Plan, Do, Review. • Mind Mapping • Use of outdoor classroom • ICT • School ethos - learning culture - attitude to learning - raising self-esteem - behaviour expectations etc.	XX	July 2003	3 staff mtgs or 1 inset day	Revised policy presented to Governors Autumn 2003. Monitor planning and observe practice for evidence of use of: • Outdoor environment for learning • Plan, Do, Review • ICT – computers and interactive boards • Explicit learning objectives Autumn 2003
	c)Develop self-assessment opportunities for children.	XX	March 2004	1 staff meeting	Monitor use of self-assessment opportunities Spring 2004.

SUCCESS CRITERIA

- Policy review outlining best teaching and learning strategies.
- Use of outdoors, Plan, Do, Review and ICT evident in planning and practice.
- Self – assessment opportunities in place for a variety of skills (at least 5).

FINANCE

CURRICULUM IMPROVEMENT TARGET NO: S2 Personal Development

OBJECTIVE	ACTION	LEAD PERSON	TIME SCALE	RESOURCES AND INSET	MONITORING/EVALUATION
1) To improve individual pupils attainment and progress by monitoring personal development,	a) Staff/governors to amend/approve first draft of P.S.H.E./Citizenship Policy. To develop schemes of work and purchase resources.	XX	July 2003		Revised policy and schemes of work presented to Governors Autumn 2003
	b) Monitor groups and individuals and develop an action plan to meet needs	XX	Dec 2003		Co-ordinator and Head to monitor planning for evidence of PSHE, citizenship and multi-cultural education delivered.
	c) Continue to develop school grounds through Outside/In project to improve outdoor play and work environment.	XX	on going		Measure impact of new policy and schemes of work through talking to children and class observations and end of year results.
2) To further raise the children's awareness of different ethnic groups in Great Britain	a) Review multi-cultural policy, planning and resources to maximise opportunities for multi-cultural education.	XX	July 2003		Revised policy to Governors Autumn 2003
	b) Plan for more visits and visitors	XX	Dec 2003		Monitor calendar for visits and visitors

SUCCESS CRITERIA

- Pupils personal development monitored
- Individual and groups needs met through action plan
- Improved outdoor environment and learning opportunities.
- Personal development of pupils having a positive effect on attainment

FINANCE

CURRICULUM IMPROVEMENT TARGET NO: S3 Creativity

OBJECTIVE	ACTION	LEAD PERSON	TIME SCALE	RESOURCES AND INSET	MONITORING/EVALUATION
To raise the profile of the arts and stimulate creativity in learning	Arts week. All elements of the arts experienced, with visitors and workshops. Exhibit resulting work.	XX	Feb 2004	MAST	Children have experienced artistic creativity, providing a broad skills range.
To be able to identify strengths and areas for development for the next SIP cycle.	Undertake work scrutiny of art completed during the year. Review targeted elements e.g. silk painting painting observational representation 3-D work	XX	July 2004	MAST	Strengths and areas for development are shared with staff and reflected in planning,.

SUCCESS CRITERIA

- Pupils can identify a range of experiences undertaken.
- Pupils have enjoyed developing skills and opportunities to work creatively.
- Pupils' work reflects a range of artistic experiences.

FINANCE

CURRICULUM IMPROVEMENT TARGET NO: C1 RE and Collective Worship					
OBJECTIVE	**ACTION**	**LEAD PERSON**	**TIME SCALE**	**RESOURCES AND INSET**	**MONITORING/EVALUATION**
To further develop children's understanding and knowledge of R.E.	• Review R.E. policy, reflecting the new agreed syllabus for RE and ICT.	XX	Summer 2003	MAST	Scrutinise planning and pupils work for evidence of policy into practice.
	• Review collective worship policy	XX	Spring 2004		Present policies to Governors Summer 2003 (RE) Spring 2004 (collective worship)
	• Evaluate resource provision and purchase new resources	XX	Autumn 2003		
SUCCESS CRITERIA • Pupils able to articulate knowledge and understanding of Christianity and other religions. • Self-discipline and reasoning evident in observation of behaviour and discussion with pupils		**FINANCE**			

CURRICULUM IMPROVEMENT TARGET NO: C2 Environment/Conservation

OBJECTIVE	ACTION	LEAD PERSON	TIME SCALE	RESOURCES AND INSET	MONITORING/EVALUATION
To increase children's awareness of conservation and the need to take care of the environment	• devise whole staff and school approach policy to outline aims and opportunities promoting care of the environment and conservations issues.	XX	Aut 2003	MAST	Agreed policy and planning opportunities.
	• Organise speakers and trips to promote awareness of human influences on the natural balance of the planet as well as care for plants and animals.		Spr 2004	MAST	Visitors have been to the school – photographs and displays.
	• Use 'Outside/In' trail to provide practical opportunities to care for the pupils' immediate environment giving responsibility and ownership as well as adults modelling expectations.		"	MAST	Children are actively involved in looking after the school grounds.
	• Order group reading and large books which highlight global conservation issues at an appropriate level.		"	MAST	
To involve the school community in recycling programmes.	• Set up recycling routines. Send letters to parents with this information. Paint and update recycling area.		"	MAST	Recycling routines set up. Parents informed. Recycling area updated.

SUCCESS CRITERIA

- Pupils are able to explain some issues relating to conservation.
- Pupils take an active role in caring for their immediate environment.
- Children learn ways to take care of and value creatures and plants (as well as each other PSHE)

FINANCE

CURRICULUM IMPROVEMENT TARGET NO: C3 Behaviour

OBJECTIVE	ACTION	LEAD PERSON	TIME SCALE	RESOURCES AND INSET	MONITORING/EVALUATION
Further improve children's behaviour and self-discipline.	Review Behaviour and Discipline Policy with all staff.	XX	December 2003		Revised policy agreed by staff and presented to Governors Spring 2004.
	Training for new staff on assertive discipline.	XX	December 2003		Staff Performance Management Reviews reflect confidence in behaviour management.

SUCCESS CRITERIA

- All staff are up to date and in agreement with revised behaviour and discipline policy and all staff consistent with approach to behaviour management.
- Learning culture evident with behaviour issues arising during lesson and play times, confidently dealt with by staff using systems in place.
- Children can articulate self-discipline strategies.

FINANCE

CURRICULUM IMPROVEMENT TARGET NO: C4 Music

OBJECTIVE	ACTION	LEAD PERSON	TIME SCALE	RESOURCES AND INSET	MONITORING/EVALUATION
To raise standards in music	• Through staff discussion identify support needed to deliver music curriculum e.g. specialist advice new schemes of work resources	XX	May 2003		Review and action plan presented to Head – May 2003
	• Review policy	XX	December 2003		Policy and schemes of work agreed by staff and presented to Governors Spring 2004.
	• Review schemes of work to ensure progression and QCA guidance	XX			
	• Purchase resources, e.g. published schemes of work, books, CDs, including multi-cultural aspect.	XX	July 2003		
	• Ensure policy into practice through team teaching.	XX	December 2003		Monitor through team teaching and report to spring 2004 staff meeting. Quality of performance reflecting raised standards.
	• Utilise full use of resources for Harvest and Christmas celebrations.	XX	December 2003		

SUCCESS CRITERIA

- Resources purchased and confidently used by staff and children – evident in team teaching and observations.
- Policy and schemes of work evident in planning.

FINANCE

CURRICULUM IMPROVEMENT TARGET NO: C5 English

OBJECTIVE	ACTION	LEAD PERSON	TIME SCALE	RESOURCES AND INSET	MONITORING/EVALUATION
To maintain high standards in literacy	a)Providing quality resources – ICT software/book corners: • Evaluate literacy software and order. • Order books according to book bands to support structured reading books.	XX	Spring 2004		Software resources support specific areas of learning. Book corners contain a stimulating range of texts.
	b)Clarifying philosophy of literacy hour • Review structure of Literacy Hour linked closely to teaching objectives and learning intentions	XX	Spring 2004		Literacy Hour structure reviewed
	c)Establishing clear guided reading strategies: • Review Guided Reading Strategies and resources:	XX	Spring 2004		Guided reading strategies evaluated and updated.
	d)Developing effective literacy learning environments. • Develop guidelines for an effective Literacy learning environment.	XX	Spring 2004		Guidelines for effective literacy learning environments established.
To raise standards in spelling	Review whole school planning and work scrutiny to raise standards in spelling. Prepare PIP kits.	XX	Spring 2004		Spelling results are raised.
	Review English policy	XX	Spring 2004		Reviewed policy agreed by staff and presented to Governors Summer 2004.

SUCCESS CRITERIA

- Children are using software to support learning intentions.
- Reading corners contain stimulating books.
- Children work within an effective literacy learning environment
- Spelling standards are raised

FINANCE

CURRICULUM IMPROVEMENT TARGET NO: C6 Early Years

OBJECTIVE	ACTION	LEAD PERSON	TIME SCALE	RESOURCES AND INSET	MONITORING/EVALUATION
Improve quality of learning opportunities for the Early Years Children	• To develop use of Early Years outdoor area in relation to all areas of learning.	XX	July 2003		Observe how pupils are using the outdoor area.
	• Draw up plans/ideas for open ended cross-curricular uses.	XX	July 2003		
	• Introduce interactive willow sculptures to the outside area. Pupils to be involved in the process.	XX SP	July 2003		Monitor pupil response.
	• Purchase new equipment to develop physical skills.	XX	September 2003		Evidence of improvement in pupil physical development skills.
	• Visit other outdoor classrooms	XX	January 2004		
	• Revise LT/MT planning for ICT.	XX	March 2004		Evidence of improved cross-curricular ICT and development of pupil skills.
	• Review Early Years Policy.	XX	March 2004		Reviewed policy agreed by staff and presented to Governors Summer 2004

SUCCESS CRITERIA

Evidence of improved outdoor learning linked to clear learning outcomes.

Evidence of improved ICT skills linked to clear learning outcomes.

FINANCE

CURRICULUM IMPROVEMENT TARGET NO: C 7 Homework

OBJECTIVE	ACTION	LEAD PERSON	TIME SCALE	RESOURCES AND INSET	MONITORING/EVALUATION
Further improve quality of home learning for children.	• Review homework policy	XX	Spring 2004		Revised policy presented to Governors Summer 2004
	• Content to re-enforce and consolidate learning.	XX	Summer 2004		
	• Revised practice monitored.	XX	Autumn 2004		Homework books monitored for content and practice Summer 2004 (Head).

SUCCESS CRITERIA

- Pupils enjoying homework when questioned.
- Parent's comments in homework books are positive.

FINANCE

CURRICULUM RESOURCES
BUDGET PLAN
2003/2004

CURRICULUM RESOURCES BUDGET PLAN 2003/4

TARGET	WHAT?	WHO?	BY WHEN?	Delegated	Standards Fund	PTA/FSA	O/I	School Fund
S1	Learning	XX	March 2004					
S2	Personal Development	XX	March 2004					
S3	Creativity	XX	March 2004					
C1	RE & Collective Worship	XX	March 2004					
C2	Environment & Conservation	XX	March 2004					
C3	Behaviour	XX	March 2004					
C4	Music	XX	March 2004					
C5	English	XX	March 2004					
C6	Early Years	XX	March 2004					
C7	Homework	XX	March 2004					
Other Curriculum Areas	Maths	XX	March 2004					
	Science	XX	March 2004					
	ICT	XX	March 2004					
	PE	XX	March 2004					
	Art	XX	March 2004					
	Geography	XX	March 2004					
	History	XX	March 2004					
	DT	XX	March 2004					
	SEN	XX	March 2004					
Curriculum Support Resources	General Curriculum	XX	March 2004					
TOTAL								

ACTION PLANS
FOR
GOVERNING BODY COMMITTEES
2003/2004

FORM	A:	Finance
	B:	Curriculum
	C:	Health, Safety and Premises
	D:	Personnel
	E:	Public Relations

FORM A: FINANCE COMMITTEE

TARGET	ACTION	LEAD PERSON	TIME SCALE	Delegated	Standards Fund	PTA/FSA	0/I	Grants	Total Cost
1	Monitor budget	Whole Cttee.	Termly						
2	Approve budget forecast	Whole Cttee.	November 2003						
3	Approve budget	Whole Cttee. l	April 2004						

FORM B: CURRICULUM

TARGET	ACTION	LEAD PERSON	TIME SCALE	Delegated	Standards Fund	PTA/FSA	0/I	Grants	Total Cost
1	**Review Policies:** • PE • Teaching and Learning • PSHE, Citizenship and Multi-Cultural • RE and Collective Worship • Environmental & Conservation • Behaviour and Discipline • Music	Whole Cttee.	July 2003 Dec 2003 Dec 2003 Dec 2003 Dec 2003 Mar 2004 July 2004 Mar 2004						
2	**Governor Visits:** • Maths • Science • Literacy	XX XX XX	July2003 Dec 2003 Mar 2004		Co-ordinater supply cover				

FORM C: HEALTH, SAFETY AND PREMISES

	WHAT?	WHO?	BY WHEN?	Delegated	Standards Fund	PTA/FSA	O/I	Other	Total Cost
1	**Health and Safety Check**	Rolling programme	Termly						
2	**Review Policies**: • Swimming • Child Protection	Whole Cttee. Whole Cttee.	Summer 2003 Dec 2003						
3	**Redecoration:** • Admin offices	XX	Dec 2003						
4	**Refurbishment:** • Adult & Pool toilets • Telephone system & fax • Security Alarm	XX XX XX	Aug 2003 Dec 2003 “						
5	**School Grounds**: • Covered link • Outside lighting • Outside/in project	XX XX XX	Mar2004 Dec 2003 Aug 2003						

FORM D: PERSONNEL

TARGET	ACTION	LEAD PERSON	TIME SCALE	Delegated	Standards Fund	PTA/FSA	0/I	Grants	Total Cost
1	**Performance Management**: • Head • Teachers • TAs and SNAs • Office Staff	XX XX XX XX	Rolling programme Sept - July						
2	Staff Development Plan	XX	Dec 2003						
3	Staff induction and staff development policy	XX	Dec 2003						
4	Pay policy	Governors	Dec 2003						
5	Staff appointments SNA	XX	On going						
6	Needs analysis training	XX	Sept 2003						

FORM E: PUBLIC RELATIONS

TARGET	WHAT?	WHO?	BY WHEN?	Delegated	Standards Fund	PTA/FSA	0/I	Grants	Total Cost
1	**Policies, brochures etc:** • Parent involvement policy • Admissions policy • School brochure	Governors Governors XX	Dec 2003 March2004 July 2003						
2	**Information/reporting to parents, feeder schools etc:** Swimming information	Swimming pool committee	June 2003						
	Induction Reception 2003	XX	June 2003						
	Liaise – feeder schools	XX	July 2003						
	End of year reports	Teachers	June 2003						
	Parents evening	Teachers	July, November, February						
	SATs meeting – Year 2	XX	November 2003						
	Reception – end of 1st term reports	XX	December 2003						
	Life Education Centre	XX	Feb 2004						

Continued

FORM E: PUBLIC RELATIONS Continued

TARGET	WHAT?	WHO?	BY WHEN?	Delegated	Standards Fund	PTA/FSA	0/I	Grants	Total Cost
3	**Fund-raising, social, parental action groups:** Summer Fayre	PTA/FSA	June 2003						
	Carnival Capers	PTA/FSA/XX	June 2003						
	Arts week & exhibition	XX	March 2004						
	Swimming Pool Working Party	Swimming Pool Committee	May 2003						
	Sponsored egg hunt Colouring competition Easter tea	PTA/FSA	March 2004						
	Christmas Fayre	PTA/FSA	December 2003						
	Sponsored Bounce	PTA/FSA	November 2003						
4	**Calendar Events** Sports Day	XX	July 2004						
	Harvest Festival	XX	October 2003						
	Christmas Production	XX	December 2003						
	Book Week	XX	November 2003						
	Supporting Charities	Governors	September 2003						

DELEGATED BUDGET

2003-2004

The budget derived from funds delegated by the LEA is not included to keep detailed information about the example school confidential. See R22 **A Guide to Setting the Annual Budget** for more information how to build up your annual budget.

FINANCE PLANNER
2003-2004

FINANCE PLANNER 2003-2004

Curriculum Improvement Targets and Strategy Targets	TIME			BUDGET						
	Closures	Staff Meetings	MAST	Delegated	Standards Fund	School Fund	PTA/FSA	O/I s	Grants	Total Costs
S1. Learning	2	1								
S2. Personal Dev't	1	2								
S3. Creativity	1									
C1. RE & Collective Worship		2								
C2. Environment & Conservation		2								
C3. Behaviour		2								
C4. Music		1								
C5. English	2	4								
C6. Early Years		2								
C7. Homework		1								

FINANCE PLANNER 2003-2004

Non Curriculum Improvement Targets	TIME			BUDGET							
	Closures	Staff Meetings	MAST	Delegated	Standards Fund	School Fund	PTA/FSA	O/I	LEA	Sponsors Grant	Total Costs
A1											
A2											
A3											
B1											
B2											
C1											
C2											
C3											
C4											
C5											
D1											
D2											
D3											
D4											
D5											
D6											
E1											
E2											
E3											
E4											

APPENDIX ONE
EVALUATION OF TARGETS
2002/2003

EVALUATION OF CURRICULUM IMPROVEMENT TARGET 2002/03

TARGET S1: Learning

EXAMPLE

Objective: To improve the quality of learning for all children.

Success Criteria:

- Identify impact of 'mind-mapping' as learning strategy through discussion with pupils-determining knowledge of retention
- Policy review outlining best teaching and learning strategies
- Information required to further develop teaching and learning strategies
- More learning opportunities created for outdoor classroom

ASSESSMENT OF SUCCESS

What changes have been brought about?

- 'Mind mapping' introduced and used as a tool for teachers and children to share thinking and clarify learning objectives.
- Clearer learning intentions shared with children improving teaching and learning.
- 'Plan, Do, Review' system in place in all year groups developing independent learning and self-discipline.
- Team-teaching activities have improved the identification of next learning steps for all pupils including intervention groups of more able and SEN children.

What is the impact on children's learning?

- Learning culture further developed with the use of Plan, Do, Review throughout the school.
- Teaching strategies in Numeracy and Literacy hours extended to foundation subjects e.g. highlighting learning objectives and self-evaluation.
- Target setting and tracking for all pupils with evidence in ROAs has improved the pace of learning.

Any lessons to be noted for future reference?

- Team teaching in Y1 and Y2 consolidated good practice.
- Learning objectives need to be on display and/or clear in children's minds for all lessons.

Any further action required?

- Teaching and Learning Policy to be reviewed Summer 2003
- Exploration of more learning opportunities for outdoors for all year groups.
- More self assessment opportunities to be created for pupils e.g. ICT

XXXXXXXXXX March 2003

EVALUATION OF NON-CURRICULUM IMPROVEMENT TARGETS 2002/03

FORM A: FINANCE

TARGETS:

1. Monitor budget
2. Approve budget forecast
3. Approve budget.

TARGETS ACHIEVED?

All targets achieved satisfactorily.

FURTHER ACTION REQUIRED? None

FORM B: CURRICULUM

TARGETS: 1 – 6

TARGETS ACHIEVED?

1,2: Policies reviewed: ICT,Science, P.E., Race Relations
4 – 6: Governor visits: Maths Governor visited and reported to full Governing Body.

FURTHER ACTION REQUIRED?

- To review policies:
- PSHE Citizenship and multi-cultural and Teaching and Learning.
- To arrange for Science and Literacy governors to visit school to see subject in progress and to talk to co-ordinators.

FORM C: HEALTH, SAFETY AND PREMISES

TARGETS: 1-5

TARGETS ACHIEVED?

1.Health and safety checks carried out termly.
2.Health and Safety and Swimming Pool policies reviewed.
3.Redecoration of swimming pool changing rooms and Reception class
4.Refurbishment: Childrens' toilets and Swimming Pool.
5.Swimming Pool area extended with new fencing. Front perimeter fencing replaced. Exterior wooden door and frame replaced. Car park extended and drive and paths redone. CCTV camera in pool area.

FURTHER ACTION REQUIRED?

- Redecoration: SEN room, corridors, admin offices, storage cupboards, adult toilets, oil tank cupboard.
- Refurbishment: Library, entrance shelving.
- School grounds: Replace covered link – office/hall. Replace reception gates and school signs by entrance gates.

EVALUATION OF NON-CURRICULUM IMPROVEMENT TARGETS 2002/03

FORM D: PERSONNEL

TARGETS: 1-6

TARGETS ACHIEVED?

Targets:
1.Performance management for Head, teaching staff and support staff in place.
5.T.A and LSA appointed.
6. Training needs compiled. Courses attended if available.

FURTHER ACTION REQUIRED?

- Staff induction and development policy review.
- Pay Policy review.

FORM E: PUBLIC RELATIONS

TARGETS: 1-4

TARGETS ACHIEVED?
1.School brochure revised.
2. All information received by parents and feeder schools.
3 & 4. Fundraising, social events and action groups set up with the exception of the Curriculum Support Group.

FURTHER ACTION REQUIRED?

- School brochure to be redesigned.
- Charging policy to be reviewed.

APPENDIX TWO

Evaluation of OfSTED Action Plan Improvement targets

OFSTED ACTION PLAN addressing issues raised through the Ofsted Inspection - January 2002

IMPROVEMENT TARGET	ACTION	TIME SCALE	MONITORING/ EVALUATION	SUCCESS CRITERIA
1. Improving pupils' reading further by improving their skills at finding information from books.	1. To make more use of the existing library by:-		Head teacher to monitor use of lending library service.	• All pupils have access to the library and are taking books home regularly.
	a) Introducing a system of weekly visits by all children to borrow books.	March 2002		
	b) Devising schemes of work for referencing skills (including ICT).	September 2002	Head teacher and English co-ordinator to monitor development of research skills through classroom observations, work sampling and standardised assessment.	• Pupils able to access information independently and demonstrate knowledge of library system.
	c) Drawing up a timetable for whole class focused teaching in the library.	September 2002		
	2. To set up links with Virginia Water library for visits etc.	September 2002		
	3. To analyse results of reading tests and teacher assessments to evaluate improvement in reading standards.	July 2003	Result analysis presented to Curriculum governors' meeting for evaluation in Autumn 2001.	• Further improvement in reading standards, measured by comparison of year on year assessment results.
	A FEASIBILITY STUDY:			
	A working party of governors and staff to be organised to look into the feasibility of developing a new library/ICT suite and formulating an action plan to:	If feasible, project to be completed by September 2003	Feasibility study presented to full governing body for evaluation, November 2000.	• A new library and ICT site has been developed.
	a) Decide on the positioning of a new suite.	July 2002		
	b) Acquire estimates for building and resourcing the new suite.	October 2002		
	c) Investigate financing the project through the delegated budget and grants available.	November 2002		

2. Recording and monitoring pupils' personal development where factors affect attainment and progress.	a) Devise a policy for formal monitoring of personal development for all pupils, particularly quiet children. b) Staff to implement policy e.g. through circle time.	December 2002 December 2002	Personal development policy to be presented to Governors Spring 2001. Head teacher to monitor implementation of policy and its impact on attainment through class observations and analysis of end of year results in July 2001.	• Pupils' personal development formally monitored. • Pupils able to express themselves confidently and interact well with peers and adults. • Personal development of pupils having a positive affect on attainment.
3. Ensuring that school development plan initiatives are linked wherever possible to improvements in pupils' learning.	a) Focus on objectives in curriculum targets in SDP, linking them to measurable improvements in pupils' attainment, e.g. English: To increase Level 2 reading SATs 2001 by 4% through focusing on specific areas of teaching and learning. b) Develop final year of 3 year SDP with staff and governors.	May 2002 June 2002	Governors to evaluate school improvement and raising standards in pupils' learning through measurable criteria in Year 3 of SDP. (Autumn 2001)	• SDP initiatives linked to measurable pupil attainment. • Governors more able to measure raising of standards through SDP. • Standards raised.
4. Teaching about the ways of life of different ethnic groups in Great Britain needs more emphasis.	To review multi-cultural policy to ensure clear outline and direction of multi-cultural education. To review planning and resources to capitalise on opportunities for multi-cultural education. More visits and visitors planned.	March 2002 March 2003 Academic year 2002/2003	Revised policy presented to Governors 2001. Head teacher and co-ordinator to monitor planning and observe lessons on multi-cultural education Summer 2001.	• Children able to recognise and discuss similarities and differences in other cultures within the UK, showing improved knowledge and understanding.

APPENDIX THREE

Monitoring Schedule

SSDP MONITORING SCHEDULE 2003/04			
YEAR	**SUMMER TERM**	**AUTUMN TERM**	**SPRING TERM**
2003/4	Monitoring to take place at the end of the term through use of: • Subject/aspect monitoring pro formas • Head teacher's report to Governors • Minutes of governor meetings • Minutes of Senior Management Team meetings Findings of monitoring to be delivered to staff and governors in the Autumn Term 2003.	Monitoring to take place at the end of the term through use of: • Subject/aspect monitoring pro formas • Head teacher's report to Governors • Minutes of governor meetings • Minutes of Senior Management Team meetings Findings of monitoring to be delivered to staff and governors in the Spring Term 2004.	Monitoring to take place at the end of the term through use of: • Subject/aspect monitoring pro formas • Head teacher's report to Governors • Minutes of governor meetings • Minutes of Senior Management Team meetings • Ofsted action plan evaluation • Governor's action plan evaluation • Evaluation of curriculum and non-curriculum targets 2003-2004 Findings of monitoring to be delivered to staff and governors in the Summer Term 2004.

Example School Improvement Plans

The following pages contain examples of School Improvement Plans for a number of development areas covering:

- Improve the use of the recent assessment data
- To help students realise their social and personal potential
- To develop the school's resources
- To develop the use of ICT in the curriculum

School Improvement Plan: **Review date:** Autumn 2004 Reporting Responsibility**:** Head teacher

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School

The one minor shortcoming for the governors to consider for inclusion in the Governors' action plan (not a serious weakness) was to:-

Fine tune the use of the recent assessment data that identifies the performance of different groups of students in Years 7,8, and 9 so as to further inform teaching and learning and raise standards.

Objectives	Action to be taken over the next year	Resource implications	Success criteria	Action required over the next 2 to 3 years	Resource implications
1. Fine tune the use of the recent assessment data that identifies the performance of different groups of students in years 7,8, and 9 so as to further inform teaching and learning and raise standards 2. To ensure consistent and accurate use of national curriculum levels at KS3	• Revised data issued to all staff • INSET to all staff on the use of baseline data to inform teaching and learning • Heads of department to review the use of baseline data and report back to SMT • LEA curriculum consultants to monitor use of baseline data.	• INSET time • Meeting time for working group • Admin support time • LEA external consultants - £3,500	• Positive feedback from LEA consultants on:- • use of baseline data in planning in departments • use of national curriculum levels in assessment	• Continued monitoring by LEA and heads of department • LEA external consultants	• Inspection costs £4,000 • INSET time set aside for departmental reviews • Admin staff time

School Improvement Plan: **Review date:** Autumn 2004 Reporting Responsibility: Assistant Head teacher

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To help students realise their social and personal potential

Objectives	Proposed action to be taken over the next year	Resource implications - Including staffing, staff development and facilities.	Success criteria	Action required over the next 2 to 3 years	Resource implications
To help students develop their social potential 1. Provide students with opportunities to interact with the outside community 2. Promote equality of opportunity for all students 3. Provide n environment which emphasises respect for all regardless of gender, culture, race or religion 4. Provide support for students with challenging behaviour or lack of social skills	**1. Community links** • To continue to use a range of speakers for assemblies. • To encourage students to fund raise for charities. • To invite the community to school productions. • To take groups such as music and Drama out in to the community. • To take part in debating competitions. • To develop the school link with Mexico. • To participate in the 'Litter Free School Award' with XXX Council. • To provide the D of E Award. • To maintain XXX Centre links. **2. Industry links** • To develop further joint projects with Canon. • To foster Science links with universities. • To develop departmental links with the local community.	• Funding for the project with the Youth service. • Staff time and commitment to extra curricular activities • D of E funding • Funding for project with Learning Space	• Range of activities having been undertaken and reported to governors in the headteacher's report.	• Set up mechanisms for monitoring students' attitudes to issues • Provide ways for student's views to be canvassed.	• Staff time to organize data collection

	3. Equal opportunities • To monitor the equal opportunities policy **4. Respect for all** • To develop a range of extra curricular and extension activities to reflect a diversity of gender, culture, race or religion. • To identify and implement additional strategies for dealing with bullying. **5. Support for students with challenging behaviour.** • To re-define the remit of the Reigate School Project. • To develop a behaviour modification programme with Learning Space. • To work with the Behaviour Management Service to assist identified students.				

Objectives	Proposed action to be taken over the next year	Resource implications - Including staffing, staff development and facilities.	Success criteria	Action required over the next 2 to 3 years	Resource implications
To help students develop their personal potential 1. Help students with individual target setting 2. Provide students with extra curricular opportunities 3. help students develop their understanding of moral, spiritual and cultural issues	• To provide students with a range of extra curricular activities. • To help students to develop their understanding of moral, spiritual and cultural issues. • To further develop the involvement of students in the School Council and to re-define its remit. • Speakers in assembly. • Fund raising for charities • Programme of curricular and extra-curricular	• Time for visiting speakers • Time and goodwill of staff • Staff time for school council activities	• Program me of extra curricular activities	• To extend the range of extra curricular activities to keep pace with the growth of the school.	• £1000 to support extra curricular activity

School Improvement Plan: **Review date:** Autumn 2004 **Reporting responsibility:** Bursar

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To develop the school's resources

Objectives	Proposed action to be taken over the next year	Resource implications - Including staffing, staff development and facilities.	Success criteria	Action required over the next 2 to 3 years	Resource implications
1. Human To identify, prioritise and deliver a programme of staff development for teaching and non-teaching staff and governors.	• Extraction of staff development needs from departmental development plans and self-evaluation discussions with Heads of Department. • To encourage staff to take advanced qualifications. • To maintain IIP standards • To have a programme of governor visits and planned INSET for individual and groups of governors. • To provide training for Teaching Assistants, LSAs and support staff. • To conduct appropriate Performance Management process for teaching staff. • To conduct an appropriate appraisal system for support staff • To develop an induction programme for NQTs. • To develop a support and induction package for newly appointed staff.	• School INSET budget	• Evidence of staff development having taken place.	• Continuing monitoring of these issues	
2. Physical To develop the buildings and the site	• Regular Health and Safety reviews • To review the security of the site. • To examine feasibility of putting floodlighting on the all weather pitch	• Staff time to undertake activities • Use of formula captial	• Site is deemed to be safe, well maintained and		• Should be an inflow of resources

	pitch. • To develop additional technological facilities. • To identify building improvement projects using formula capital funding. • To improve social areas for students. • To examine feasibility of the direct employment of cleaners.		and resourced		
3. Financial	• To develop marketing and secure lettings of the all weather pitch. • To increase lettings to replace income from adult education. • To investigate potential income from software systems and INSET for other schools. • To explore funding opportunities from improvement grants.	• Marketing budget • Increased staffing costs	• Increase in income		

School Improvement Plan: **ICT** **Review date:** Autumn 2004 **Responsibility:** Head teacher

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To develop the use of ICT in the curriculum

Objectives	**Action to be taken over the next year**	**Resource implications Jun 03 – Apr 04**	**SUCCESS CRITERIA**	**Action / issues required over the next 2 to 3 years**	**Resource implications**
1. To support the development of ICT use across the whole school	• Ensure up-date of Network Server to meet anticipated future needs.	• ICT for Schools funding	• New servers in place for the start of the Summer Term 2003	• To maintain systems through normal maintenance programme	• Capital cost
2. To achieve the governments targets for 5:1 ratio of students to computers	• To implement the plan for a computer suite within the Science Dept • To provide extra computers to main usage areas to meet needs of increased class sizes	• ICT for Schools funding	• To see a reduction in the current ratio	• To set out a network up-grade and expansion plan to maintain the ration against increasing student numbers	• Capital cost
3. To increase ease of access to resources for other departments	• To provide CD/DVD sharing to the network	• ICT for Schools funding	• CD/DVD sharing in place for start of the Summer Term 2003	• For Head of Department to manage resources through new installs and usage monitoring to allow removal of unused resources	• Capital cost / Management cost
4. To widen the learning opportunities in departments through the use of ICT	• To provide access to more subject dedicated software	• e-credit funding	• Purchase software identified by departments Summer term 2003	• Maintain the purchasing programme and support this with training when required	• e-credit funding

5. To provide more assessment of skills and knowledge through CAL packages	• To purchase software with the capacity to test students to the required outcomes through ICT	• e-credit funding	• Purchase software identified by departments Summer term 2003	• To assess use of CAL packages through the ICT KS3 Policy – cross curriculum review undertaken by the ICT department	• e-credit funding
6. To allow teaching and learning to be achieved 'at own pace' when utilising ICT	• To increase the ratio of computers to students to allow better access • To purchase software to enable own learning	• Capital Budget • e-credit funding	• Purchase of computers for room C5 • Purchase of software Summer 2003	• C5 to be up and running for Autumn term 2003 • Installation of software onto network as soon as received	• Capital budget • e-credit funding
7. To develop the use and function of the MIS system	• Look to develop departmental access and ability to manage system on a local basis	• Capital Budget	• Ability of departments to update own records/documents on the system	• Educate staff as to the benefits of transparency of students' records at the whole school level	• Capital budget
8. To further develop the access to ICT facilities by clarifying and centralising the booking system	• Look to rearrange the room usage to free up time in the ICT suites for other departments	• Capital budget	• Ability of departments to update own records/documents on the system	• To examine the relationship between Progress Report data and Assessment Manager	• Management time
9. To encourage the use of e-credits across departments to generate more resources	• To facilitate the selection and spending of resources to suit departmental needs	• e-credit funding	• Use e-credits for year • Range of resources acquired by the range of departments	• Implementation of the resources into the scheme of work	• e-credit funding

10. To embed the ICT strand across all parts of the core subjects	• Look to develop a whole school approach to the use of ICT in teaching	• Capital budget	• Completion of the mapping of ICT across the curriculum and mapping of teacher skills • Development of the teachers training schedule	• ICT staff development officer to audit and plan training programme for all staff needs • ICT department to audit the ICT elements within each department scheme	• Capital budget
11. To develop pass rates at KS3 in ICT to 80% by 2004	• Implement ICT strategy in all years and standardise assessment practice	• Capital budget	• ICT grades at KS3 at or greater than 80%	• Moderation exercises to take place	• Capital budget
12. To improve pass rates to national average and beyond	• To develop the ICT scheme to allow more classroom based exam preparation notes	• Capital budget and e-credit funding	• ICT GCSE grades at 56% or above	• Complete the redevelopment of the ICT course scheme of work	• Capital budget and e-credit funding