

Lea and Garsdon CE Primary School **School Improvement Plan September 2018 – July 2019 v4**

Our Vision

Is of a school community made up of happy, confident, learners.

The Christian ethos of the school is central to all that we do in developing a stimulating learning environment, where everyone works hard, shows consideration and empathy for others and aspires to excellence.

We aim to live according to the following values to enable us to meet our vision:

1. *Friendship*
2. *Respect*
3. *Honesty*
4. *Inclusion*
5. *Excellence*

OFSTED 24-25 February 2015 Key Issues

Strengthen elements of teaching in order to raise achievement further, especially in writing, by:

- ensuring that, in all classes, work is sufficiently demanding to extend the learning of the most able to ensure mastery of each subject
- building on work already in hand to improve pupils' skills in grammar, punctuation and spelling.

Overview of Priorities:

Area 1	Ensure leaders and managers at all levels, including the governing body, are effective in driving forward improvements set out in this School Improvement Plan (SIP) and Action Plans.
Area 2+4	By July 2019 90%+ of children make at least expected progress from their starting points in Reading, Writing and Maths (Y1-Y6) and in all 17 areas of the EYFS from their baseline.
Area 3	Children learn through a wide variety of activities which improve their social, emotional, moral, physical and spiritual well being.

Area for Improvement 1 –To Develop the Effectiveness of LEADERSHIP AND MANAGEMENT

Key Entitlement is for clear leadership from all leaders (Governors, HT, AHT, Subject Leaders) based on the values and vision for our school.

School Priority Target: Ensure leaders and managers at all levels, including the governing body, are effective in driving forward improvements set out in this School Improvement Plan (SIP) and Action Plans.

Success Criteria

- 1.1 Governance is effective at supporting the school, challenging the school on the basis of evidence and holding the Headteacher to account for successes and failures in relation to its improvement activities.
- 1.2 Effective self evaluation by all (class teachers, Subject Leaders, AHT, Inclusion Manager, HT, Governors) ensures a clear direction for improvement is agreed and captured in the SIP and Action Plans
- 1.3 Leaders at all levels have a demonstrable impact on raising standards.
- 1.4 The school has an agreed distinctive Christian vision which underpins all its work.
- 1.5 Staff wellbeing is promoted, staff feel valued, supported and listened to.
- 1.6 Good publicity leads to parents choosing to send their child to our school

Monitoring Who How When	HT RAGs rated action plan termly for FGB. FGB termly review actions completed.	Evaluation Who How When	The CoG will evaluate the impact of actions following term3 data and term 6 data. T6 Gov of Month reviews the impact of collaboration of the learning of the children through 'Pupil Voice'
People Involved	Kay Vousden (HT), Sian Alderson(AHT Rachel Woods(SENCO), Mel Phillips(English Leader), Rachel Humphries (Maths Leader), Carys Starkey (Science Leader), Kathryn Bartlett/Laura Mills (EYFS and Curriculum Leader)	LA Monitoring Other Monitoring	Challenge and Support Partner visits 3 times a year. To be agreed with Hobbes Schools, Barrs Court, Malmesbury Cluster School and School Improvement Group.
Pupil Voice	1.4 children are asked about the impact of working with other children at different schools.		

Action		Lead Person	Start/end date	How measured	Resources/ Cost to school	Status
a	<p>(a) Governor support required for improvement activities is documented and self-monitored and evaluated.</p> <p>(b) Governor challenge on the progress and effectiveness of improvement activities (on the basis of evidence) is captured in committee and FGB meeting minutes.</p> <p>(c) Performance management of the Head Teacher includes delivery of school improvements.</p>	<p>FGB Chair</p> <p>FGB Clerk</p> <p>[David & Jean]</p>	<p>Ongoing from Jan 19</p> <p>Ongoing from Jan 19</p> <p>Ongoing from Oct 18</p>	<p>Document(s) available on Sharepoint</p> <p>Meeting minutes clearly showing evidence-based governor challenge available on Sharepoint</p> <p>Head Teacher's objectives include delivery of school improvements. Progress monitored through performance management process.</p>	<p>Governor time</p> <p>Governor time</p> <p>Governor/ Leadership time</p>	
b	<p>Summary Self Evaluation Form is drawn up to consist of context page and a summary of areas of strength and areas for development in each OFSTED area with links to where the self evaluation evidence can be found.</p> <p>Strengths and areas for development are taken from 2017-2018 data, 2017-2018 SIP and Action Plan reviews and a review of the current needs of the children and the educational climate. This will feed directly into the SIP for 2018-2019</p>	KV	Sept 18	<p>Shared with FGB one section at a time in committees.</p> <p>Agreed areas for improvement added to School Improvement Plan and/or Action Plan(s).</p>	Leadership Time	
c	HT, AHT, Inclusion Manager and all teachers will have clear targets for children's progress and attainment. Leaders will review the impact of the actions towards meeting these targets in their area at the end of Terms 2,3 and 6 and will make relevant changes to plans for improvement.	KV	Sept/Oct 18	Overview shared with CC. Attainment compared to targets is reviewed three times a year.	Leadership Time	

d	SIAMS Self Evaluation carried out. SIAMS Action Plan put in place.	KV	Sept 18 ongoing	Good or better outcome from SIAMS inspection – expected Spring 2019.	SIAMS course £60 Understanding Christian Distinctiveness Course £120 Leadership time	
e	Update Staff Wellbeing Policy and review ways to reduce work load and to support a better work life balance for teachers and staff generally. Staff wellbeing Questionnaire carried out by Gov	KV	Nov 18 ongoing	Review comments from questionnaire. Review impact of actions	Leadership Time Gov time	
f	A variety of ways of raising the positive profile of the school are investigated in consultation with the staff, the FGB and the PTA	FGB CoG?	October 18	Nominated gov to feed back at each FGB	Leadership Time	

EVALUATION OF IMPACT

NEXT STEPS

Area for Improvement 2 – The Quality of Teaching, Learning and Assessment

Key entitlement is to high-quality teaching and learning that enables *all* children to make good progress to reach or exceed national expectations

Area for Improvement 4 – ACHIEVEMENT: Improving Outcomes for children

Key entitlement is to ensure that all children make at least expected progress, with those below expected standards making better than expected progress, to enable them to catch up.

School Priority Target:

- By July 2019 90%+ of children make at least expected progress from their starting points in Reading, Writing and Maths (Y1-Y6) and in all 17 areas for the EYFS from their baseline (not including those with EHCPs).

OFSTED 24-25 February 2015 Key Issues

Strengthen elements of teaching in order to raise achievement further, especially in writing, by:

- ensuring that, in all classes, work is sufficiently demanding to extend the learning of the most able to ensure mastery of each subject
- building on work already in hand to improve pupils' skills in grammar, punctuation and spelling.

Success Criteria

2.1 By July 2019 90%+ of children make at least expected progress from their starting points in Reading, Writing and Maths (Y1-Y6) and in all 17 areas for the EYFS from their baseline (not including those with EHCPs).

2.2 By July 2019 85+% know at least 55% of their year group's High Frequency spellings and apply them in writing.

2.3 By June 2019 the number of children passing the phonics screen is within one child of the national average or better.

2.4 By July 2019 plans for the teaching and learning of the National Curriculum and our wider school curriculum are shared on the website

2.5 Teaching leads to an increase in understanding of religious/faith diversity (including people who do not have a faith) and develops an awareness of the history of religious intolerance in Britain and Europe with the aim of promoting tolerance and understanding. (This is our Equality target for 2016-20.)

Monitoring Who How When	See Monitoring and Evaluation Timetable for details.	Evaluation Who How When	Curriculum Committee will evaluate the impact this section of the SIP and of the Action Plans following the review of data and the monitoring report from the Subject Governors T 4,6
People Involved	Kay Vousden (HT), Sian Alderson(AHT Rachel Woods(SENCO), Mel Phillips(English Leader), Rachel Humphries (Maths Leader), Carys Starkey (Science Leader), Kathryn Bartlett/Laura Mills (EYFS and Curriculum Leader)	LA Monitoring Other Monitoring	Challenge and Support Partner visits 3 times a year. To be agreed with Hobbes Schools, Barrs Court, Malmesbury Cluster School and a peer review triad to be formed.

Pupil Voice		1. Impact of aspects of Maths Action Plan. 2. Impact of aspects of English Action Plan. 3. Impact of aspects of Inclusion Action Plan.				
Action		Lead Person	Start/end date	How measured? Impact	Resources/ Cost to school	Status
a	See English Action Plan Key priority: Improve Oracy, use of phonics, spelling and vocabulary in speaking, reading and writing across the school.	MP	Sept 18 Aug 19	Actions monitored by HT and Gov. Standards measured.	Leadership Time	
b	See Maths Action Plan Key Priority: 1. Improve Ratio and Proportion and calculations in maths to ensure children are able to use these areas to solve problems at a mastery level. 2. Ensure girls make good progress and gaps between girls and boys are narrowed	RH	Sept 18 Aug 19	Actions monitored by HT and Gov. Standards measured.	Leadership Time	
c	See Inclusion Action Plan for how we will ensure children from vulnerable groups make expected progress or better.	RW MP RH	Oct 18 Aug 19	Actions monitored by HT and Gov. Standards measured.	SEN allocation to support this plan	
d	Science and Non Core Subjects are systematically taught, building on previous knowledge and skills each year to ensure the children have access to a broad and balanced curriculum. The teaching of Science and Non Core Subjects is reviewed to ensure clear learning intentions are taught, linked to the programmes of study.	CS – Sci KB/LM - curriculum	Jan 19 onwards	Review of planning and Work Scrutiny in Science and non core subjects carried out and recommendations made. Review of the impact of these	Leadership Time Staff Meeting Time	
e	The teaching of Relationships and Sex Education (RSE) is reviewed in light of DFE guidance 2018. Our Policy is updated and is shared and understood by Governors and Parents	KV/SA	Nov 18 – Jan 18	Policy agreed and published. Parents given chance to feedback on the changes.	Leadership Time Staff Meeting Time	

f	Provision is enhanced for our children through developing a variety of collaborative opportunities. Hobbes Alliance Schools, Barrs Court School in Bristol, Pickwick Alliance and others	KV	Oct 18 onwards	List kept of collaborative opportunities, those who took part and pupil voice is sought to evaluate the impact.	Leadership Time Staff Meeting Time	
g	Plans are put in place to guide the teaching of the wider curriculum to ensure progression year on year and a clear understanding for all of what constitutes our wider school curriculum. To include things such as British Values, Keeping Safe, Spiritual, Moral, Social and cultural education	KV	March 19 – July 19	A Written document is shared with Governors and Class teachers are.	Leadership Time Staff Meeting Time	
h	The teaching of RE includes the relevant areas as set out in the new SIAMS schedule and incorporates theology through the teaching of 'Understanding Christianity'.	KV	Oct 18 onwards	RE overview is reviewed by Mach 19	Understanding Christianity Training £120	

EVALUATION OF IMPACT**NEXT STEPS**

Area for Improvement 3 – Personal Development, Behaviour and Welfare

Key entitlement is to high-quality learning environment that supports all children in making good progress to reach their potential and be well prepared for the next stage in their education.

School Priority Target: Children learn through a wide variety of activities which improve their social, emotional, moral, physical and spiritual well being.

Success Criteria

- 3.1 Children are safe and protected and know how to keep themselves safe at school, at home and on line. All aspects of Child Protection and Safeguarding guidance is followed.
- 3.2 Children are regularly involved in high quality physical activity and sports and take part in new experiences.
- 3.3 Children who are eligible for the Pupil Premium Grant have their progress and attainment monitored regularly and where necessary, additional services are provided to ensure that they thrive.
- 3.4 The School Travel Plan is updated to provide guidance for improving safe travel to school during the period of school expansion.

Monitoring Who How When	See Monitoring and Evaluation Timetable for details. Finance Committee will review the spending of the Sports Grant And PPG and feedback to FGB. Inclusion manager will review Safeguarding termly and feedback to FGB NG will feedback termly to FGB on progress around safeguarding action plan	Evaluation Who How When	CofG will evaluate impact following monitoring reports
People Involved	Kay Vousden (HT), Sian Alderson(AHT Rachel Woods(SENCO), Mel Phillips(English Leader), Rachel Humphries (Maths Leader), Carys Starkey (Science Leader), Kathryn Bartlett/Laura Mills (EYFS and Curriculum Leader)	LA Monitoring Other Monitoring	Challenge and Support Partner visits 3 times a year. To be agreed with Hobbes Schools, Barrs Court, Malmesbury Cluster School and a peer review triad to to be formed.
	Pupil Voice: to be sought on: <ol style="list-style-type: none"> 1. Impact of Sports provision across the school for different children 2. Impact of activities provided through PPG funding 		

	Action	Lead Person	Start/end date	How measured? Impact	Resources/ Cost to school	Status
a	See Safeguarding Action Plan (updated 2018 following Safeguarding Audit)	KV	Ongoing	Action Plan monitored by JJ Audit completed annually	Leadership Time	
B	Opportunities for different types of sports and physical activity are arranged to allow children to try out different things. Some activities focus on our less active children. Activities with other schools are organised. Records are kept of what is offered and of participation in each activity. All classes are taught regular lessons based on the REAL PE scheme of work.	AW	Sept 18 ongoing	Action Plan monitored by KV and reported back to FGB	Sports Grant	
C	All staff are aware of PPG children. All reviews of work, planning and data focus on the provision for this group of children and the impact it is having.	RW	Sept 18 ongoing	Action Plan monitored by KV	PPG Grant	
D	Leaders liaise with the LA to update our school Travel Plan and to agree actions for development in this area.	KV/SA	Sept 18 Jan 19	Travel plan updated. Planning permission supported by this document	Leadership time	

EeVALUATION OF IMPACT**NEXT STEPS**

<p>AfL – Assessment for Learning AHT Assistant Head Teacher ARE – Age Related Expectations CPD – Continuing Professional Development CT – Class teacher CoG – Chair of Governors EL – English Leader EYFS – Early Years Foundation Stage</p>	<p>FGB – Full Governing Body GB – Governing Body GWR – Governor with responsibility for... HT – Headteacher LA – Local Authority (Wiltshire) L2L – Learning To Learn strategies</p>	<p>ML – MATHS Leader M&E – Monitoring & Evaluation M – MATHS NG – Nominated Governor for Safeguarding and Child Protection PPM – Pupil Progress Meeting R – Reading RWM – Reading, Writing, Maths SI – School Improvement SENCO – Special Educational Needs Co-ordinator</p>	<p>SIP – School Improvement Plan SL – Subject leader TD – Teacher Development T - Teacher TA - Teaching assistant TMA – The Most Able W – Writing</p>
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