**School Improvement Plan**

**School Name Here**

**2019 – 2020**

|  |  |  |  |
| --- | --- | --- | --- |
| **Key Priorities:**  -  -  -  -  -  - | **RAG** | **Main Priorities:**  Priority One – Personal development    Priority Two – Leadership and Management    Priority Three – Quality of Education    Priority Four – Behaviour and attitudes | **RAG** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |
|  |

Green - Met; Amber – On track or Minor delay/risk; Red – major delay/issues:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Personal development**  Green - Met; Amber – On track or Minor delay/risk; Red – major delay/issues: | | | | | | |
| ***Objectives*** | ***Actions*** | ***key priorities*** | ***Who is responsible?*** | ***Timescale*** | ***Resources*** | ***Monitoring/ evaluation*** |
| **Develop a curriculum which promotes character attributes, driven by Christian values and prepares children for the next step in their education** | Review the curriculum for opportunities for developing character (sense of self, other and the world – active in local, national and international issues)  Ensure the Christian values permeate all through the curriculum at every level  Carry out a full audit on curriculum coverage  Create statements of Intent for whole school curriculum as well as all subjects.  Create a plan of implementation for all subjects showing progression  Create a list of attributes to be taught and where in the curriculum overview  Every effort is made each term to ensure pupils are active citizens who contribute positively to society  Pupils will become ambassadors and not tolerate bullying or unkind behaviour in and around school and actively seek support to deal with it – supported by SLT (see leadership and management) | – culture & ethos  – curriculum |  | By ? | Training? | All character aims will be clear in medium term -planning with templates to measure outcomes.  All children will be assessed in these character aims by the end of each year. |
| **Leadership and Management**  Green - Met; Amber – On track or Minor delay/risk; Red – major delay/issues: | | | | | | |
| ***Objectives*** | ***Actions*** | ***ART ref*** | ***Who is responsible?*** | ***Timescale*** | ***Resources*** | ***Monitoring/ evaluation*** |
| **Improve Leadership of school by** |  | –  Outcomes  –  Culture & ethos  –  Teaching & Learning  –  Professional development  –  Leadership and Governance | Exec Head  SEP  CEO  Exec Head  Acting Head/HOS  HOS  Exec Head  HOS  Exec Head  Governors  HOS  Exec Head  Governors  Office Manager  HOS  Exec Head  Support Staff  HOS  Exec Head  Governors  Office staff  HOS  Exec Head |  | Staff meetings focus  Governor visits  Questionnaires  Governor visits  Proforma for feedback  Time for office to focus on improving the website and updating it  Resources to create displays  Time for support staff to be creative  Staff meetings timetable to allow for learning walks  Log of all training format  Time to log all training and book new  Time to talk to staff  New signing in book  New data collection sheets  Assembly time | Once per week the criteria will be evaluated and monitored.  Feedback will be given and support offered on a weekly basis.  Visit notes will measure success.  The ART audit will be discussed at FBG  And progress will be reported in the HOS Governor reports  A monitoring & evaluation calendar will be set up with Governors and Exec Head for the year  Teaching standards will be reported in the HOS reports.  Governor visit reports  Ideas from staff shared with stakeholders and celebrated noted on visit notes  List of ambassadors monitored and amount of children applying  Anti-bullying campaign to gain feedback for Ofsted file  Questionnaires to provide feedback to/by Governors  Leadership to monitor changes of concerns/attitudes  Monitor bounce rates from Website  Governor to be responsible to monitor website is up to date  Governor to monitor all communication to parents  Governors/ leadership monitoring to note improvements in learning environment  All questionnaires to be evaluated – as above.  Feedback from learning walks noted  One Governor to be responsible to review the SCR on a monthly basis |
| Monitor & evaluate:  - evaluate and evidence SEF criteria - Audit  - ability to line manage all staff  - carry out monitoring and tracking processes  - carry out a curriculum review | HOS and Exec Head will meet weekly to monitor progression through the SEF  This progress will be logged and shared  HOS to evaluate SEF with support focussing on criteria offered by Ofsted, SIAMS and Headteacher standards  Support HOS to gain accurate assessments of T&L – identify staff needs and plan opportunities for professional development with regular monitoring (half termly) and constructive feedback with timescales for improvement all noted on the teacher plan (training in T&L, research projects, school visits, mentoring from outside school)  Organise visits to ‘Good’ schools – evaluate and plan improvements based on differences seen  HOS to train all staff to use ARE statements from assessment criteria to set the minimum expectations in class.  Support HOS to create teacher plans for all teaching staff with clear objectives to improve teaching, training offered and carried out as well as evaluations of impact each term |
| Culture:  - create a culture for learning and high expectations  - create a culture of transparency for staff and children  - develop a culture of wellbeing and vigilance  - welcome and promote suggestions for improving practice  - continually instruct and empower staff to participate in the above | Pupil interviews show children are engaging in a better attitude to learning  Teachers are more able to share their concerns, thoughts and ideas to leadership  Children apply to become wellbeing ambassadors and work closely with the leadership team to share any incidents of bullying or unkind behaviour seen in school  The Wellbeing ambassadors along with the SLT carry out an anti-bullying campaign which the ambassadors will lead  Staff can confidently speak about the culture with pride to link governors |
| Voice:  -Carry out regular pupil conferencing and interviews  -Carry out regular questionnaires for all stakeholders  -Share what is being said in ‘you said, we did’  -Celebrate what is being said. | Conduct a pupil well-being survey and learning attitudes  Carry out all stake holder questionnaires (Ofsted)  Conduct a staff and pupil wellbeing survey  Create a proforma ‘you said, we did’  Create a proforma for sharing all stakeholder comments |
| Communication:  -Manage the website so that all information for parents and other stakeholders are easily available  -Communicate with parents on a regular basis regarding attainment and celebrations  - improve communication (internal and with stakeholders) | Review the use of the calendar, website and process of keeping parents informed searching for ways to improve communication  Office manager to review website weekly and update  Create a regular (fortnightly) newsletter to parents |
| Environment:  - improve the school environment | Give time to support staff to create new displays  Set out key areas to promote areas of key priority  Ask children to carry out a learning walk  Children to be asked in their questionnaires how helpful the walls are to their learning  Staff to have a learning walk along with moderation every term. |
| Ofsted readiness:  - be Ofsted ready – ensure the SEF/Audit and reports to governors are up to date on a termly basis  -ensure the SCR is up to date at all times | Conduct a safeguarding review, evaluating case studies, processes, teacher and pupil voice. Identify areas for improvement and implement any necessary changes  Governor to review SCR monthly |
| Safeguarding:  - ensure all DSL and DDSLs are fully up to date on training  - ensure all staff can explain how they use the safeguarding system with confidence  - ensure the signing in process meets safeguarding requirements  - ensure all contact details for parents are up to date and in line with GDPR  - empower children to speak up when they feel unsafe – a visitor is not wearing a badge, or a gate is unlocked etc. | Create a training monitoring programme which tracks when staff have covered training and take copies of their certificates.  Where staff are not up to date, office staff to organise booking them on to next available training as a priority  Governor or CEO or Exec Head to question staff on the safeguarding system and how it works, who is the DSL, DDSL and LADO.  Put in a new signing in book which is up to date with safeguarding expectations.  All data collection sheets to go out to parents to update their details and permissions for photos  Safeguarding Governor and HOS to speak with children in a Safeguarding assembly to empower children to keep their school and each other safe. |
| **Improve Leadership of Governors**  - develop governance to ensure appropriate support and challenge  - encourage and welcome challenge from Governance to all Leadership  - set up systems and processes where all governors are empowered to monitor, evaluate and feedback strengths and weaknesses | All leaders to identify priority needs and plan a programme of actions liaising and consulting with pupils and parents and staff (focus on displays, general tidying and the reception area)  Create a programme of routine monitoring and evaluation and reporting back using the ART Audit as guidance  All governors to have a link member of staff/subject to monitor  All governors to have areas of the SIP to monitor as part of their monitoring programme  Termly reports from Governors are offered to FGB regarding their area of monitoring, independently of HOS | - Leadership & Governance | Head of school  Exec Head  Governor services |  | Time for whole Governor training  Time for Exec Head and HT to create supportive systems  Time for Exec Head to train Governors to use the ART | Governor minutes will show challenge to HT  Committee/Link Governor notes will show challenge offered to all staff, particularly subject leaders  Monitoring programme set up, formats being used to feedback and these notes are shared at FGB |
| **Improve middle management**  All subject leaders to manage their subjects – this could be curriculum teams | Subject leaders to have a clear intent, implementation and impact plan for their subject areas  Subject leaders to have full data breakdown of how well children achieve in those subject areas in comparison to English and Maths  All subject leaders to attend network meetings  All subject leaders to carry out moderation of assessments internally as well as externally  All subject leaders to evaluate the needs of their subject and create a clear action plan  Subject leaders to offer their link governor an evaluation on their action plan termly | - Curriculum  – Professional development  – Leadership & Governance | Head teacher  ExecHead |  | Staff meeting training | All subject leaders will be monitored for their knowledge of their subject.  All will produce clear intent/implementation/ impact reports  Diary will show staff attending network meetings  Diary will show moderation being attended externally as well as staff meetings internally  The school action plan will show individual action plans from subject leaders.  Governor notes will show conversations with subject lead and success of action plan |
| **Quality of Education**  Green - Met; Amber – On track or Minor delay/risk; Red – major delay/issues: | | | | | | |
| ***Objectives*** | ***Actions*** | ***ART ref*** | ***Who is responsible?*** | ***Timescale*** | ***Resources*** | ***Monitoring/ evaluation*** |
| **To improve the quality of teaching and learning** |  | –  Outcomes  –  Teaching & Learning  –  Curriculum  –  Leadership & Governance | Head of School  Exec Head  Governors  HOS  Exec H  HOS  Exec H  HOS  Exec H  KS3 Leader |  | SLE where needed  Staff meeting training  INSET – Oops powerpoint training  Monitoring days to review T&L  Time for PPMs  Time for training staff  Staff meeting time  Curriculum mapping  Monitoring time for Exec H and Governors | Teaching and learning monitoring days  Drop ins  Data drops  Pupil progress meetings  Pupil feedback interviews  Learning walks.  Governor visits & reports |
| Quality of T&L:  - all teaching will be at least good | Monitoring of teaching to be carried out regularly (half termly) by HOS and Exec Head / QET SLT member – review subject knowledge  Identify training needs and set up appropriate learning opportunities  Plan and set up training for improving assessment for learning – such as better questioning (Blooms), higher expectations, picking up on misconceptions immediately, ensuring correct pitch and pace, challenge and understanding of ARE  All teachers to review their teacher plan half termly responding to observations and Pupil progress meetings |
| Raise attainment:  - raise achievement of all pupils including EY  - raise outcomes in end of term assessments, phonics and EY GLD  -improve outcomes for all disadvantaged children | Use an effective system for tracking and evaluation  Use clear tracking of meeting NC objectives  Carry out PP Meetings on a 6 weekly basis to ensure the interventions and teaching is having a positive impact – separating information to show progress of Vulnerable children  Strategies such as loops of learning, working walls and Blooms taxonomy to be introduced with training and monitoring |
| Curriculum:  - ensure maths and English learning is applied throughout the curriculum  - ensure a broad and balanced curriculum in all year groups | Implement a curriculum review ensuring coverage, sequencing and progression.  Implementation is clearly linked to the intent.  3 projects per year incorporating all NC Objectives along with character attributes to be explicitly taught  Sequence of maths teaching skills  Sequence of literacy teaching skills – GPS |
| Transition:  - improve transition from year 6 to 7 with seamless progression in learning | Contribute to the year 5-8 curriculum project |
| Environment:  - create an environment which promotes and facilitates learning | Consult with pupils about learning, working walls, what good learning looks like, ideas for displays and celebration  Resources are used widely in lessons to enhance learning |
| **Behaviour & Attitudes**  Green - Met; Amber – On track or Minor delay/risk; Red – major delay/issues: | | | | | | |
| ***Objectives*** | ***Actions*** | ***ART ref*** | ***Who is responsible?*** | ***Timescale*** | ***Resources*** | ***Monitoring/ evaluation*** |
| **Develop a culture of high expectation with clear learning behaviours, respect, responsibility and positivity** | Review of behaviour policy (consultation with pupils and staff)  - focussing on rewards, culture of respect and forgiveness as well as transitions between lessons, rooms and environments generally.  Develop a programme of Character Education -  Improve pupil voice, language for learning, confidence, pride and resilience. (see leadership & governance)  Develop opportunities for pupil leadership (MAT opportunities, Trust Senate, STEM, global, Sport, Arts, Environment and wellbeing as some examples)  Have regular pupil interviews (at least half termly) by SLT, governors and staff to ensure their voice is always heard and respected (see leadership & governance)  Pupils to review policies that directly affect them such as marking policy, behaviour, collective worship and safeguarding  Pupils and staff to agree a contract of classroom behaviour based on mutual respect and agreed behaviours  Pupils to become ambassadors for behaviour, subjects and wellbeing of other pupils | –  Outcomes  –  Culture & ethos  –  Curriculum  –  Leadership & Governance | Head of school  Exec Head |  | Time for working parties to meet | Learning walks  Governor pupil interviews  Head of school pupil interviews  Exec Head pupil interviews  Monitoring of behaviour log  Pupil and Parent questionnaires |
| **Christian distinctiveness**  Green - Met; Amber – On track or Minor delay/risk; Red – major delay/issues: | | | | | | |
| ***Objectives*** | ***Actions*** | ***ART ref*** | ***Who is responsible?*** | ***Timescale*** | ***Resources*** | ***Monitoring/ evaluation*** |
| Christian distinctiveness is clear, and all stakeholders know what makes their school Christian -  The school’s vision and its associated values are grounded in a clear theology firmly rooted in a Christian narrative | School to carry out a SIAMS Health Check  Staff to create a vision (intent) which is linked to theology  Staff to create a curriculum implementation showing how that vision is woven through every part of the curriculum  RE is monitored termly  Pupil voice will be listened to about how they can talk about their Christian values linking with their curriculum learning  Leaders act immediately on advice offered by the diocese and implement change  A programme for RSHE will be put into place and HOS trained to implement it  Collective worship is planned to take place daily showing reverence, stillness, prayer and respect  Pupils offer an evaluation of collective worship on a weekly basis – commenting on behaviour, attitudes, song/hymn choice, relevance to today and engagement  Pupils plan church services offering singing, prayer and a biblical message linking to today’s lifestyles  SLT take full responsibility to improve attendance of parents to church services  Pupils are consulted about how their learning in RE relates to British life and the lives of others in today’s society | –  Outcomes  –  Culture & ethos  –  Curriculum  –  Leadership & Governance | Head of school and staff  RE Lead |  | SIAMS health check  Staff INSET day  Staff meetings  attend RSHE training 2 days | RE Link Governor  Learning review weeks |

School Improvement Plan Glossary – an example

|  |  |
| --- | --- |
| **Term used** | **Meaning** |

|  |  |
| --- | --- |
| Blooms Taxonomy  Remember  Understand  Apply  Analyse  Evaluate  Create | We use Blooms Taxonomy to support learning in class. The homework tasks are set in the Blooms format, beginning with REMEMBERING (RED) which is just to remember facts, the lowest order of thinking but useful for passing tests! We then move on to UNDERSTANDING and then APPLYING. Many schools stop at this point as the child has shown they remember what they were told and can apply it to a piece of work. However we continue on to ANALYSING what they have learned and how same/or different it is to what they already know then being to EVALUATE this to measure its usefulness in different context. The highest order of thinking then is to move on to CREATE or innovate something brand new based on what they have learned. This is how we achieve children working at Greater Depth. |
| Loops of learning | This is a way for the children to plan the whole term ahead and the ‘loops’ or steps needed to achieve the final outcome. For example, to write the best story ever (last loop) will needs steps to achieve it such as reading other stories, learn to use better vocab, better punctuation, plan and structure the story etc which are all loops. It can displayed in a classroom so everyone visiting can see how the loops all lead to the desired outcome. |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |