**School Improvement Plan**

**School Name Here**

**2019 – 2020**

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| **Key Priorities:**------ | **RAG** | **Main Priorities:**Priority One – Personal developmentPriority Two – Leadership and ManagementPriority Three – Quality of EducationPriority Four – Behaviour and attitudes | **RAG** |
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Green - Met; Amber – On track or Minor delay/risk; Red – major delay/issues:

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| **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 levelCarry out a full audit on curriculum coverageCreate 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 overviewEvery effort is made each term to ensure pupils are active citizens who contribute positively to societyPupils 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 HeadSEPCEOExec HeadActing Head/HOSHOSExec HeadHOSExec HeadGovernorsHOSExec HeadGovernorsOffice ManagerHOSExec HeadSupport StaffHOSExec HeadGovernorsOffice staffHOSExec Head |  | Staff meetings focusGovernor visitsQuestionnairesGovernor visitsProforma for feedbackTime for office to focus on improving the website and updating itResources to create displaysTime for support staff to be creativeStaff meetings timetable to allow for learning walksLog of all training formatTime to log all training and book newTime to talk to staffNew signing in bookNew data collection sheetsAssembly 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 reportsA monitoring & evaluation calendar will be set up with Governors and Exec Head for the yearTeaching standards will be reported in the HOS reports.Governor visit reportsIdeas from staff shared with stakeholders and celebrated noted on visit notesList of ambassadors monitored and amount of children applyingAnti-bullying campaign to gain feedback for Ofsted fileQuestionnaires to provide feedback to/by GovernorsLeadership to monitor changes of concerns/attitudesMonitor bounce rates from WebsiteGovernor to be responsible to monitor website is up to dateGovernor to monitor all communication to parentsGovernors/ leadership monitoring to note improvements in learning environment All questionnaires to be evaluated – as above.Feedback from learning walks notedOne 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 SEFThis progress will be logged and sharedHOS 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 seenHOS 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 learningTeachers are more able to share their concerns, thoughts and ideas to leadershipChildren apply to become wellbeing ambassadors and work closely with the leadership team to share any incidents of bullying or unkind behaviour seen in schoolThe Wellbeing ambassadors along with the SLT carry out an anti-bullying campaign which the ambassadors will leadStaff 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 attitudesCarry out all stake holder questionnaires (Ofsted)Conduct a staff and pupil wellbeing surveyCreate 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 communicationOffice manager to review website weekly and updateCreate a regular (fortnightly) newsletter to parents |
| Environment:- improve the school environment | Give time to support staff to create new displaysSet out key areas to promote areas of key priorityAsk children to carry out a learning walkChildren to be asked in their questionnaires how helpful the walls are to their learningStaff 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 changesGovernor 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 priorityGovernor 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 photosSafeguarding 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 guidanceAll governors to have a link member of staff/subject to monitorAll governors to have areas of the SIP to monitor as part of their monitoring programmeTermly reports from Governors are offered to FGB regarding their area of monitoring, independently of HOS | - Leadership & Governance | Head of schoolExec HeadGovernor services |  | Time for whole Governor trainingTime for Exec Head and HT to create supportive systemsTime for Exec Head to train Governors to use the ART | Governor minutes will show challenge to HTCommittee/Link Governor notes will show challenge offered to all staff, particularly subject leadersMonitoring 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 areasSubject leaders to have full data breakdown of how well children achieve in those subject areas in comparison to English and MathsAll subject leaders to attend network meetings All subject leaders to carry out moderation of assessments internally as well as externallyAll subject leaders to evaluate the needs of their subject and create a clear action planSubject leaders to offer their link governor an evaluation on their action plan termly | - Curriculum– Professional development– Leadership & Governance | Head teacherExecHead |  | Staff meeting training | All subject leaders will be monitored for their knowledge of their subject.All will produce clear intent/implementation/ impact reportsDiary will show staff attending network meetingsDiary will show moderation being attended externally as well as staff meetings internallyThe 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 SchoolExec HeadGovernorsHOSExec HHOSExec HHOSExec HKS3 Leader |  | SLE where neededStaff meeting trainingINSET – Oops powerpoint trainingMonitoring days to review T&LTime for PPMsTime for training staffStaff meeting timeCurriculum mappingMonitoring time for Exec H and Governors | Teaching and learning monitoring daysDrop insData dropsPupil progress meetingsPupil feedback interviewsLearning 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 knowledgeIdentify training needs and set up appropriate learning opportunitiesPlan 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 AREAll 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 evaluationUse clear tracking of meeting NC objectivesCarry 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 childrenStrategies 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 taughtSequence of maths teaching skillsSequence 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 celebrationResources 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 safeguardingPupils and staff to agree a contract of classroom behaviour based on mutual respect and agreed behavioursPupils to become ambassadors for behaviour, subjects and wellbeing of other pupils |  –Outcomes –Culture & ethos–Curriculum – Leadership & Governance | Head of schoolExec Head |  | Time for working parties to meet | Learning walksGovernor pupil interviewsHead of school pupil interviewsExec Head pupil interviewsMonitoring of behaviour logPupil 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 CheckStaff to create a vision (intent) which is linked to theologyStaff to create a curriculum implementation showing how that vision is woven through every part of the curriculumRE is monitored termlyPupil voice will be listened to about how they can talk about their Christian values linking with their curriculum learningLeaders act immediately on advice offered by the diocese and implement changeA programme for RSHE will be put into place and HOS trained to implement itCollective worship is planned to take place daily showing reverence, stillness, prayer and respectPupils offer an evaluation of collective worship on a weekly basis – commenting on behaviour, attitudes, song/hymn choice, relevance to today and engagementPupils plan church services offering singing, prayer and a biblical message linking to today’s lifestylesSLT 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 staffRE Lead |  | SIAMS health checkStaff INSET dayStaff meetingsattend RSHE training 2 days | RE Link GovernorLearning review weeks |

School Improvement Plan Glossary – an example

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

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| Blooms TaxonomyRememberUnderstandApplyAnalyseEvaluateCreate | 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. |
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