**Langley Fitzurse CE Primary School**

**School Improvement Plan 2017 – 2018**

**Vision:**

At Langley Fitzurse Church of England Primary School we are committed in our aims to ‘Amaze, Excite and Inspire’ within the context of Christian belief and practice.  We strive to be an outstanding Church school, making a contribution to society at the heart of the community.

**OFSTED January 2015**

1. Improve teaching so that it is typically outstanding by:

-making sure that teachers’ comments in pupils’ books tell pupils more precisely what they need to do to move on in their learning

- giving pupils time and encouragement to act upon these comments.

2. Raise achievement in writing to the same high levels as in reading by:

-giving pupils more opportunities to get on with their writing as soon as they understand that they need to do, particularly the most able pupils, and ensure that they have enough time to finish it.

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| **Area 1. To Develop the Effectiveness of LEADERSHIP AND MANAGEMENT:**  Ensure leaders and managers at all levels, including the governing body, are effective in driving forward improvements as measured by this School Improvement Plan (SIP). | Amaze, Excite, Inspire  *Jesus offers life in all its goodness*  **School crest 2.jpg** |
| **Area 2. To Develop The Quality of Teaching, Learning and Assessment:**   1. Improve assessment so that it supports teachers to recognise underachievement in terms of progress and attainment and enables then to tackle this in a timely manner. 2. Improve the teaching and learning of Reading, Writing and Maths so that children make rapid progress across the school in these core subjects. |
| **Area 3. To Develop Personal Development, Behaviour and Welfare:** Continually improve Learner engagement, concentration, aspirations and motivation |
| **Area 4. To Develop Outcomes for children:** Raise attainment and accelerate progress in Maths, Reading and Writing so that the large majority of children reach expected standards and increasing numbers reach Greater Depth. |
| **Area 5. To Develop t**he Christian ethos of the school. |

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| **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 as measured by this School Improvement Plan (SIP). | | | | | | |
| **Success Criteria**   * 1. Governance is effective at supporting and challenging the school; leading to good development in all areas over the year.   2. Leaders in all areas provide effective leadership for the school and take responsibility for developing their area and for outcomes in this area.   **1.3a** Self evaluation includes areas for development as based on the most recent OFSTED guidance.  **1.3b** All OFSTED Key Issues are addressed and evidenced through evaluation of this School Improvement Plan and all Action Plans.   * 1. Provision is enhanced for our children through developing collaboration with Lea and Garsdon CE Primary, Hobbes Alliance and other groups.   2. The school has a positive profile in the community and numbers rise over time.   3. Parents are supported to manage their child care need.   4. The budget is well managed in line with the vision for the school. | | | | | | |
| **Monitoring**  Who  How  When | | SL and HT - Work Scrutiny T1,3,5  HT and AHT – planning scrutiny T1 and T3  HT and Subject Leaders will review data at the end of each term.  Link Governors will meet twice a year with the Subject Leader to discuss progress made against the Action Plans, note changes and measure  impact. This will be fed back to the S+P committee in terms 1 and 4  Leadership team will review data in detail at the end of terms 2, 4 and 6 | | **Evaluation**  Who  How  When | HT will provide an evaluative summary report of progress and attainment as part of the Headteacher’s Report to Governors at least twice a year.  S+P Committee will evaluate the impact of the Action Plans following the monitoring report from the Link Governors | |
| People Involved | | Kay Vousden (HT), James Osler (AHT and Assessment, Teaching and Leaning Leader) Johanna Nathanson (SENCO) Ros Hutchins (English Leader), Linda Hunter- Henderson (Maths Leader)  Other: Karen Wilson (T). All TAs. | | LA Monitoring | Challenge and Support Partner visits | |
| **Pupil Voice** | | Pupils will be asked about the impact of working with children from other schools. | | | | |
| **Action** | | | **Lead Person** | **Start/end date** | **How measured** | **Resources/ Cost to school** |
| 1.1 | The FGB and all committees have effective chair persons leading them who draw up agendas, chair meetings and ensure actions are followed up on. | | tbc | Oct 17 | Annual review of governance by chair | Governor time |
| 1.2 | Leaders of: English, Maths, SEN, Teaching, Learning and Assessment all write action plans based on evaluation of 2016-17 and the needs of the school. They lead the school through the actions of the plan and regularly review the impact (end of T2,4,6) of the plan on their area of leadership. | | SL | Sept 17  July 18 | Review of Action Plans | TD Day to review last year and write updated action plan |
| 1.3 | a. SEF to be updated with updated OFSTED guidance in mind.  b. HT to ensure everyone is aware of most up to date from OFSTED. | | KV | Oct 17 | FGB to review | Leadership Time |
| 1.4 | Opportunities for staff and children to collaborate with other schools are organised on a regular basis. | | KV | Oct 17  termly | Shared with Gov in HT report | Leadership Time |
| 1.5 | Continue to positively promote the school through a variety of events and using a variety of methods | | LH | Sept ongoing | Clerk to feed back to gov. | £1500 PR budget |
| 1.6 | Regularly review the need for and viability of ‘Wrap Around Care’ and where possible offer this on the school site or sign post parents to alternative provision. | | LM | Sept ongoing | Business manager to report back to FGB end T3, 6. | Business manager time |
| 1.7 | Options to create additional funding are investigated.  Funding is prioritised to ensure the best outcomes for children | | LM HT Chair of L+R | Nov 17 | L+R to review | Business manager time. |
| **EVALUATION OF IMPACT**  **NEXT STEPS** | | | | | | |

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| **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* | | | | | | | | | | | | | | | | |
| **School Priority Target:**   1. Improve assessment so that it supports teachers to recognise underachievement in terms of progress and attainment and enables then to tackle this in a timely manner. 2. Improve the teaching of Reading, Writing and Maths so that children make rapid progress across the school in these core subjects. | | | | | | | | | | | | | | | | |
| **OFSTED Key Issues**  1. Improve teaching so that it is typically outstanding by:  -making sure that teachers’ comments in pupils’ books tell pupils more precisely what they need to do to move on in their learning  - giving pupils time and encouragement to act upon these comments.  2. Raise achievement in writing to the same high levels as in reading by:  -giving pupils more opportunities to get on with their writing as soon as they understand that they need to do, particularly the most able pupils, and ensure that they have enough time to finish it.  **Success Criteria**  **2.1a** Children have a wide variety of opportunities to write at length, in different genres, across the curriculum.  **2.1b** Writing is of a high standard in all subjects.  **2.1c** Children are inspired to write by the use of regular writing stimuli across the curriculum.  **2.1d** In Writing: increase progress for children in Y3 (particularly girls) and Y4 (particularly boys) so that these cohorts meet National Standards by the end of 2018.  **2.1e** In Writing: increase progress of the most able children in Y2 and Y6 so that more achieve the higher standards by the end of 2018.  **2.2a** In Reading: Increase progress for girls in Y3 so that more achieve the expected standard by the end of 2018.  **2.2b** in Reading: Increase progress in Y2,4,6 so that more children achieve higher standards by the end of 2018.  **2.3a** In Maths: increase progress for children in Y3 so that attainment is in line with national averages or better by the end of Y6.  **2.3b** In maths: increase progress in Y2,3,4,5 so that more children achieve the higher standards by the end of 2018.  **2.4** Assessment systems supportTeaching and learning to become more effective as measured by improvements in pupil progress at the end of T6 2018.  **2.5** Teaching and learning for those with SEND is well pitched and ensures good progress.  **2.6** The curriculum is broad, balanced, inspiring and meets the requirement of the National Curriculum  **2.7** Children in the EYFS make good progress from their starting points. | | | | | | | | | | | | | | | | |
| **Monitoring**  Who  How  When | | | | | SL and HT - Work Scrutiny T1,3,5  HT and AHT – planning scrutiny T1 and T3  HT and Subject Leaders will review data at the end of each term.  Link Governors will meet twice a year with the  Subject Leader to discuss progress made against the Action Plans, note changes  and measure impact. This will be fed back to the S+P committee in terms 1 and 4  Leadership team will review data in detail at the end of terms 2, 4 and 6 | | | | | | **Evaluation**  Who  How  When | | HT will provide an evaluative summary report of progress and attainment as part of the Headteacher’s Report to Governors at least twice a year.  S+P Committee will evaluate the impact of the Action Plans following the monitoring report from the Link Governors | | | |
| People Involved | | | | | Kay Vousden (HT), James Osler (AHT and Assessment, Teaching and Leaning Leader) Johanna Nathanson (SENCO) Ros Hutchins (English Leader), Linda Hunter- Henderson (Maths Leader)  Other: Karen Wilson (T). All TAs. | | | | | | LA Monitoring | | Challenge and Support Partner visits | | | |
| **Pupil Voice** | | | | | Pupils will be asked for their views on the teaching of reading and writing.  Pupils will be asked to talk about themselves as learners an dhow they are getting better at learning. | | | | | | | | | | | |
| **Action** | | | | | | **Lead Person** | **Start/end date** | | **How measured?**  **Impact** | | | | | **Resources/ Cost to school** | | |
| 2.1abcde | | | See English Action Plan | | | RH | Sept 17  Aug 18 | | Actions monitored by HT and Gov. Standards measured. | | | | | TD day to review impact of last year’s work and update the action plan. | | |
| 2.2ab | | | See English Action Plans | | | RH - E | Sept 17  Aug 18 | | Actions monitored by HT and Gov. Standards measured. | | | | | Sept 2017 TD day to review impact of last year’s work and update the action plan. | | |
| 2.3ab | | | See Maths Action Plans | | | LHH -M | Sept 17  Aug 18 | | Actions monitored by HT and Gov. Standards measured. | | | | | Sept 2017 TD day to review impact of last year’s work and update the action plan. | | |
| 2.4 | | | See Teaching, Learning and Assessment Action Plan | | | JO | Sept 17  Aug 18 | | Actions monitored by HT and Gov. Standards measured. | | | | | Sept 2017 TD day to review impact of last year’s work and update the action plan. | | |
| 2.5 | | | See SEND and Inclusion Action Plan | | | JN | Sept 17  Aug 18 | | Actions monitored by HT and Gov. Standards measured. | | | | | Sept 2017 TD day to review impact of last year’s work and update the action plan. | | |
| 2.6 | | | See Curriculum Action Plan. | | | KV | Sept 17  July 18 | | Review Action Plan shows actions complete | | | | | Staff meeting time to discuss. | | |
| 2.7 | | | See EYFS Action Plan | | | KV  RH | Sept 17  July 18 | | Review Action Plan shows actions complete | | | | | Staff meeting time to discuss. | | |
| **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 or exceed national expectations* | | | | | | | | | | | | | | |
| **School Priority Target:** Continually improve Learner engagement, concentration, aspirations and motivation | | | | | | | | | | | | | | |
| **Success Criteria**   * 1. Children are safe and protected and all aspects of Child Protection and Safeguarding guidance is followed.   2. Children are regularly involved in physical activity and sports.   3. Children who attract Pupil Premium Grant are monitored carefully and where necessary, additional services are provided to ensure that they thrive.   4. Increase understanding of religious/faith diversity (including people who do not have a faith) and to develop an awareness of the history of religious intolerance in Britain and Europe and to learn to promote tolerance and understanding. This is our Equality target for 2016-17.   5. All children know how to make good behaviour choices and what the consequence will be if they make poor learning choices   6. Children with SEN are identified, supported appropriately and are well monitored. | | | | | | | | | | | | | | |
| **Monitoring**  Who  How  When | | | SL and HT - Work Scrutiny T1,3,5  HT and AHT – planning scrutiny T1 and T3  HT and Subject Leaders will review data at the end of each term.  Link Governors will meet twice a year with the  Subject Leader to discuss progress made against the Action Plans, note changes  and measure impact. This will be fed back to the S+P committee in terms 1 and 4  Leadership team will review data in detail at the end of terms 2, 4 and 6 | | | | | | **Evaluation**  Who  How  When | | HT will provide an evaluative summary report of progress and attainment as part of the Headteacher’s Report to Governors at least twice a year.  S+P Committee will evaluate the impact of the Action Plans following the monitoring report from the Link Governors | | | |
| People Involved | | | Kay Vousden (HT), James Osler (AHT and Assessment, Teaching and Leaning Leader) Johanna Nathanson (SENCO) Ros Hutchins (English Leader), Linda Hunter- Henderson (Maths Leader)  Other: Karen Wilson (T). All TAs. | | | | | | LA Monitoring | | Challenge and Support Partner visits | | | |
| **Pupil Voice** | | | Pupil Questionnaire will give the children chance to comment issues above.  Pupils are questioned about ‘behaviour’ in the school. | | | | | | | | | | | |
| **Action** | | | | | | | **Lead Person** | | | **Start/end date** | **How measured** | | | **Resources/ Cost to school** |
| 3.1 | See Safeguarding Action Plan – to include a focus on supporting children to know how to stay safe on line at home. | | | | | | KV | | | Oct 17 July 18 | Graded good or higher on the LA audit | | | 2hrs termly  Twilight for all staff annually |
| 3.2 | 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 if offered and of participation in each activity. | | | | | | LHH | | | Sept 17  July 18 | Review of records show an increase on last years attendance. | | | Sports and PE Grant budget to be planned |
| 3.3 | 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. | | | | | | KV | | | Sept 17  July 18 | Review of data 3 times a year show improvement over time. | | | PDM time |
| 3.4 | RE and the wider curriculum focuses on religions other than Christianity and the impact of religious intolerance on the world. | | | | | | JC | | | Dec 17  July 18 | Pupil Voice – understanding of other religions sought. | | | Gov visit |
| 3.5 | Review the behaviour policy so there is a clear list of steps to manage poor behaviour. | | | | | | KV | | | Nov 17  July 18 | All teachers and children are clear about what will happen if they misbehave | | | PDM time |
| 3.6 | a. Review protocol for identifying SEN to ensure all children are receiving necessary support.  b. Measure the impact of any interventions termly to decide whether to continue with them or to change them.  c. Monitor data at least three times a year to ensure  SEN Policy sets out priorities for development over the year. | | | | | | KV JN | | | Sept 17 July 18 | SEN list will reflect the needs of children in the school. | | | PDM time  1 day leadership time. |
| **EVALUATION OF IMPACT**  **NEXT STEPS** | | | | | | | | | | | | | | |

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| **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:** Raise attainment and accelerate progress in Maths, Reading and Writing so that the large majority of children reach expected standards and increasing numbers reach Greater Depth. | | | | | | | |
| **Success criteria**  4.1 By July 2018 Progress of All Groups (including: Males/ Middle ability/SEN/ PPG/ EAL) is in line with national averages in each of RWM.  4.2 By July 2018 the large majority (95%) of The Most Able children make ‘Expected progress or better’ in the subjects in which they excel (RWM).  4.3 By July 2018 Y1 phonics screen is in line with or better than the national average (within 1 child).  4.4 By 2018 KS1 SATs are in line with or above the national average (within 1 child) for RWM separately and together.  4.5a By 2018 KS2 SATs are in line with or above the national average (within 1 child) for RWM separately and together.  4.5b By 2018 KS2 progress measures are above the Floor Standard and Coasting Standard and are in line with or above National Averages.  4.6 By 2018 Y1,3,4,5 are in line with or above the national average (within 1 child) for RWM separately and together.  4.7 By July 2018 children in the foundation stage make good progress from their starting points.  4.8 By July 2018 increasing numbers of children have achieved the higher standards in RWM compared to 2016. | | | | | | | |
| **Monitoring**  Who  How  When | | SL and HT - Work Scrutiny T1,3,5  HT and AHT – planning scrutiny T1 and T3  HT and Subject Leaders will review data at the end of each term.  Link Governors will meet twice a year with the  Subject Leader to discuss progress made against the Action Plans, note changes  and measure impact. This will be fed back to the S+P committee in terms 1 and 4  Leadership team will review data in detail at the end of terms 2, 4 and 6 | | | **Evaluation**  Who  How  When | HT will provide an evaluative summary report of progress and attainment as part of the Headteacher’s Report to Governors at least twice a year.  S+P Committee will evaluate the impact of the Action Plans following the monitoring report from the Link Governors | |
| People Involved | | Kay Vousden (HT), James Osler (AHT and Assessment, Teaching and Leaning Leader) Johanna Nathanson (SENCO) Ros Hutchins (English Leader), Linda Hunter- Henderson (Maths Leader)  Other: Karen Wilson (T). All TAs. | | | LA Monitoring | Challenge and Support Partner visits | |
| Pupil Voice | | Pupil voice to be sort on 4.2 – do TMA pupils feel challenged? | | | | | |
| **Action** | | | **Lead Person** | **Start/end date** | | **How measured?**  **Impact** | **Resources/ Cost to school** |
| 4.1 | Identify children in vulnerable groups, their barriers to learning and ways to overcome these barriers. Complete overview for each year group. (particularly focus on Males, Middle ability and PPG) | | CT | Sept 17  Review end of each term | | Overview complete.  Impact on planning evident in work scrutiny. | T time. |
| 4.2 | Review provision for our most able children to ensure that they are:   1. challenged in all lessons and given opportunities to work at greater depth, to apply their skills and to deepen understanding. 2. Given opportunities to learn with and from the most able pupils in other schools. | | AHT | Sept ongoing | | Pupil voice.  Gov review? | £100 for TMA |
| 4.3 | Ensure that Phonics it taught and assessed systematically and to a high standard throughout KS1 and beyond for those who did not pass the screen. | | RH  JN | Sept on going | | Lesson obs  Planning review | £100 phonics resources |
| 4.4 | a. Evidence gathered against the new framework for Y2 in R,W, M. Advice sought from KS1 ‘moderator’ on types of evidence to collect for each subject.  b. teaching is adapted regularly to ensure gaps in evidence of learning are filled. | | JN | Oct 17  ongoing | | Internal moderation of evidence.  Moderation with others schools.  Possible LA moderation | £300 for CPD led by moderator in Oct 17. |
| 4.5ab | a. Evidence gathered against the new framework for Y6 in R,W, M. Advice sought from KS2 ‘moderator’ on types of evidence to collect for each subject.  b. teaching is adapted regularly to ensure gaps in evidence of learning are filled. | | LHH | Oct 17  ongoing | | Internal moderation of evidence.  Moderation with others schools.  Possible LA moderation | Included in above |
| 4.6 | Termly assessments and Pupil Progress meetings impact on teachers planning and teaching of RWM, so that key children make accelerated progress and those just below expected standards are targeted. | | CT | Oct 17  termly | | HT meet CT for Pupil Progress meetings | PDM time |
| 4.7 | Develop EYFS learning environment inside and out, so that it has clear learning foci linked to the EYFS curriculum to ensure observations and questions are focused and move learning on. SIA NOV29.6.17 | | RH | Sept 17  ongoing | | Progressed measured from baseline end T3+6. | PPA time |
| 4.8 | Teachers focus on challenging the most able children and giving them opportunities to reach the higher standards. Impact monitored by leaders | | CT | Sept 17 ongoing | | T2,4,6 data review to look at ‘The Most Able.’ As a group. | Teacher’s PPA  Leadership time |
| EVALUATION OF IMPACT  NEXT STEPS | | | | | | | |

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| **Area for Improvement 5 –To Develop the Christian Ethos of the school** | | | | | | | | |
| **School Priority Target:** | | | | | | | | |
| **Success Criteria**  **5.1** The school has a clear understanding of how it is Distinctively Christian.  **5.2** Children are able to talk about the beliefs of people of different faiths and non.  **5.3** The whole school community is involved in Collective Worship including parents. | | | | | | | | |
| **Monitoring**  Who, How, When | | SL and HT review the work of the Christian Distinctiveness group–  twice a year | | | **Evaluation**  Who  How  When | | HT will provide an evaluative summary report of progress against targets as part of the Headteacher’s Report to Governors at least twice a year to support Governors evaluation of progress in this area. | |
| People Involved | | Kay Vousden (HT) Jan Campbell (RE Leader) James Osler (AHT and Assessment, Teaching and Leaning Leader)  Other: All Teachers and TAs. Katherine Bloomer Church Link | | | LA Monitoring | | Challenge and Support Partner visits | |
| **Pupil Voice** | | Children can explain: how the school is ‘distinctively Christian’, about different religions around the world and about the impact of collective worship. | | | | | | |
| **Action** | | | **Lead Person** | **Start/end date** | | **How measured?**  **Impact** | | **Resources/ Cost to school** |
| 5.1 | Improve the effectiveness of the Christian Distinctiveness team so that they have the skills and abilities to accurately identify innovative improvements as a church school and communicate with staff through PDMs. | | JC | Sept 17  July 18 | | Self evaluation against new SIAMs criteria show high standards maintained and built upon. | | 3 meetings a year |
| 5.2 | Provide opportunities to engage with other faiths to enable children to gain first hand experiences of the diversity of other beliefs and religions. | | JC  Class Teachers | ongoing | | Children have a clear understanding of different people’s beliefs | | Cost for visits of visitors |
| 5.3 | Raise the importance of collective worship by providing creative opportunities for parents to be involved. | | KV | Sept 17 | | Evaluation of CW done weekly | | Teacher time. |

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