**Langley Fitzurse CE Primary School**

**School Improvement Plan 2019 – 2020**

**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.

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| **Area 1. To Maintain a Rigorous Culture of Highly Effective Safeguarding and Child Protection:** | Amaze, Excite, Inspire  *Jesus offers life in all its goodness*  **School crest 2.jpg** |
| **Area 2. To Further Develop The Quality of Education:** |
| **Area 3: To Further Develop the Wider school programme** |
| **Area 4. To Further Develop the Christian Distinctiveness of the School** |
| **Area 5. To Further Develop Leadership at All Levels, Including, Governance** |

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| **Area for Improvement 1 – To Maintain a Rigorous Culture of Highly Effective Safeguarding and Child Protection** | | | | | | |
| **School Priority Target: (Intent)**  Ensure all children are kept safe at all times.  Ensure children understand how to keep themselves safe. | | | | | | |
| **Success Criteria** | | | | | | |
| **Monitoring**  Who  How  When | | HT and Link governor  Safeguarding audit  Termly meetings | | **Evaluation**  Who  How  When | Governors evaluate effectiveness at S and P meetings each term | |
| People Involved | | All staff  Nominated safeguarding governor | | LA Monitoring | School Improvement Advisor (SIA) visits | |
| **Pupil Voice** | | Pupils involved in anti-bullying policy through school council and class discussions. | | | | |
| **Action (Implementation)** | | | **Lead Person** | **Start/end date** | **How measured** | **Resources / Cost to school** |
| 1.1 | At the beginning of each school year instigate a timetabled safeguarding training/update session for each staff member on an annual basis to ensure that changes to both legislation and school policies are discussed and explained. This can be carried out on a team basis at an annual meeting or smaller update sessions at team meetings or on an ad hoc basis as new staff join the school. | | RH | Early Sept 2019 | Checked by Nominated Safeguarding governor | DSL to deliver session/s to staff |
| 1.2 | Conduct peer review of safeguarding procedures and effectiveness with Lacock Primary and if required meet on a regular basis to discuss ongoing issues | | CS (LFPS) and FD (LPS) | ASAP | Progress reported at S&P meetings | None |
| 1.3 | Continue to monitor what safeguarding content is delivered to pupils and when – link to point 1.4 and 1.5 below | | RH and CS | termly | Progress reported at S&P meetings | None |
| 1.4 | Monitor current PSHE curriculum to assess effectiveness and coverage in preparation for new requirements | | BD | Terms 1 – 3 | Reported at S and P meeting | Subject leader time and staff meeting time |
| 1.5 | Develop and implement new PSHE / RSE scheme of work in preparation for new DfE requirements. (New formal title will be Relationships and Health Education – RHE) | | BD | By end of term 5 | Reported at S and P meeting | May need to purchase scheme of work and new resources depending on audit |
| 1.6 | Identify opportunities for visitors – NSPCC etc.  Identify opportunities for visits – Life Skills / Junior Good Citizen etc. | | RH / BD | During the year | Reported at S and P meeting | Cost for transport or visitor charges. Parental contributions may be sought. |
| 1.7 | Revise / rewrite anti-bullying policy with children / staff and parents. | | RH | November 2019 – during anti bullying week | S and P to approve revised policy | None |

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| **Area for Improvement 2: To Further Develop The Quality of Education** | | | | | | |
| **School Priority Target: (Intent) All subject leaders drive improvement in their subjects, so that children’s outcomes improve over time**  Progress: The class average progress must be equal to or above national expectations | | | | | | |
| **Success Criteria:**  Teaching is judged good or better by HT and LA advisor.  Class data reports show satisfactory progress | | | | | | |
| **Monitoring**  Who  How  When | | HT and Link governors  Termly meetings  S and P meetings | | **Evaluation**  Who  How  When | Governors evaluate effectiveness at S and P meetings each term | |
| People Involved | | All staff  Link governors | | LA Monitoring | SIA visits | |
| **Pupil Voice** | | Pupils asked what they are learning, what their targets are, what they need to do next and how to make that improvement. | | | | |
| **Action** | | | **Lead Person** | **End date** | **How measured** | **Resources/ Cost to school** |
| 2.1 | RE teaching – appoint subject leader; ensure RE curriculum meets SIAMS requirements. | | HT | Dec ‘19 | Link Gov / S&P | Understanding Christianity Package |
| 2.2 | S&P PPG funding review – ensure clear targeting and appropriate support | | HT | Oct ‘19 | Link Gov |  |
| 2.3 | Based on expected or better progress, set % Targets for each cohort for attainment (based on prior attainment).  *(Progress average pupil in the class makes expected progress or better)* | | RH / JO | Oct ‘19 | Progress reported at S&P meetings |  |
| 2.3a | Identify how progress is demonstrated other than in iTrack data, esp. for SEN children who make smaller steps. | | JO and teachers | Oct ‘19 | Reported at S and P meeting |  |
| 2.4 | Develop Growth Mindset and positive pupil attitudes.  Communicate with parents | | JO | Throughout the year | Reported at S and P meeting |  |
| 2.5 | PPG focus at termly staff meetings | | RH | Each term during the year | Reported at S and P meeting | 6 staff meetings |
| 2.6 | Lesson observations by subject leaders to judge quality of teaching and learning | | All subject leads | Throughout the year | Reported at S and P meeting | 1 release day per full time teacher in T1 and T6 |
| 2.7 | Maths Focus 1: preparation for implementation of MTC (multiplication check) | | CC | During term 1 and 2 |  |  |
| 2.8 | Maths focus 2: Develop children’s use of concrete resources / pictorial representations moving to understanding of abstract concepts. | | CC | Throughout the year |  |  |
| 2.9 | English focus 1: Spelling across the school | | JN | Throughout the year |  |  |
| 2.10 | English focus 2: Further develop writing across the school to ensure all children make all possible progress. | | JN | Throughout the year |  |  |

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| **Area for Improvement 3:** **To Further Develop the Wider school programme** | | | | | | |
| **School Priority Target: Support a sustainable, prioritised and broad programme of activity in line with new Ofsted Guidance** | | | | | | |
| **Success Criteria:**  Analysis of children’s subject input, with suggestions of any targeted ***rebalancing*** new OFSTED = broad and balanced  Integration of “11 things to do” into programme, with no increase in teacher workload  Effective / sustainable staffing | | | | | | |
| **Monitoring**  Who  How  When | | HT / S&P / FGB  HT reporting  Termly meetings | |  |  | |
| People Involved | | All staff | |  |  | |
| **Pupil Voice** | | Children’s views to feed into each point below through discussion of school council | | | | |
| **Action** | | | **Lead Person** | **Start/end date** | **How measured** | **Resources / Cost to school** |
| 3.1 | Complete playground refurbishment, on time and to budget | | Finance Officer | Oct 19 | L&R | As agreed at L and R / FGB |
| 3.2 | Agreement of how the “11 things to do by 11” will be integrated into the programme.  To include school council / Year 6 / staff meeting time | | HT | First S&P mtg | S&P | Staff meeting |
| 3.3 | Analysis of each subject ‘taught time’, with suggestions of any targeted rebalancing . | | HT | By end of term 1 | S&P to FGB | Nil |
| 3.4 | Change to 3 data collections per year; demonstrating robust process and response (via subject leaders) to emergent issues / opportunities | | HT | By end of term 1 | S&P | Nil |
| 3.5 | Enhance playtime provision:   * MDSA training * Source additional playground resources * Discussion with school council | | HT / JO | By end of Term 2 | Reported to S and P committee | Resources for playtimes – Sports Premium funding |
| 3.6 | Ensure pupils’ views are used through regular school council meetings | | RH |  | Reported to S and P committee | Nil |
| 3.7 | Develop competitive sporting opportunities for younger children (Y4 and below) | | RH / sports coaches |  | Reported to S and P committee | Transport costs through sport premium |
| 3.8 | Promote Wellbeing in school: Identify wellbeing lead among staff, follow DfE guidance on staff wellbeing. | | JO / HW |  | Reported to S and P committee |  |

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| **Area for Improvement 4: To Further Develop the Christian Distinctiveness of the School** | | | | | | |
| **School Priority Target:**  All statutory requirements are met.  Christian distinctiveness is clear to school community | | | | | | |
| **Success Criteria** | | | | | | |
| **Monitoring**  Who  How  When | | HT and foundation governors  Termly meetings | | **Evaluation**  Who  How  When | Governors evaluate effectiveness at S and P meetings. | |
| People Involved | | All staff  Church link – Katherine Bloomer | | LA Monitoring | SIA visits | |
| **Pupil Voice** | | Worship council represent their classes  Children’s evaluations and feedback on Collective Worship | | | | |
| **Action** | | | **Lead Person** | **Start/end date** | **How measured** | **Resources/ Cost to school** |
| 4.1  4.1a  4.1b | Prepare for SIAMS 20/21:  HT / Link Gov / KB attend training  Refresh vision – approve at FGB | | -  HT | Oct/Nov19 Mar20 | Christian Distinctiveness group meetings and Foundation governors | £150 for SIAMS training |
| 4.2 | Develop Courageous Advocacy as part of the schools ongoing programme | | HT | Dec 19 | Christian Distinctiveness group meetings and Foundation governors |  |
| 4.3 | Implement new collective worship format | | HT | Sep 19 | Christian Distinctiveness group meetings and Foundation governors |  |
| 4.4 | Ensure hall is appropriately set up and equipped for collective worship | | RH | Term 1 2019 | Christian Distinctiveness group meetings and Foundation governors |  |

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| **Area for Improvement 5:** Further develop leadership, including governance. | | | | | | |
| **School Priority Target:**  All leaders (HT, AHT, SENCo, subject leaders) are clear in their role  All staff understand the roles and responsibilities of leaders  Leaders have clear and positive effect on pupil outcomes | | | | | | |
| **Success Criteria** | | | | | | |
| **Monitoring**  Who  How  When | | HT and Chair  Termly meetings | | **Evaluation**  Who  How  When | Governors evaluate effectiveness at S and P, L and R and FGB meetings. | |
| People Involved | | All staff | | LA Monitoring | SIA visits | |
| **Action** | | | **Lead Person** | **Start/end date** | **How measured** | **Resources/ Cost to school** |
| 5.1 | Ensure that by end of academic year (July 2020) all school policies are updated, where required, and available to all staff on School Bus. | | Clerk (plus all staff and governors) | Throughout the year | Relevant policies at S and P, L and R and FGB |  |
| 5.2 | Progressively implement the new Ofsted assessment regime of Intent, Implement and Impact, largely through the work of S&P to understand and evaluate the curriculum and monitoring tri-yearly performance improvement cycles. | | HT and all staff and governors |  | S and P, L and R and FGB |  |
| 5.3 | Resolve the Headteacher’s employment | | CoG / HT | Feb 2020 | FGB |  |
| 5.4 | Related to the outcome of 5.3, refine our relationship with Lacock school. | | CoG / HT | Feb 2020 | FGB |  |
| 5.5 | Ensure all staff are understand roles of leaders:  James as AHT  Subject leaders  SENCo | | RH / JO | End of term 1 | S and P committee |  |
| 5.6 | Develop subject annual tasks list | | RH | End of term 1 | S and P committee |  |
| 5.7 | All SEN procedures (to include identification, referral, monitoring) to be clear in light of new SENCo being employed | | RH / SENCo | End of term 1 | S and P committee |  |