**Langley Fitzurse CE Primary School**

**School Improvement Plan 2018 – 2019**

**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 Develop the Effectiveness of Safeguarding and Child Protection:**  | 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:**  |
| **Area 3: To develop effectiveness of Sports Premium funding** |
| **Area 4. To Develop the Christian distinctiveness of the school** |
| **Area 5. To further develop leadership, including, governance** |

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| **Area for Improvement 1 – Safeguarding and Child Protection** |
| **School Priority Target:** Ensure all children are kept safe at all times. |
| **Success Criteria**  |
| **Monitoring**WhoHowWhen | HT and Link governorSafeguarding auditTermly meetings | **Evaluation**WhoHowWhen | Governors evaluate effectiveness at S and P meetings each term |
| People Involved | All staffSafeguarding governor  | LA Monitoring | Challenge and Support Partner visits |
| **Pupil Voice** | Pupils involved in anti-bullying policy through school council and class discussions.School Council to meet Lacock school council to share ideas about stopping bullying. |
| **Action** | **Lead Person**  | **Start/end date** | **How measured** | **Resources / Cost to school** |
| 1.1 | New staff induction procedures are effective and staff newly recruited are inducted following school procedures. | RH /JO | Term 1 onwards | Staff interviews by Nom Gov (JK) |  |
| 1.2 | New visitors and contracted staff (e.g. sports coaches) are fully inducted following school procedures | RH / JO | Term 1 onwards | Staff interviews by Nom Gov (CS) |  |
| 1.31.3a1.3b1.3c | Ensure e-safety and online safety is taught at appropriate level throughout the school by:Audit current provision and identify strengths and weaknesses.Purchase materials as required to support teachingProvide CPD for teachers through staff meeting time | BD | Term 3 onwards | Evidence in children’s work.Pupil discussion | £0£tbc1 staff meeting in Jan 19, one in Term 6 |
| 1.4 | Review and rewrite anti-bullying policy in light of requirements to include transgender, homophobic bullying | RH /JO | Term 3 | Policy revised |  |
| 1.5 | Review behaviour policy with children, staff and parents. | RH  | Term 3 | Policy revised |  |
| 1.6 | Conduct peer review of recruitment processes with Lacock Primary | JK |  |  |  |
| 1.7 | Conduct peer review of safeguarding procedures and effectiveness with Lacock Primary. | CS |  |  |  |

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| **Area for Improvement 2:** Ensure teaching of reading, writing and maths are consistently good or better |
| **School Priority Target: All subject leaders drive improvement in their subjects, so that children’s outcomes improve over time**In Writing: all children achieve expected progress and in cases where this does not happen clear evidence of effective interventions is seenIn Writing: increase progress of the more able children in and between Y2 and Y6 so that more achieve ‘Greater Depth’In Reading: all children achieve expected progress and in cases where this does not happen clear evidence of effective interventions is seenin Reading: increase progress of the more able children in and between Y2 and Y6 so that more achieve ‘Greater Depth’In maths: increase progress in Y2 and 6 so that more children achieve the higher standards.Assessment systems supportTeaching and learning to become more effective as measured by improvements in pupil progress at the end of T6 2018.Teaching and learning for those with SEND is well pitched and ensures good progress.The curriculum is broad, balanced, inspiring and meets the requirement of the National CurriculumChildren in the EYFS make good progress from their starting points.  |
| **Success Criteria:**Teaching is judged good or better by HT and LA advisor |
| **Monitoring**WhoHowWhen | HT and Link governorsTermly meetingsS and P meetings | **Evaluation**WhoHowWhen | Governors evaluate effectiveness at S and P meetings each term |
| People Involved | All staffLink governors | LA Monitoring | Challenge and Support Partner 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**  | **Start/end date** | **How measured** | **Resources/ Cost to school** |
| 2.1 | Subject leaders are clear about their role in driving improvement. | HT , core subject leaders | Term 2 onwards | Governors meetings with SLs | CPD costs – training days and network meetings / visits to other schools |
| 2.2 | Subject leaders’ monitoring of pupils’ achievement is accurate and in depth. | Core subject leaders, JO |  | Governors meetings with SLs |  |
| 2.3 | Core subjects leaders have detailed understanding of the attainment and progress data at each assessment point | Core subject leaders, JO | Oct 18 onwards | Governors meetings with SLs | Staff meeting time for JO to explain |
| 2.4 | Subject leaders complete monitoring tasks:* Lesson observations (in combination with HT / CASP)
* Scrutiny of children’s work
* Discussion with pupils
 | Core subject leaders | 3 times per year | Governors meetings with SLs | Release time for pupil discussionStaff meeting time each term |
| 2.5 | Subject leaders share information with parents about expected attainment for each year group. | Core subject leaders >class teachers | Term 2 2018 | Parents have information |  |
| 2.6 | All teachers are clear about:End of year objectives for their year groupsHow ‘expected progress’ is defined | JO and teachers | Sept 2018 | Governors meetings with SLs | Staff meeting time |
| 2.7 | Assessment data shows increase in children on target to achieving greater depth at Y2 and Y6 statutory assessments. | All teachers | End of each term | Assessment data > S/P |  |
| 2.8 | Assessment data shows children’s progress each short term AND then teachers implement interventions to address children at risk of making less than expected progress. | All teachers | End of each term | Teachers’ records of interventions |  |
| 2.9 | All teachers are clear about PPG children in their classes AND effective teaching (and where necessary focussed interventions) means those children make expected progress or above.  | All teachers | Term 1 onwards | Intervention records |  |
| 2.10 | Assessment routines are further refined to ensure accurate judgements are made |  |  |  |  |
| 2.11 | Develop subject leader timetable of annual tasks – observations, book scrutiny, pupil voice, data examination, etc. | HT / SLs | Term 2 | Timetable in place and followed | Staff meeting time. |
| 2.12 | Ensure that an overall intervention process is: documented, active and effective. This should show the role of class teachers, subject leads and management. | HT  | Term2 | Examination by S&P |  |

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| **Area for Improvement 3:** Develop use of Sports Premium |
| **School Priority Target:** Sports Premium is used effectively. |
| **Success Criteria:**Children engaged in at least minimum entitlement for PEIncrease in children taking up sports clubsIncrease in children engaged in competitive sportImprove provision in playground for physical activityImproved range of PE resources |
| **Monitoring**WhoHowWhen | HT and Link governorTermly meetingsNumbers of children attending clubsQuality of provision in PE lessonsNumbers of disadvantaged children taking up extra curricular clubsEvaluation of value for money for Chippenham Sports Premium. | **Evaluation**WhoHowWhen | Governors evaluate effectiveness at S and P meetings.Link governor feeds back to S and P |
| People Involved | All staffPE Link governor  | LA Monitoring | Challenge and Support Partner visits |
| **Pupil Voice** | Pupils will be asked about the current provision in school.Pupils asked about the range of clubs offered |
| **Action** | **Lead Person**  | **Start/end date** | **How measured** | **Resources / Cost to school** |
| 3.1 | Investigate appointing a sports coach to lead sports provision, particular to monitor clubs attendance and participation in festivals and tournaments. | HT / business manager | Term 3 |  | £tbc |
| 3.2 | Capture baseline data for children attending clubs, engaged in competitive sport. | RH | Term 2 | Data reported to govs in Term 3 |  |
| 3.3 | Analyse pupils’ attitudes to sport / physical activity. Investigate differences in gender, disadvantaged children,  | RH | Term 2 | Data reported to govs in Term 3 |  |
| 3.4 | Ensure curriculum fulfils statutory requirements for coverage and time. | HT , sports coaches | Term 1 onwards | Curriculum plans show coverage |  |
| 3.5 | Ensure funding is committed appropriately to both operational spend (going to festivals, resources etc) and large scale projects to develop the opportunity for physical activity in the playground | HT, SR | Term 2 onwards | Budget monitoring at L and R |  |

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| **Area for Improvement 4:** Develop Christian distinctiveness |
| **School Priority Target:**All statutory requirements are met.Christian distinctiveness is clear to school community |
| **Success Criteria**  |
| **Monitoring**WhoHowWhen | HT and Link governorTermly meetings | **Evaluation**WhoHowWhen | Governors evaluate effectiveness at S and P meetings. |
| People Involved | All staffChurch link – Katherine Bloomer | LA Monitoring | Challenge and Support Partner visits |
| **Pupil Voice** | Worship council represent their classes |
| **Action** | **Lead Person**  | **Start/end date** | **How measured** | **Resources/ Cost to school** |
| 4.1 | Evaluate effectiveness of collective worship through discussion with worship council and staff | HW | Oct 2018 onwards | Report produced |  |
| 4.2 | Refine school values to ensure they are relevant. | HT / KB | Term 2 | New / revised values shared, with rationale | Worship council meetings, Staff meetings |
| 4.3 | Plan collective worship each term to ensure values are fully understood in the context of school life | HT / KB / worship council | Each short term | Plans available |  |
| 4.4 | Introduce regular evaluation of collective worship by children | Worship council |  | Evaluation reports. |  |

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| **Area for Improvement 5:** Further develop leadership, including governance. |
| **School Priority Target:**Al |
| **Success Criteria**  |
| **Monitoring**WhoHowWhen | HT and ChairTermly meetings | **Evaluation**WhoHowWhen | Governors evaluate effectiveness at S and P, L and R and FGB meetings. |
| People Involved | All staff | LA Monitoring | Challenge and Support Partner visits |
| **Action** | **Lead Person**  | **Start/end date** | **How measured** | **Resources/ Cost to school** |
| 5.1 | Ensure Governing Board is strong and well trained:Induct new Foundation governor due to start in term 2Oversee the transition from 2 retiring Governors in 2019Ensure all Governors undergo a minimum of 1 training course in the year | CoG |  |  |  |
| 5.2 | Streamline procedures for reviewing and approving policies – to include share load with Lacock Primary | CS |  |  |  |
| 5.35.3a | Increase Number on Roll to ensure school is viable and sustainable:* Marketing
 | LP |  |  |  |
| 5.4 | Develop involvement of parents, possibly through a parent forum, parent reps, parent attendance at events, etc. | HT / AB |  |  |  |
| 5.5 | Review and streamline committee structure to ensure governance is focussed.  | CoG and committee chairs | Term 1 | New structure and ToR in place. |  |
| 5.6 | Ensure the School is compliant with GDPR developing needs | RH |  | JK to monitor |  |
| 5.7 | Meet with Lacock Board to explore longer term collaboration  | CoG | Mar 2019 |  |  |