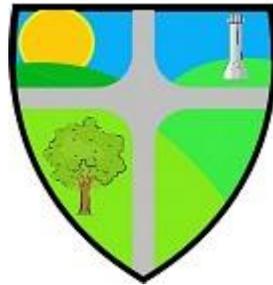


School Improvement Plan

2018-2020



Portesham CE VA Primary School

'putting children first'

building on

Compassion

Hope

Humility

Justice

Service

January 2019

Our Mission:

Our mission statement “**Putting Children First’ building on Compassion, Hope, Humility, Justice and Service**, reflects our understanding and beliefs. We aim to ensure that the children at our school are provided with high-quality learning experiences based on a broad and balanced curriculum.

Our ethos promotes the spiritual, moral, cultural, mental and physical development of pupils at the school. This leads to a consistently high level of achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of secondary school and then into adulthood.

Our Vision:

A thriving centre of learning at the heart of the communities we serve.

Our core Christian values of Compassion, Hope, Humility, Justice and Service, define who we are as a community. They are the foundation from which we grow in our journey of continuous improvement.

As a school we value:

- Children being happy. We want children to feel safe and show high levels of engagement in their learning.
- Caring staff who respect and know the children very well.
- Great teaching. Meeting the different learning needs of children well, there is challenge and support for all.
- Parental involvement. We want parents to feel valued and for them to work in partnership with the school to support their children’s learning.
- Positive learning behaviour. Children are confident and self-assured learners and their excellent attitude to their learning results in great progress.
- A stimulating and challenging curriculum; utilising the natural environment, the local community and wider world.
- All aspects of British life and culture; celebrating differences, diversity, core values and preparing children for modern Britain.
- The work of our Governing Body - in undertaking their strategic role well.
- Exciting, but safe and secure spaces, indoor and outdoor, where children can explore, discover and experiment.
- Working in partnership with others to meet the needs of all the children and their families.



SIP Priorities 2018 – 2020

KEY PRIORITIES	PRIORITY	SEF. REF	Staff Lead Governor Lead	Why identified as a priority
Priority 1	Leadership and Management. To ensure that leadership and management at all levels is rigorous, challenging and determined in delivering whole school improvement.	RI	Headteacher/ Deputy Headteacher Alison Demir	Significant changes in staff and Governors.
Priority 2	Teaching, Learning and Assessment. To ensure that assessments of learning (both formative and summative) and whole school tracking systems are used effectively and consistently by teachers to identify and act on pupils' needs.	RI	Deputy Head Clive Burgess	Progress tracking system required and responding to staff changes.
Priority 3	Outcomes. To increase the achievement of pupils in KS1 so that all externally submitted data is at least in line with or above National 2019 and 2020 levels.	Good	Headteacher Clive Burgess	Declining trend in EYFS and KS1 outcomes.
Priority 4	Early Years. Improve provision in the Foundation Stage Unit so that the number of children achieving a Good Level Development (GLD) at the end of their Reception year is significantly improved in both 2019 and 2020.	RI	EYFS Lead SR Rebecca Allen	Declining trend in EYFS outcomes, operational challenges.

Priority 1

Priority: To ensure that leadership and management at all levels is rigorous, challenging and determined in delivering whole school improvement.

Outcome: There is rapid whole school improvement with impact evidenced through robust and effective monitoring activities. The school's vision is fully shared with the school community.

Action(s)	Lead	When	What/How	Why	Impact (Year 1) By July 2019	Impact (Year 2) By July 2020	Evidence	Evaluation
Review effectiveness of School Improvement Plan.	<u>Senior Leadership Team:</u> Headteacher <u>Governor:</u> Full Governing Body	By January 2019 By January 2019 By May 2019	<ul style="list-style-type: none"> Headteacher to prioritise issues for improvement and/or development using internal and external reports. Make sure that format includes impact measures and evidence. Share with school community: staff meeting, Learning to Learn evening for parents, Parent Forum. 	<ul style="list-style-type: none"> To strengthen the monitoring of impact by school leaders and Governors in order to drive rapid improvement in identified areas. To ensure that the SIP is a transparent working document, available to all and owned by the whole school community. 	<ul style="list-style-type: none"> The plan for whole school improvement is a living document, shared and understood by everybody in the school community and as a result impact of progress can be demonstrated in a variety of ways and expressed by the whole school community. (Term 3) 	<ul style="list-style-type: none"> Increased targeted monitoring of the impact of planned actions results in greater Governor understanding and therefore more rigorous and effective challenge and support of Senior Leadership Team. (Term 1) 	Monitoring Schedule and visit record sheets. Governor minutes. SIP. Newsletters. Learning To Learn evenings. Parent Forum.	
Increase leadership capacity.	<u>Senior Leadership Team:</u> Headteacher <u>Governor:</u> Martin Pearson	By Dec 2018 By January 2019 For Sep 2019 On going	<ul style="list-style-type: none"> Complete staffing review. Headteacher to reduce teaching commitment. Appoint a strong and visionary strategic support lead (Acting Deputy Headteacher) to work closely with the Headteacher (Deputy Head). Appoint a Senior Finance Officer Governor training in key areas to support their strategic leadership role. 	<ul style="list-style-type: none"> Identify what the school needs and ensure staff in place to deliver. To allow the Headteacher more time to focus on the school's strategic direction. To ensure that the Headteacher is part of a committed and dynamic school leadership team. 	<ul style="list-style-type: none"> More senior leadership dedicated to strategic development activities; e.g. Reintroduction of Learning to Learn sessions and Parent Forum. (Term 2) 	<ul style="list-style-type: none"> Key responsibilities are delegated, those responsible for key areas are held stringently to account by senior colleagues and the Governing Body (Term 2) 	Performance Management. Parent Forum attendance & notes. Learning to Learn. Leaders reporting direct to Governors. Heads and Chairs Meetings. Senior Finance Officer Reports.	

Action(s)	Lead	When	What/How	Why	Impact (Year 1) By July 2019	Impact (Year 2) By July 2020	Evidence	Evaluation
Evaluate the effectiveness of monitoring arrangements and establish a rigorous schedule for all levels of leadership and management in school.	<u>Senior Leadership Team:</u> Headteacher and Acting Deputy Headteacher <u>Governor:</u> Clive Burgess	By Easter 2019 By Sept 2020	<ul style="list-style-type: none"> Audit of current monitoring activities and their impact. Governor Training in best practice. Create new annual cycle of monitoring activities to be undertaken by staff and Governors to monitor the implementation and impact of the School Improvement Plan. Broaden the range of activities undertaken and by whom – e.g. subject leaders to ensure whole school community can contribute, for example include children's views. 	<ul style="list-style-type: none"> To ensure that school leaders, including Governors, have a very accurate understanding of current school performance and progress against identified priorities for improvement. To ensure that Governors can robustly support and challenge school leaders. To make sure that all monitoring activities are clearly focused on SIP priorities, are well planned, have clear purpose and contribute effectively to school improvement. 	<ul style="list-style-type: none"> Accurate judgements on Self Evaluation Form with robust supportive evidence from a broad variety of monitoring activities. (End of Term 2) 	<ul style="list-style-type: none"> School leaders and Governors are able to confidently identify and evaluate improvements made, including their impact on standards and next steps. (End of Term 1) 	<p>An effective audit of termly developments.</p> <p>Self Evaluation Form.</p> <p>Records of Governor and Senior Leadership Team monitoring.</p> <p>Subject leader monitoring.</p>	
Ensure a strong vision is shared with full school community.	<u>Senior Leadership Team:</u> Headteacher <u>Governor:</u> Alison Demir and Martin Pearson	By Easter 2019 By July 2019 By July 2019	<ul style="list-style-type: none"> Governors and staff agree Vision Statement. The vision is shared with the school community through Learning to Learn, newsletters, website and Parent Forum. Key documents and information channels are updated e.g. website, prospectus, staff handbook. 	<ul style="list-style-type: none"> The school clearly defines what makes us distinctive. To ensure that future change, growth and improvement is guided by the school's overarching vision, this includes changes in key personnel and Governors. The vision is transparent and owned by the whole school community. 	<ul style="list-style-type: none"> Everybody connected with the school will be able to talk about our vision and will see it as a shared mission to achieve and sustain it. (End of Term 3) 	<ul style="list-style-type: none"> The efforts of the whole school community in driving school improvement and improving pupil outcomes are kept on target by being true to the vision. (End of Term 2) 	<p>Website.</p> <p>Parental Feedback.</p> <p>Key documentation.</p> <p>Parent Forum.</p> <p>Governor Minutes.</p> <p>Staff feedback.</p> <p>SIAMS</p>	

KEY MILESTONES		
Autumn 2018	Spring 2019	Summer 2019
<ul style="list-style-type: none"> • Draft School Improvement Plan and share with Full Governing Body and School Evaluation Partner • Full School Review undertaken by School Evaluation Partner. • External Governance Review • Headteacher's Performance Management • Staff Annual Performance Management Reviews • Establish an interim senior member of staff • Draft Self Evaluation Form and share with Full Governing Body and School Evaluation Partner • Entrance Interviews 	<ul style="list-style-type: none"> • Present final School Improvement Plan to Full Governing Body for adoption • Identify Lead Governors for establishing Parent Forum. • Parent Forum Lead Governors to look at guidance and set a launch date. • Share School Improvement Plan with Parent Forum at launch • Appoint Acting Deputy Headteacher for academic year 2019-20 • Reduce Headteacher's teaching commitment • Governor Training – Data • School Evaluation Partner visit • Present final Self Evaluation Form to Full Governing Body for approval • Evaluate the efficacy of monitoring activities undertaken during this term. • Draft and agree Vision Statement. • Mid-year Performance Management updates for teaching staff and Headteacher. • Parent Questionnaire 	<ul style="list-style-type: none"> • Share School Improvement Plan with school community at Learning to Learn evening • Review School Improvement Plan progress and impact for academic year • New School Self Review (SSR) cycle established ready for September 2019 • Evaluate the efficacy of monitoring activities undertaken during this term • Exit interviews. • Review Lead Governor roles

KEY MILESTONES		
Autumn 2019	Spring 2020	Summer 2020
<ul style="list-style-type: none"> • Establish and implement the role and responsibilities of Acting Deputy Headteacher • Headteacher's Performance Management • Staff Performance Management Reviews • Draft updated Self Evaluation Forms and share with Full Governing Body and School Evaluation Partner • Establish School Council • Entrance Interviews 	<ul style="list-style-type: none"> • Mid-year Performance Management updates for teaching staff and Headteacher. • Review Acting Deputy Headteacher post and responsibilities – assess impact in identified areas. • Governors and Headteacher to appoint staff to deliver long term agreed staffing plan for September 2020 onwards. • Student Council reporting to Governing Body. • Parent Questionnaire 	<ul style="list-style-type: none"> • Review School Improvement Plan progress and impact for 2 year cycle • Evaluate 2018-2020 SIP with school community at Learning to Learn evening and collect suggested priorities for 2020-2022 • Evaluate the efficacy of monitoring activities undertaken during this term • Student Council reporting to Governing Body • Review Lead Governor roles • Exit Interviews

Action(s)	Lead	When	What/How	Why	Impact (Year 1) By July 2019	Impact (Year 2) By July 2020	Evidence	Evaluation
Implement an appropriate assessment system.	<u>Senior Leadership Team:</u> Headteacher /Deputy Headteacher <u>Governor:</u>	By Easter 2019 By Easter 2020	<ul style="list-style-type: none"> Look at alternatives to Student Pupil Tracker Online (SPTO) and School Information Management System (SIMS). Select provider and plan a timetable of implementation and staff training. Parental and Governor access to appropriate information. 	<ul style="list-style-type: none"> To replace current package which is not delivering useful and meaningful data and support analysis and self-evaluation. To ensure teachers are able to use accurate assessment and tracking information to differentiate learning effectively. To allow parents 'live' access to information about the progress and attainment of their children. 	<ul style="list-style-type: none"> School leaders and staff have immediate access to up to date tracking and assessment information to support planning and monitoring activities. (Term 2) Differentiation in planning that is translated into differentiated provision and outcomes for all pupils. (Term 3) 	<ul style="list-style-type: none"> Parents are provided with clear timely information on how well their child is progressing and how well their child is doing in relation to the standards expected, enabling them to actively support their child's learning journey. (Term 2) 	<ul style="list-style-type: none"> Reports to Curriculum & Standards Committee. Book scrutiny. Moderation activities. Data analysis. Governor access to system Parental access to progress and attainment information about their child. 	
Provide additional challenge for more able pupils	<u>Senior Leadership Team:</u> Headteacher <u>Governor:</u> Rebecca Allen	From Easter 2019 Autumn 2019 From Jan 2019 onwards From Sept 2019	<ul style="list-style-type: none"> Track higher attaining more able children through KS2 as an identified group to ensure that stretch and challenge is part of every lesson Specific staff training in stretching more able children across the curriculum. Challenging Greater Depth targets part of Performance Management. GD standards moderated locally and nationally 	<ul style="list-style-type: none"> To ensure pace and focus is maintained. To strengthen staff repertoire when planning for and responding to more able children. To make sure all staff are confident in what Greater Depth learning looks like and how best to support its development to and within it. To make sure that the AfL (Assessment for Learning) principles are being used to good effect within teaching and learning, particularly for the more able. 	<ul style="list-style-type: none"> Progress across Key Stage 2 is sustained: progress measures in Reading, Writing, Maths for year 6 2019 sustain or improve (Term 3) More able pupils are stretched and challenged through high expectations and bespoke planning. (Term 3) 	<ul style="list-style-type: none"> Additional opportunities for pupils (particularly the more able) to lead their own learning and devise their own problems to solve.(Term 1) Progress across Key Stage 2 is sustained: progress measures in Reading, Writing, Maths for year 6 2020 sustain or improve. (Term 3) 	<ul style="list-style-type: none"> Tracking analysis Moderation – internal and external Pupil feedback Book Scrutiny Lesson Observation Learning Walk 	

Action(s)	Lead	When	What/How	Why	Impact (Year 1) By July 2019	Impact (Year 2) By July 2020	Evidence	Evaluation
Ensure Quality First Teaching in all classrooms.	<u>Senior Leadership Team:</u> Headteacher <u>Governor:</u>	Spring and Summer Term 2019 By Easter 2019 By Easter 2019 By July 2019	<ul style="list-style-type: none"> All staff to revisit Quality First Teaching through staff meetings and training. Make a whole school decision on the use of success criteria at different levels so children are fully aware of what is expected of them All learning objectives to focus on learning rather than 'doing'. Ensure that for improvement all teacher comments are acted upon immediately so children can learn from their mistakes. 	<ul style="list-style-type: none"> To secure consistent high quality learning experiences across the school. To ensure that marking and feedback are contributing positively to the progress of every child rather than simply responding to what has been completed. 	<ul style="list-style-type: none"> All pupils are 'next year ready' when they enter their next year group. (Term 3) 	<ul style="list-style-type: none"> All teaching across school models the Teaching Standards, is securing great progress for every child and reflects the agreed school vision. (Term 1 onwards) 	<ul style="list-style-type: none"> Lesson Observations Learning Walks/drop-ins Scrutiny of planning and workbooks Classroom environment, displays, learning walls and layout. Staff Meeting records Training Records Performance Management 	

KEY MILESTONES		
Autumn 2018	Spring 2019	Summer 2019
	<ul style="list-style-type: none"> • Governor Monitoring of implementation of new tracking system • New Tracking system implemented and staff training completed. • February INSET – Positive Behaviour for Learning, all staff • ELSA in role, induction has taken place and training booked. • Sports TA in role – Active Playtimes in place and increased extracurricular provision. • External Joint Lesson Observations for all teaching staff • Learning to Learn – Positive Behaviour for Learning • Trial Writing Conferencing for GD Year 6 • Progress Meetings • SLT Training on Tracking System DCPro 	<ul style="list-style-type: none"> • Assessment for Learning Focus in staff meetings with agreed outcomes to be actioned in every class • Displays around school and in every classroom celebrate achievements by showing children’s work and support learning by being interactive in nature. • Positive Behaviour audit to review systems implemented from INSET • Internal peer lesson observations with agreed positive behaviour focus. • Review of ELSA provision, impact and planning for next academic year. • Progress Meetings • Governor scrutiny of online tracking system

KEY MILESTONES		
Autumn 2019	Spring 2020	Summer 2020
<ul style="list-style-type: none"> • Data Analysis and planning for targeted groups for coming academic year • Roll Writing Conferencing out for GD Year 2 and up. • Performance Management of staff • Progress Meetings • Governor scrutiny of online tracking system 	<ul style="list-style-type: none"> • Governor scrutiny of online tracking system • Progress Reviews • ELSA reporting to Curriculum and Standards 	<ul style="list-style-type: none"> • Performance Management Reviews with staff • Progress Reviews

KEY MILESTONES		
Autumn 2018	Spring 2019	Summer 2019
	<ul style="list-style-type: none"> • Analysis of KS1 data to identify areas of focus. • New Teacher appointed for remainder of 18/19 academic year. • HT and Governors to agree plan for KS1 2019 onwards. • Progress Meetings • SLT training on tracking programme. DCPro. 	<ul style="list-style-type: none"> • Agree deployment/appointment for KS1 Sept 2019 • Progress meetings • Tracking system in place • Governor scrutiny of tracking data • Learning to learn – positive behaviour for learning

KEY MILESTONES		
Autumn 2019	Spring 2020	Summer 2020
<ul style="list-style-type: none"> • Data Analysis and planning for targeted groups for coming academic year • Performance Management of staff • Progress Meetings • Learning to learn – KS1 Reading, KS2 Maths strategies • Governor scrutiny of tracking data 	<ul style="list-style-type: none"> • Progress meetings • Governor scrutiny of tracking data 	<ul style="list-style-type: none"> • Progress meetings • Governor scrutiny of tracking data • Performance management review

Action(s)	Lead	When	What/How	Why	Impact (Year 1) By July 2019	Impact (Year 2) By July 2020	Evidence	Evaluation
Review Busy Bees Provision (FS1)	SLT: SR Gov: PS & MH	July 2019	<ul style="list-style-type: none"> Review Foundation Stage 1 planning and how children are effectively supported in their development. Ensure that tracking through Foundation Stage 1 and Foundation Stage 2 is effective and supporting the unit in securing great outcomes for children. Consider how space and staff could be used more effectively to improve outcomes at Foundation Stage 1 and Foundation Stage 2. 	<ul style="list-style-type: none"> To ensure that Busy Bees provision is contributing positively to great end of Early Years Foundation Stage outcomes. To make sure that the environment and resources available are age appropriate and are used to best effect. 	<ul style="list-style-type: none"> Progress through Foundation Stage 1 is tracked effectively and children are Foundation Stage 2 ready. (Term 3) 	<ul style="list-style-type: none"> Space, staffing and resources are bespoke for the requirements of Foundation Stage 1 and Foundation Stage 2. (Term 3) 	<ul style="list-style-type: none"> External and internal monitoring visits Learning Walks Lesson observations Use of space analysis Parental feedback Head Teacher & governor monitoring of Action Plan with Early Years Foundation Stage Lead. Scrutiny of tracking across both phases. 	

KEY MILESTONES		
Autumn 2018	Spring 2019	Summer 2019
	<ul style="list-style-type: none"> • Foundation Stage Unit Action Plan written • Staffing Review of Busy Bees and Reception • Performance Management of Early Years Foundation Stage staff • Tracking and analysis 	<ul style="list-style-type: none"> • Foundation Stage Unit Action Plan presented to Governors by Early Years Foundation Stage Lead – Curriculum committee. • Training for Busy Bees Team undertaken • Tracking Analysis and End of Year data analysis • Review of Performance Management cycle. • Agree Tracking system from entry to Busy Bees through to end of Reception • Environment committee – use of space. • Resource audit. • Action plan costings agreed.

KEY MILESTONES		
Autumn 2019	Spring 2020	Summer 2020
<ul style="list-style-type: none"> • Review of Foundation Stage Unit Action Plan • Start Performance Management Cycle • Implement action plan spending 	<ul style="list-style-type: none"> • Review of Foundation Stage Unit Action Plan • Performance Management of Early Years Foundation Stage staff 	<ul style="list-style-type: none"> • Review of Foundation Stage Unit Action Plan