**CHURCHFIELDS INFANTS’ SCHOOL, NURSERY UNIT AND LANGUAGE FACILITY**

**SCHOOL IMPROVEMENT PLAN**

**2017-2018**

|  |  |  |  |  |  |
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|  | **Autumn 2017** | **Spring 2018** | **Summer 2018** | **Responsible Person** | **Additional Resources required** |
| Continuing Professional Development**To support staff in identifying their priorities for development, in order to ensure high standards and excellence for all children, across a broad and rich curriculum** |
| Performance Management | * **Review and agree lesson observation timetables and formats**
* **Review Performance Management teams**
* **Carry out all teachers Performance Management reviewing all past targets and setting future ones**
* **Teaching observations linked to SIP**
 | * **Complete all support staff reviews**
* **Teaching observations involving curriculum leaders**
 | * **Year Group or peer observations and Learning Walk throughout school**
 | SLT/all teaching staffHead TeacherGovernors | Inset sessions |
| **Workforce Remodelling** | * **Implement pay policy**
* **Induction programme for new members of staff/new responsibilities**
* **Consider succession planning for middle leaders through external validation systems**
 | * **Advertise and recruit for vacancies**
* **Investigate other opportunities for external validation**
 | * **Advertise and recruit for any vacancies**
* **Investigate other opportunities for external validation**
 | Head TeacherGovernorsAll staffHead/Deputy HeadOffice/Admin | N/AN/A |
| **Succession Planning** | * **Induction programme for NQT – Jacob Haddon**
* **Implement changes of curriculum responsibilities**
* **Continue relationship with student provider (Plymouth University)**
* **Support student placements**
 | * **Continue to develop relationship with Plymouth University**
* **Student placements**
 | * **Student placements**
* **Recruitment for any posts needed**
 | All staffDeputy HeadDeputy Head | Cost of external trainers for Autumn term |
| **Governor Development** | * **Full Governing Body meetings and Committee meetings as per timetable for the Year.**
* **Ensure that all appropriate training opportunities offered are utilised by Governors**
 | * **Full Governing Body meetings and Committee meetings as per timetable for the Year.**
* **Ensure that all training opportunities offered are utilised by Governors**
 | * **Governor’s Day in school to include training session and full governing body meeting**
* **Committee meetings**
 | GovernorsHead teacher | No cost for Governor training |
| **Learning and Teaching****To enable all children to achieve the highest possible standards, within a curriculum that motivates and engages them. (Five key targets are underlined in document)** |
| **Whole School Priority 1** **Year Two of Forest Schools delivery for targeted groups and expanding the outdoors** | * **Cascade training delivered in previous academic year in order to promote learning opportunities in the outdoor environment**
* **Offer Forest School sessions with trained teacher to new groups of children identified**
* **Oversee project to create new Outdoor Classroom. Furnish and timetable for use by classes and groups of children.**
* **Training used in outdoor literacy and numeracy embedded into planning.**
* **Consideration of further outdoor courses for staff.**
 | * **Continue to use outdoor environment for varied learning opportunities**
* **Review group identified for Forest Schools sessions and continue to offer provision**
* **Continue to move on Outdoor Classroom project and measure usage and effectiveness of new classroom.**
* **Training used in outdoor literacy and numeracy embedded into planning.**
 | * **Continue to use outdoor environment for varied learning opportunities**
* **Reviews groups identified and offer provision to new/extended group**
* **Review Forest Schools programme and identify next steps for 2018-2019**
* **Review uses of Outdoor Classroom. Identify next steps for usage.**
 | Head teacherForest Schools trained teacher | Funding for buildFunding for resources |
| **Whole School Priority 2****Curriculum leadership. To ensure that all curriculum leaders are a champion for their key area** | * **All curriculum leaders to create and maintain a file about their subject which includes plans from other year groups, any relevant data and observations of teaching in their subject area.**
* **All curriculum leaders to produce action plans highlighting next steps for their subject.**
* **Curriculum leaders to become more familiar with the way their subject is taught in the other key phase.**
 | * + **Files to be maintained and added to, including evidence from different key phase.**
	+ **Subject leaders to check and review next steps for their subject.**
 | * + **Subject leaders to review and evaluate steps taken over the year.**
 | Head teacherDeputyCurriculum Leaders |  |
| **Whole school priority 3** **Writing – To review teaching of writing within school and identify key areas to improve provision i.e. grammar, spelling** | * **Appoint key person to lead review of writing and to report to SLT**
* **Undertake review of writing – Key question would be: How much writing is currently undertaken in Rec, Year One and Two?**
* **Scrutinise key areas of writing within end of key stage and internal assessments and identify key issues to be addressed (Spelling, grammar?).**
* **Audit writing provision within each year group, including Nursery**
* **Audit English plans and assess writing styles covered in different year groups**
 | * + **Review progress so far within review of writing.**
	+ **Key person to give feedback to SLT about features identified**
	+ **SLT to plan for future direction of writing within the school.**
 | * + **Create formal plans for writing to begin in September 2017**
 | Head teacherDeputy and SLT | Meeting times |
| **Whole school priority 4****To establish full and key connections between link Governors and Curriculum Leaders** | * **Establish which Governors have links with each subject/ area of school life.**
* **Introduce new curriculum leaders to their link Governor.**
* **Planning meeting with Curriculum Leader and Governor to decide next steps and future planning for the subject being lead.**
 | * + **Link meeting/call between curriculum leader and governor**
 | * + **Governor’s Day in school**
	+ **Link meeting with Curriculum Leader**
 | HeadDeputy HeadCurriculum Leaders | Meeting times |
| **Whole school priority 5****To meet the growing emotional and social needs of our vulnerable children in school** | * **Establish PM Nurture activities that will support children in school emotionally and socially**
* **Training for key member of staff in Drawing and Talking to be completed**
* **Drawing and Talking sessions to begin in school with identified children**
* **Circle of Friends groups to continue in school**
 | * + **Continue set timetable and programmes**
	+ **Therapy growing area outside Blue Room to be considered and, if appropriate, planned for**
 | * + **Continue set timetable and programmes**
	+ **Therapy growing area discussion to be continued**
 | HeadDeputy Headto lead | Member of current TA staff allocated to Blue Room PM for year |
| **SEND** | * **Roll out new style IEPs across the school based upon the successes of the pilot groups. Focus upon IEPs within Nursery and devise appropriate format for use.**
 | * + **Review formats chosen and assess impact so far**
	+ **Ensure additional work is carried out within Nursery on provision and IEPs**
 | * + **Evaluate successes within SENd Nursery IEPs and identify next steps**
 | Emma Beck | Part of Deputy role |
| **Language Facility Outreach** | * **To support a more joined up approach with other SLCN services across the borough**
* **Ensure attendance at borough level meetings**
 | * **As Autumn**
	+ **Continue to ensure attendance at borough level meetings**
 | * **As Autumn**
* **Continue to ensure attendance at borough level meetings**
 | Catherine Keel and Amanda Clements | Separate budget |
| **Nursery/****Language Facility** | * **Professional development of staff through VIG (video interaction guidance)**
 | * + **Assess training and impact so far within Nursery working alongside Educational psychologists**
 | * + **Review and evaluate impact and decide future/ next steps**
 | Chris Cordina and Maria Mehmet | Separate budget for Facility |
| **Healthy Schools** | * **Develop a ‘wild’ garden by the allotment**
 | * + **Continue planting and maintenance of new wild area**
 | * + **Review and evaluate successes of wild garden, consider improvements and enhancements.**
 | Nicola Lannin | (Set budget)N/A |
| **Science** | * **Plan visits to Science Labs in local High Schools**
 | * **Review arrangements for visits and evaluate ones completed so far.**
 | * **Arrange visits for next academic year and evaluate successes.**
 | Helen Percy | (Set budget)N/A |
| **Environmental** **Green**  | * **To continue to become more familiar with environmental activities across the school particularly in the EYFS**
 | * **Review activities accessed across the school and plan new ones**
 | * **Evaluate impact of activities**
 | Caroline McCarthy | (Set budget)N/A |
| **English** | * **To review teaching of writing within school and identify key areas to improve provision i.e. grammar, spelling**
 | * **See Whole school priority 3**
 | * **See Whole school priority 3**
 | Lynn Platt | (Set budget)N/A |
| **Mathematics** | * **To review Hamilton Trust problem solving resources and trial activities with a view to including in whole school planning**
 | * **Select appropriate resources to use within year groups and trial**
 | * **Evaluate trials and think of next steps for next academic year.**
 | Tina Nicholson | (Set budget)N/A |
| **Computing** | * **Complete audit of current computing related equipment**
 | * **Discussion with year group leads of value to the curriculum**
 | * **Update, replace or repair equipment**
 | Rekha Chohan | (Set budget)N/A |
| **Philosophy** | * **To set up partnerships with other school’s with the assistance of SAPERE to support others and show them our setting**
 | * **Continue with programme as in Autumn term**
 | * **Evaluate partnerships and devise next steps to support our school and others**
 | EmilyHodgkinson | (Set budget)N/A |
| **Music** | * **To audit music provision within school and make changes as necessary**
 | * **Evaluate audit and consider improvements**
 | * **Put improvements into place and evaluate impact**
 | Emma Beck | (Set budget)N/A |
| **Art** | * **To develop a portfolio of Art planning across EYFS and KS1**
 | * **Add to portfolio into second term**
 | * **Evaluate evidence and decide next steps for year 2018-19**
 | Alice Pascoe | (Set budget)N/A |
| **Languages** | * **To provide the opportunity for a whole school celebration/s of the languages spoken by children in the school.**
 | * **Review celebration/s and plan for next steps**
 | * **Evaluate celebration/s and plan for next steps**
 | Chris Cordina | (Set budget)N/A |
| **Humanities** | * **To create a link and partnership with a school in a Less Economically Developed Country.**
 | * **Once link is established begin joint work between the schools**
 | * **Evaluate the partnership and consider next steps for academic year 2018-19**
 | Emily West | (Set budget)N/A |
| **PE** | * **Provide support to teachers new to the school and NQT to make sure that they feel confident in their teaching of P.E. lessons.**
 | * **Review sessions with new staff and offer demo lessons etc.**
 | * **Evaluate effectiveness of PE across the school and advise where necessary.**
 | Michaela Maginess | (Set budget)N/A |
| **RE/ SMSC** | * **To continue to implement the new R.E syllabus.**
 | * **Review syllabus half way through year.**
* **Evaluate teaching and learning so far**
 | * **Evaluate teaching and learning across the year within all phases.**
 | Emma Beck | (Set budget)N/A |
| Excellence and Enjoyment | * **Art week – Tantalising Tate**
* **Visit to Tate on Inset day for all staff**
 | * **TBA**
 | * **TBA**
 | Lynn Platt and teams | Visit costsAny additional resources |
| Office Admin | * **To embed new team over first term in school and establish key roles**
 | * **Review job roles and responsibilities**
 | * **Evaluate posts and responsibilities in preparation for next academic year**
 | Lynn PlattMarilyn Basra | N/A |
| Buildings and Grounds Development | * **Outside classroom** **Oversee project to create new Outdoor Classroom. Furnish and timetable for use by classes and groups of children.**
 | * **Continue to move on Outdoor Classroom project and measure usage and effectiveness of new classroom.**
 | * **Review uses of Outdoor Classroom. Identify next steps for usage.**
 | Lynn PlattSLT | PTA funding for buildAdditional costs for resourcing |
| Developing partnership with parents | * **Parent Workshop**
* **Send out Autumn Term questionnaire**
 | * **Use data from questionnaire to plan Parent Workshops for this term**
 | * **Evaluate Parent Workshop sessions**
 | All staff | N/A |