**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 staff  Head Teacher  Governors | | 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 Teacher  Governors  All staff  Head/Deputy Head  Office/Admin | | N/A  N/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 staff  Deputy Head  Deputy 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** | Governors  Head 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 teacher  Forest Schools trained teacher | | Funding for build  Funding 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 teacher  Deputy  Curriculum 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 teacher  Deputy 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** | Head  Deputy Head  Curriculum 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** | Head  Deputy Head  to 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** | Emily  Hodgkinson | | (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 costs  Any 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 Platt  Marilyn 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 Platt  SLT | | PTA funding for build  Additional 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 |