

**CHURCHFIELDS INFANTS' SCHOOL, NURSERY UNIT AND LANGUAGE FACILITY
SCHOOL IMPROVEMENT PLAN
2017-2018**

	Autumn 2017	Spring 2018	Summer 2018	Responsible Person	Additional Resources required
<u>Continuing Professional Development</u>					
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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Complete all support staff reviews Teaching observations involving curriculum leaders 	<ul style="list-style-type: none"> Year Group or peer observations and Learning Walk throughout school 	SLT/all teaching staff Head Teacher Governors	Inset sessions
Workforce Remodelling	<ul style="list-style-type: none"> Implement pay policy Induction programme for new members of staff/new responsibilities Consider succession planning for middle leaders through external validation systems 	<ul style="list-style-type: none"> Advertise and recruit for vacancies Investigate other opportunities for external validation 	<ul style="list-style-type: none"> Advertise and recruit for any vacancies 	Head Teacher Governors All staff	N/A
			<ul style="list-style-type: none"> Investigate other opportunities for external validation 	Head/Deputy Head Office/Admin	N/A
Succession Planning	<ul style="list-style-type: none"> Induction programme for NQT – Jacob Haddon Implement changes of curriculum responsibilities Continue relationship with student provider (Plymouth 	<ul style="list-style-type: none"> Continue to develop relationship with Plymouth University Student placements 	<ul style="list-style-type: none"> Student placements Recruitment for any posts needed 	All staff Deputy Head	Cost of external trainers for Autumn term

	University) • Support student placements			Deputy Head	
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)

<u>Whole School Priority 1</u> 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
<u>Whole School Priority 2</u> Curriculum leadership. To ensure that all	• 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.	• 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	

<p>curriculum leaders are a champion for their key area</p>	<ul style="list-style-type: none"> • 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. 				
<p><u>Whole school priority 3</u></p> <p>Writing – To review teaching of writing within school and identify key areas to improve provision i.e. grammar, spelling</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Create formal plans for writing to begin in September 2017 	<p>Head teacher Deputy and SLT</p>	<p>Meeting times</p>
<p><u>Whole school priority 4</u></p> <p>To establish full and key connections between link Governors and Curriculum Leaders</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Link meeting/call between curriculum leader and governor 	<ul style="list-style-type: none"> • Governor's Day in school • Link meeting with Curriculum Leader 	<p>Head Deputy Head</p> <p>Curriculum Leaders</p>	<p>Meeting times</p>
<p><u>Whole school priority 5</u></p>	<ul style="list-style-type: none"> • Establish PM Nurture activities that will support children in 	<ul style="list-style-type: none"> • Continue set timetable and programmes 	<ul style="list-style-type: none"> • Continue set timetable and programmes 	<p>Head Deputy Head</p>	<p>Member of current</p>

To meet the growing emotional and social needs of our vulnerable children in school	school emotionally and socially <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Therapy growing area outside Blue Room to be considered and, if appropriate, planned for 	<ul style="list-style-type: none"> • Therapy growing area discussion to be continued 	to lead	TA staff allocated to Blue Room PM for year
SEND	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Review formats chosen and assess impact so far • Ensure additional work is carried out within Nursery on provision and IEPs 	<ul style="list-style-type: none"> • Evaluate successes within SEND Nursery IEPs and identify next steps 	Emma Beck	Part of Deputy role
Language Facility Outreach	<ul style="list-style-type: none"> • To support a more joined up approach with other SLCN services across the borough • Ensure attendance at borough level meetings 	<ul style="list-style-type: none"> • As Autumn • Continue to ensure attendance at borough level meetings 	<ul style="list-style-type: none"> • As Autumn • Continue to ensure attendance at borough level meetings 	Catherine Keel and Amanda Clements	Separate budget
Nursery/ Language Facility	<ul style="list-style-type: none"> • Professional development of staff through VIG (video interaction guidance) 	<ul style="list-style-type: none"> • Assess training and impact so far within Nursery working alongside Educational psychologists • 	<ul style="list-style-type: none"> • Review and evaluate impact and decide future/ next steps 	Chris Cordina and Maria Mehmet	Separate budget for Facility
Healthy Schools	<ul style="list-style-type: none"> • Develop a ‘wild’ garden by the allotment 	<ul style="list-style-type: none"> • Continue planting and maintenance of new wild area 	<ul style="list-style-type: none"> • Review and evaluate successes of wild garden, consider improvements and enhancements. 	Nicola Lannin	(Set budget) N/A
Science	<ul style="list-style-type: none"> • Plan visits to Science Labs in local High Schools 	<ul style="list-style-type: none"> • Review arrangements for visits and evaluate ones completed so far. 	<ul style="list-style-type: none"> • Arrange visits for next academic year and evaluate successes. 	Helen Percy	(Set budget) N/A
Environmental Green	<ul style="list-style-type: none"> • To continue to become more familiar with environmental activities across the school 	<ul style="list-style-type: none"> • Review activities accessed across the school and plan new ones 	<ul style="list-style-type: none"> • Evaluate impact of activities 	Caroline McCarthy	(Set budget) N/A

	particularly in the EYFS				
English	<ul style="list-style-type: none"> To review teaching of writing within school and identify key areas to improve provision i.e. grammar, spelling 	<ul style="list-style-type: none"> See Whole school priority 3 	<ul style="list-style-type: none"> See Whole school priority 3 	Lynn Platt	(Set budget) N/A
Mathematics	<ul style="list-style-type: none"> To review Hamilton Trust problem solving resources and trial activities with a view to including in whole school planning 	<ul style="list-style-type: none"> Select appropriate resources to use within year groups and trial 	<ul style="list-style-type: none"> Evaluate trials and think of next steps for next academic year. 	Tina Nicholson	(Set budget) N/A
Computing	<ul style="list-style-type: none"> Complete audit of current computing related equipment 	<ul style="list-style-type: none"> Discussion with year group leads of value to the curriculum 	<ul style="list-style-type: none"> Update, replace or repair equipment 	Rekha Chohan	(Set budget) N/A
Philosophy	<ul style="list-style-type: none"> To set up partnerships with other school's with the assistance of SAPERE to support others and show them our setting 	<ul style="list-style-type: none"> Continue with programme as in Autumn term 	<ul style="list-style-type: none"> Evaluate partnerships and devise next steps to support our school and others 	Emily Hodgkinson	(Set budget) N/A
Music	<ul style="list-style-type: none"> To audit music provision within school and make changes as necessary 	<ul style="list-style-type: none"> Evaluate audit and consider improvements 	<ul style="list-style-type: none"> Put improvements into place and evaluate impact 	Emma Beck	(Set budget) N/A
Art	<ul style="list-style-type: none"> To develop a portfolio of Art planning across EYFS and KS1 	<ul style="list-style-type: none"> Add to portfolio into second term 	<ul style="list-style-type: none"> Evaluate evidence and decide next steps for year 2018-19 	Alice Pascoe	(Set budget) N/A
Languages	<ul style="list-style-type: none"> To provide the opportunity for a whole school celebration/s of the languages spoken by children in the school. 	<ul style="list-style-type: none"> Review celebration/s and plan for next steps 	<ul style="list-style-type: none"> Evaluate celebration/s and plan for next steps 	Chris Cordina	(Set budget) N/A
Humanities	<ul style="list-style-type: none"> To create a link and partnership with a school in a Less Economically Developed Country. 	<ul style="list-style-type: none"> Once link is established begin joint work between the schools 	<ul style="list-style-type: none"> Evaluate the partnership and consider next steps for academic year 2018-19 	Emily West	(Set budget) N/A
PE	<ul style="list-style-type: none"> Provide support to teachers new to the school and NQT to make sure that they feel confident in 	<ul style="list-style-type: none"> Review sessions with new staff and offer demo lessons etc. 	<ul style="list-style-type: none"> Evaluate effectiveness of PE across the school and advise where necessary. 	Michaela Maginess	(Set budget) N/A

	their teaching of P.E. lessons.				
RE/ SMSC	<ul style="list-style-type: none"> To continue to implement the new R.E syllabus. 	<ul style="list-style-type: none"> Review syllabus half way through year. Evaluate teaching and learning so far 	<ul style="list-style-type: none"> Evaluate teaching and learning across the year within all phases. 	Emma Beck	(Set budget) N/A
Excellence and Enjoyment	<ul style="list-style-type: none"> Art week – Tantalising Tate Visit to Tate on Inset day for all staff 	<ul style="list-style-type: none"> TBA 	<ul style="list-style-type: none"> TBA 	Lynn Platt and teams	Visit costs Any additional resources
Office Admin	<ul style="list-style-type: none"> To embed new team over first term in school and establish key roles 	<ul style="list-style-type: none"> Review job roles and responsibilities 	<ul style="list-style-type: none"> Evaluate posts and responsibilities in preparation for next academic year 	Lynn Platt Marilyn Basra	N/A
Buildings and Grounds Development	<ul style="list-style-type: none"> Outside classroom Oversee project to create new Outdoor Classroom. Furnish and timetable for use by classes and groups of children. 	<ul style="list-style-type: none"> Continue to move on Outdoor Classroom project and measure usage and effectiveness of new classroom. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Parent Workshop Send out Autumn Term questionnaire 	<ul style="list-style-type: none"> Use data from questionnaire to plan Parent Workshops for this term 	<ul style="list-style-type: none"> Evaluate Parent Workshop sessions 	All staff	N/A