Christ Church CoE (VA)Primary School and Nursery Improvement Plan Towards 'Outstanding'

2017 - 2018

Strengths to build upon

- The school has made good improvements since its last inspection. It has benefitted well from sharing ideas with other schools and using specialist advice effectively.
- Pupils' attainment has risen steadily. They make good progress throughout the school.
- Senior leaders are effectively improving the quality of teaching and learning even further.
- Close links with the church, an emphasis on values and the way the school helps pupils understand different beliefs contribute well to the pupils' good spiritual, moral, social and cultural development.

- Teachers have good relationships with pupils and use stimulating resources well to help them understand their work. They keep a close eye on how well learning is going.
- Pupils' behaviour and their knowledge of safety are good. They are looked after well.
- Governors are effective and keep a close check on the how well the school is doing.
- Parents have positive views of the school and are pleased that their children attend.
- The school has a good understanding of its strengths and knows where it can improve further

What we need to do to improve further in response to Ofsted inspection in July 2014, the analysis of school data from July 2017, the outcomes of the monitoring by Key Stage and Subject Leaders, governors, staff, children and parents.

- Continue to ensure the marking is used consistently across the whole school so that pupils are better aware how they can improve their work.

- Ensure able pupils are challenged well in mathematics lessons, and that pupils are encouraged to use a ruler where needed in the subject.

- Continue to improve writing by teaching spelling consistently across the whole school.

- Improve the achievement of pupil premium children to diminish the difference between their achievement and of the non PP children.

- Improve the achievement in mathematics by introducing a Mastery approach across the school.

- Increase the welfare of pupils by improving their emotional and mental wellbeing.

- Strengthen the leadership of the Early Years Foundation Stage to make sure members of staff in this part of the school are supported more and are guided effectively.

- Strengthen the Senior Leadership Team by clarifying and developing responsibilities of individual members.

Key Issue 1: Achievement of Pupils and Teaching and Learning

Objective	Actions	Lead person	Timescale	Resources Costing	Monitoring (who, what, when, how)	Success Criteria	Impact on learning outcomes	Comments
1.1 Improve the achievement in mathematics across the school.	Introduce a Maths Mastery Approach to teaching of mathematics across the school. Join a local Maths Hub (Maths Mastery project) Teachers to observe CA/RA teach maths lessons. SLT + CA/RA to observe teachers deliver maths lessons.	CA/RA Maths Subject Leaders	Introduction – September 2017 Review – Spring Term 2018 Evaluation - Summer Term 2018 Autumn Term 2017 Spring and Summer terms 2018	£2000 (+£800 from the project)	Teaching, Learning and Personnel Committee (half-termly) Maths Governor	Achieve at least national average in Greater Depth at the end of KS 2. All teachers feel confident delivering the new approach.		
1.2 Improve teaching of spelling across KS 1 and KS2.	Introduce a new spelling programme across school (Yr1 – 6). Monitor effectiveness of the programme. Writing moderation.	MD/LC (Literacy Subject Leaders)	September INSET day Half-termly Termly staff meetings, including other schools.	£2000 (overall Literacy budget)	Teaching, Learning and Personnel Committee (half-termly) Literacy Governor	There is a significant improvement in spelling words correctly in children's writing, appropriately to the expected standards in each year.		

1.3 Continue to improve teaching of phonics across EYFS and KS1.							**Outcomes of Yr 1 phonics screening will continue to be in line or better than national averages (81% in 2017).**	
1.4 Improve the achievement of vulnerable learners, including pupil premium children.	**Continue to monitor and if necessary review the effectiveness of any interventions paid by Pupil Premium money.** **Provide clear and detailed reports to T,L&P Committee.**	**Head Teacher**	**Pupil Progress meetings – January and April 2018** **Half-termly meetings with SEND/Pupil Premium Governor.**		**Teaching, Learning and Personnel Committee (half-termly) SEND/Pupil Premium Governor**	**The gap between outcomes of non PP and PP children will continue to narrow.**		
1.5 Ensure that high quality writing is evident across all the subjects.	**Writing moderation.** **SLT and Subject Leaders carry out the book scrutiny.**	**MD/LC (Literacy Subject Leaders)**	**Termly staff meetings, including other schools.** **Governors Morning in February 2018.**	**Non-contact time given when needed.**	**Teaching, Learning and Personnel Committee (half-termly) Literacy Governor**	**Outcomes in writing KS will stay above the national averages: In 2017 KS1 – 70% KS 2 – 77%**		
1.6 Improve the impact the LSAs have on children's learning outcomes.	**LSAs complete a skills audit (linked to planned interventions).** **LSAs complete a weekly diary (daily tasks).**	**LB (SENCo)**	**Half-termly meetings with SEND/Pupil Premium Governor.**	**SENCo Leadership time.**	**Teaching, Learning and Personnel Committee (half-termly) SEND/Pupil Premium Governor**	**The LSAs will be able to deliver effective and timely interventions.**		

	Create a 'working party' to lead the project (teachers, LSAs and a governor). **Begin to introduce new changes.** **Evaluate the effectiveness of new deployment of LSAs.**	**LB (SENCo)**						

Key Issue 2 Personal development, behaviour and welfare

Objective	Actions	Lead person	Timescale	Resources Costing	Monitoring (who, what, when, how)	Success Criteria	Impact on learning outcomes	Comments
1.1. Improve the welfare of pupils.	**Introduce Jigsaw, a new PSHE scheme, across the whole school.** **Continue with Random Acts of Kindness.** **All classes to have Mindfulness sessions every day after lunchtime.** **Daily Mile** **Strengthen pupils' understanding of their own responsibilities** **Introduce 'Fruits from the Roots', a new Collective Worship scheme, based on the key Christian values.** **Wellbeing Award**	**LP/KO (PSHE Subject Leaders).**	**September 2017** **January 2018**	**£3000 (governors' fund)**	**Teaching, Learning and Personnel Committee (half-termly)**	**Children state they are happy in school most of the time. If they experience problems, they know what to do, or whom to approach.** **Wellbeing of each child is monitored closely and if needed effective intervention is put in place promptly.**		

Key Issue 3: Leadership

Objective	Actions	Lead person	Timescale	Resources Costing	Monitoring (who, what, when, how)	Success criteria	Impact on learning outcomes	Comments
1.1 Strengthen the Senior Leadership Team.	Review the roles of individual members.	AV (Head teacher)	Autumn Term 2017	SLT meetings + Leadership time for each SLT member (1 day, two days for DH).	Teaching, Learning and Personnel Committee (half-termly) Chair of Governors	The SLT roles and responsibilities are defined clearly.		
	Display SLT agenda in the staffroom; invite the staff to add their own ideas.		October 2017					
	Complete an EYFS Monitoring Folder.	EC (FS class teacher)	January 2018					
1.2 Improve the effectiveness of Subject Leadership.	Allow enough time for Subject Leaders to fulfil their duties by: giving Staff Meetings time at least once a term to Subject Leaders, giving a non-contact time when needed to complete a specific task or project.	MD (DH)				All Subject Leaders feel that they perform their role effectively, to their best ability.		

Red – not started	Amber – on track for achievement/partially achieved/more work required	Green – it has been completed, and is successfully embedded in practice.