

**Ilsington Church of England Primary School**

**School Improvement Plan**

**2020-21**



**Part of the**

This draft of the school’s improvement plan is informed by:

Time spent together with the following-

* Interim headteacher/ Link Academy Improvement Officer, Lizzie Lethbridge
* Link Academy Safeguarding officer, Alex Waterman
* Link Academy Inclusion Hub lead, Becky Humphries.
* Link Academy Ethos Coordinator , Sharon Lloyd
* Whole staff team meetings and one to one meetings and time spent with staff during the summer holiday.

As well as-

* The Ofsted report from 2016
* The SIAMS report and material provided by Laura Billington
* Information on the website and shared during interview
* My observations of the school during my visits during term time and the summer holiday.

This plan has been created by the Head, in consultation with staff. It identifies our strategic areas for development for the academic year and was written following consideration of:

* Feedback from the most recent SIAMS and OFSTED inspections, monitoring and professional discussion within school and within MAT leadership
* Local & National developments, and MAT key priorities
* Our school vision, values and Christian distinctiveness

**OUR CORE CHRISTIAN VISION AND VALUES**

Our mission statement and vision:

***Small school: big heart, big ideas, big picture.***

**Big heart: love for self and each other locally and globally- being inclusive. This includes kind deeds and actions; using our Christian values in daily life.**

**Big ideas: learning in exciting ways so that all children can flourish in knowledge and wisdom and empowering children to be able to face challenge enabling them to achieve their dreams.**

**Big picture: learning for the future, taking responsibility, being connected to the rest of the world and includes courageousness and advocacy for the vulnerable.**

Our core Christian values:

**Friendship**

**Thankfulness**

**Justice**

**Forgiveness**

**Trust**

**Hope**

**OUR SCHOOL AIMS**

**Our School aims to be a place that**

* Provides a nurturing, safe and inclusive family ethos underpinned by our Christian distinctiveness
* Makes learning fun and challenging
* Develops learners who are resilient and creative
* Works effectively in partnership with parents and the community
* Offers a broad, balanced and well considered curriculum that utilises our outdoor environment
* Embodies high standards and a love of learning
* Monitors and evaluates performance effectively for high impact
* Prepares the children well for their next steps.

**Progress through the previous SIP – *This is a school which has recently joined the Link Academy and which previously didn’t have a fulltime head or governing body.***

**THE PLAN FOR 2020-21**

This plan is in three parts.

* **Ofsted section details targets set, actions and outcomes following the last inspection**
* **Section A details both our Multi-Academy Trust and individual school Key Improvement Priorities.**
* **Section B is our maintenance plan. This details aspects of the school that require continuous and updated attention in order to sustain and improve current standards.**

Individual subject leader action plans link with the main school action plan.

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| **Ofsted: Previous Ofsted next steps for the school – December 2016 Ilsington**  **The incoming head has made notes against each of the areas for development highlighted by Ofsted in 2016 and will link them into the current ASIP.** | | | | | | | | | |
|  | Objective | Actions to be taken | Key personnel and training | Resources required Cost | Key dates | Evidence that it has been achieved – by summer 2021 | Monitoring 2020/21  RAG  A Sp Su | | |
| **1** | **Maths**-Improve percentage of children across the school achieving GDS in maths, with particular focus on maintaining high achievement of able students moving up into KS2. | Develop whole school “ Challenge Culture” to facilitate pupil’s resilience and ability to meet maths challenge.  Whole school discussion and moderation of planning and children’s books on rolling programme.  -Head to undertake conferencing with key, pivotal pupils  NW to attend NQT training modules  Staff to be given support in using Maths No Problem and other maths resources by Link maths hub lead. | SMP  LB  NW  LL | Time  NQT course |  | *Subject review, end of summer assessments, pupil books and conferencing. LL feedback.* | - |  |  |
| **2** | **Writing across the curriculum-** Set high expectations for writing in all subjects, especially Science and monitor children’s books to for evidence with particular focus on provision of effective interventions to accelerate less able writers. | Rolling programme of discussing and moderating planning and children’s writing  Effective use of tracking systems.  Quality First Teaching for all less able writers with teacher’s leading SEND interventions.  SMP to provide writing interventions  Pupil conferencing and target setting.  Effective systems of providing formative feedback for all writers to be in place.  Regular extended writing to take place across the curriculum | SMP  LL  LB  JB  NW |  |  | *Subject review, end of summer assessments, pupil books and conferencing. LL feedback.* | - | **🟏** | **🟏** |
| **3** | **Science-** To ensure Good or better teaching & learning in Science with effective cross curricular links | Draw on expertise of specialists and resources within the Link Academy. Develop ways in which to resource the science curriculum through use of its outside learning environment.  Include Science in MAR calendar | SMP  LL  LB  JB  NW | Time |  | *-*  *Subject review, end of summer assessments, pupil books and conferencing. LL feedback.* | - | **🟏** |  |
| **4** | **SEND** – To improve knowledge, skills and understanding of staff in relation to SEND provision. | New headteacher to oversee provision for SEND and undertake CPD to improve own KSU.  Headteacher and inclusion hub to provide CPD to staff working with SEND children to ensure Quality First Teaching and effective interventions.. | SMP  RH  AW  LB  JB  NW |  |  | *End of summer assessments, pupil books and conferencing. RH & AW feedback.* |  |  |  |
|  | **Attendance**- to achieve consistent high percentage Individuals ave of 95% attendance whole school attendance of 97%  ( Nat ave 96%)  Aspire to Ofsted statement-  “*Pupils have high attendance, come on time to school and are punctual to lessons.’* | SMP & SH to work together to encourage and communicate with all families to encourage best possible attendance across the school. | SMP  LB  JB  NW  SH |  |  | *Targets met for attendance* |  |  |  |

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| **Section A: Key School Improvement Priorities for 2020-21** | | | | | | | | | | |
|  | Objective | Actions to be taken | Key personnel and training | Resources required Cost | Key dates | Success criteria  What we will be looking for: | Monitoring  RAG  A Sp Su | | |
| **Key Priority 1** | **MAT headline:**  **Quality of Education**  Academies will focus on improving the teaching & learning challenge in order to increase the percentage of pupils achieving Greater Depth while ensuring greater consistency in all Core Subject teaching reflected in improved progress data  **School interpretation:**  **Quality of Education**  To improve progress data and increase the number of pupils achieving Greater Depth through greater consistency in all core subjects. | MAR calendar in place to support moderation and feedback for all teachers across the school to support high standards of planning, teaching and assessment.  Assessment is used effectively to gauge the areas for development for each child to inform effective teaching and planning.  Whole school marking policy and formative feedback systems to be agreed and put into place across school.  Maths- improved resources to support teaching and learning to be made available via Maths No Problem.  Science-audit of planning, resources, and last years books.  Reading to be promoted across the school- Library to be created and Accelerated Reader system put into place.  Writing- high quality extended writing to take place across the curriculum. Vocabulary taught- ( ref to Alex Quigley). | Teachers to visit other schools and observe Good/ OS science teaching.  Teachers to receive inset and training in use of Writing moderation and assessment  Science planning materials to be sourced  Maths No Problem resources to bought | NA  NA  TBD  £1200 |  | End of term assessments related to National expectations.  All teaching is Good or better and evidenced by progress in children’s books.    Effective use is being made of whole school marking policy and formative feedback systems.  Regular extended writing takes place in all subjects and children are able to discuss their progress in writing.  Sufficient challenge is provided to accelerate progress for all children increasing the number of children achieving greater depth.  The curriculum is taught in an engaging, cross curricular way making use of the outside environment, incorporating physical activity into learning each day.  The school’s learning environment works effectively to engage, inspire and support children’s learning.  Reading is a priority in all classes with all children expanding their vocabulary and using new vocabulary and ideas from reading in their own writing.  Teaching is focused on core subjects including Reading/ Prime res EYFS as recommended by DfE and supports accelerated progress as children return to full time school following lockdown. |  |  |  |
| **Key Priority 2** | **MAT headline:**  **Quality of Education**  Academies will focus on improving the teaching & learning challenge in order to increase the percentage of pupils achieving Greater Depth while ensuring greater consistency in all Core Subject teaching reflected in improved progress data  **School interpretation:**  **Quality of Education**  **SEND**  To work with the Link’s inclusion hub to develop and improve systems and processes to support the needs of all children with SEND , providing quality first teaching for all. | Support and training to be provided to teaching assistants by RH & SMP to aid support for children with ASD and other aspects of SEND.  Review of provision for children with SEND & ECHP and adaptation of provision to be made in`` consultation with |RH  Staff are given opportunities to visit other settings to see examples of best practice.  Staff training in use of Link Academy Plan Do Review process.  Early identification of special educational needs is made and intervention and support are provided to support children as early as possible.  A *Nurture Room* is created to support the needs of children with ASD and children struggling to regulate their feelings and behaviour.  Detailed provision mapping and tracking of individual children’s progress is put into place. | Dates set for inset with RH in Sept/Oct  Initial inset SMP early Sept  LB  JW JB  SA  BO |  |  | End of term assessments related to National expectations.  All staff understand and use the Quality First Teaching approach employed within the Link Academy schools to the benefit of all children with SEND.  All children with SEND spend the majority of their time in class being taught by their class teacher.  Effective use is being made of the Plan Do Review process.  Appropriate challenge and progress is evident in the teaching and learning of all children with SEND  The special educational needs of children in Nursery and EYFS classes are identified at the earliest opportunity and support put into place including S&L, gross and fine motor support and identification of possible ASD.  Effective communication is in place between staff, pupils with SEND and their parents & carers.  Children with SEND and their parents & carers report that their needs and wishes are being taken into account and their needs met.  All classes have visual timetables and all teachers provide resources designed to support children with ASD and dyslexia where these special needs are identified ( before official diagnosis given) to ensure all children are given the best possible learning opportunities.  Teaching assistants providing interventions work with all children from the planning set by teachers and consistently record children’s daily progress  Effective provision mapping is employed.. |  |  |  |
| **Key priority 3** | **MAT headline:**  Quality of Education  Academies will focus on improving the teaching & learning challenge in order to increase the percentage of pupils achieving Greater Depth while ensuring greater consistency in all Core Subject teaching reflected in improved progress data  **School interpretation:**  Quality of Education  **EYFS**  To provide a learning environment that supports the teaching of an ambitious, creative, well sequenced curriculum that provides challenge for all EYFS children | Planning includes EYFS and year 1 objectives.  All learning spaces are zoned and link to fortnightly learning objectives shared with all adults supporting learning.  The learning environment including wall display is designed to enable children’s learning and development.  All staff working in EYFS are given opportunities to visit Good & Outstanding settings and to take part in CPD.  EYFS staff are given opportunities to discuss and prepare for the new build setting in 2021 and to input their ideas and vision. SMP to meet and work alongside both CC & JB in summer hols as set up. | SMP  JB  CC  SA  LL  Eyfs hub lead |  |  | End of term assessments related to National expectations.  Objective led planning is used effectively to ensure that children learn through play in a way that can be assessed against the prime areas of the EYFS / Year 1 curriculum enabling teachers to differentiate for all children.  The inside and outside spaces are used to provide an enabling environment for Nursery, Reception and year 1 children. (With particular focus on outside learning to support Covid health and hygiene measures).  The new build EYFS unit is set up and run in line with up to date and exemplary standards of best practice.  All EYFS children make good or better progress evidenced on Tapestry. |  |  |  |
| **Key Priority 4** | **MAT headline:**  **Computing**  Middle Leaders will lead Trust delivery of a high quality computing curriculum and use IT to enhance the teaching of all curriculum subject skills  **School interpretation:**  **Computing**  To use IT to enhance excellent (cross curricular) teaching and learning and to develop online learning for an integrated, blended approach to enable a wider learning experience. | Staff to agree on how they will utilise IT to provide regular home school input and to prepare for the event of a second lockdown taking into account vision shared by ND and parent feedback given in Summer 2020.  Computing lead to attend the MAT computing hub to support development of a high quality curriculum.  Time allocated to inset  Computing lead to disseminate useful information and resources as shared via IT hub meetings,  .Develop teaching to ensure creativity in the computing curriculum  Embed use of IT across the curriculum.  Consider ways to use ICT as a creative tool.  Set up and use new hardware – iPads – effectively  Use of ICT for school promotion: Facebook, websites | Limbtec visit Aug 26th SMP to meet them  SMP to lead inset Sept |  |  | Systems and processes in place using IT to communicate between home/ school allow teachers to adapt quickly in the event of a second lockdown.  Teachers will be confident to deliver the computing curriculum  Hardware and software will be effective and used across the curriculum  Pupils will be engaged by the computing curriculum  ICT will be both fully integrated into our curriculum and taught as skills lessons.  Effective use of IT to communicate with children and families and with wider community promoting the school. |  |  |  |
| **Key Priority 5** | **MAT headline:**  **Personal Development**  **Behaviour & Attitudes**  Social, Emotional Spiritual & Mental Health, is a focus to ensure barriers to learning are removed. Pupil Mental Health is a priority and Sex & Relationship Education is consistently delivered to the highest standard  **School interpretation:**  **Personal Development**  **Behaviour & Attitudes**  **Social, Emotional Spiritual & Mental Health**  To embed a new SRE curriculum, making strong links with PSHE, RE and the school’s Christian and British values. | Embed whole school vision for PHSE, RSE, Christian distinctiveness through use of school’s Christian values, collective worship and links to PHSE/ RSE sessions.  Set up membership to PSHE Association ensure whole staff have access to Jigsaw.  Introduce the RSE curriculum to staff in inset, liaise with other school to discuss ways to teach RSE effectively.  Arrange for inset from RH to support school’s developing use of RSE curriculum  Consult TW/ diocese to learn about diocesan SEMH resources and ask advice on blending PHSE, RSE, RE and school’s Christian values.  Investigate EH4MH training  -  SMP to plan and lead daily CW linking to PHSE topics | SMP |  |  | Children know and can discuss their school‘s Christian values and can discuss how they link to subjects such as PHSE. RSE.  Staff feel supported in their exploration and implementation of new resources for RSE and PHSE.  Good teaching of RSE/ PHSE is evidenced in children’s books- class floor books and pupil conferencing  Children and staff are able to talk about how their school supports their SEMH and link it to the school’s Christian values.  Children are able to explain their thoughts and ideas around RSE in an appropriate way. |  |  |  |
| **Key Priority 6 (School)** | **Own school key priority:**  ***Personal Development, Behaviour & Attitudes***  **SIAMS**  To be SIAMS ready; develop our Christian distinctiveness through renewed vision, mission statement and introducing the new Devon RE curriculum | The school’s Christian vision and mission statement is shared and understood by staff.  The school’s Christian values are shared and discussed with children and embedded into everyday life of school  Staff understand how the school’s Christian values need to be woven into their everyday teaching and classroom practice,  A children’s ethos group is set up and given time and support by an adult ( SMP).  An adult ethos group is set up and meets regularly with both the Academy head, vicar and the school’s ethos team. | SMP working together with SL, vicar and with diocese, staff and chn |  |  | Children understand their school’s Christian vision.  Children know where to find their school’s Christian values if they don’t know them by heart.  Children can give examples of how their school’s Christian values are used in their daily life.  Children are able to discuss what makes their school distinctively Christian.  Children are able to demonstrate their spirituality as individuals through collective worship and in other spaces within school too.  Children have ownership of elements of leading collective worship and in promoting their school’s Christian distinctiveness.  All members of the school’s community feel loved and valued at school.  CW planning and curriculum reflect school’s Christian values  The families and wider school community express how the children’s education impacts positively on their behaviour and choices outside of school. |  |  |  |

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| **Section B: School Maintenance Plan for 2020-21** | | | | | | | | | |
| **Area for maintenance** | **Objective** | **Actions to be taken** | **Key personnel** | **Resources required Cost** | **Key dates** | **Success criteria** | **Monitoring**  **RAG**  **A Sp Su** | | |
| 1. Quality of Education | | | | | | | | | |
| **1a** | **SCIENCE** | Science- audit to be carried out on teaching and learning in Science to assess strengths and areas for improvement  **Ofsted 2016- area for improvement** | SMP  LB  JB  NW |  | Sept 2020 | All teaching and learning in Science is Good or better.  Science is taught in a cross curricular way that enhances children’s understanding and engagement with Science and other curriculum areas**.** | **?** |  |  |
| **1b** | **MATHS** | A growth mindset and a Challenge Culture is developed in the school | SMP  LB  JB  NW |  |  | Children have developed the resilience and confidence to face maths challenge and to make accelerated progress | **?** |  |  |
| **1c** | **WRITING** | An agreed set of non- negotiables is in place to support teaching and learning ( Quality & quantity)  An agreed method of formative feedback is put in place  Use of EGG sheets in Writing books to support teacher assessment and pupil conferencing.  High expectations for presentation in all aspects of writing shared and celebrated.  Vocabulary is taught and celebrated across the school | SMP  LB  JB  NW |  |  | All children understand and are able to discuss their strengths and areas for development in, Writing and Reading  All teachers are able to discuss children’s progress and attainment. Writing standards, outcomes and progress will continue to improve  High standards of presentation in all books evident  Pupils will be confident to edit, applying skills they have learnt  Topic books will be equivalent to English/maths books | **?** |  |  |
| 1. Behaviour and Attitudes | | | | | | | | | |
| **2a** | Whole school focus on the school’s Christian distinctiveness- the vision and values | The school’s Christian values are consistently referred to within the learning environment and throughout the school day by adults and children with a specific focus on the Christian value in focus each half term. | SMP  LB  JB  NW |  |  | All children can explain the Christian value currently being explored and can give examples of how this links to the teachings of Jesus and to their daily life. |  |  |  |
| **2b** | Relationship & Sexual Education RSE | All staff have been provided with resources and guidance and have begun to teach RSE to their class. | SMP  LB  JB  NW |  |  | Children are able to confidently discuss aspects of RSE in lessons and there is evidence of their understanding in their own/ class books. |  |  |  |
| **2c** | Attendance | Attendance to go on newsletter weekly  Regular updates  No holidays authorised  Monitor half termly with administrator  Policy followed  Attendance monitored by Head and letters sent out where necessary each half term and meetings held with parents if persistently absent. | SMP SH |  |  | School attendance will continue to be at least in line with Devon and National averages  Aim for attendance will be above the national average. |  |  |  |
| 1. Personal Development | | | | | | | | | |
| **3a** | To provide support staff and teachers with up to date training and CPD opportunities relevant to school improvement priorities and to keep inline with H&S/ safeguarding. | Paediatric first aid  Level 2 safeguarding  L3 safeguarding DSL/ DDSL  Introduction to blended learning  Use of Plan Do Review  Using social stories  Visits to relevant settings for key stage/ subject | SMP |  |  | All staff have benefitted from CPD that develops their practice to the benefit of the children.  The school is safely run by qualified and informed practitioners. |  |  |  |
| **3b** | To provide NQTs with up to date training and CPD opportunities | NQT programme run by Link Academy.  Focussed observations between supportive colleagues  Weekly mentoring  Whole school inset sessions. | SMP |  |  | An NQT programme is in place and all support available to ensure good progress made by the NQT. |  |  |  |
| **3c** | To provide CPD for subject leaders, linked to school improvement priorities | EYFS  IT  Maths  Writing  Science | SMP |  |  |  |  |  |  |
|  | Keep standards in quality first teaching high; with new teaching staff, ensure all teaching is at least good. | Learning walk and lesson drop ins support performance management in early autumn  -Inset timetable is focused on staff development and raising standards  -Early career teacher to attend the MAT programme  -Timetables to be reviewed for best impact on the day  -NQT provision and support in place | SMP  LL | NQT and early career attencance cover |  | All teaching and leanring will be at least good  NQT teacher well supported  Pupils are making good progress  Books are of a good quality and high standard  Teachers and learners will be confident to try new things and take risks. |  |  |  |
| 1. Leadership and Management | | | | | | | | | |
| 4a | SAFEGUARDING To ensure current safeguarding systems and processes are understood by DSL &deputy DSL. | DSL L3 training  Regular safeguarding input and updates from Link safeguarding officer | SMP  LB  AW |  |  | Safeguarding at the school is effectively led by the DSL/ DDSL  All staff know their responsibility to safeguard the children  Children know how to stay safe and how to ask for help.  Children feel safe and happy at school.  Families and the wider community have access to supportive information on safeguarding via the school website and newsletters and know their responsibility for keeping all children safe. |  |  |  |
| 4b | SEMH  To ensure that all staff feel valued and safe at work and know how to access support for SEMH if needed | Inset and posters in staff room to provide support for staff | SMP |  |  | Staff feel valued, safe and know how to access help if needed. |  |  |  |
| 4c | Work strategically to increase numbers, following a reduction in numbers aiming to increase to pan | Use of videos and social media to promote the school and engage the community  Encourage and promote positive word of mouth publicity including daily meet n greet.  Improve school website for information and promotion  Promote school through local media  Continue to work with admin/ The Link on marketing and promotion | SMP  SH |  |  |  |  |  |  |
| 1. Early Years Provision | | | | | | | | | |
| 5a | Develop use of learning environment to enable learners. | Explore and reflect on ways in which continuous provision can be achieved outside in all weathers.  Develop an engaging, enabling indoor provision that meets the needs of Year 1 and EYFS pupils.  Develop and promote outdoor learning as the school’s USP | SMP  CC  JB |  |  | Both the inside and outside learning environments are utilised in highly effective ways that engage and enable learners.  Practitioners feel enthusiasm and pride in the environment they have created and can explain how it enhances T&L. |  |  |  |
| 5b | Carry out research into best practice to secure vision for new build setting | Develop a culture of professional research and exploration to enhance kSU of staff and engagement and learning of children. | SMP  CC  JB |  |  | The EYFS team are well informed and up to date with current practice. The EYFS team have explored and learnt from a wide range of other settings and practitioners and are adapting their research for their own setting. |  |  |  |
| 1. Community and Environment | | | | | | | | | |
| 6a | To continue to build on and to strengthen the strong links between the school,the church and the community of Ilsington | Consistent positive communication from the school.  Offering the community opportunities to link in with its school- within Covid restrictions- throughout the academic year. | SMP |  |  | Questionnaires reflect that families and the wider community feel involved with and valued by their school.  Positive comments book reflects how the community feels about its school.  Social media and the school’s learning environment reflect the depth of connection between the school and its families/ community/ church |  |  |  |
| 1. Premises | | | | | | | | | |
| 7a | The learning environment across the school is improved to ensure the needs of all children are met and a high standard of expectation is evident across the school.  The exterior areas of the school are improved to present a welcoming, tidy, cared for image.  The new EYFS building project is to be actioned in 2021. | The communal learning areas are reorganised to provide the best possible learning opportunities for children.  Development of library, break out spaces, Nurture space, accessible outdoor provision for EYFS and other classes.  The learning environment is adapted to ensure that it is ASD friendly in key areas.  There is a good standard of safety and safeguarding across the learning environment.  All learning spaces reflect the high expectations of the school.  The front of the school and the playgrounds are attractive and well maintained.  Staff work with the link to design the new build. | SMP  LB  NW  JB  CC |  |  | All communal areas are effectively used and enjoyed by the children and staff using them.  All areas used for learning are safe  for children and staff.  Appropriate provision for children with SEND is made in classrooms and break out spaces.  The interior and exterior of the school reflect its high standard of expectation.  The new build project has been achieved and has enhanced the education experience of children using it. |  |  |  |