



Faith Primary School

**School Improvement Plan
2018 – 2019**

Introduction

This school improvement plan outlines the main priorities for the work of our school during the coming school year. It also indicates possible areas for improvement in the subsequent two years. These future priorities are not outlined in detail as they may change.

All recommendations / outcomes of pupil, parents, staff and Governors self-evaluation have been included in this plan.

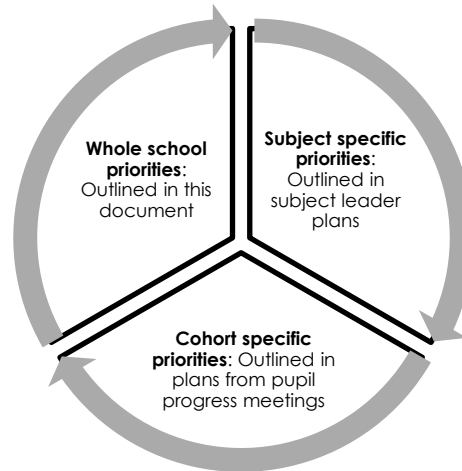
Related Documentation

In addition to this plan, the following documents provide supplementary information:

- Self-evaluation summary
- ASP report
- School budget
- Most recent inspection report – April 2017

School Improvement Planning

School improvement planning takes place in a number of ways. The chart below shows the different levels of planning which should be seen as connected.



Additional Areas of Interest

- Reading Quality Mark
- Maths Quality Mark
- Inclusion Charter Mark
- Attendance Quality Mark

Focused Priorities For Improvement

These are the important whole-school priorities, which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

Focused priority 1	<p><u>Raise standards and attainment in reading, writing, maths and phonics across the school.</u></p> <p>1.1 To improve the percentage of children achieving Good Level of Development at EYFS and Age Related Expectations at KS1 and 2. 1.2 To increase the amount of opportunities for extended writing, reading for pleasure and maths basic skills. 1.3 To narrow the gap between school and National for phonics. 1.4 Children are given opportunities to develop speaking and listening skills to ensure the correct use of Standard English.</p>
Focused priority 2	<p><u>Ensure accelerated progress of targeted groups by:</u></p> <p>2.1 To improve quality questioning to deepen understanding and challenge for all groups 2.2 To identify children requiring additional support 2.3 Evidence from books and planning shows that children of all abilities are challenged appropriately 2.4 Sharing good practice in school, proving opportunities for teachers to watch colleagues judged as good or better in particular areas</p>
Focused priority 3	<p><u>To widen the depth and breadth of the broad and balanced curriculum.</u></p> <p>3.1 To audit current resources and ensure any new purchases are made 3.2 Provide quality CPD and training for staff around the wider curriculum 3.3 To enrich the curriculum through quality experiences that link to all aspects of the curriculum including theme days and national / local events 3.4 Develop an assessment strategy for the foundation subjects 3.5 Enable subject leads to monitor, evaluate and report to governors</p>
Focused priority 4	<p><u>To continue to develop the leadership across the school through the enhancement of the leadership team and middle leaders</u></p> <p>4.1 The skills of middle leaders are further developed to enable them to better support staff in addressing key priorities for improvement. 4.2 Training is identified for SLT and middle leaders 4.3 To continue developing the role of the Leadership Team in monitoring standards and effective school self-evaluation 4.4 To continue to utilise the expertise of the governing body throughout the school</p>
Focused priority 5	<p><u>To continue to improve the quality and consistency of teaching and learning in EYFS.</u></p> <p>5.1 To develop observations of children in order to shape learning experiences for each child effectively 5.2 To identify any gaps in learning and provide swift intervention, tailoring the provision to the needs of the children. 5.3 For all adults to consistently provide quality interactions with the children which enable them to reach next steps for learning 5.4 To provide CPD and support for the newly appointed NQT 5.5 To provide opportunities for reading, writing and maths in all areas</p>
Focused priority 6	<p><u>To develop the Christian Life of the school by:</u></p> <p>6.1 Revisiting the mission and vision of the school and producing a new mission statement 6.2 Developing collective worship across the school and evidence children's reflections 6.3 Having the mission at the center of every policy and document in school 6.4 Introducing a Christian Life governors committee</p>

Plan for focused priority 1

Raise standards and attainment in reading, writing, maths and phonics across the school.

Targets

- 1.1 To improve the percentage of children achieving Good Level of Development at EYFS and Age Related Expectations at KS1 and 2.
- 1.2 To increase the amount of opportunities for extended writing, reading for pleasure and maths basic skills.
- 1.3 To narrow the gap between school and National for phonics.
- 1.4 Children given opportunities to develop speaking and listening skills to ensure the correct use of Standard English.

Ref	Target	Action	Success Criteria	Who	Cost	When	Check
1.1	To improve the percentage of children achieving Good Level of Development at EYFS and Age Related Expectations at KS1 and 2.	<ul style="list-style-type: none"> • Develop language intervention groups across EYFS and KS1 • Develop use of outdoor environment in KS1 • Ensure all interventions are monitored closely and are of a high quality • Ensure high quality teaching across the school in all subject areas 	<ul style="list-style-type: none"> • The % of children achieving GLD at the end of EYFS increase from 60% to 65% • The % of children achieving ARE at the end of KS1 increase from 56% to 65% • The % of children achieving ARE at the end of KS2 increase from 65% to 68% 	EYFS KS1 KS2	Time for monitoring, CPD, Staff training.	By the end of the year	
1.2	To increase the amount of opportunities for extended writing, reading for pleasure and maths basic skills.	<ul style="list-style-type: none"> • Timetable to identify opportunities. • Library fully utilised by all classes. • Additional extra-curricular reading clubs. • To set up whole school times table approach. 	<ul style="list-style-type: none"> • Evidence in books of extended opportunities for reading, writing and maths. • Evidenced in pupil discussions. • High turnout of children at extra-curricular reading clubs. • Children achieve age related expectations of Times tables 	HOFS / AH All staff	none	Every term	
1.3	To narrow the gap between school and National for phonics.	<ul style="list-style-type: none"> • To embed the bespoke phonics curriculum across EYFS and KS1 • Monitoring of Phonics teaching by Phonics subject lead, SLT and SIL. • Additional phonics interventions in place as required. 	<ul style="list-style-type: none"> • Phonics teaching is of a high quality and well structured as evident in lesson observations, learning walks and monitoring. 	All EYFS and KS1 staff	£1000 for resources is required	Monitor / moderate every half term.	

1.4	Children given opportunities to develop speaking and listening skills to ensure the correct use of standard English.	<ul style="list-style-type: none"> • Planning to incorporate speaking and listening opportunities. • All staff to model the correct use of standard English. 	<ul style="list-style-type: none"> • Children confident to talk with peers and adults etc. • Children to take part in debate club. • Children to take part in E-cadets and share work via class presentations and assemblies. 	All staff	None	Constantly throughout the year.	
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Monitoring and Evaluation methods <ul style="list-style-type: none"> ➤ Teacher assessments ➤ Book scrutiny ➤ Planning scrutiny ➤ Lesson observations ➤ Tracking meetings ➤ Pupil discussions ➤ Parents and children's questionnaires. ➤ Displays ➤ End of year data (phonics /KS 1/KS 2/ EYFS) 	Headlines of evaluation
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Plan for focused priority 2

Ensure accelerated progress of targeted groups by:

- Target/s**
- 2.1 To improve quality questioning to deepen understanding and challenge all groups
 - 2.2 To identify children requiring additional support
 - 2.3 Evidence from books and planning shows that children of all abilities are challenged appropriately
 - 2.4 Sharing good practice with other schools, proving opportunities for teachers to watch colleagues judged as good or better in particular areas

Ref	Target	Action	Success Criteria	Who	Cost	When	Check
2.1	To improve quality questioning to deepen understanding and challenge all groups	<ul style="list-style-type: none"> • Lesson observed via the monitoring cycle. • Staff training on good / outstanding lessons • Support given for NQTs 	<ul style="list-style-type: none"> • 100% of teaching and learning throughout school will be judged as good or better. 	HOFS / AH/SLT	Supply cover for SLT £1000	see monitoring cycle	
2.3	To identify children requiring additional support	<ul style="list-style-type: none"> • Track pupil progress half-termly and link to performance management systems within school • Prediction set for each child in autumn term • Performance Management completed by October • Pupil progress meetings half-termly • Children at risk of underperforming given appropriate interventions. 	<ul style="list-style-type: none"> • Assessments inform planning • PIVATs to be used to identify next steps for SEND children • Children identified 'at risk' to make rapid progress to meet age related expectations. 	HOFS / AH /SLT All staff	None	Half-termly	
2.4	Evidence from books and planning shows that children of all abilities are challenged appropriately	<ul style="list-style-type: none"> • Clear differentiation in all planning • Create clear homework policy that outlines progression through the school • Use of assessments (including PIVATS) and marking and feedback to inform level of challenge • Learning plans are reviewed and new targets set on a termly basis 	<ul style="list-style-type: none"> • Work is tailored to individual needs • Small group intervention has shown significant impact. • Pupil voice, book monitoring and data analysis to reflect challenge for all pupil groups • Marking policy allows for self and peer-assessment. 	All staff	None	see monitoring cycle	
2.5	Sharing good practice in school, proving opportunities for teachers to watch colleagues judged as good or better in particular areas	<ul style="list-style-type: none"> • Staff identified after monitoring cycle. • Identified staff will share good practice with others using a co-coaching model. 	<ul style="list-style-type: none"> • All teaching is good or better. • Staff feel comfortable and confident working as a team and sharing good ideas. • Staff learn leadership skills to support colleagues. 	Identified staff	Supply cost £1000	see monitoring cycle	

Monitoring and Evaluation methods	Headlines of evaluation
<ul style="list-style-type: none">○ Teacher assessments○ Performance management○ monitoring cycle○ Pupil progress○ Pupil voice	

Plan for focused priority 3

To widen the depth and breadth of the broad and balanced curriculum.

- Targets**
- 3.1 To audit current resources and ensure any new purchases are made
 - 3.2 Provide quality CPD and training for staff around the wider curriculum
 - 3.3 To enrich the curriculum through quality experiences that link to all aspects of the curriculum including theme days and national / local events
 - 3.4 Develop an assessment strategy for the foundation subjects
 - 3.5 Enable subject leads to monitor, evaluate and report to governors

Ref	Target	Action	Success Criteria	Who	Cost	When	Check
3.1	To audit current resources and ensure any new purchases are made	<ul style="list-style-type: none"> • TAs to sort through their assigned resource room • Teachers to audit resources and identify any gaps • Request forms to be completed, signed off by SLT and then passed to finance officer for ordering 	<ul style="list-style-type: none"> • Subjects are well resourced. • Resource rooms are tidy, well-kept and labeled. 	Subject leaders	The cost of new resources	Audit to take place in September. Resources to be order autumn term	
3.2	Provide quality CPD and training for staff around the wider curriculum	<ul style="list-style-type: none"> • Use performance management meeting to identify and areas of interest from staff • Identify any CPD needs both whole school and 1:1 • Select relevant courses and in-house training and put together a CPD package • Book middle leaders on the NPQML course • Encourage governor training and take a record of any courses attended 	<ul style="list-style-type: none"> • Staff are well training and feel confident • Training is feedback or cascaded when appropriate • Staff and governor CPS is recorded centrally by SLT 	SLT	Cost of training. £10,000 in budget	Ongoing	
3.3	To enrich the curriculum through quality experiences that link to all aspects of the curriculum including theme days and national / local events	<ul style="list-style-type: none"> • Teachers to plan at least one experience per half term for their class. • Subject leaders to keep abreast of any local or national events and lead them in school • Subject leaders to enter school for awards or competitions 	<ul style="list-style-type: none"> • For children to have at least six experiences throughout the year including trips and visitors • For school to be involved in local and national events and competitions • For school to promote and celebrate events through social media (Twitter and website) 	SLT and subject leaders	Cost of events, trips and visitors. £20,000 in the budget	Ongoing	

3.4	Develop an assessment strategy for the foundation subjects	<ul style="list-style-type: none"> Utilise expertise from School Improvement Liverpool (Mel Pitt) to deliver a bespoke CPD programme for foundation subjects including assessment Ashleigh Martin to take over as assessment lead for foundation subjects and develop a recording system alongside Mel Pitt 	<ul style="list-style-type: none"> For foundation subjects to be assessed by class teachers For assessments to be collated and analysed by foundation curriculum and assessment lead Analysis to be feedback to governors when appropriate 	SLT and foundation curriculum lead	Cost of support from Mel Pitt	Ongoing	
3.5	Enable subject leads to monitor, evaluate and report to governors	<ul style="list-style-type: none"> Give opportunities for subject leads to monitor their subjects during school time by using HLTAs to release Subjects leads to receive training from Mel Pitt (SIL) for subject co-ordination School to devise and provide templates for monitoring Subject leads to write reports for governors and possible attend a meeting when appropriate Foundation curriculum lead to support subject leads to produce an action plan for their subject towards the end of the year. 	<ul style="list-style-type: none"> Subject leads to monitor and evaluate their subject Subject leads to report to governors Subject leads to produce an action plan for their subject 	SLT and foundation curriculum lead	Cost of support from Mel Pitt and release time	Ongoing	

<p>Monitoring and Evaluation methods</p> <ul style="list-style-type: none"> Monitoring of intervention files Learning walks and intervention observations Tracking of intervention data using Edukey Software Whole school data tracking 	<p>Headlines of evaluation</p>
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Plan for focused priority 4

To continue to develop the leadership across the school through the enhancement of the leadership team and middle leaders

Targets

- 4.1 The skills of middle leaders are further developed to enable them to better support staff in addressing key priorities for improvement.
- 4.2 Training is identified for SLT and middle leaders
- 4.3 To continue developing the role of the Leadership Team in monitoring standards and effective school self-evaluation
- 4.4 To continue to utilise the expertise of the governing body throughout the school

Ref	Target	Action	Success Criteria	Who	Cost	When	Check
4.1	The skills of middle leaders are further developed to enable them to better support staff in addressing key priorities for improvement.	<ul style="list-style-type: none"> Middle leaders attend relevant courses to improve their leadership skills Key priorities are shared with middle leaders Middle leaders work closely with SLT to monitor standards Middle leaders to research how their subject can be assessment Middle leaders given time to monitor their subject and compete action plans and reviews 	<ul style="list-style-type: none"> Key priorities are addressed in all subjects to develop a consistent approach to improvement Middle leaders have the opportunity to share good practice and develop through collaboration Middle leaders have the confidence to show a deep understanding of their curriculum area Standards across the school continue to rise with more children achieving the expected standard and making a good level of development. 	SLT / Middle leaders	Course costs	Summer term	
4.2	Training is identified for SLT and middle leaders	<ul style="list-style-type: none"> HoS to complete the NPQH SLT to attend relevant courses and training SLT to hold fortnightly meetings 	<ul style="list-style-type: none"> SLT and middle leaders have a better understanding of whole school leadership and support the HoS and AH to improve standards Key areas of improvement are discussed and actions taken Completed NPQH 	SLT / Middle leaders	Course costs	Spring term and ongoing courses	
4.3	To continue developing the role of the Leadership Team in monitoring standards and effective school self-evaluation	<ul style="list-style-type: none"> Leadership team to develop robust monitoring cycle and evidence gathering system SLT to ensure the school evaluation is shared consistency with all members of staff 	<ul style="list-style-type: none"> SLT have a clear insight into standards across the school Good practice is shared with the staff Staff are aware of the areas for development CPD opportunities are identified through evidence gathering 	SLT / Middle leaders	NA	Spring term and ongoing	
4.4	To continue to utilise the expertise of the governing body throughout the school	<ul style="list-style-type: none"> To encourage link governors to meet regularly with staff Link governors to continue to report back to full governing body or committees 	<ul style="list-style-type: none"> For governors to have full understanding of the school and be informed of any updates and/or changes For governors to know staff and form good professional working relationships 	All staff and governors	NA	Ongoing	

		<ul style="list-style-type: none"> • HoS and ExH to continue to work closely with chair and vice chair 				
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Monitoring and Evaluation methods <ul style="list-style-type: none"> ○ SLT meetings ○ Staff meetings ○ 	Headlines of evaluation
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Plan for focused priority 5

To continue to improve the quality and consistence of teaching and learning in EYFS.

Target/s

- 5.1 To develop observations of children in order to shape learning experiences for each child effectively
- 5.2 To identify any gaps in learning and provide swift intervention, tailoring the provision to the needs of the children.
- 5.3 For all adults to consistently provide quality interactions with the children which enable them to reach next steps for learning
- 5.4 To provide CPD and support for the newly appointed NQT
- 5.5 To provide opportunities for reading, writing and maths in all areas

Ref	Target	Action	Success Criteria	Who	Cost	When	Check
5.1	To develop observations of children in order to shape learning experiences for each child effectively	<ul style="list-style-type: none"> • EYFS lead to attend training and cascade to the team • Purchase Tapestry and establish throughout EYFS 	<ul style="list-style-type: none"> • Observations to be consistent regardless of member of staff responsible • For parents to be encouraged to engage with Tapestry and contribute to learning 	EYFS team	Cost of training and cost of Tapestry programme	September	
5.2	To identify any gaps in learning and provide swift intervention, tailoring the provision to the needs of the children.	<ul style="list-style-type: none"> • EYFS lead to liaise with link governor (who is a SIL consultant) and establish a tracking system for assessment • EYFS lead to monitor progress and set up swift interventions when necessary • All EYFS staff to deliver interventions when appropriate and be held accountable for them • EYFS lead to identify any early indications of SEND and report to Inclusion Manager • EYFS lead and Inclusion Manager to attend Wellcomm training and cascade to Nursery teacher • Children are all screened on Wellcomm in Autumn 1 	<ul style="list-style-type: none"> • Interventions are provided as and when they are required • All staff deliver swift intervention when necessary including use of questioning and addressing misconceptions • Early indications of SEND are added to the concerns list and investigated by SENCo and SENIS • All children to be screened using Wellcomm and suitable interventions swiftly put into place 	EYFS team Inclusion Manager	Cost of training	September and ongoing	
5.3	For all adults to consistently provide quality interactions with the children which	<ul style="list-style-type: none"> • All staff to receive training provided by EYFS lead on next steps linked to the curriculum 	<ul style="list-style-type: none"> • Clear and consistent next steps established regardless of staff member responsible 	EYFS team	NA	Ongoing	

	enable them to reach next steps for learning	<ul style="list-style-type: none"> For adults to use tapestry to link next steps with observations Learning walks to monitor interactions 					
5.4	To provide CPD and support for the newly appointed NQT	<ul style="list-style-type: none"> To register NQTs on NQT Manager and complete termly assessments against the Teacher Standards To provide relevant NQT training both in-house and centrally To provide NQT time each week 	<ul style="list-style-type: none"> For NQTs to have a full, bespoke programme of support For NQTs to pass their first year of teaching Performance management target to be linked to completion on NQT year 	NQTs and SLT	Cost of cover for NQT time	July	
5.5	To provide opportunities for reading, writing and maths in all areas.	<ul style="list-style-type: none"> To audit reading, writing and maths opportunities in areas of provision. To develop enhancements for each area of provision to enable the children to apply their learning from adult led activities. To develop displays and the wider environment to engage children 	<ul style="list-style-type: none"> To increase the number of children achieving the expected standard for reading, writing from 60% to 65% To increase the number of children achieving the expected standard for number and shape space and measure from 62% to 70% 	EYFS lead and SLT	Funding for resource	Autumn 1	

<p>Monitoring and Evaluation methods</p> <ul style="list-style-type: none"> ○ Assistant Head / Inclusion Manager to monitor Learning Mentor ○ Monitoring cycle ○ Pupil voice 	<p>Headlines of evaluation</p>
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Plan for focused priority 6

To develop the Christian Life of the school by:

Targets

- 6.1 Revisiting the mission and vision of the school and producing a new mission statement
- 6.2 Developing collective worship across the school and evidence children's reflections
- 6.3 Having the mission at the center of every policy and document in school
- 6.4 Introducing a Christian Life governors committee

Ref	Target	Action	Success Criteria	Who	Cost	When	Check
6.1	Revisiting the mission and vision of the school and producing a new mission statement	<ul style="list-style-type: none"> • The Diocese and Archdiocese to provide training for staff and governors around creating a new mission statement • Create a working party of staff, governors and children to refine the mission statement led by the RE lead 	<ul style="list-style-type: none"> • A new mission stamen is produced and promoted throughout the school community 	All staff and children	Cost of training	Completed by October half term	
6.2	Developing collective worship across the school and evidence children's reflections	<ul style="list-style-type: none"> • Diocese and archdiocese to prove bespoke collective worship training to all staff • SLT to purchase recommended resources and distribute to staff • Provide opportunity for staff to share good practice 	<ul style="list-style-type: none"> • Collective worship established throughout the school. • Collective Worship timetabled and monitored by RE Lead • Staff learn from each other and support each other to ensure collective worship is outstanding across the school 	SLT and RE Lead	Cost of training	September	
6.3	Having the mission at the center of every policy and document in school	<ul style="list-style-type: none"> • SLT and governors to refine policies to be centered around the new mission statement and the Christian ethos of the school • Devise a format to enable consistency for each and every policy 	<ul style="list-style-type: none"> • The new mission statement to be permeated throughout all procedures, policies and documentation 	SLT and governors	NA	July	
6.4	Introducing a Christian Life governors committee	<ul style="list-style-type: none"> • To establish a link governor for RE • Ask governors to consent to the committee being formed and show an expression of interest • To create committee and set dates and agenda for the first one. 	<ul style="list-style-type: none"> • RE link governor established • Christian life committee established 	Governors	NA	Autumn term	

Monitoring and Evaluation methods	Headlines of evaluation
<ul style="list-style-type: none">○ Mission statement○ Policies○ Minutes of the Governors meetings	