

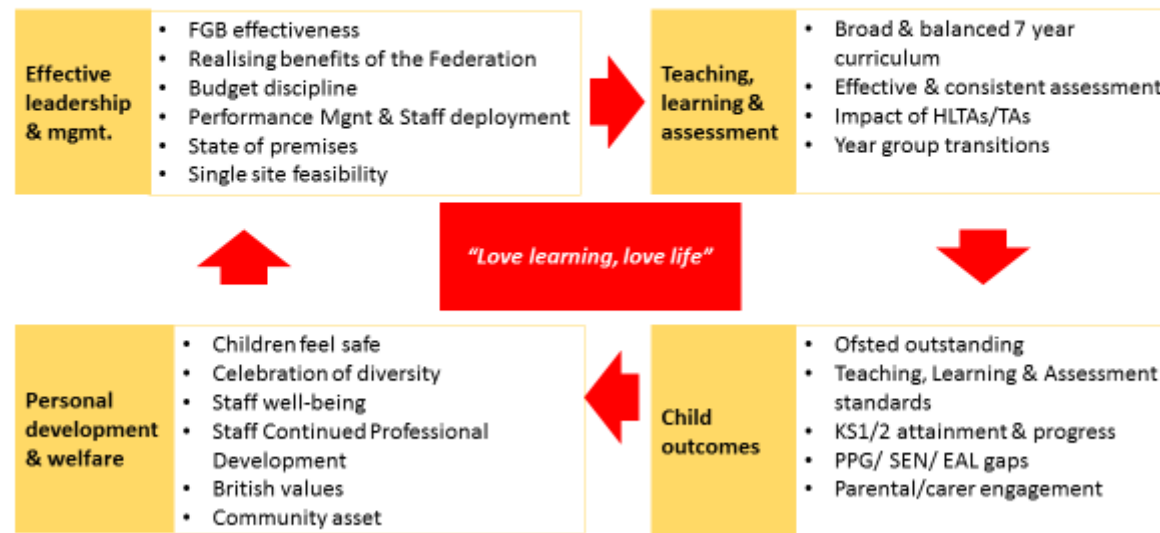
Carlisle Infant School–School Improvement Plan 2018-19

Strategic Context

The School Improvement Plan provides an overview as to how the school intends to deliver against the strategic priorities set by the FGB and SLT, all of which are listed in the left-hand column of the tables that follow.

The FGB set the strategic priorities with a view to fulfilling the following objectives for the Federation in the next 3 years:

Strategic objective measures (3 year plan)



Key Priorities:

Maths Mastery

Meet FFT 50 targets in Reading, writing, maths

Quality of handwriting, spelling, grammar and punctuation

The role of subject and year group leaders is strengthened to increase their impact on the quality of teaching and pupils' learning.

Behaviour for learning

Maintained areas from previous SIP

<p>To develop the effectiveness of the governing body in challenging and supporting the school</p>	<ul style="list-style-type: none"> • Make effective use of School Improvement Partner questions at sub-committee meetings • Ensure an FGB/ sub-committee structure and scope that is supportive to positive outcomes • Access governor CPD that is linked to school priorities • Inform governor awareness of school judgements through visits and school input (reports, data, feedback...) 	<p>Owner HT/DHT FGB</p>
<p>Ensure benefits of the Federation are reviewed regularly</p>	<ul style="list-style-type: none"> • RAG rate progress and outcomes on the SIP and feedback to FGB 	<p>SLT/FGB</p>
<p>Continue to maximise the impact from TAs, LSAs and HLTAs</p>	<ul style="list-style-type: none"> • Regular meetings to provide CPD. • Feedback on observations to improve practice. • A TA protocol to be produced to maximise the use of TAs, especially during the input time of the lessons following the training from Sarah Herbert called 'The Expert TA'. 	<p>SLT A&F</p>
<p>Improve staff well-being</p>	<ul style="list-style-type: none"> • Continue all strategies in place from the staff well being policy. • Actions from staff survey. 	<p>SLT P&P</p>
<p>Raise the profile of the School's work around British Values</p>	<ul style="list-style-type: none"> • Continue to plan opportunities to improve the understanding of British values within the curriculum. • Ensure the webpage is updated regularly. • Regular monitoring visits from the governors. 	<p>SLT A&F</p>
<p>Enhance community activities, engagement and opportunities</p>	<ul style="list-style-type: none"> • Invite local nurseries to use our new sensory garden. • Organise KS1 sporting events with locality schools to enhance inter school sporting opportunities for the children. 	<p>SLT PE lead FGB</p>
<p>Effective and timely engagement with parents and carers</p>	<ul style="list-style-type: none"> • Termly curriculum evenings for parents to improve outcomes for children. • Workshops to support the parents with behaviour, social and emotional development in children. 	<p>SLT FGB</p>
<p>GDPR</p>	<ul style="list-style-type: none"> • Continue to monitor the successful implementation of required duties and practices 	<p>SLT/FGB</p>
<p>Site maintenance</p>	<ul style="list-style-type: none"> • Ensure the site is safe, secure and enhances what we provide for our children and community 	<p>SLT/FP</p>

1.Effective Leadership & Management

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec 18	April 19	July 19
<p>1.1 Contribute to feasibility study for all through primary school on the Clarendon site after 2021</p>	<ul style="list-style-type: none"> Hold discussions with the local authority to (i) identify suitable locations and (ii) sources of capital investment available, to conduct high level feasibility assessment 	<p>FGB F/ P Committee</p>	<p>Report submitted to the FGB outlining:</p> <ul style="list-style-type: none"> (i) Potential locations; (ii) Funding availability; (iii) Likely revenue vs running costs; and (iv) Recommended next steps. 			
<p>1.2 Hit 18/19 budget and balance 19/20 budget by taking timely actions on staff/other costs, income generation and school census</p>	<ul style="list-style-type: none"> Review any variance in actual financial performance against the budget assumptions; and escalate any material variance to the FGB with recommendations for remedial action Identify cost savings and revenue opportunities to enable costs to equal revenues in 2019/20 	<p>F/P Committee F/P Committee P&P comm</p>	<p>The actual gap between expenses and revenues to be no larger than budgeted for 2018/19.</p> <p>Balanced budget.</p> <p>2019/20 budget is submitted without the need for the school to enter a funding deficit or any recovery planning.</p>			
<p>1.3 Develop the role of year group and subject leaders to increase their impact on the quality of teaching and pupils' learning.</p>	<ul style="list-style-type: none"> To have subject leader folders set up and regularly updated with monitoring information. To monitor their subject through book looks, observations and pupil voice. To have an action plan with key improvement points that link to the SIP. Organise locality group activities for arts, sports, sharing good practice and moderation of writing. 	<p>Head/DHT A&F</p>	<p>All files contain evidence on skills progression, monitoring and actions/impact on improvement of learning and teaching.</p> <p>Action plans are being followed and any development areas are being improved.</p> <p>Book look monitoring shows that standards have been raised in all foundation subjects.</p> <p>Introduce evidence boxes for each foundation subject.</p> <p>Evidence through observations of the new Learning and Teaching policy is being applied including the 'non negotiables' which has raised standards in writing across the foundation subjects.</p>			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes	Dec 18	April 19	July 19
	<ul style="list-style-type: none"> For YGLs to performance manage a member of their team. For all subject leaders to meet with their counterpart at HHJS to share their actions plans/files to ensure the skills progress throughout the 7 year curriculum. For subject leaders and year group leaders to have a key role in the analysis and response to data patterns and trends. 		<p>The 7 year curriculum is more embedded across the federation.</p> <p>Subject action plans show improvement in the learning and teaching of that subject by the end of the academic year.</p> <p>Subject action plans are closely aligned with SIP priorities.</p> <p>YGLs to attend C and A governor meetings to feedback after key data points and to share actions as a result of the analysis.</p> <p>Data is driving school improvement through actions plans.</p> <p>Standards have been raised in all subjects.</p>			
1.4 Develop and extend the volunteers programme.	<ul style="list-style-type: none"> Create a volunteers page on the website with information on how to help, safeguarding information and CPD resources. Develop training programme for volunteers. 	Head/DHT A&F	<p>Feedback from the volunteers and teachers.</p> <p>Improved practice throughout the year evidenced through observations.</p> <p>Feedback from staff survey indicates positive impact on well-being.</p>			

1. Teaching, Learning & Assessment

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes			
2.1 Assessments are regular, accurate and inform next steps.	<ul style="list-style-type: none"> Classroom monitor time to be scheduled in the CPD calendar. Ensure internal moderation is accurate and happens on a termly basis. Support individuals with assessment to ensure accuracy. Add science to Classroom Monitor FFT training for the leadership team. Moderation with HHJS when making final KS1 judgements. Use FFT data to inform target setting Ensure foundation curriculum assessments inform planning and delivery and annual pupil reports. 	Head / C&A Committee A&F	An increase in how frequently the teachers are using classroom monitor. More accurate assessments show regular and steady progress. Introduce end of year targets to help guide assessment judgements. Feedback from HHJS on the accuracy of assessments.			
2.2 Review and amend the broad & balanced 7-year curriculum	<ul style="list-style-type: none"> Provide joint CPD for curriculum leaders to meet and review the status of their subjects and ensure consistent delivery and progression of skills and knowledge (in line with age related expectations across the federation). Review the planning formats to ensure coverage of skills and consistency. Book Looks to check for progression of skills. Identify new resources which are needed. Capitation bids are submitted and approved. Resources purchased and distributed to year groups. 	Head / C&A Committee/ All year subject leaders and YGLs. A&F	SIP review of foundation subjects in autumn term is positive. Subject link governor monitoring to check for progression over 7 years (summer term). Evidence that all skills have been covered. Positive curriculum reviews- termly. Positive response to new schemes of work (computing, PSHE and PE). Accessible 18/19 planning saved on server.			
2.3 Ensure the quality of pupils handwriting, spelling, grammar and punctuation are	<ul style="list-style-type: none"> Ensure expectations are put in topic books, understood by the children and referred to regularly. 	Head/ C&A Committee/all subject	Analysis of book look including feedback to staff and actions. Progress towards actions. Clear opportunities seen in planning and books.			

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<p>consistently high across the curriculum</p>	<ul style="list-style-type: none"> • Review marking and feedback policy in relation to the foundation subjects • Termly book monitoring and pupil voice 	<p>leaders and YGLs. A&F</p>	<p>High quality writing seen in topic books.</p>			
<p>2.4 Develop Maths Mastery across the school</p>	<ul style="list-style-type: none"> • CPD for staff from Lorraine Hartley • Two members of staff attending Maths Mastery course • Parent Workshop • Provide required resources and review curriculum planning. 	<p>DH/EH/MD A&F</p>	<p>Monitoring from maths coordinator shows positive impact on outcomes.</p>			

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2. Children Outcomes

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes			
3.1 Raise KS1 attainment by achieving ‘expected’ standard in maths, reading and writing in line or above FFT 50	<ul style="list-style-type: none"> All years groups to follow the handwriting and ‘non-negotiable’ SPAG guide. Children tracked regularly through pupil progress meeting and classroom monitor. Delivery of effective responses to the above- through class teaching and additional interventions and inputs that are effective. Ensure efficient marking/feedback procedures are in place to inform and engage children to know how to make next steps progress. Interventions are reviewed and quality assured. 	Head / DHT/A&F Committee	Pupil data. Pupil progress meeting minutes (termly). As above. Intervention Tracker. SIP Reports Leadership minutes- detailing identification of issues and positive/ effective responses. Positive response from staff and pupils.			
3.2 Ensure progress for all pupils including SEN pupils is good from their relative starting points	<ul style="list-style-type: none"> Early intervention for pupils in reception identified with additional learning needs. Termly pupil progress meetings identify children with low attainment or progress and plan effective interventions for them. Data is analysed half termly to ensure that support is being targeted appropriately. 	Head / DHT/A&F Committee	Tracking of interventions show pupil makes expected/good progress from the baseline. PPG and SEN/ EAL reviews highlighting consistent and positive impact.			
3.3 In the EYFS all pupils have clear next steps based on observations and on-going assessment that are shared with the team.	<ul style="list-style-type: none"> Observations and assessment are used to plan for children’s next steps. Clear link between observations and next steps in planning and practice Assessment is accurate and based on high-quality evidence. It includes all those involved in the child’s learning and development. 	EYFS lead A&F	EYFS learning journeys show evidence of progression across all areas. In observations, all EYFS team demonstrate an understanding of what children’s next steps are to move on in their learning.			

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes			
3.4 Ensure phonics, handwriting, spelling, punctuation and grammar is taught effectively across the school.	<ul style="list-style-type: none"> Introduce new spelling strategies following on from the spelling course from 17-18. Introduce and embed Spelling Shed RWI to be reviewed 	English lead/HT/DHT A&F	<p>Improved spelling in their written work.</p> <p>More pupils are able to spell the common exception words from their year group.</p> <p>Improved knowledge of the spelling rules in year 2.</p> <p>Children are well-prepared for the phonics screen</p>			

Personal Development & Welfare

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes			
4.1 To improve behaviour of pupils throughout the day, including at lunchtimes and during transitions.	<ul style="list-style-type: none"> Review current behaviour policy Launch reviewed behaviour policy Develop consistent expectations and use of language for transitions 	HT/DHT A&F	<p>Improvements in behaviour throughout the day are evident</p> <p>Staff demonstrate consistent expectations</p> <p>Positive reinforcement for meeting expectations is evident and tracked</p> <p>Behaviour tracking shows improvements in behaviour for individuals or groups with identified needs.</p>			
4.2 Improve the lunch-time experience for children, teachers and lunch-time leaders	<ul style="list-style-type: none"> Work with 'Recipe for Change' to improve the culture at lunch-time 	DH/HT/PA from Recipe for Change A&F	<p>Improved well-being of staff and children</p> <p>Fewer incidents of poor behaviour</p> <p>Improved manners in the dining hall</p> <p>Positive feedback from parents/carers</p> <p>Improved learning in the afternoon session</p>			
4.3 Improve behaviour for learning	<ul style="list-style-type: none"> Develop expectations for behaviour for learning with staff Launch behaviour for learning strategy with pupils 	HT/DHT A&F	<p>Learning walks and observations show improved behaviour for learning</p> <p>All staff have consistent expectations around behaviour for learning</p> <p>Children are motivated to learn and show high levels of engagement, resilience and are keen to deepen their learning.</p>			