

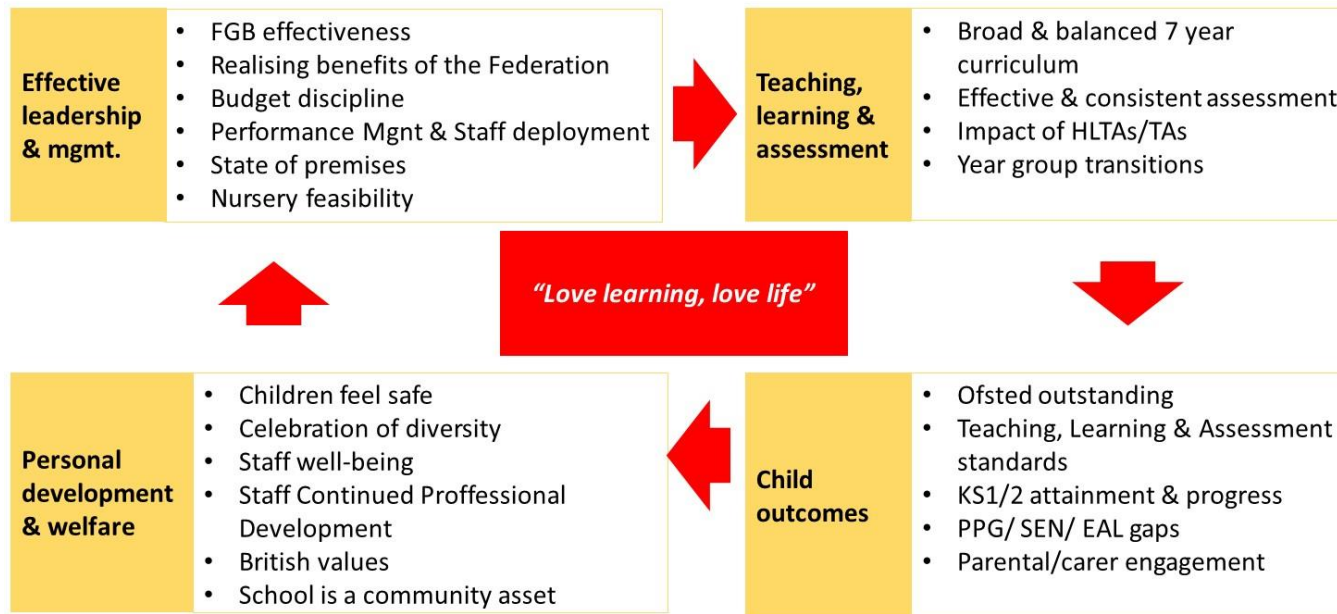
## Carlisle Infant School– School Improvement Plan 2017-18

### Strategic Context

The Strategic Improvement Plan provides an overview as to how the school intends to deliver against the 2017-18 strategic priorities set by the FBG, all of which are listed in the left-hand column of the tables that follow.

The FBG set the 2017-18 strategic priorities with a view to fulfilling the following strategic objective measures for the Federation in the next 3 years:

### Strategic objective measures (3 year plan)



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### 1. Effective Leadership & Management

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes
<b>1.1 Ensure appropriate support and challenge through Governing Body</b>	Chair 360 review and skills audit	Chair of FGB	All committee members to score at least 3 in all skills areas most directly relevant to the committee they participate on.
	50% of FGB to have attended school finance training	FGB	Governor CDP log to show at least 50% of board have attended an AFC (or equivalent) finance course in the last 36 months.
<b>1.2 Benefits of the Federation reviewed throughout SIPs</b>	Assess achievement against the list of expected Federation benefits outlined in 2014, prior to the formation of the Federation now incorporated in SIP	HT and Chair of FGB	All areas now covered in SIP
<b>1.3 Hit 17/18 budget and balance 18/19 budget by taking timely actions on staff/other costs, income generation and school census</b>	Review any variance in actual financial performance against the budget assumptions; and escalate any material variance to the FGB with recommendations for remedial action	Finance Committee	The actual gap between expenses and revenues to be no larger than budgeted for 2017/18
	Identify cost savings and revenue opportunities to enable costs to equal revenues in 2018/19	Finance Committee	2018/19 budget is submitted without the need for the school to enter a funding deficit or any recovery planning
	All parents to be encouraged strongly to returned completed census forms	Head	100% census response rate amongst those eligible for additional school funding
<b>1.4 Develop the role of middle leaders and subject leaders through rigorous performance management.</b>	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. For YGLs to performance manage a member of their team. For all subject	Head/DHT	All files contain evidence on skills progression, monitoring and actions/impact on improvement of learning and teaching. Action plans are being followed and any development areas are being improved. Book look monitoring shows that standards have been raised in all foundation subjects. 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.

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes
	<p>leaders to meet with their counterpart at HHJS to share their actions plans/files to ensure the skills progress throughout the 7 year curriculum.</p>		<p>The 7 year curriculum is more embedded across the federation. Subject action plans show improvement in the learning and teaching of that subject by the end of the academic year. Subject action plans are closely aligned with SIP priorities.</p>
	<p>For subject leaders and year group leaders to analyse the data for their year group/subject and feedback to a governor or at a C&amp;S meeting.</p>	Head/DHT	<p>YGLs have attended C and A governors meetings to feedback after key data points and to share actions as a result of the analysis. Data is driving school improvement through actions plans. Standards have been raised in all subjects.</p>
<p><b>1.5 Cost/benefit analysis of MAT membership and draft transition plan (if appropriate)</b></p>	<p>Initiate discussions with local MATs to identify (i) the local MAT with the most aligned values; (ii) the pros and cons of MAT membership; and (iii) the sponsorship and transition process and resourcing required.</p>	Strategy Committee	<p>Report submitted to the FGB outlining:</p> <ul style="list-style-type: none"> <li>(i) The criteria for joining a MAT;</li> <li>(ii) Cost / benefit analysis of joining a MAT;</li> <li>(iii) Process and resource requirements for joining a MAT;</li> <li>(iv) Recommended next steps.</li> </ul>
<p><b>1.6 Contribute to feasibility study for a CIS nursery</b></p>	<p>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>	Premises Committee	<p>Report submitted to the FGB outlining:</p> <ul style="list-style-type: none"> <li>(v) Potential locations;</li> <li>(vi) Funding availability;</li> <li>(vii) Likely revenue vs running costs; and</li> <li>(viii) Recommended next steps.</li> </ul>
<p><b>1.7 Develop and extend the volunteers programme.</b></p>	<p>Create a volunteers page on the website with information on how to help, safeguarding information and CPD resources. Invite Volunteers to relevant CPD sessions. Organise volunteers to observe HLTAs. Provide feedback to the volunteers on how to improve their practice. Provide regular training sessions that develop their practice.</p>	Head/DHT	<p>Feedback from the volunteers and teachers. Improved practice throughout the year evidenced through observations. Feedback from staff survey indicates positive impact on well-being.</p>

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### 2. Teaching, Learning & Assessment

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes
<b>2.1 Raise writing standards across the school with an objective to achieve a higher percentage of expected and greater depth writers.</b>	A handwriting guide to be written in consultation with all staff. CPD on 4.9.17 to introduce the cursive style of writing to staff. Autumn observations to be focused on handwriting teaching. Regular monitoring of handwriting progression from the English subject leads.	Head/ DHT/English subject leads.	Track progress half termly with writing samples (including PPG and SEN). Lesson observations. An improvement in presentation through book monitoring. An improvement of the percentage greater depth writers. Through pupil voice. Raised standards in presentation across the curriculum seen through book looks.
	Non negotiables SPAG teaching guide is introduced across the school. CPD on how to teach spelling. Ensure daily phonics learning in classroom, over and above RWInc with a focus on technical vocabulary.	English leads DHT YGLs	Lesson observations. Progress in writing on classroom monitor. Book looks. An improvement in the percentage of greater depth writers. Raised standards in writing across the curriculum.
<b>2.2 Assessments are regular, accurate and inform next steps.</b>	Classroom monitor time to be scheduled in the CPD calendar. Model how year groups should be moderating together before inputting results on Classroom monitor. Support individuals with assessment to ensure accuracy.	Head / C&A Committee	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.
<b>2.3 Implement a Broad &amp; balanced 7-year curriculum</b>	Review coordinator subject files in October. Action Plans link closely with SIP priorities. Book Looks to check for progression of skills.	Head / C&A Committee/ All year group leaders.	SIP review of foundation subjects in autumn term is positive. Subject link governor monitoring to check for progression over 7 years (spring term)
<b>2.4 Maximise the impact from TAs and HLTAs</b>	Regular weekly meetings to provide CPD to improve practice. Feedback on observations to improve practice. A TA protocol to be produced to maximise the use of TAs, especially during the input time of lessons. Provide observation time of each other and other teachers to improve practice.	Head /DHT/ SENCo	October observations show that TAs are using their time effectively to support the children and teachers. Feedback from TAs to show the impact of the weekly meetings. All interventions show progress.

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<b>2.5 Develop outdoor learning opportunities</b>	Subject leaders devise lessons for their subject to be taught outside – This will be part of their subject action plans.	Subject leaders	Evidence of outside learning in subject leader files. Positive feedback in pupil survey. High levels of engagement and participation seen in informal observations.
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### 3. Children outcomes

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes
<b>3.1 Raise KS1 attainment by achieving ‘expected’ standard in maths, reading and writing to 70%</b>	All years groups to follow the hand writing and ‘non-negotiable’ SPAG guide. Children tracked regularly through pupil progress meeting and classroom monitor. Interventions are smart and effective.	Head / DHT/C&A Committee	Add data after pupil progress meetings. Expected and above in: Reading: 80% Writing: 70% Maths: 85% All three: 70%
<b>3.2 Ensure progress for all pupils including SEN pupils is good from their relative starting points</b>	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/C&A Committee	Tracking of interventions show pupil makes expected/good progress from the baseline.
<b>3.3 Attainment for PPG pupils is better than national average.</b>	Class action plans detail access strategies, interventions in place. Attainment is monitored half termly. Attainment and progress of PPG children is a standing item in the ‘teaching and learning communities’ half termly meetings.	Head / C&A Committee/ YGL	Gap in attainment comparing PPG attainment to ‘non PPG’ attainment narrows from 2017 by an average of 10%. <b>2016-17</b> <b>Year R</b> Reading 63% PPG 90% Non PPG Writing 63% PPG 81% Non PPG Maths 63% PPG 93% Non PPG <b>Year 1 phonics</b> 80% PPG children met expected standard 91% of non PPG children met expected standard  <b>Year 2</b> Reading 60% PPG 79% Non PPG Writing 40% PPG 60% Non PPG

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes
			Maths 60% PPG 84% Non PPG Science 80% PPG 87% Non PPG
<b>3.4 Raise levels of progress for PPG and SEN children.</b>	All PPG children are support through targeted intervention as a result of the termly pupil progress meetings. PPG assessment data is tracked half termly. Termly PPG book looks. PPG have access to enrichment activities that support their knowledge and experiences.	Head/DHT/ YGL	All PPG children make expected or better than expected progress in all core areas – see pupil progress meetings for evidence. Feedback from the children about what they learnt from their enrichment experiences. Leuven Scale assessments show improvement in levels of involvement and engagement.
<b>3.5 Effective and timely engagement with parents and carers</b>	Termly curriculum evenings for parents to improve outcomes for children.	Head / CFC Committee	An improvement in the engagement in their children’s education. Positive feedback in exit surveys.

**Personal Development & Welfare**

FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes
<p><b>4.1 Maintain Ofsted “outstanding” levels of child welfare and safeguarding</b></p>	<p>Implement all priorities from the safeguarding audit from July 2017. Regular meetings with the safeguard lead at CIS and HHJS. All staff to attend the Level 1 safeguard training in September 2017.</p>	<p>Head /DHT/ CFC Committee</p>	<p>All improvement areas from the audit have been achieved. Self-audit demonstrates that children are being kept safe in school and that actions are responded to quickly and correctly. Case studies show how the school responds.</p>
<p><b>4.2 Improve staff well-being.</b></p>	<p>Update the ‘enhanced well-being’ policy for staff. Work with HHJS to implement systems such as the ‘Buddie system’, support with home life – organising washing and ironing options. Discussing a sabbatical policy with the governors. COD session in September ‘Well-being at CIS’</p>	<p>Head / DHT P&amp;P Committee</p>	<p>The annual survey of staff well-being has improved through the systems implemented this year.</p>
<p><b>4.3 Raise the profile of the School’s work around British Values.</b></p>	<p>Create a page on the website that celebrates our work on the British Values.</p>	<p>Head / CFC Committee</p>	<p>Governor monitoring (September) shows that pupils have an understanding of British Values and where they are embedded in school life.</p>
<p><b>4.4 Enhance community activities, engagement and opportunities.</b></p>	<p>Invite local nurseries to use our new sensory garden. Organise KS1 sporting events with Hampton Infant School to enhance</p>	<p>Head / DHT CFC Committee</p>	<p>Feedback from local nurseries is positive. Photos and feedback from the children about the sporting events. Feedback in exit surveys comment positively on increased sporting opportunities.</p>

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FGB Strategic Priority	Steps / Actions	Owner	Evidence of Outcomes
	inter school sporting opportunities for the children.		