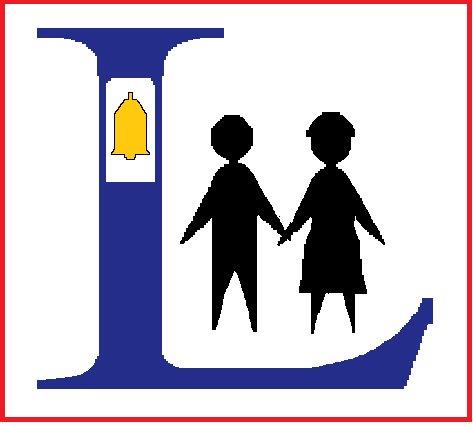
**Lindale CE Primary School **

**School Improvement Plan 2019-2020**

**Progress reviewed half-termly**

**Last updated:**

**Monitoring:**

The plan is a working document. It is monitored regularly by governors at each curriculum sub-committee and full governing body meeting.

The Executive Headteacher will circulate an updated summary of the School Improvement plan termly.

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| **PRIORITY 1** | **Desired impacts** | **Key steps** | **Responsible** | **Resources/**  **Training** | **Monitoring** | **Measures of success** |
| **Continue to develop, build on and communicate our ethos, vision and values.** | 1. School vision and values are clearly held, articulated and maintained through period of change and new families joining the school. School vision is at heart of all decisions taken. School Christian values are evident throughout school. | * Leaders and staff review SIAMS self-evaluation and identify strengths to build on and areas for improvement as a church school. * Website, school documentation and policies are updated to include school vision and ethos, including changes made as part of consultation. * Vision and values continue to be referred to regularly as part of school life; through interactions, teaching and learning and Collective Worship. Staff recognize need to re-visit. | SC and all staff. | SIAMS training | CCC – governors and FGB | * School vison and values are at heart of all we do and decisions that are made. * Christian values, especially our school core values are explored in greater depth with the children. * Links are maintained and strengthened with members of the community and St Thomas’ Church Selside. * Good outcome of SIAMS Inspection during the school year – that staff, pupils, governors and the whole community are able to demonstrate living ‘Life in all its’ fullness’. * That we are fully inclusive, welcoming of all children and families. |
|  | 1. Children are more involved in planning and delivering aspects of Collective Worship | * Pupils develop leadership of Collective Worship in classes and whole school * Whole school Collective worship plan to continue to link whole school worship with class Collective Worship and values/themes being studied. * Further develop repertoire of songs for Collective worship * Continue to welcome clergy or church representative weekly. * Investigate establishing links with Field Broughton Church. | SC,KL, KC and all staff | Further music resources and resources for reflective area n hall. | SC and CCC govs | * Children enjoy Collective worship and are increasingly able to take a more active part in it. Including planning and leading whole school Collective Worship. * Children are able to make choices about songs to sing that link with different themes and that they enjoy. |
|  | 1. RE is well taught and creative and inspiring | * Following on from Understanding Christianity course attended by all staff, we will review RE planning to link with Diocesan units , Diocesan vision for education and Global neighbours. Links to PSHCE, British Values and SMSC development. | KL, RC, FM, KW, KL | Link RE group  RE conference NATRE resources | SC with input from Diocesan consultant | * Children have a greater awareness Christianity as a global faith of other cultures and faiths. * Impact of RE is seen in learning walks and pupil conversations. |
|  | 1. Children develop greater awareness of different cultures, Christianity as a global faith and greater awareness of other religions and beliefs. | * Develop awareness of key events in the Church calendar around the world * Better use made of CDEC, on-line Barnabas in Schools resources and Christian Aid; especially Global Neighbours. Apply for Global Neighbours Bronze award. * Continue to develop global links – action from last SIAMS inspection. | All staff | Some further resources on other religions for library | CCC govs. | * Children have a greater awareness of themselves as global citizens who respect other cultures and religions. Pupils take opportunities to be involved in supporting and caring for others more independently. |
| **Progress** |  | | | | | |

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| **PRIORITY 2** | **Desired impacts** | **Key steps** | **Responsible** | **Resources/**  **Training** | **Monitoring** | **Measures of success** |
| **To further develop leadership within the school at all levels.** | The joint head arrangement facilitates greater leadership opportunities for all staff at Selside. Possibility of joint working with Lindale and the potential for some subject leadership to be shared. | * Establish some joint- working on leadership of Maths and English and other key subjects. Look for strengths to be shared. * Class structure and leadership responsibilities are regularly reviewed to account for staff changes and growing numbers in school and in Nursery. * Staff have a clear idea of their leadership responsibilities within the whole school plan. All phases of school are led well and developed. * Staff have access to quality training. Staff develop leadership skills at all levels and access CPD to develop skills. | SC and governors | Access to free NPQ and CEPQ programmes  Supply cover | HC with TM and joint govs. group  CCC govs | * Relationships are positive at all levels within school. This facilitates joint working and school improvement. Outcomes for pupils are improved in both schools as a result. * Performance management targets include curriculum /phase leadership are met. * Budget is kept under review and staffing adjusted as budget allows. |
|  | Staff increasingly feel that they are able to have and maintain a healthy work-life balance. | Work-life balance is promoted and the challenges of a small staff and mixed age classes is recognised and actions taken to mitigate. | SC and governors  All staff | Some additional costs | CCC govs | Staff survey evidences better work-life balance. Issue is addressed as part of Performance Management. |
|  | Governors are increasingly knowledgeable and confident in their roles of support and challenge. Any gaps in expertise and known and planned for. | * Annual audit of Governor skills to inform roles, and recruit to gaps – October 2019 * Governor training and networking via active participation in opportunities provided through SLRP and CASL | HC and governors | Governor training costs | HC | * Governor roles and responsibilities are further defined eg. Individual subject governors. These feed into committee and FGB structure. Governor skills audit and self -evaluation completed leading to Governor Development plan. New governors complete induction. Governor training is updated when required. |
| **Progress** |  | | | | | |

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| **PRIORITY 3** | **Desired impacts** | **Key steps** | **Responsible** | **Resources/**  **Training** | **Monitoring** | **Measures of success** |
| **Continue to develop an exciting, challenging, relevant and knowledge rich curriculum** | Children love learning and are developing mastery across the curriculum. Children build a deep body of knowledge that they can remember from different curriculum areas. | * Staff development morning on Knowledge curriculum – July 2019 * Joint INSET Sept. 2019 * Review timetable in KS1 and KS2 to ensure that adequate time is given to each curriculum area. * In KS2 review of long-term plan for foundation subjects. |  | CPD including joint INSET | SC and CCC govs | * Book monitoring and pupil conversations demonstrate a broad and deep knowledge of curriculum areas. |
|  | Reading is at the heart of the curriculum and children continue to develop reading skills for both pleasure and learning across the curriculum throughout school | * Children who are not reading at expected level are monitored half-termly and strategies (eg additional reading with teacher, reading buddy, additional phonics catch up) are put in place * Children have regular opportunities to read across the curriculum. * Children are regularly read to by teachers | KL,FM,  KW,KC | Non-fiction books linked to history and geography | SC and CCC govs | * Children below ARE in reading make better progress so that the gap is closed or significantly narrowed. * Pupil reading conversations and lesson observations show children are keen to read and developing skills and knowledge through reading. |
|  | Writing and Maths and Reading outcomes are all showing continued improvements in terms of progress from starting points. | * New Writing Action Plan in place since June 2019 – see separate plan * KW and FM involved in Mastery maths training and then training our staff – ongoing. | KL,FM,  KW,KC |  | SC and CCC govs | * Analysis of SATS outcomes at KS1 and KS2 shows improved progress scores. (Small cohorts still may affect results) |
|  | Principles of ‘Mastery’ are embedded across the curriculum. There is a focus on ‘filling gaps’ so that no children are left behind. | * Regular monitoring of target children. * TA’s deployed on focussed interventions. | KL,FM,  KW,KC |  | SC and CCC govs | * Lesson observations and book monitoring demonstrate mastery learning. * Evidence of gaps being addressed at earliest opportunity. |
|  | Increased focus on global awareness and environmental issues. | * Incorporate into planning in a range of subjects. * Ensure that each week, one Collective worship has a global link or raises a global issue. * Plan for special days/themes | KL,FM,  KW,KC | CDEC membership | SC and CCC govs | * Pupil conversations evidence growing awareness of different cultures and global and environmental issues |
|  | Develop leadership skills in children throughout school. | * Year 2 and Year 6 work towards Archbishop of York Leadership award. * Year 6 develop student leader roles and Year 2 ‘buddy’ for Reception and Nursery. * Leadership skills referred to in learning across the curriculum. | KL and KC | Cost of leadership award  Badges | SC and CCC govs | * All children know what makes a good leader and see themselves as leaders in different contexts. * Leadership awards achieved |
|  | Curriculum is relevant to local context | * Beautiful natural surrounds are used as much as possible * Links are made with local businesses – Farm design competition, open farm day, Audi etc. * Safeguarding and issues raised by busy roads are explored and catered for. | All staff |  | CCC govs | * Children know how to keep themselves safe eg. rural roads etc. * Children have opportunities to mix with other cultures through school visits. * Children develop skills that are valuable for later life in the local community or further afield. |
| **Progress** |  | | | | | |
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| **PRIORITY 5** | **Desired impacts** | **Key steps** | **Responsible** | **Resources/**  **Training** | **Monitoring** | **Measures of success** |
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| **Be financially sustainable whilst maintaining high quality of provision** | School is held in very high local regard | * Raise profile of the school via regular posts on website and Facebook, regular contributions to Parish and publicity through local media | All staff and governors | Minimal budget for advertising and promoting events | Finance govs  FGB | * Evidence of engagement with website and Facebook |
|  | Children are attracted to the school from outside the village | * Half-termly ‘Stay and Play’ sessions * Open days in Autumn term. * Hold events that others in the community are invited to. * Take part in events that raise profile of the school. * Continue to work closely with Pre-school. | FM and staff  All staff | Staff costs – TA for 2 hours. Additional volunteer help. |  | * Continue with improved pupil numbers – intake of at least 8 in Reception and Nursery 2020 * Positive feedback through parent and community surveys |
| **Progress** |  | | | | | |