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| **2017 - 2018**  **ARCHBISHOP BENSON CoE PRIMARY SCHOOL** | |
| **\\absrv1\staff$\HGiblett\ABB My Pictures\School\ABB badge 2.jpg** | **Fun & learning, hand in hand – all things are possible** |
| **Standards are Gospel** | \\absrv1\staff$\HGiblett\Archbishop Benson\Vision, Mission & Aims\School Values\New School Values.JPG |

**School Improvement Plan**



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| **2017 – 2018 SCHOOL IMPROVEMENT PLAN** | | | | | | | **SIP PRIORITY 1: OUTCOMES FOR PUPILS Updated 22.10.2017** | | | | | | | | | | | |
| **FULLY ACHIEVED** | | **MOSTLY ACHIEVED** | | | | **PARTIALLY ACHIEVED** | | **WORK IN PROGRESS** | | | **WORK INITIATED** | | | | **NOT ACHIEVED** | | | |
| **KEY ENQUIRY QUESTION: How effectively are differentiation and intervention being used in Maths planning, teaching & learning to raise pupil achievement in Maths across the school & narrow the gap between the KS1 – KS2 progress being made by PP & non-PP pupils?** | | | | | | | | | | | | | | | | | | |
| **No.** |  | | **TASKS/ACTIONS (How/When/Who?)** | | | | | | **BY WHOM** | | | **BY WHEN** | | **RESOURCES** | | | **MONITORING** | |
| 1.1 | Gaps in attainment and/or progress between pupil groups (particularly our disadvantaged pupils & lowest attaining pupils) and national averages, especially National Other data, are being progressively narrowed over time | | To regularly monitor, evaluate and respond to standards of pupil attainment & progress …. | To raise pupil achievement in Maths across the school & narrow the gap between the KS1 – KS2 progress being made by PP & non-PP pupils through a whole-school focus on teacher subject knowledge & consistent whole-school assessment of Maths | | | | | SLT  MSL | | | Ongoing | | Termly staff meetings  Leadership time for MSL  Maths NC Document | | | Leadership Group  Regular PPMs with MSL, RSL & WSL | |
| 1.2 | To raise pupil achievement in Reading & narrow the gap between the KS1 – KS2 progress being made by PP & non-PP through a whole-school focus on the consistent planning (Reading Progression Grids & ITFs) & consistent teaching of reading (high quality class texts) | | | | | SLT  RSL | | | Ongoing  Dec 20 – staff training day | | Staff training day  Leadership time for RSL  Hard copies of English NC Document | | |
| 1.3 | Our disadvantaged, LA & SEND pupils across the school make accelerated progress and thereby raise their KS1 – KS2 progress | | To maintain & enhance raised standards in Writing in KS1 & KS2 through careful monitoring of learning outcomes in books, lessons & assessments and & ongoing informal support for staff | | | | | SLT  WSL | | | Ongoing | | Leadership time for WSL  English NC Document | | |
| 1.4 | To create a systematic whole-school approach to the rigorous evaluation of intervention provision for our most vulnerable pupil groups (PP, LA, SEN) ensuring evidence of real impact. | | | | | SLT  Assessment Lead  PP Lead | | | Ongoing | | Staff meeting time  Time for PPL to work with Assessment Lead & Support | | | Regular PPMs with PPL | |
| 1.5 | EoY1 attainment in phonics is in line with national average (80%) | | To review phonics provision across EYFS & KS1 and to identify a programme of development SLT consideration | | | | | SLT  KS1 Lead  Phonics Lead | | | Ongoing | | Time for KS1 Lead to meet with Phonics Lead | | |  | |
| To liaise with LKS2 & UKS2 phase leaders to develop a plan for precision phonic teaching with KS2 for SLT consideration | | | | |
| 1.6 |  | | To focus on the outcomes of our disadvantaged children in EYFS in order to achieve GLD of 70%+ and to narrow the gap between peers | | | | | SLT  KS1 Lead  EYFS Lead | | | Ongoing | | Time for EYFS Lead to work with Assessment Lead | | |
| 1.7 | Teachers & leaders work effectively to use our **Assessment of Learning** systems to raise pupil outcomes.    Teachers are confident & competent in accounting for the progress of their class, vulnerable groups and individual pupils throughout the year | | To embed the effective use of **AfL** procedures to strengthen our formative assessment by… | ….. developing a consistent approach to use & annotation of key planning documents to track individual pupil progress | | | | | Class teachers  Phase Leaders | | | September & then ongoing | |  | | | Regular scrutiny of planning & books | |
| 1.8 | …routinely using & updating SIMS AM class assessment grids to maintain up-to-date, accurate & reliable formative & summative pupil assessment data | | | | | Release time for class teachers to meet with LG/PLs | | | Regular PPMs with class teachers | |
| 1.9 | For staff to engage consistently with our assessment practices and procedures through… | … the development of middle leader(s) to coordinate the implementation of our SIMS data tracking system | | | | | DG &  MtT | | | Autumn 1 & then ongoing | | Release time for Assessment Lead & Support | | | SLT  Governor focus group  FGB | |
| 1.10 | …. the Initiation of new internal school data summary templates  ….. the development of termly data packs | | | | |
| 1.11 | …. The initiation of new Class Benchmark Pupil Data Grids & Class Intervention Log which are monitored though half-termly PPMs | | | | | Class teachers &  Phase Leaders | | | Staff meeting & phase group time | | | Regular PPMs with PLs & Leadership Group | |
| **2017 – 2018 SCHOOL IMPROVEMENT PLAN** | | | | | **SIP PRIORITY 2: QUALITY OF TEACHING, LEARNING & ASSESSMENT Updated 22.10.2017** | | | | | | | | | | | | |
| **FULLY ACHIEVED** | | **MOSTLY ACHIEVED** | | | | **PARTIALLY ACHIEVED** | | **WORK IN PROGRESS** | | | **WORK INITIATED** | | | | **NOT ACHIEVED** | | |
| **KEY ENQUIRY QUESTION: How effectively are differentiation and intervention being used in Maths planning, teaching & learning to raise pupil achievement in Maths across the school & narrow the gap between the KS1 – KS2 progress being made by PP & non-PP pupils?** | | | | | | | | | | | | | | | | | |
| **No.** | **SUCCESS CRITERIA** | | **TASKS/ACTIONS (How/When/Who?)** | | | | | | | **WHOM** | | | **WHEN** | **RESOURCES** | | **MONITORING** | |
| 2.1 | Consistency of practice, as evidenced by the high quality of Teaching & Learning as well as effective learning environments, is raising & enhancing pupils outcomes for all pupil groups | | To ensure that the planning of learning, across the school, is pitched appropriately to meet the needs of all pupils with accurate learning objectives & differentiated success criteria. (SEC monitoring report, April 2017) | | | | | | | Class teachers & TAs | | | Autumn 1 & then onwards | Weekly Phase Group meeting | | Lesson observations with  Phase leaders & SLT | |
| 2.2 | To ensure that Teaching Assistants (TAs) are deployed appropriately to ensure improving learning outcomes, particularly in whole class teaching.  (SEC monitoring report, April 2017) | | | | | | |
| 2.3 | To ensure that teacher talk is focused on & responds to the learning needs of the pupils and that opportunities are mot missed to build on pupil responses and move learning gains on further (SEC monitoring report, April 2017) | | | | | | |
| 2.4 | To work with TAs, teachers, phase leaders & the SLT to agree best practice in teaching & learning and to collate this into a Teaching & Learning Policy | | | | | | | Curriculum Lead | | | Spring 2018 | Staff meeting time | | Leadership group | |
| 2.5 | Consistency of practice, as evidenced by responsive teacher planning and pupils’ work is raising & enhancing pupils outcomes for all pupil groups | | To ensure the consistent & accurate use by teachers of **key planning documents,** i.e. NC documents, Interim Frameworks, PAGs, so that accurate & progressive pitch & expectation in learning is maintained, year on year, across the school. | | | | | | | Class teachers | | | Autumn 1 & then onwards | Shared Expectations training day | | Scrutiny of planning & books by  Phase leaders & Leadership Group | |
| 2.6 | To develop new Y**ear Group Termly Curriculum Overviews** to allow for curriculum coverage of the National Curriculum to be monitored year on year | | | | | | | Class teachers & Curriculum Enrichment Lead | | | Autumn 2 & then termly | Planning time for Curriculum Lead, Curriculum Enrichment Lead & FS leads | |
| 2.7 | To plan & coordinate regular curriculum enrichment days/weeks to support the effective delivery of curriculum coverage within the foundation subjects (FS) through cross-curricular opportunities | | | | | | |
| 2.8 | All stakeholders are readily able to understand and engage consistently with our curriculum practices and procedures. | | To monitor a consistent whole-school approach by teachers & TAs to the **use of revised Class Planning Files** to underpin effective planning, teaching & assessment | | | | | | | Class teachers & TAs | | | Autumn 1 & then onwards | Shared Expectations training day  Staff meeting time | |
| 2.9 | To monitor and consolidate a consistent whole-school approach to empowering pupils to produce high quality, age-related learning/work within a cross-curricular context | | | | | | |
| 2.10 | Maintaining a consistent whole-school approach to SIP priorities removes key barriers to pupils achieving ‘At+ in Maths, Reading & Writing and supports accelerated pupil progress | | **Reading, Writing & Maths:** To create a Progression of Basic Skills Overview for Reading, Writing & Maths which outlines age-related core basic skills which can be used to help children & parents to support pupil learning | | | | | | | RSL, WSL & MSL | | | December 2017 |  | |  | |
| 2.11 | **Maths**: To develop teacher subject knowledge within reasoning & problem-solving, with a half-term mastery CPD focus, based on collective teacher review of 2017 SATs data (refer to 2017 - 2018 Maths action plan) | | | | | | | MSL & class teachers | | | Autumn 2 & then onwards | Termly set of staff meetings | | Regular PPMs with Phase leaders & Leadership Group | |
| 2.12 | **Reading**: To identify & remove inconsistencies in the teaching of reading across the school to ensure informed, accurate & consistent teacher assessment of pupils’ reading (refer to 2017 - 2018 Reading action plan) | | | | | | | RSL & class teachers | | | Spring 1 & then onwards | Reading training day | |
| 2.13 | **Writing**: To maintain raised standards in Writing & embed good practice learnt from LA KS1 & KS2 moderation through the monitoring of consistentcy & effectiveness of planning, teaching & assessment ie,, precision of LOs, use of PAGs, cross-curricular engagement, sustained writing oportunities security of assessment judgements (refer to 2017 - 2018 Writing action plan) | | | | | | | WSL & class teachers | | | Autumn 2 & then onwards |  | |

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| **2017 – 2018 SCHOOL IMPROVEMENT PLAN** | | | | **SIP PRIORITY 3: PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE Updated 22.10.2017** | | | | | | | | | | |
| **REMEMBER TO REFER TO CC SUMMARY FINDINGS OF THE S157/175 PROCESS & THE SCHOOL’S SI75 QA REPORT FROM COUNTY** | | | | | | | | | | | | | | |
| **FULLY ACHIEVED** | | **MOSTLY ACHIEVED** | | | **PARTIALLY ACHIEVED** | | | **WORK IN PROGRESS** | | **WORK INITIATED** | | | **NOT ACHIEVED** | |
| **KEY ENQUIRY QUESTION: How effective is the school in primarily preventing incidences of bullying and where bullying occurs, of dealing with it effectively?** | | | | | | | | | | | | | | |
| **No.** | **SUCCESS CRITERIA** | | **TASKS/ACTIONS (How/When/Who?)** | | | | | | **BY WHOM** | | **BY WHEN** | **RESOURCES** | | **MONITORING** |
| 3.1 | Pupil safety & welfare is safeguarded through the consistent implementation of effective and rigorous Safeguarding & Child Protection procedures by all stakeholders | | To review & revise our Safer Recruitment Policy in the light of update training undertaken by DSL | | | | | | DSL | | Spring1, 2018 |  | |  |
| 3.2 | To ensure that a letter of expectation is issued to all 3rd party providers of services seeking confirmation in their letters of assurance that their workers have received safeguarding and child protection training | | | | | | Office administrator/SBM | | Autumn 1, 2017 |  | | Headteacher & Chair of Governors |
| 3.3 | To coordinate the maintenance of an induction process (& records) for new staff, volunteers & governors with coverage of safeguarding arrangements, relevant designated officers and their own responsibilities to report concerns | | | | | | Autumn 2, 2017 |  | |
| 3.4 | The safe use of technology & online safety is embedded within our curriculum across all key stages | | To set up a new Hub Team, with staff, parents & governors, to develop a more holistic & integrated approach to the safe use of technology within the school and beyond which will include: | | | | A collective review of all of our ICT-related policies – E-Safety, Acceptable Use of Technology, Social Medias | | ICT Lead & Network manager | | Autumn 2 & then ongoing | Regular Hub Team sessions  Staff meeting time | | Headteacher & SLT |
| Undertaking the South West Grid for Learning E-Safety 360o Self Review | |
| 3.5 | All pupils are appropriately supported with their behaviour to be able to enjoy and achieve within a supportive and nurturing climate for learning & development. | | To review the extent of “Team Teach” training among school staff, and consider what training is needed and by which members of staff | | | | | | DSL & DDSL | | Autumn 2 |  | | Safeguarding Governor  & Chair of Governors |
| 3.6 | To introduce new Class Behavior Files and the initiation of Pupil Behaviour Logs across the school | | | | | | Head  teacher | | Autumn 1 | Shared Expectations training day | |
| 3.7 | To consider with appropriate agencies whether the school is best placed to provide meaningful development opportunities for children who evidence the most challenging behaviours. | | | | | | Pupil Welfare Group & SLT | | Autumn 2 |  | |
| 3.8 | To develop a new tiered Behaviour Support System to identify, track & support those of our pupils who evidence the most challenging behaviours | | | | | |  | |
| 3.9 | To train & develop a new THRIVE/Trauma-Informed TA to support | | | | | | Autumn 1 & then ongoing | TIS/Thrive training course | |
| 3.10 | To review & revise our Behaviour for Learning Policy in the light of the outcomes of action points 3.6 – 3.11 | | | | | | Spring 2018 |  | |
| 3.11 | The school is effective in primarily preventing incidences of bullying and where bullying occurs, of dealing with it effectively | | To work proactively with staff, pupils & parents to improve how pupils can keep themselves and others safe by….. | | | …looking into potential value of the Anti-Bullying kitemark as an audit tool to evaluate anti-bullying within the school | | | Headteacher & PSHE & SMSC Leads | |  |  | |  |
| ….working with all staff to initiate the use of the Class Behavior Logs to record | | |  |  | | Headteacher & SLT |
| …. using staff survey feedback to identify & prioritise actions to raise staff views of & engagement in pupil’s attitiudes & behaviour | | |  |  | |
| …. implementing our Annual Anti-Bullying programme: ***Power for Good!*** | | | Ongoing across the year |  | |

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| **2017 – 2018 SCHOOL IMPROVEMENT PLAN** | | | | | | | | | | | **SIP PRIORITY 4: LEADERSHIP & MANAGEMENT Updated 22.10.2017** | | | | | | | | | | | | | | | | | | | |
| **FULLY ACHIEVED** | | | | | **MOSTLY ACHIEVED** | | | | | **PARTIALLY ACHIEVED** | | | | | | | **WORK IN PROGRESS** | | | | | **WORK INITIATED** | | | | | | **NOT ACHIEVED** | | |
| **KEY ENQUIRY QUESTION: How effectively are phase leaders using their professional expertise to further accelerate school improvement through collective consistency & accountability within & across phase group?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **No.** | **SUCCESS CRITERIA** | | | | | **TASKS/ACTIONS (How/When/Who?)** | | | | | | | | | | | | | | **BY WHOM** | | | | **BY WHEN** | | | **RESOURCES** | | | **MONITORING** |
| 4.1 | Phase leaders model & embed leadership capacity using their expertise to effectively monitor & support colleagues and thereby accelerate school improvement through collective accountability within & across phase groups | | | | | **(SEC monitoring report)**  “To strengthen the effectiveness & impact of leaders & manager on the school improvement plan (SIP) & in modelling/disseminating good or better practice” by ……. | | | | | …. initiating the role of Phase Leaders to support the Leadership Group across the school | | | | | | | | | SLT | | | | September & then ongoing | | | Weekly leadership time & meeting for PLs | | | Leadership Group & L & M governor focus group |
| 4.2 | ….. implementing a focused programme of mentoring & support for new Phase Leaders and their deputies | | | | | | | | | DG | | | |
| 4.3 | …. creating time and support for the embedding of Phase Group teams | | | | | | | | | SLT | | | | Weekly phase group meeting | | |  |
| 4.4 | ….maintaining an ongoing review of the school’s Distributive Leadership Framework and career progression structure | | | | | | | | | Leadership Group | | | |  | | | Input from Neo, HR providers | | | PPP Committee |
| 4.5 | The quality of our continuing staff professional development for staff, at all levels, develops strong leadership capacity and secures continual improvement, | | | | | To create & embed opportunities for all staff to contribute proactively to the school as a professional learning organisation | | | | | To introduce new job descriptions to support teachers & TAs in fulfilling their role & responsibilities within the school | | | | | | | | | SLT | | | | Autumn 2 | | | Discussion time within BoY PM meetings | | | Headteacher |
| 4.6 | To further review and refine our Support Staff Performance Management system | | | | | | | | | Head  Teacher,  Support Staff Lead & SBM | | | | Autumn 2 & then ongoing | | | Input from Neo, HR providers  Support staff meeting(s) | | | SLT & PPP Committee |
| 4.7 | To initiate the process of developing a Support Staff framework to support TA professional development and career progression | | | | | | | | |
| 4.8 | To develop flexible TA teams within phase groups to support the needs of pupils with a range of abilities & needs | | | | | | | | | Class teachers & PLs | | | | Autumn 1 & then ongoing | | | Weekly phase group meeting | | | SLT & Pupil Welfare Group |
| 4.9 | To implement our new Admin Team structure to support & enhance leadership & management within the school | | | | | | | | | Headteacher & SBM | | | | Autumn 2 | | | Re-structure of pay & grading | | | PPP Committee |
| 4.10 | To analyse returned staff surveys and use feedback to plan actions to strengthen & enhance collegial, distributive leadership across the school | | | | | | | | | SLT | | | | Autumn 2 | | |  | | | Staff Wellbeing governor focus group |
| 4.11 | To develop a new Staff Code of Conduct in line with recent changes & developments in staff roles & responsibilities across the school | | | | | | | | | SLT | | | | Autumn 2 | | |  | | |  |
| 4.12 | Leaders focus on consistently improving outcomes for our pupils and families | | | | | To analyse returned parental surveys and use feedback to respond to parental views & perceptions by…. | | | | | …. raising school profile & achievements within the local community | | | | | | | | | SLT &  Admin Team | | | | Autumn 2 & then ongoing | | | Continuing review & refinement of Admin Team roles & working hours | | | Chair of Governors  Stakeholder Engagement governor focus group |
| 4.13 | …. reviewing & revising newsletter format and mediums for distribution | | | | | | | | |
| 4.14 | ….reviewing & revising communication with parents using social media | | | | | | | | |
| 4.15 | ….. reviewing & revising our parental survey process to include the use of Parents View across the year | | | | | | | | |
| 4.16 | …consulting with parents on revising formal reporting to parents e.g. mid-year report | | | | | | | | | Assessment Lead & Support | | | | Spring 1 | | |  | | |
| **2017 – 2018 SCHOOL IMPROVEMENT PLAN** | | | | | | | | | **SIP PRIORITY 5: GOVERNANCE Updated 22.10.2017** | | | | | | | | | | | | | | | | | | | | | |
| Do governors work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition ? | | | | Do governors provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school? | | | Do governors provide support for an effective headteacher or are they hindering school improvement because of a lack of understanding of the issues facing the school? | | | | | | Do governors understand how the school makes decisions about teachers’ salary progression and performance performance manage the headteacher rigorously? | | | Do governors understand the impact of teaching, learning and assessment on the progress of pupils currently in the school? | | | Do governors ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils? | | | | | | Do governors ensure that the school’s finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium? | | | | Are governors transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.? | |
| **FULLY ACHIEVED** | | | | | **MOSTLY ACHIEVED** | | | | | **PARTIALLY ACHIEVED** | | | | | | | **WORK IN PROGRESS** | | | | | **WORK INITIATED** | | | | | | **NOT ACHIEVED** | | |
| **KEY ENQUIRY QUESTION: How confident and competent are governors in collectively discharging their core statutory functions and improving their own individual performance?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **No.** | | | **SUCCESS CRITERIA** | | | | | **TASKS/ACTIONS (How/When/Who?)** | | | | | | | | | | **BY WHOM** | | | | | **WHEN** | | | **RESOURCES** | | | | **MONITORING** |
| 5.1 | | | Governors work alongside leaders to focus their effectiveness on consistently improving outcomes for all pupils | | | | | To use the outcomes of our governors’ skills audit to plan for succession leadership, to maximise the deployment of existing governors and to recruit new governors | | | | | | | | | | AG, HG &  LS | | | | | Autumn 1 & then ongoing | | | Support from Clerk to the GB | | | | FGB & Members |
| 5.2 | | | To review and revise our committees structure & membership to maximise the use of the skills-base of both existing & new governors | | | | | | | | | |
| 5.3 | | | To develop new governors within key roles on the GB – Chair of Governors, Vice Chair safeguarding, development, | | | | | | | | | |
| 5.4 | | | Governors are confident and competent in discharging their core statutory functions and improving their own individual performance | | | | | To review & refine our governor focus groups to best match the strengths of pairs of governors with the needs of the school & Ofsted expectations | | | | | | | | | | AG & HG | | | | | Autumn 2 & then ongoing | | | FGB & Members |
| 5.5 | | | To create regular opportunities for governor focus groups & senior leaders to meet/liaise to work on identified key enquiry questions linked to School Improvement Plan & Ofsted framework | | | | | | | | | | Time for staff to meet with governors | | | |
| 5.6 | | | To develop the role of the Development Governor in monitoring & supporting governors to undertake school-based or external training to assist them in fulfilling their new roles | | | | | | | | | | Support from Clerk to the GB | | | |
| 5.7 | | | Governors systematically challenge senior leaders to ensure that the effective deployment of staff and resources secures excellent outcomes for pupils. | | | | | To monitor, evaluate & challenge value for money and impact & to work with school leaders & staff to maximise school effectiveness & efficiency within | | | | | | | …. the school’s Distributive Leadership Framework and career progression structure | | | SLT, Finance Group & PPP Committees | | | | | Autumn 2 onwards | | | HR support from Neo | | | | FGB |
| 5.8 | | | …. phase groups across the school | | |
| …. TA teams & support staff groups | | |
| 5.9 | | |  | | | | | To maintain a strategic overview of, and request regular updates on the school’s system for policy development & review | | | | | | | | | | AG | | | | | Support from Clerk to the GB | | | |
| 5.10 | | | Effective collaborative working partnerships are in place to support both strategic & operational management within the school | | | | | To strengthen our strategic approach to collaborative working by… | | | | Developing a more systematic approach to developing learning links between our subject leaders & subject leaders at Penair School | | | | | | Curriculum Enrichment Lead | | | | | Autumn 1 onwards | | |  | | | | Teaching & Learning focus group |
| 5.11 | | | Extending existing formal partnership opportunities between local schools e.g. termly Penair Heads Development Days | | | | | | HG | | | | | Termly session | | | Over-night residential costs | | | | FGB |
| 5.12 | | | Creating new opportunities to engage with other governing boards/local boards | | | | | | AG & HG | | | | |  | | | TBA: Joint cluster  governor training session | | | |
| **2017 – 2018 SCHOOL IMPROVEMENT PLAN** | | | | | | | | | **SIP PRIORITY 6: PREMISES, RESOURCES & ENVIRONMENT Updated 22.10.2017** | | | | | | | | | | | | | | | | | | | | | |
| **FULLY ACHIEVED** | | | | | **MOSTLY ACHIEVED** | | | | | **PARTIALLY ACHIEVED** | | | | | | | **WORK IN PROGRESS** | | | | | **WORK INITIATED** | | | | | | **NOT ACHIEVED** | | |
| **KEY QUESTION: How effective are governors in systematically challenging senior leaders on the effective deployment of staff and resources, including the pupil premium and the primary PE and sport premium?** | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **No.** | | **SUCCESS CRITERIA** | | | | | | **TASKS/ACTIONS (How/When/Who?)** | | | | | | | | | | | | | **BY WHOM** | | | **BY WHEN** | | | **RESOURCES** | | | **MONITORING** |
|  | | Governors & staff are working effectively & strategically to ensure that the school’s premises & accommodation are fit-for-purpose to support the achievement of ongoing School Improvement priorities | | | | | | To continue to develop available resources, spaces & facilities within the school to meet curricular and/or specialist needs by….. | | | | | | …. by monitoring the impact of Pupil Premium intervention across the school on learning outcomes for PP children | | | | | | | AF & PP Governor | | | Half-termly | | | Time for PP lead t take part in half-termly PP PM | | | SLT  Resources Committee |
| 6.1 | | … continuing to develop and enhance the new Year 1 outdoor area | | | | | | | CP  RL & NW | | | Autumn 1 onwards | | | FABB funding & school reserves | | |
| 6.2 | | .. responding to pupil feedback for greater access to playground/school field for play & physical activity | | | | | | | SLT & MkT & | | | Autumn 2 | | | Sports Premium &  FABB funding | | |
| 6.3 | | … creating & enhancing the new Rainbow Room to support Thrive provision within the school | | | | | | | BM & JW | | | Autumn 1 onwards | | | Resources from General Curriculum | | |
| 6.4 | | …. creating a new office for the School Business Manager | | | | | | | DB & Site Team | | | December 2017 | | | Maintenance cost centre | | |
| 6.5 | | … enhancing the Y5/6 shared area to allow staff & pupils to better reflect & celebrate the standards & achievements in UKS2 | | | | | | | JK, UKS2 & site team | | | Spring 2018 | | | £500 | | |
| 6.6 | | To begin to plan & implement a phased & costed approach to the ongoing development & expansion of the school by ……. | | | | | | … analysing our new strategic premises plan to inform strategic planning | | | | | | | SLT, SBM & Resources Committee | | | Autumn 2 onwards | | |  | | | FGB |
| …. improving our arrangements to ensure successful CIF bid writing | | | | | | |
| 6.7 | | ….exploring the potential use & impact of St Paul’s Children’s Centre as a learning space | | | | | | |
| 6.8 | | Effective and rigorous H & S systems are successfully implemented by all stakeholders to create a safe working & learning environment. | | | | | | To update existing school policies & procedures to meet current H&S & safeguarding (including Prevent) requirements | | | | | | Implementing revised Emergency Evacuation procedures | | | | | | | SBM & Site Team | | | Autumn 2 onwards | | | Weekly meetings  By Premises working group | | | Leadership Group |
| 6.9 | | Implementing our revised compliance schedule | | | | | | |
| 6.10 | | Implementing revised induction procedures for staff, volunteers & governors | | | | | | |
| 6.11 | | To address current Health & Safety priority works | | | | | | TBA: Automated pedestrian gates | | | | | | | Premises working group | | | Weekly meetings | | | Premises cost centres  £15K | | | Resources Committee |
| TBA: Pedestrian walkway in upper car park | | | | | | |
| TBA: | | | | | | |
| 6.12 | | To engage in CIF bid writing opportunity, incorporating Compliance, Health & Safety & safeguarding needs, to secure funding for identified CIF-related works | | | | | | | | | | | | | SBM, Site Team | | | December 2017 | | |  | | |