

Alexander Hosea Primary School
 Roots to grow, wings to fly
School Improvement Plan 2016 – 2017

1. LEADERSHIP AND MANAGEMENT
(Judged as 'good' with outstanding features by Ofsted March 2014)

Links with: Aim 2 – SELF BELIEF, Aim 3 – PERSEVERANCE, Aim 4 - INCLUSIVE and Aim 5 – RESPECT

Also refer to the Governor Development Plan 2016-17 and Subject Leader Action Plans 2016-17

***FOCUS FOR THE YEAR – DEVELOPMENT OF MIDDLE LEADERS**

Aims	Goals	Targets for pupil achievement / welfare	Strategies for improvement Priorities for Action	Responsibility	Time Scale	Success Criteria (Quality Characteristics)	Monitoring / Outcomes	Budget Resources
STRATEGIC SCHOOL PLANNING To agree the school's strategic plan for serving the current and future pupil community	Appropriate Planned Admission Level (PAL)	Strategic Plan provides best opportunities for pupil welfare and achievement in Wickwar in the future.	Consider school's Planned Admission Level (PAL) and make a strategic decision.	Governors/SLT	Oct 16	PAL agreed		
	Appropriate provision offered		Consider future school provision and places. Research other LA provision and requirements	HT/Governors	From Sept 16 – July17	School organisation researched and agreed.		

<p>SECURING PUPIL PROGRESS AND RAISING ATTAINMENT To strengthen the use of the RAP by all staff throughout the year to ensure greater staff ownership and responsibility for outcomes, resulting in improved pupil progress and attainment in all year groups (non-reporting year focus) and for all vulnerable groups.</p> <p>To ensure on-going rigorous and accurate monitoring, review and evaluation of data, teaching and learning, curriculum provision and</p>	<p>All staff see themselves as leaders</p> <p>High quality leadership and management at all levels</p>	<p>All pupils achieve highly and make at least expected progress with a focus on those in non-reporting years</p> <p>All children throughout school on track to make at least expected progress in core subjects</p>	<p>Produce the RAP in a bigger format and display in the Blue Room, so more accessible for staff meetings.</p> <p>Use outcomes of data analysis and school self-evaluation priorities to inform the RAP – all subject leaders contribute relevant actions/dates for monitoring – link with staff appraisal).</p> <p>Use 5 mins of Friday staff meeting (TAs – Tuesday) to review RAP jointly as a staff – RAP time!</p> <p>Staff to annotate</p> <p>Use RAP to strengthen monitoring of standards through more frequent moderation, with a focus on non-reporting years.</p>	<p>SLT</p> <p>Subject leaders/SLT</p> <p>All staff</p> <p>Subject leaders /All staff</p> <p>Class teachers/ SLT/SENCO/Core and non-core subject leaders</p>	<p>Sept 16</p> <p>Oct 16</p> <p>Weekly from Sept 16</p> <p>On-going from Sept 16</p>	<p>Improved effectiveness of the RAP which accurately reflects priorities identified from data analysis and school self-evaluation and responsibility for actions and outcomes is shared by all, especially all leaders.</p> <p>Profile of RAP raised</p> <p>Increased pupil progress and levels of attainment</p>	<p>£50 leadership cover (1 day a week – AM/SW)</p>
---	--	--	--	---	--	--	--

<p>assessment procedures to inform future priorities and secure school improvement</p>			<p>Frequent and rigorous monitoring of teaching and learning by all leaders, especially subject leaders – outcomes to be shared to inform future planning and ensure positive impact.</p> <p>Critique the RAP termly to refine and produce a WAGOLL to be included in Staff Handbook</p>	<p>All leaders/Governors</p>	<p>Sept 16 – July 17</p> <p>Dec. Mar. June</p> <p>July 17</p>	<p>Monitoring, review and evaluation impact positively on pupil outcomes.</p> <p>Clear expectations in place and understood by all</p>		<p>£90/week Half day leadership time per week prioritised and allocated for monitoring activities</p>
<p>MIDDLE LEADERSHIP ROLES AND RESPONSIBILITIES To develop leadership skills of middle leaders</p> <p>To strengthen subject leadership roles and responsibilities to sustain improvements to teaching, learning and assessment which impact positively on pupil outcomes.</p>	<p>Whole school community has a clear understanding of leadership roles and responsibilities which impact positively on teaching and learning across the curriculum</p>	<p>All teachers see themselves as leaders and have a clear understanding of the expectations for their subject leader role and fulfil these</p>	<p>Confirm subject leader roles and expectations for 2016-17.</p> <p>Revise all teacher job descriptions to include explicit subject leadership expectations.</p> <p>Set a monitoring timetable so all subject leaders can pre-plan monitoring activities throughout the year.</p> <p>Record activities,</p>	<p>SLT/subject leaders</p> <p>SLT</p> <p>SLT/subject leaders</p> <p>All subject leaders</p>	<p>Sept 16</p> <p>Oct 16</p> <p>Oct 16</p> <p>On-going</p>	<p>Subject leadership expectations, roles and responsibilities understood by all teachers and inform practice.</p> <p>Revised Job Descriptions in place.</p> <p>All subject leaders regularly monitor, evaluate and review their subject and are aware of strengths and areas for development.</p> <p>Leadership records.</p>		<p>Staff meeting</p>

<p>To strengthen staff and governor knowledge and understanding of standards in all subjects.</p> <p>To increase parental understanding of leadership roles within school, including subject</p>		<p>Improved staff and governor knowledge and understanding of standards in all subjects.</p> <p>Improved parental understanding of 'leadership' of the school</p>	<p>outcomes and next steps.</p> <p>Ensure learning from CPD/research is shared with staff and used to inform practice.</p> <p>Provide shared teaching/lesson study opportunities – share learning and outcomes.</p> <p>Subject report provided for T&L committee/FGB meetings through link governor/subject leader meetings, key updates (written or verbal).</p> <p>Inform parents of leadership roles and responsibilities across the school.</p>	<p>All staff</p> <p>SLT/class teachers</p> <p>Subject leaders and link governors</p> <p>SLT/Governors</p>	<p>from Sept 16 – July 17</p> <p>“</p> <p>Feb 17</p> <p>At least once/year /subject</p> <p>Dec 16</p>	<p>Staff have benefited from sharing good practice and training outcomes and this impacts on future practice and pupil outcomes – raised attainment and improved progress.</p> <p>Improved knowledge and understanding by staff and governors of standards across the curriculum, as evidenced in Link Governor meeting records / Subject updates.</p> <p>Improved knowledge and understanding by parents of the different leadership roles and responsibilities within school.</p>		<p>Staff meetings</p>
--	--	---	---	---	---	---	--	-----------------------

leaders.								
YEAR OF SPORT To raise the profile of Physical Education/Physical Development / outdoor learning through the 'Year of Sport'.	Improved outcomes in physical development for all pupils	Progress and attainment in PE/PD is rising	See PE Action Plan Offer a wide range of intra- and inter-school sports opportunities and competitions. Focus on development of gross and fine motor skills which will also impact on writing outcomes.	PE Leader	On-going from Sept 16 – July 17	Raised profile of PE/PD is evident from outstanding provision and outcomes across the school. ASPIRE values/ELLI evident in children's approach and attitudes. Improved PE skills Improved handwriting and presentation skills.		6x half day leadership time
CHILDREN AS LEADERS To extend the leadership opportunities we already offer our pupils.	Improved progress and attainment	Improved leadership skills	Introduce paired learning across year groups and across the curriculum.	SLT/class teachers	Feb 17	Pupil progress and attainment is improved. Strengthen already strong pupil relationships and behaviours for learning.		
	“	“	Introduce sports / digital leaders	PE/IT leaders	Jan 17	“		