

School Improvement Action Plan 2016 - 2017

Key Priority 1:



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Effectiveness of Leadership and Management

1. In the light of challenging financial climate, to ensure there is a sound financial 3-year plan. Promoting the school with the aim to increase pupil numbers is a crucial part of this. (July 2016: school = 80; Nursery = 11. September 2016: School = 76; Nursery 5)
2. To maintain and improve our effective partnerships with other schools to share and develop outstanding practice across our school and beyond.
3. To research and consider whether the FSU will open to 2 year olds when funding is available to vulnerable families in Sept 2017.
4. To develop an effective devolved leadership across 3 areas of learning to improve 'subject leadership' across the school, which impacts significantly to improve standards and outcomes for children
5. To develop more robust evidence of the existing high quality impact of the Governing Body in securing strong strategic leadership and improvement in standards and outcomes for children.

Final Governor Evaluation, July 2017

Self Evaluation Summary: Leadership and Management

Judgement: Outstanding (Resources, 10.10.16)

STRENGTHS

- Leaders and managers have sustained a drive to secure improvement, there is strong, effective challenge and support because Governors are actively involved in all aspects of school life therefore have a deep understanding of the strengths and areas for improvement. These are effectively monitored, clearly understood and regularly reviewed.
- Leaders and Managers maintain a high focus across all their work on the school's Core Values, Ethos and Christian Character which ensure children's high standards of behaviour, love of learning and participation in the life of the school.
- Governors and HT have been asked by County to share expertise to support another HT & Chair of Governors.
- Governors evaluate their own performance in an annual self-review Healthcheck which identifies strengths and areas for further development and feeds into improvement plans.
- Headteacher and SLT & Governors check the work of the school effectively through rigorous monitoring which actively involves staff and are quick to take the necessary steps to secure improvement. There is strong capacity for sustained improvement to rapidly and securely achieve outstanding.

AREAS FOR NEXT IMPROVEMENT

- Leaders and managers (further develop evidence of high quality triangulation to demonstrate the significant impact of the GB on school improvement).
- Leaders and managers secure a long term stability for the school through investigation of and decisions to ensure effective collaborative working and stable financial security into the future of the school.
- Leaders and managers ensure the school is actively promoted with an aim to increase pupil numbers.
- Governors to consider whether the Nursery will take children

EVIDENCE

Governing Body minutes
APMC Minutes
Headteacher's Report to FGB
Staff meeting minutes
Gov visit reports & triangulation
Ethos Group minutes
Monitoring file
Informal record of parent views
Record of opportunities for parents and community
Honiton Learning
Community information
SIAMs inspection and

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<ul style="list-style-type: none"> •Governors ensure sound financial management with a clear focus on achieving high standards for pupils and all pupil groups. Ensured 4 class structure in challenging financial climate. •Leaders, Managers and teaching staff work collaboratively with a number of external professionals and other local school partnerships in order to secure high standards of Teaching and Learning for children and high quality continuous professional development for all staff, Headteacher leading Primary Support Partnership across Honiton and Axminster Learning Communities, ensuring high quality CPD is ongoing and collaborative to meet the needs of vulnerable children; long-standing link with school and community in Tanzania; developing links across Europe in line with Governors' vision for high quality SMSC development and supporting FBV. •Leaders and Managers have ensured relationships with parents, carers and the local community are of a high priority, as a result these have rapidly improved. Evidence of Parent trust of the School Leadership and Governance is a strength. •High quality Governor questions are sharp and focussed. Impact of Governance is evidenced in minutes and through monitoring. Impact of effective governance evidenced in adapting staffing structures, use of pupil premium to close the gap and sports funding which has seen children's practical skills and the school's standing in local competitions significantly improve. • 	<p>from age 2 come September 2017.</p> <ul style="list-style-type: none"> •To build an effective devolved leadership structure to improve 'subject leadership' across the school. 	<p>Evaluation School Improvement Plan Lesson Observations Talk 4 Teaching records CPD record – staff/Governors</p>
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Overarching success criteria – Term Three – End of Summer Term, July 2017

Success criteria	Evaluation questions	Monitoring tasks and responsibilities, and reporting arrangements.
<ol style="list-style-type: none"> 1. 3 Year Budget Plan is balanced and meets the educational needs of the children – including staffing structure to meet the needs of children in the best possible way. Numbers in school and Nursery have continued to rise. School has been actively promoted and is well thought of in the local community/ies. 2. There is evidence of the positive impact on children's learning and SMSC development from Offwell's collaboration and sharing best practice with other schools/organisations. 	<ol style="list-style-type: none"> 1. Is the budget sustainable over 3 years? Where there has been change, how will standards and outcomes be maintained and improved? Is further support or training needed for staff where there has been change. What are the most reasonable projections for future pupil numbers? What risks/benefits does this present? 	<ol style="list-style-type: none"> 1. Finance Governor report to Resources. Monitor impact of changed way of reporting budgeting to GB (so County and Gov documents are more clearly linked). Pupil No.s in HT reports to Govs. 2. Resources to monitor collaboration and impact. 3. To be defined during year

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<p>3. Governors made and active decision about whether to accept children from the age of 2 years old into Nursery ; if appropriate, changes are in place for a successful start to the FSU to offer high quality provision from September 2017.</p> <p>4. There is evidence of successful devolved leadership within the 3 Curriculum Leadership Teams and evidence of their impact to raise standards and outcomes for children. (T&L Action Plan 2). Staff feel they have made a valuable and valued contribution and can define the impact for children.</p> <p>5. Governors and SLT are able to readily demonstrate the impact of the FGB's strong strategic leadership; triangulation of SIP, monitoring, SEF identifies Governor impact.</p>	<p>2. Has impact of collaboration benefitted all areas of school/all children? Can impact of collaboration be improved?</p> <p>3. If Governors have decided not to change age-range of Nursery, will this decision be reviewed? If change has taken place, how will the impact be monitored?</p> <p>4. What has been the most significant impact of changing Subject Leadership responsibilities? Do staff feel some areas have 'suffered' from the changes?</p> <p>5. Can Governors more easily demonstrate the impact of the FGB?</p>	<p>4. Gov join Curriculum Leadership Team meetings on invitation. Gobs to discuss with teachers when on school visits. Possible invitation to report to GB.</p> <p>5. Governors completing records and documentation, according to plans.</p>
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Term One – End of Autumn Term 2016

Success criteria	Evaluation questions	Monitoring tasks and responsibilities, reporting arrangements
<p>1. Actions have been agreed towards ensuring a three year budget.</p> <p>2. Governors are kept up to date re MAT national and local picture. In-school collaboration has impacted to improve on quality of teaching and learning, learning environments and teacher moderation. Next steps are identified. Headteacher has given and received peer support which impacts on her leadership and management, further</p>	<p>1. What has been done to promote the school?</p> <p>2. Is it appropriate for Governors to actively investigate MAT? Have governors identified the impact of collaboration within monitoring visits? Are plans to support Senior Teacher identifying L&M support?</p>	<p>1. Consider any advice regarding budget. Monitor promotion of school.</p> <p>2. Chair & HT attendance at DAPH MAT information update event 4.10.16 and Small school's Diocesan meeting 11.11.16. Report to FGB</p>

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<p>developing best practice.</p> <p>3. EYFS Advisor visit and advice, requirements for 2 year olds, feedback from EYFS leader courses reported to Govs. SLT, EYFS Leader and Governors feel informed as to the requirements. Prepared to discuss impacts of potential change next term.</p> <p>4. Teams set up and have met (by Oct half term). (see also Action Plan 2: aims identified and shared; initial research/observations shared.)</p> <p>5. Governor visit report formats reviewed and agreed; are used constructively to demonstrate the links to SIP and provide evidence of next Gov step and evidence towards SEF. Governors who make monitoring visits are able to demonstrate clearly the origin of the monitoring plan, the impact of the area being monitored and how their recommend next steps will support further improvement.</p>	<p>3. What are the legal requirements and how does this compare to our current set up for EYFS?</p> <p>4. Have staff managed to meet in teams without impacting negatively on Teaching and learning for children?</p> <p>5. Does Gov monitoring documentation clearly explain to other governors? Is there a plan to clearly triangulate between minutes, visits, SIP and SEF?</p>	<p>3. Receive reports from HT / FSU leader.</p> <p>4. Curriculum to consider opportunities to join Subject Leadership Team monitoring/meetings.</p> <p>5. Governors to review documentation and evidencing. Present and agree plan.</p>
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Term Two – End of Spring Term 2017

Success criteria	Evaluation questions	Monitoring tasks and responsibilities, reporting arrangements
<p>1. The new balanced budget is prepared, focussing on the best decision making to ensure high quality provision that meets the needs of our children.</p> <p>2. Impact of Erasmus+ visit to Spain promotes children’s global understanding & language learning. Moderation with HLC, led by Babcock further develops our internal moderation processes. Senior Teacher clearly articulates benefits of CPD with local schools and impact for Offwell. Learning walks with teaching teams from 2 local schools lead to developments in learning environments at Offwell.</p> <p>3. Governing Board has received advice and has made or</p>	<p>1. Is the budget sustainable over 3 years? Where there has been change, how will standards and outcomes be maintained and improved? Is further support or training needed for staff where there has been change. What are the most reasonable projections for future pupil numbers? What risks/benefits does this present?</p> <p>2. Has impact of collaboration benefitted all areas of school/all</p>	<p>1. Finance Governor to join AB & JD for Finance Advisor visit and to set budget.</p> <p>2. Opportunity to join presentation following visit.</p> <p>3. Decide which Governors/Committee / Working Party will make recommendations to FGB re 2 year olds. Seek advice, discuss and feed to FGB.</p> <p>4. See Curriculum Team Action</p>

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<p>worked towards making a decision whether accepting 2 year olds into the FSU. Governing Board has considered lowering the age range of the school.</p> <p>4. Curriculum Teams (& staff) articulate the impact on teaching and learning towards team targets. Impact is reported to Governors (see individual action plans.</p>	<p>children? Can impact of collaboration be improved?</p> <p>3. Are Governors clear about all implications of both having and not having 2 year olds? What is the parental view and local need? What would implications on staffing costs be?</p> <p>4. Have Curriculum teams impacted to improve attainment and progress?</p>	<p>Plans.</p>
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Tasks	Person	Cost	Start date	Resources	Support	Completion date
2 HT meet local HTs to discuss SIP and plan collaborative working / sharing best practice	AB	HT time	26.9.16	SIP,		26.9.16
2 HT attends HLC Heads meetings	AB	£150	28.9.16 meeting 1			7.12.16 meeting 2
2 HT & Chair attend DAPH MAT update	AB PA	£75 + £50 = £125	4.10.16		DAPH invited speakers	4.10.16
2 AB Application to and attendance at Church Schools Leadership Network initial meeting.	AB	£50/Year £75 supply cost	11.11.16 am	SLTs within network across SW England	National CofE Lead presenting the introduction to this one-year pilot project.	11.11.16 then ongoing for one year.
2 Chair & HT attend Diocesan Small Schools Conference	AB PA	2x £50 = £100 £75 supply	11.11.16		Diocese / Small Schools Network	11.11.16
2 CT 2-day SLT swap with Ass. HT at Redhills to develop identified Leadership areas (+2 days January). CT focus monitoring of T&L / learning environments & feedback to staff.	CT (AB / Redhills staff)	£0	Tbc / Nov 2016	Each SLT member's specific skills/knowledge will be shared with	Support for CT from Redhills HT, Ofsted Lead Inspector.	End Autumn Term, to continue to Jan NPD &

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Redhills focus at Offwell: identification of best practice SEND & support around leading Graduated Response Tool CPD/Planning. Lead towards NPD 3.1.17				other school.	AB offer SEND support/sharing best practice across school.	Spring term
2 – see also T&L Action Plan 2						
4 EYFS Advisor Kerry Thorne visiting Offwell (See also EYFS plan)						
4 see also EYFS Action Plan 5 . Courses attended						

Tasks	Person	Cost	Start date	Resources	Support	Completion date
2. Senior Teacher visit to Redhills, swap with Assistant HT. 2 days.	CT	£0	16.1.17	HTs at Offwell and Redhills		24.3.17
2. Senior Teacher CPD with Stockland & Upottery.	CT	£225	16.1.17	HTs at Offwell and Upottery, each Senior Teacher peer support		24.3.17
4 Curriculum Team meetings	AB / all staff	£300 + HT cover	16.1.17	Peer support. HT as appropriate.		24.3.17

BUDGET SUMMARY

Key Priority	Cost of each priority
2 Collaborative Working, HT attend HLC meetings x2. £75 x2 supply	£150
5. Small rural schools Diocesan meeting	£100
Supply for above	£75
2 DAPH MAT conference	£125
2 CofE Leadership Network Pilot Year joining cost.	£50

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2 Leadership Network introduction morning supply cover	£75
2 Senior Teacher CPD with local schools	£225
4 Curriculum Team meetings, cover	£300