

# School Improvement Action Plan 2017 - 2018

Resources Key Priority: OFSTED 1 Leadership and Management



## **Resources Committee Key Priorities**

1. Leaders and Managers will work to improve long-term financial stability. The 3-year balanced budget will reduce the reliance on Carry Forward . The Nursery budget is balanced with a plan which remains balanced into future years.
2. Leaders and Managers will agree and embed a revised long term Vision for the school. There will be a shared understanding of and commitment to this across the school community and evidence that it is supported by stakeholders.
3. Governors will have confidence in their secure evaluation of our school’s achievements and recognition of next steps within the new SIAMS framework, evidencing high standards across the areas of the framework.

## **Final Governor Evaluation, July 2018**

### **Self Evaluation Summary: Leadership and Management**

**Judgement: Strong good with significant features of outstanding. (FGB: 14.09.2017)**

#### **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. Clear, robust documentation enables high quality practices to be effectively driven by the Governing Board, easily understood by stakeholders and external partners and effectively triangulated.
- 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, and to present as key note speaker at conference (parent engagement).
- Governors regularly and robustly evaluate their own performance, identify strengths and areas for further development and feeds into ongoing 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. All staff are actively involved in the improvement cycle through a highly effective devolved Curriculum Leadership Team approach aligned with SIP and SEF.
- Governors robustly monitor and ensure sound financial management with a clear focus on achieving high standards for all pupils and 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

#### **EVIDENCE**

SIP/SEF development  
 Governing Body minutes  
 Headteacher’s Reports to FGB / Committees  
 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 Evaluation  
 School Improvement Plan  
 Lesson Observations / Lesson Conversations  
 Talk 4 Teaching records  
 CPD record – staff/Governors

#### **Recommendations for 3-year SIP**

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<p>vulnerable children; long-standing link with school and community in Tanzania; ERASMUS+ links across Europe in line with Governors' vision for high quality SMSC development and supporting FBV.</p> <ul style="list-style-type: none"> <li>• 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. The school roll continues to grow.</li> <li>• 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.</li> <li>•</li> </ul>		
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### Overarching success criteria – Term Three – End of Summer Term, July 2018

Success criteria	Evaluation questions	Monitoring tasks and responsibilities, and reporting arrangements.
<p>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.</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>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.</p>
<p>2. There is a clearly understood long term vision for the school which staff and governors clearly articulate. This is understood and supported by the wider community. There is evidence of continued high quality community support for the school and its vision. The school roll continues to grow.</p>	<p>2. Is the long term vision clearly articulated by staff and governors? What is the impact of the revised vision on the quality of parental engagement? Has school roll continued to grow, is there a sustainable plan for pupil</p>	<p>2. Support SLT/staff in promotion of vision. Reporting and monitoring of parental engagement and pupil numbers.</p>

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	numbers?	
<p><b>3.</b> There is robust SIAMS evaluation documentation, supported by evidence which clearly indicates the Governing Board's self evaluation and aspirational next steps.</p> <p>The SIP and vision of the school are aligned with the Church of England's vision for education of children in its' schools.</p> <p>The new SIAMS framework is ready to become part of the school's working practices.</p>	<p><b>3.</b> Can Governors articulate how developments this year have impacted on the Christian education of our school.</p>	<p><b>3.</b> Ethos committee reports shared with Governing Board.</p> <p>Sharing monitors &amp; next steps.</p>

### Term One – End of Autumn Term 2017

Success criteria	Evaluation questions	Monitoring tasks and responsibilities, reporting arrangements
<p><b>1.</b> Actions have been agreed towards ensuring a three year budget.</p>	<p><b>1.</b> Have DCC questions been answered to County's satisfaction?</p> <p>Do Governors understand the implications of new funding formula and are decisions made to enable Governors to present a 3-year balanced budget?</p> <p>Is there appropriate spend on curriculum resources to meet needs? What is the impact?</p> <p>Have grants/additional funding been appropriately sought? What is the impact?</p>	<p><b>1.</b> Consider any advice regarding budget.</p> <p>Report to FGB regarding Devon's questions/answers provided.</p> <p>Report to FGB re new funding formula.</p>
<p><b>2.</b> Stakeholders understand the rationale for revising the long term vision for the school.</p> <p>Stakeholders feel listened to and engaged with the visioning process.</p> <p>There is shared understanding of the direction the revised</p>	<p><b>2.</b> Which forms of engaging with stakeholders have had greatest impact and how can we learn from this?</p> <p>Does the direction of the revised</p>	<p><b>2.</b> Tbc – (??working party??)</p>

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vision will head (ie may not yet be shared articulation).	vision meet the needs and aspirations of / for all our children?	
<p>3. SLT and Foundation Governors have received new documentation (noy yet published at time of writing). There is an agreed 'way forward' towards understanding the new framework and Spring Term plan to develop new/changed working practices as required.</p>	<p>3. Does the new Framework require changes or adaptations to our current practices – are there clear plans to achieve these? Does the direction of the re-visioning align with the CofE's vision for its' schools and children?</p>	<p>3. Foundation Governors to receive and understand new SIAMS framework. Join working party to plan next steps. Participation in / report to GB re Ethos committee.</p>

### Term Two – End of Spring Term 2018

Success criteria	Evaluation questions	Monitoring tasks and responsibilities, reporting arrangements
1. A	1. A	1. A
2.	2.	2.
3.	3.	3.

Tasks	Person	Cost	Start date	Resources	Support	Completion date
1. DAPH Funding forum – HT / Gov / Admin (as appropriate)	AB	tbc	tbc	DfE / Devon information provided		tbc
3 Staff introduced to new SIAMS framework.	CT / AB	Staff meeting time	1.11.17			30.11.17

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## BUDGET SUMMARY

Key Priority	Cost of each priority