

# Lockington CE VC Primary School



## School Improvement Policy

Effective Date:	2020 (V3), 2023 (V4)
Date Reviewed:	Autumn 2023
Date Due for Review:	Autumn 2026
Contact:	Julie Cattle
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Approved By:	Governing Body

## 1 Introduction

- 1.1 Education is concerned with change for the better and improvements in the life chances of children and young people. We want the children in our school to become lifelong learners, and we believe that the adults in our school, and, through them, the school itself, should model an appetite for learning about how to do things better. We are always seeking to make further improvements in the provision which we make for our children; this involves the school, its staff and governors, being keen to learn how we might continue to change for the better. However successful we are, we are committed to school improvement, for the ongoing benefit of our pupils.

It is written within the context of our school's mission statement:

*'to develop lively, enquiring minds and promote outstanding standards of achievement in a happy, safe and caring environment, based on Christian values, which encourage all to show respect and understanding of others.'*

It has also been written in the context of the school's Christian Vision:

*'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven'* (Matthew 5:16).

- 1.2 This school improvement policy follows guidance, from the Department for Education (DfE), Ofsted. It involves the following processes:

- continuously monitoring and evaluating our current practices and overall effectiveness;
- keeping a record of our self-evaluation judgements and the evidence which supports them;
- agreeing our priorities and setting targets for improvement, including targets for pupils' attainment and progress in learning;
- action planning;
- ensuring that resources are deployed appropriately to support our priorities;
- implementing change;
- maintaining the above cycle, beginning with further ongoing monitoring and evaluation.

## 2 Aims and objectives

- 2.1 We aim to continually improve our school by:

- enabling every child to reach their highest possible level of individual achievement and well-being;
- being a self-improving school, while drawing upon any available external evaluations of our effectiveness, and advice and guidance about how to improve;
- celebrating success;
- engaging in critical self-evaluation;
- continuously looking for ways in which we can improve the educational provision in the school;
- involving all stakeholders in our school in this process, including the children, whom we regularly invite to comment on decisions which affect their education;
- engaging in financial planning in order to address our priorities for improvement and ensure that the school gives value for money;
- holding ourselves accountable to pupils, parents and carers, the Local Authority (LA), the DfE (through Ofsted) and the wider community which we serve.

### **3 Monitoring and evaluating school effectiveness**

3.1 Monitoring is the means by which we gather information. Evaluation is a judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning. The school improvement plan identifies specific monitoring and evaluation activities against each action planned to address improvement priorities. Where a curriculum subject is identified in the plan as a priority area, the subject leader monitors and evaluates improvements in that subject throughout the year, through specific monitoring activities included in the plan. Senior staff and governors will commonly be involved in carrying out the monitoring activities specified in the plan. There is an annual monitoring schedule, cross-referenced to the plan.

3.2 A core function of the governing body is to monitor and evaluate the school's effectiveness. The headteacher provides governors with a termly report in which s/he identifies progress against the priorities in the school improvement plan. Governors make regular visits to the school as part of the planned programme of monitoring, and, together with the headteacher, they agree the focus of these visits, in relation to the plan. The governing body monitors and evaluates spending patterns against the priorities for improvement. The planning cycle involves the governing body evaluating the progress of the current school improvement plan, informing the development of the next plan. This gives governors a clear view of the school's strengths and weaknesses.

3.3 In general, we ask ourselves the following questions when monitoring and evaluating our current effectiveness:

- How well are we doing, against our objectives and national standards?
- How do we compare with similar schools?
- What more should we aim to achieve?
- What must we do to make it happen?

3.4 All monitoring judgements are recorded on a Self-Evaluation Form (SEF). The SEF is no longer required by Ofsted. However, effective self-evaluation is a hallmark of good leadership and management, and is expected by Ofsted. We therefore continue to maintain, review and revise our SEF, which is structured against Ofsted's changing evaluation criteria, used in school inspection. The SEF is updated termly following monitoring and evaluation activities. It contains our judgements about our school's effectiveness. It also cites evidence for those judgments. The SEF is a key document, as it sets out what we as a school do well, and where we want to improve. The SEF therefore indicates the key priorities for inclusion in our school improvement plan.

3.5 Pupils' attainment and progress:

We carry out an annual data analysis at the beginning of the autumn term, when we study the school's SATs outcomes and teachers' assessments against National Curriculum levels, or the Early Years Foundation Stage Profile, for each year group in the school. We use data provided by the DfE to find out how well children in our school are achieving, compared with expected standards nationally and with children in similar schools. We analyse the data to help answer the following questions:

- How well do our pupils attain, by the end of each key stage, compared with national age-related expectations?
- What are the trends over time in each core subject, and are standards rising in line with our expectations?
- Do pupils achieve better in some subjects than others?
- Are there significant differences between different groups of pupils achievements?
- How good is the progress made by pupils through the school?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- How strong is the achievement of pupils with special educational needs or disabilities?

- Can we identify any groups of pupils or individuals who are underachieving?
- What has been the impact of any actions we have taken in the past, including interventions to support particular pupils?

This statistical analysis is carried out by the senior team and core subject leaders, and a report is prepared for discussion with the governing body.

### 3.6 The quality of teaching:

The headteacher, other senior leaders or subject leaders observe all teachers working with classes at least once a term. This is part of the responsibility of leaders and managers in the school to monitor the school's practice. This will sometimes involve formal lesson observations carried out by the headteacher, or another designated senior leaders, as part of the performance management process for teachers, but will more usually involve working alongside teachers and discussions with pupils about their learning.

3.7 In the case of formal lesson observations, the criteria that we use have been agreed by all teachers, and are part of our Teaching and Learning Policy. Teachers negotiate the observation date and the focus of the observation reflects either an agreed whole-school focus that is linked to the school improvement plan or to teachers' own performance management objectives. The teacher and the observer follow the observation with a discussion. The observer notes the strengths and areas for development, and gives a copy of this information to the teacher. The headteacher uses the information gained from this monitoring process to help to identify common development points which can be addressed in the school's training programme for continuing professional development. This evidence is also used to inform the SEF.

### 3.8 The quality of teachers' planning:

- subject leaders monitor teachers' medium-term planning in the subject for which they are responsible. The subject leader records any common issues, passes on information about these to the headteacher, and gives verbal feedback to the teachers.
- the headteacher monitors teachers' weekly planning and gives feedback to teachers when appropriate.

### 3.9 The quality of children's learning:

The most important element in monitoring the effectiveness of lessons is an evaluation of how well pupils are learning. In the course of their monitoring activities, which also include reviewing pupils' work and talking with pupils, the headteacher and subject leaders gather evidence about pupils' attitudes to work, the quality of their learning, the progress they are making and the standards that they are attaining.

## 4 Target-setting

4.1 The school sets itself challenging but realistic targets, always aiming for the highest possible standards. These targets are based on the evidence and data gathered through the monitoring and evaluation process. Teachers set attainment targets for their pupils at the beginning of each school year. These are based on pupils' prior attainment and high but achievable expectations of future progress. The targets are discussed with subject leaders and the headteacher. Collated targets for each year group, in the core subjects, including those for SATs at the end of Year 6, are discussed by the headteacher with the governing body in the autumn term. Teachers will review pupils' individual targets throughout the year. Progress towards these targets is monitored termly by the senior leadership team.

- 4.2 All children have personal learning targets. A group of pupils may share common targets, if appropriate. Teachers review these frequently with the pupils and refer to them in lessons and in their marking (see Feedback and Marking Policy).
- 4.3 Teachers have termly pupil progress meetings with members of the headteacher, subject leaders and special educational needs coordinator, when the progress of individual pupils is tracked and discussed. Priorities for additional support or interventions for pupils are planned at these meetings.

## **5 The School Strategic Plan**

- 5.1 Self-evaluation and target-setting inform the priorities in the school strategic plan. The plan will include detail for the year ahead and a summary of longer term priorities. It is reviewed in detail annually in the summer term but will be monitored and evaluated throughout the year through the monitoring activities which it specifies. Learning is always at the heart of the plan which consists of the following:
- reference to the school's mission and vision statement;
  - key priorities which will always include issues related to pupils' learning and achievement, and aspects of leadership and management;
  - the overall intended outcomes which the identified priorities aim to achieve in relation to impact on pupils;
  - the success criteria for each priority in terms of the improvements which we want to see in our provision for pupils;
  - planned actions which will need to be carried out by staff in order to achieve the success criteria;
  - identification of those responsible for the implementation of the actions;
  - specification of the resources which will be required;
  - specific monitoring arrangements, so that the impact of action can be evaluated against the success criteria: who will monitor what, when and how.

## **6 Partnership with other schools**

- 6.1 Our school seeks to work collaboratively with other schools, particularly those in our local professional cluster, in order to bring about improvements in teaching and learning, in leadership and in pupils' achievements. We believe that all schools in our cluster can learn from each other and we encourage our school leaders and other staff to work collaboratively in sharing teaching strategies, planning and policy development.
- 6.2 When appropriate, we draw upon the skills and expertise of local teaching schools, leading teachers and the Local Authority advisors, in order to support our own school improvement strategies.

## **7 Performance management**

- 7.1 The performance management process supports the priorities in the school strategic plan through the perspective of each teacher's work and the achievements of each class on an annual basis.

## **8 Monitoring and review of this policy**

- 8.1 This policy will be monitored by the Chair of Governors in conjunction with the headteacher. It will be reviewed by the governing body every three years or sooner if considered necessary.


**9 Approval and review**


This policy will be reviewed every three years and will be reviewed in the light of any statutory or advisory changes.

Person responsible: Headteacher

Date approved by full Governing Body: 28.02.2024

Date for next review: Autumn 2026

Signed:  (Headteacher) Date: 28.02.2024

Signed:  (Chair of Governors) Date: 28.02.2024