



La Moye School Improvement Plan 2019-2020

(to be read in the context of the Strategic Plan 2019-2023)

John Baudains, Headteacher, Version 3, September 2019

La Moye Strategic Plan Roadmap		
Area	2019-2020	2020-2021
Curriculum: Main Focus	<ul style="list-style-type: none"> • Hampshire Writing • Cornerstones – Wider Curriculum • Curriculum mapping 	<ul style="list-style-type: none"> • Reading • Science • IT
Curriculum: Embedding	<ul style="list-style-type: none"> • Maths No Problem • Jigsaw PSHE • Discovery RE 	<ul style="list-style-type: none"> • Hampshire Writing • Cornerstones – Wider Curriculum
Teaching, Learning and Assessment: Main Focus	<ul style="list-style-type: none"> • Planning the curriculum • Assessment using SIMs • Learning Intentions and Success criteria • Outstanding teacher programme 	<ul style="list-style-type: none"> • Questioning • Lesson Study and peer working
Teaching, Learning and Assessment: Embedding	<ul style="list-style-type: none"> • Feedback • Learning Environment 	<ul style="list-style-type: none"> • Planning • Assessment • Learning Intentions and Success criteria
Leadership and Management: SLT	<ul style="list-style-type: none"> • Curriculum vision • Curriculum mapping • Assessment and SIMS 	<ul style="list-style-type: none"> • Mental Health Strategy • Policy review
Leadership and Management: Subject/Area Leaders	<ul style="list-style-type: none"> • Subject visions • Monitoring • Skill development • Action planning 	<ul style="list-style-type: none"> • Subject policies
Safeguarding	<ul style="list-style-type: none"> • SIMS data recording • Risk assessments- site • Rights Respecting Schools 	<ul style="list-style-type: none"> • Mental Health Strategy • Online safety curriculum • Ensuring compliance through auditing all areas: Health and Safety/Data Protection
Partnership: Children's Voice	<ul style="list-style-type: none"> • RRSA- Bronze • Review PSHE and SRA policies and procedures 	<ul style="list-style-type: none"> • RRSA- Silver
Partnership: Other schools	<ul style="list-style-type: none"> • Western cluster moderation 	<ul style="list-style-type: none"> • School partnership- local school/s

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Action Plan (responsible staff)	Strategic Plan Areas	Outcomes
1. Hampshire Writing (SN)	Curriculum Leadership and Management	<ul style="list-style-type: none"> • 80% of children at ARE in writing and attainment continues to rise. • Progress in writing is good. • Rich, varied writing lessons that children and staff enjoy teaching and being part of.
2. Cornerstones – Wider Curriculum (JB/MS)		<ul style="list-style-type: none"> • Rich, varied curriculum offer as a result of high quality planning • Higher profile of non-core subjects • Better attainment in non-core subjects
3. Planning and Mapping the Curriculum (JB/MS)		<ul style="list-style-type: none"> • Coverage of all areas of Jersey Curriculum can be evidenced • Rich, varied curriculum offer as a result of high quality planning • Higher profile of non-core subjects • Better attainment in non-core subjects
4. Quality of Teaching for Learning:(NR) <ul style="list-style-type: none"> ○ Learning Intentions and Success criteria ○ Feedback (NR) 	Teaching, Learning and Assessment Leadership and Management	<ul style="list-style-type: none"> • Clear learning intentions/success criteria are evident through monitoring. • Children report being clear about what they are learning and how to be successful • Feedback is precise and well used. • Children value feedback and report that it helps them improve their learning. • Marking has impact on progress and future teaching. • There is a high degree of consistency in practice.
5. Continuing to develop Middle Leadership and subject monitoring: (JB/NR) <ul style="list-style-type: none"> ○ Subject visions ○ Monitoring ○ Skill development ○ Action planning 	Leadership and Management Curriculum	<ul style="list-style-type: none"> • Leaders articulate a clear vision for their subject/area which is in line with the school/curriculum vision and is communicated to all staff. • Leaders evidence monitoring in their subject in line with the Leader's Toolkit, and show improvements made as a result. • Leaders have access to ongoing training, meetings etc in order to continue to develop their skills. • Leaders produce reports and action plans that accurately summarise their work and the areas of strength/areas of development for that subject.
6. Rights Respecting Schools (LC)	Partnership: Children's Voice	<ul style="list-style-type: none"> • Bronze award achieved. • Silver award portfolio being completed. • Profile of UNCRC is higher in classrooms and around the school. • Children can articulate with growing confidence what the UNCRC is and how it is important to be Rights Respecting.

