

**LAYER DE LA HAYE**  
**C of E PRIMARY SCHOOL**  
**SCHOOL IMPROVEMENT PLAN**  
January 2012 - January  
2013



## OUR VISION STATEMENT

At Layer de la Haye Primary School we intend to maximise the warm, caring Christian based community spirit by encouraging self respect, respect for the environment, for property and for others. We recognise the supportive value of strong whole school and wider community links and seek opportunities to promote these wherever possible.

We strive to provide a safe, secure, stimulating, varied, purposeful and challenging learning environment where risk taking, ambition and aspirations are nurtured. Through this we aim to enable every learner, both child and adult, to reach their full potential and to grow and develop into reflective, responsible, confident and useful members of the community.

*We strive towards our Vision through our Gospel Values: Respect, Responsibility, Wisdom, Fairness, Courage, Compassion, Hope and Integrity*

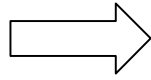
PLEASE NOTE: This School Improvement Plan is focussed on the **development** of specific areas within the school over the forthcoming year; it is not intended as a budget plan nor as a maintenance plan (please see separate documents for these).

\*Different sections of the plan are colour coded

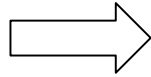
\*Key Objectives for the School are highlighted

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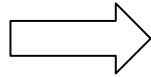
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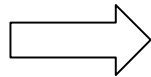
Healthy mind and body



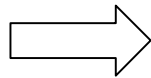
Care for the Environment/Sustainability



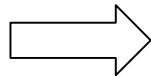
Community Links - School, Church, Local, National, Global



Safe and Secure Environment



Learning Environment



Enterprising Behaviour

## HEALTHY MIND AND BODY

Objective	Success Criteria	Strategy
To raise children's awareness of importance of healthy eating and develop their self respect and responsibility for maintaining a healthy body	A greater number of children choose to eat more healthily at school. Children are keen to develop their cooking skills	Further development of Tuck Shop To promote eating of healthy school dinners: regular year gp invites to parents; regular themed meals Cookery club
To raise children's awareness of importance of healthy lifestyle and develop their self respect and responsibility – together with enjoyment - for maintaining a healthy body	A large number of children participate in a wide variety of sporting activities either through school or outside providers	-Investigate opportunities with GetSet 2012 for Olympic Games; links with Parsons Heath -Travel Plan -Bikeability
To ensure emotional well-being of pupils is high and any areas that affect this are identified and addressed	Pupils enjoy coming to school; they are happy, well motivated and ready to learn	-Anne Lappi (Y3 LSA) to have training to become school's well-being mentor -Maria Hinton (Y6 LSA) to have training to become school's parent support facilitator -Both roles to be encompassed within staffing structure, with adjustments made to current LSA support in order to accommodate this -Regular and on-going well-being support to be provided within school - Regular parent support workshops to be run within school

## CARE FOR THE ENVIRONMENT/SUSTAINABILITY

Objective	Success Criteria	Strategy
To maintain ethos of Eco School Green Flag Award	Whole school community is committed to environmental issues addressed via Eco Schools. Children, parents and staff adopt environmentally friendly	-Eco School Working Party to carry project forward; close links to Wildlife club -Growing from seed and selling to local community; links with Parsons Heath (Karen Johnson) -Mural outside Y1 to depict fruit/ vegetables -Permanent notice board
To develop a sense of responsibility for the natural world; a sense of awe and wonder	Teachers seek opportunities for using outdoor learning environment wherever possible; Children and adults care for living things and gain knowledge about variety of life forms	-Teachers regularly plan lessons that involve the outside environment  -School Council to organise lunchtime outside storytelling
To build children's knowledge and skills in growing and cooking produce; to increase enjoyment of growing and producing own foodstuffs	Children know how to, and enjoy, planting, growing and cooking produce. They have an awareness of the economic and environmental value of sustainability and recycling	-Upkeep and maintenance of allotment, greenhouses and composting -Produce used in school kitchen/cookery club/sold to parents -

## COMMUNITY COHESION

<b>Dimension</b>	<b>Objective</b>	<b>Strategy</b>
<p><b>School Community</b>  <i>The children, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services</i></p>	<p>To further develop home-school support links that will enable greater parent participation and ability to support child's learning</p>	<ul style="list-style-type: none"> <li>- Develop school website; link with Parsons Heath</li> <li>-Develop parent/child education sessions (initially in maths)</li> <li>-Parents invite to class lunches; other occasions, eg mother's day</li> <li>-Develop Parent Partnership model (focus on Key Skills)</li> </ul>
<p><b>Church Community</b></p>	<p>To strengthen links between church and school in order to enhance Christian based community spirit and for each to provide a greater profile in each other's community</p>	<ul style="list-style-type: none"> <li>-To ensure displays of children's work are displayed in church that are linked to joint parish/school partnership with Kenya</li> <li>-Develop 'Messy Church'.</li> </ul>
<p><b>Local Community</b>  <i>The geographical community and the people who live or work in that area (incl LA)</i></p>	<p>To understand the context of our own community and develop a sense of responsibility and belonging</p>	<p>Look for opportunities to strengthen links with local services and businesses</p>
<p><b>UK community</b>  <i>All schools are by definition part of this</i></p>	<p>To develop links that will enhance children's learning</p>	<p>Links with Parsons Heath C of E Primary School, concentrating on areas for development identified from SEF; see separate Action Plan</p>
<p><b>Global community</b>  <i>Formed by EU and international links</i></p>	<p>To develop specific areas of the Global Dimension as identified in the Project Plan in order that children become more aware of their roles and responsibilities as members of a global community</p> <p>To further develop school and parish links with Kenyan School</p>	<ul style="list-style-type: none"> <li>-To investigate ways in which partnership can be embedded within school curriculum and encompass specific areas of global dimension</li> <li>-To involve school and local community in this partnership, initially through information sessions</li> </ul> <p>Kenyan teachers to visit England September 2011; reciprocal visit by Mrs Basker and Mrs Baxter to Kenya February 2012</p>

**SAFE AND SECURE ENVIRONMENT**

*No improvements planned for this academic year*

## LEARNING ENVIRONMENT AND ENTERPRISING BEHAVIOUR

Objective	Success Criteria	Strategy
To further improve standards in teaching and learning so that all lessons are consistently at least good	More opportunities for children to be fully involved in their learning impacts positively on children's progress	<p>Lesson study cycle within school between paired teachers that focuses on specific aspects related to AfL-feedback to all teachers</p> <p>Professional Development between school and Parsons Heath: Y6 mentor model; Y2 sharing of practice: Y3,4 lesson study; Y5 lesson study and role of CT alongside DHT.</p> <p>To form part of 5-school partnership with LA via Consortium to develop AfL strategies throughout the school</p>
To refine school systems for assessment that inform teacher assessments, thus ensuring good progress is made for all children	Teachers assess their pupils regularly and accurately; pupils' progress is closely tracked and slow progress children are identified and targeted	<p>-Refine and monitor whole school assessment systems</p> <p>-Teachers to submit termly assessments in reading, writing, maths and science</p> <p>-Any slow progress (either by child, group or cohort) is quickly identified and addressed accordingly</p>
To heighten profile of science within the school	Science is perceived as exciting, hands-on and a way to develop key skills by both teaching staff and pupils. Standards in science throughout the school are improved	<p>-Embed use of APPs</p> <p>-Working walls</p> <p>-Problem solving in science and using the key skills targets for science</p> <p>-Science Week</p>
To develop key skills across the school (specifically in problem solving and enquiry)	Children develop their problem solving and enquiry skills and as a result are more confident, reflective and independent learners	<p>-Teachers, parents and children to be familiar with key skills' rationale and approach by school to integrate this into children's work. All actively involved in the development of this</p> <p>-Working walls</p>
To develop problem solving skills in maths	Children use RUCSAC model to frame their steps in learning; they are able to make links with previous learning; progress and attainment is improved	<p>-Whole school focus in problem solving in maths, using key skills programme</p> <p>- Key Skills focus week, with particular focus on maths</p> <p>- Link with Parsons Heath</p>
To further develop Children's University project within the school	Uniting Children, Parents and the Community in a common cause. Every child is able to achieve a sense of success in their chosen area(s)	<p>-Regular assemblies to promote further participation by children</p> <p>-Qualifying children to graduate in next CU ceremony</p> <p>-Link with Parsons Heath</p>

