School Improvement Plan

September 2022-July 2023

School Mission Statement: "Learning is the Key to Success"

Context of the School Improvement Plan (SIP):

Areas for development in this plan have been identified through:

- the school's own monitoring and data analysis
- governors' monitoring and evaluation of the previous year's work
- School Improvement Data and whole school data summary
- Statutory Assessment Tasks and Tests (SATs)
- Ofsted Section 5 inspection, June 2017
    OfSTED Priority:
    Sharpening the monitoring of teaching with a clearer focus on how effectively groups of pupils learn and make progress in lessons
    OfSTED priority:
    Extending the current opportunities that pupils have to apply their literacy and numeracy skills in other subjects and activities

    Analysis of DfE documents and research strategies
    e.g. The reading framework Teaching the foundations of literacy, EEF toolkit

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Organisation of the School Improvement Plan (SIP):

The Plan is organised in the following sections:
- Summary of priorities
- Quality of Education (curriculum, reading, writing and maths)
- Behaviour and Attitudes
- Personal Development
- Early Years education
- Effectiveness of Leadership and Management

SUMMARY OF PRIORITIES

Quality of Education

Priority 1.1: Ensure that the curriculum intent, implementation is embedded across the school
1) Embed key T&L principles (including analysis of errors)
2) Teachers are secure in own knowledge to deliver the improved curriculum
3) All subject leaders monitor, review and develop assessment to further improve their subject

Priority 1.2: Reading- improve progress and standards
4) Deliver regular CPD from RWI lead and from RWI specialist
5) Lowest 30%
6) Improve stamina for reading

7) Set up school library

Priority 1.3: Writing – improve progress and standards
8) Improve the teaching of spelling
9) Improve the teaching of handwriting

Priority 1.4: Maths – improve progress and standards
10) Number Sense – teachers know the principles of Number Sense and then the application of skills/knowledge within lessons throughout school
11) To develop reasoning skills for all children. CONT 21-22

Behaviour and Attitudes

Priority 2.1 : Improve attendance for all groups of pupils by
12) Develop whole school responsibility for improving attendance
13) Work directly with pupils (refusers/reluctant attenders) to identify barriers

Priority 2.2: Further improve behaviour and attitudes for all pupils
14) Ensure consistent implementation of the behaviour policy
15) Raise awareness of aspirations, goals and target setting and how this can help them – with links to BLP

Personal Development

Priority 3: Ensure excellent provision for pupils' personal, social, health and emotional needs
16) Improve the whole school approach to supporting pupils with SEMH
17) Take a proactive approach to safeguarding to understand mental health needs of targeted pupils
18) To monitor the quality and range of clubs on offer at lunchtime and after school

Early Years education

Priority 4: Improve the overall effectiveness of early years
19) Monitor the provisions in early years
20) Improve transition into and out of Reception
21) Support the parents and pupils for whom EAL.
22) Adopt the Number Sense approach to teaching early maths

Effectiveness of Leadership and Management
Priority 5: OFSTED Priority: Improve the education through quality first teaching and by sharpening the monitoring of teaching with a clearer focus on how effectively groups of pupils learn and make progress in lessons, particularly disadvantaged (DA) and SEN pupils
DATA shows that a larger % of boys and PP pupils are working below or well below age related expectations
Improve the attainment of boys

23) Extending the RADY approach to writing and maths with a particular focus on boys
24) Introduce Phase leader roles in school
25) To support staff with wellbeing

	Quality of Education				
	Priority 1.1: Make sure the curriculum intent and implementation are embedded securely and consistently across the school.				
	TARGET	DATES COSTS	ACTIONS	SUCCESS CRITERIA:	IMPACT & NEXT STEPS:
1	Embed key T&L principles	Aut, Spr & Sum % of VG salary	- T&L lead has non-contact time to support staff, team teach and support with planning - Recap the A3 guide for successful teaching and learning strategies - Monitoring shows that the LL could be smarter in some year groups – staff meeting time to address this - Research and share ways to identify and address misconceptions in lessons and use as a teaching point - Analyse errors in pupils work to identify the range of reasons for errors and how we can support pupils to prevent this happening	Teaching across the school has: Highly focused lesson design with sharp objectives. High demands of pupil involvement and engagement with their learning. High levels of interaction for all pupils. Appropriate use of questioning, modelling and explaining on the part of the teacher An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups. An expectation that pupils will accept responsibility for their own learning and work independently. Regular use of encouragement and authentic praise to engage and motivate pupils.	
2	Teachers secure in own knowledge to deliver the improved curriculum	Autumn	- Staff meeting/INSET days have sufficient time dedicated to improving the curriculum and staff subject knowledge - Termly/half termly review of subject RAG*	Teaching in all subjects in all year groups is at least good. Teachers are confident in their knowledge to deliver all elements of each subject. In lessons, resources are appropriate and used effectively. Pupil voice shows that there is improved engagement and acquisition of knowledge and skills.	
3	All subject leaders monitor, review and streamline assessment to further improve their subject	Spring & Summer Subject leader release time % of TG salary	- Set as an appraisal target for teachers - Clear and coherent handbook - Regular time for own development - Regular monitoring time of teaching, planning and work produced - Termly/half termly review of subject RAG* - Subject leaders act upon information gathered in the review meetings - Subject leaders improve the assessment criteria (extracting from 'know how to' in handbooks) - Use INSIGHT data to inform leaders about the attainment in their subjects	Subject leaders are confident when leading their subject and delivering staff training sessions. They support teachers where needed and effectively carry out monitoring. Issues identified in the termly review sessions are acted upon swiftly. Assessment objectives on INSIGHT are precise and based upon the 'know how to'.	

Quality of Education					
Priority 1.2: Reading- improve progress and standards				**Lead: Sarah Stokes & Clare Wilkinson**	
	TARGET	COSTS DATES	ACTIONS	SUCCESS CRITERIA:	IMPACT & NEXT STEPS:
4	Deliver regular CPD from RWI lead and from RWI specialist	£4000	- Complete regular monitoring of RWI teaching sessions to identify areas that are a strength and areas for further training - Book training days with RWI specialist - Follow up swiftly on actions set with RWI specialist - Provide RWI training to all staff analyzing assessments	The teaching of early reading is excellent and consistent across school. Pupils make excellent progress: 80% of pupils pass the phonics screening check in Year 1 94% of pupils pass the resit in Year 2	
5	Target the lowest 25% attainers in reading.	Autumn £3000 % of TA time and SS time	- Attend CPD sessions to upskill (Supporting lowest 20% readers course 26.9.22) Also webinar 13.9.22 (National College) - Pupils have an appropriate home reading book matched to their ability - Monitor reading records to ensure pupils are heard read at least 4 times per week, preferably every day - Lowest 25% readers – data –analysis of papers- measures in place – impact - Provide appropriate interventions to accelerate progress in reading (PT, 1:1 tutoring, school-led tutoring etc) - All staff clear on list of names and provision - Parental involvement (see bank of ideas)	Provision for the lowest 25% is bespoke to the pupils' needs. Reading progress for those who are well below and pupil premium boys who are below will accelerate. Increased proportion of pupil premium children meeting age related expectations – 6% in each year. Progress data for end of KS2 is 0 or positive for the cohort, disadvantaged and boys.	
6	Improve stamina for reading	Spring	KS2 Sats – 50% - 75% of pupils attempted the later questions - End of Y5 into Y6 how do we help prepare for stamina of 3 tests in SATs? - Clear guidance for when to mix questions and skills so children to move from one to another easier. - Revisiting texts/when texts are taught in topic weeks to enhance contextual understanding and inference skills. - Development of vocabulary strategies and making links/connections. KS1 - comprehensions	Reading stamina will improve. Pupils will be able to 'unlock' texts more easily. Children will be able to time manage and pace themselves through assessments so that they complete within given time frame.	

	TARGET	COSTS DATES	ACTIONS	SUCCESS CRITERIA:	IMPACT & NEXT STEPS:
7	Set up school library	£10,000	- Purchase furniture - Audit and purchase books - Plans for use, including parents using after school - PUPIL LED – reading ambassadors	We have a school library that can be used at any time of the day. Books will be selected, displayed and promoted according to the Ofsted Reading framework guidance. Children will use the library for borrowing, browsing, revisiting and retelling stories.	

Quality of Education					
Priority 1.3: Writing – improve progress and standards					
Lead: Verity Graham					
	TARGET	COSTS DATES	ACTIONS	SUCCESS CRITERIA:	IMPACT & NEXT STEPS:
8	Improve the teaching of spelling	RWI spelling books Y2-Y6 £560 Spelling frame Y2-Y6 £360	- RWI strategies are used in writing lessons to support with spelling - All classes to have RWI chart to support with pupils identifying the correct sound - Staff training on the use of the RWI chart - Staff refresher on the use/expectations of RWI spelling - Personalised staff support where needed - Spelling frame homework – online or printed - SENDCO involvement for pupils with identified needs in spelling, involvement of CADMUS if appropriate	Pupils' have secure knowledge of the spelling/rules and is applied when writing. Increased spelling knowledge frees up pupils' working memory to focus on other elements of writing (composition etc). Pupils with specific spelling difficulties receive targeted support and make progress.	
9	Improve the teaching of handwriting	Twinkl handwriting scheme/ resources (already subscribed to Twinkl £2000 per year)	- Conduct research into teaching writing and the focus on transcription - Create a guide for teachers to use for developing successful writing e.g. seating, pencil type, pencil grip… - Discrete, well-planned fine motor sessions are on the timetable for younger pupils and - Dedicated, well-planned handwriting sessions are on the timetable - Staff training on the correct formation (use of RWI rhymes) and vocabulary (ascenders, descenders, etc.) - Staff training on analysing pupils' needs from observing chn writing and looking at work produced - All staff model the correct handwriting when writing at all times for pupils	Pupils sit at the tables in an appropriate position with a suitable grip. Writing is increasingly legible, of a suitable size with letters formed correctly. Teachers use the strategy bank to ensure that pupils with difficulties are supported with an appropriate adaptation which meets their particular needs. Fluent writing frees up pupils' working memory to focus on other elements of writing (composition etc.).	

| | | | - Handwriting activities are sent home for pupils to practise
- Develop a bank of strategies for teachers to try with pupils who with fine motor difficulties
- SEND CO is involved and support from external agencies is sought where necessary | | |

Quality of Education
Priority 1.4: Maths – improve progress and standards   Lead: Teri Gibbons

	TARGET	COSTS DATES	ACTIONS	SUCCESS CRITERIA:	IMPACT & NEXT STEPS:
10	Principles of Number Sense are applied to when delivering lessons	£1000 for Number Sense resources and CPD	- All staff know the principles of Number Sense - Staff apply the number sense strategies/ skills/knowledge when planning lessons - Staff model the use of these strategies - Encourage pupils to use the principles when working with numbers	All staff across school are confident with Number Sense approach to teaching of subitising, addition and subtraction facts. The approaches in Number Sense are used consistently in lessons and pupils use and apply their knowledge.	
11	To develop reasoning skills for all children Continued from 21-22 as target not achieved	Summer	- Deliver CPD on 'what is reasoning' - Look through their own teaching lessons so far to identify opportunities where reasoning activities were planned in. - Evaluate the range of reasoning activities to ensure that pupils have sufficient opportunities to practice reasoning - Create a resource bank of ideas of activities that develop reasoning to support staff when planning. - To conduct further research into mathematical reasoning and share with staff - To support teachers with planning and delivering lessons and assessing pupils' reasoning skills.	Teachers to have high expectations for all children to be able to reason. Children are observed using reasoning skills and giving explanations during all lessons not just maths lessons. Children perform well on reasoning questions in the end of year assessments. Progress from KS1 – 2 is positive.	

Behaviour & Attitudes
Priority 2.1: Improve attendance for all groups of pupils by: Lead: Clare Wilkinson

	TARGET	COST DATES	ACTIONS	SUCCESS CRITERIA:	IMPACT & NEXT STEPS:
12	Develop whole school responsibility for improving attendance	Autumn £3,000 for SLA with S4S Proportion of attendance officer salary	- Instill training for all staff - Attendance focus week in school - Share outcomes of persistent absentees with all stakeholders - Assign an Attendance Governor - Liaise regularly with LA - Focus on strategies for preventing poor absence - Share attendance data with staff - Attendance newsletters - Raising awareness of the impact of good and poor attendance - Review letters sent out and make improvements - Target parents of PA at parents evenings	There is a collective responsibility for attendance in school. All stake holders know the importance of good attendance. Increase in global attendance to be in-line with national figures.	
13	Work directly with pupils (refusers/reluctant attenders) to identify barriers	Autumn CW proportion of salary	- Research and read articles on supporting and improving attendance - Act upon any strategies/approaches identified in research - Analyse attendance from 2021-22 to identify pupils with poor attendance and the reasons for not attending - Identified pupils complete Edukit in Aut 2 and analyse outcomes - Regularly, but ½ termly minimum, analyse attendance data for all groups and drill down to individual pupils - Allocate a member of staff for specific pupils with whom they have a good relationship to check in, check on and check out with.	Pupils with poor attendance feel supported in school and they know that school will help where possible. Barriers identified have been overcome. Pupils' attendance is improved.	

Behaviour & Attitudes
Priority 2.2: Further improve behaviour and attitudes for all pupils   Lead: Ross Worthington

TARGET	COST DATES	ACTIONS	SUCCESS CRITERIA:	IMPACT & NEXT STEPS:

14	Ensure consistent implementation of the behaviour policy	Autumn Spring Summer ½ termly analysis	- Share new policy and rationale with all stakeholders - Monitoring the consistency of how the policy is applied in lessons, around school, at break and lunchtimes. - Feedback from monitoring and supporting identified staff - Analyse the incidents uploaded to CPOMS and act upon the information - Give more support to pupils who find it difficult to regulate their emotions/actions - Pre-emptive meetings to support identified pupils - Leaders model the policy at all times - Regularly revisit to the policy and expectations with all stakeholders	All staff apply our restorative behaviour principles consistently and fairly to ensure that we have an environment where pupils feel safe and valued. Pupils feel well supported by staff and have good relationships. They feel that their opinion is valued. Pupils interact positively with one another and treat one another with respect. Pupils know that there is zero tolerance for bullying, peer-on-peer abuse and discrimination. Staff deal with issues quickly and effectively (where they occur), and to not allow them to spread.	
15	Raise awareness of aspirations, goals and target setting and how this can help themselves – with links to BLP	Assembly times	- Raise awareness by delivering assemblies on aspirations, goals and target setting - Re-visit the four BLP learning dispositions - Award certificates for each identified learning disposition - Share examples, ideas and strategies for goal setting and the impact it can have them as individuals - Help pupils to set short, medium and long term goals - Improve knowledge of the education system/journey, importance of R,W,M; when they have choices in their education (e.g. Year 9 options); what happens at the end of each KS. - Expose children to a range of vocations, the skills/knowledge needed to apply for those jobs - Teach children about application forms and interviews through links to School Council - Invite people to talk about their jobs, the enjoyments and difficulties - Discover the links made to Skills Builder	Pupils have an improved awareness of key milestones in their futures and an understanding of what happens when. They have positive attitudes and commitment to their education as they know the purpose. They are motivated and show resilience when they meet difficulties. Pupils are committed to learning, through BLP and know how to study effectively, are resilient to setbacks and take pride in their achievements. Pupils understand the difference between goals, target setting and aspirations and the importance this has on their future lives.	

Personal Development
Priority 3: Ensure excellent provision for pupils' personal, social, health and emotional needs   Leads: C Wilkinson, Emma Yates

	Target	COSTS DATES	ACTIONS	SUCCESS CRITERIA:	IMPACT & NEXT STEPS:
16	Develop whole school approach to supporting pupils with SEMH	Storm break cost £2000 (training and release time)	WAVE 1 - Deliver whole school Stormbreak training to and get 'buy-in' from all staff - Fully train staff in selecting and delivering Stormbreak sessions and monitor sessions delivered - Additional training and resources for lunchtime supervisors to incorporate Stormbreak into every part of the school day - Identify Stormbreak Champions/ambassadors to keep the profile raised - Regularly discuss stormbreak sessions during staff meetings to share successes and issues identified WAVE 2 - Write the implementation plan for the issue 'Does every child get the provision they need?' - Fully analyse and share findings of Boxhall profiles Include pupils/parents interviews/voice	Pupils' increase their confidence, resilience and knowledge so that they can keep themselves mentally healthy. Leaders are confident that all pupils are receiving the support that has been identified as a need. Through rigorous monitoring and feedback, all pupils receive high quality support.	
17	To take a *proactive* approach to safeguarding to understand mental health needs of targeted pupils	Edu-kit £600	- To complete Edukit with all children on safeguarding register in Aut 1 - Complete Edukit for all children in KS2 in addition to children on the SG register to identify any underlying MH concerns for children who have not yet been identified and supported - Analyse needs that are highlighted from Edukit - Research and find ways to support pupils with needs identified - Identify additional staff members from across the school to support with the running of Edukit - Consult external agencies for additional support - Develop a highly effective nurture unit	Pupils on the safeguarding register are supported well and their needs are known. The safeguarding team have an insight and understanding of each child's self-perception and particular areas of concern. Appropriate actions/support are put in place.	

	TARGET	COSTS DATES	ACTIONS	SUCCESS CRITERIA:	IMPACT & NEXT STEPS:
18	To monitor the quality and range of clubs on offer at lunchtime and after school	Each half term on the clubs that are running	- SLT and P.E. co-ordinator to conduct drop in sessions on all clubs during the year to ensure that quality provision is provided. - Gather pupil perceptions of the range of clubs offered and the quality of the clubs attended - Gather parent perceptions of the range of clubs offered - Address any matters arising from monitoring and work with appropriate staff who need support.	Clubs will be high quality sessions and meet the needs of the children. SEMH assessments to take place at the beginning and end of sessions to measure impact. Leaders will be confident, through pupil and parent voice, that the school meets the needs of pupils for wider curriculum opportunities.	

Quality of Early Years Education					
Priority 4: Improve the overall effectiveness of the early years					
	TARGET	COSTS DATES	ACTIONS	SUCCESS CRITERIA:	IMPACT & NEXT STEPS:
19	Monitor the provision in early years	ongoing	- Build relationships with team and an agreed supportive approach to monitoring - Regular management time covered by SD to enable DdV to spend time in Reception – what are the children doing? - Visual / learning walk of environment and provision on offer. - Monitor staff use of core language principles – radiator, magnet, conversationalist. - Collate and analyse data, ensuring that timely support is given to those who need it. - Give constructive feedback following monitoring using the 'post-observation feedback' crib sheet	Success of curriculum will be maintained. Language principles developed in previous years will continue and embed with new staff. Children will continue to make accelerated progress in their learning and attain well in relation to their point of entry (based on Wellcomm and baseline data).	
20	Improve the transition for children moving from EYFS into Year 1	Key events, e.g. Christmas, Easter, and in the	- Introduce continuous provision in Year 1. - Create opportunities throughout the year for joint Reception / Y1 activities, e.g. Nativity at Christmas. - Improved / increased transition days in the summer term (on top of the whole school transition day), including new class	Year 1 will have basic continuous provision areas set up and ready to be used. (CP now called Discovery Time).	

		summer term.	teachers coming on Reception summer trip and spending time in the unit and reading stories.	Children will feel they know their new teachers and rooms before moving up. Children will feel happier and less worried about moving into Y1.	
21	Support the parents and pupils for whom EAL.	Support from JC in Spr Ready to use in Sum term	- Consider the paperwork processes required for enrolling/registering pupils at Pinfold (offer in different languages) - Look at how we can share information with parents to enable a clearer understanding - Spend time with Hillary staff and discuss what systems they find effective	Parents with EAL feel supported by school and have a better understanding of school life. Parents work with school to secure improved outcomes for their children.	

22	To develop the teaching of maths using the number sense approach	Autumn
		
		 Spring
		
		 £1000
			- July meet with EY class teachers and share resources that they can have a look at before September.
			     • Planning overview
			     • Example weekly plan
			     • Progression summary
			     • A look around the website
			 - Meet all EY staff between the 7th-9th September
			 - Watch introductory training Pt 1 and 2. Time given to discuss and ask questions.
			 - Share first weekly plan with teachers.
			 - Re- visit regularly to discuss and evaluate.
			 Coaching
			 - On- going training and coaching with Math Lead and online Number Sense courses. Modelling and team teaching 22-9-22
			 - Teachers- Number Sense in-depth training and repeat for TAs
			 Monitoring
			 Drop-ins, lesson observations, data, pupil observations
			 Education materials
			 Access to Number Sense resources for all EY staff
				The structured and systematic approach leaves nothing to chance and is for **all** children. All staff will develop their knowledge, understanding and confidence in early number. Teacher's pedagogy will improve through the rich CPD and resources on the Number Sense site. Children will be much more accurate and confident in number and number formation	

Leadership & Management
Priority 5: OFSTED Priority: Improve the education through quality first teaching and by sharpening the monitoring of teaching with a clearer focus on how effectively groups of pupils learn and make progress in lessons, particularly disadvantaged (DA) and SEN pupils
DATA shows that a larger % of boys and PP pupils are working below or well below age related expectations Improve the attainment of boys

	TARGET	COSTS DATES	ACTIONS	SUCCESS CRITERIA:	IMPACT & NEXT STEPS:
23	Extending the RADY approach to writing and maths with a particular focus on boys	Autumn £3,000	- Set as an appraisal target - RADY pupils are identified and uplifted for RWM - SMT research strategies from the RADY website to support with ideas to roll out in school, including 'Poverty Proofing' schools research - Senior managers support teachers with strategies to accelerate progress - RADY focus in PPM, identifying provisions put in place and barriers to learning - Full analysis of RADY children's skills and knowledge/areas of weakness/lack of understanding - Analysis of RADY pupils SAT gaps – identify patterns to allow staff to address common misconceptions	All staff 'buy in' to the RADY process and understand their role in identified pupils meeting their uplift. Teachers feel supported and able to make a difference to the identified pupils' attainment. Identified pupils make accelerated progress move closer to /meet their uplifted attainment target. The gap in attainment between disadvantaged and non-DA is reduced. The gap in attainment between boys and girls is reduced. Any pupils who were previously RADY maintain their uplift.	
24	Introduce phase leader roles in school	Autumn Costs of associated TLR £4,000	- Evaluate the working systems in school and how the phase leaders can support in improving the day to day running - Work with phase leaders and agree roles & responsibilities to ensure the role meets the specific needs of our school and that the phase leaders feel that they have the appropriate time to complete the role - Introduce termly/half-termly phase leader meetings to openly share successes, areas of need, issues, ideas for the future - Leaders at all levels take responsibility for creating agendas at fortnightly meetings - Focus on the policies we have in school and how these policies can support with conduct, relationships, etc - Coaching/mentoring for support with specific issues	School runs smoothly on a day to day basis. All staff feel confident to speak to a phase leader to get support when needed. Staff feel they contribute to whole school improvement. Phase leaders feel supported by SLT and their own leadership skills are improved.	

| 25 | To support staff with wellbeing | Ongoing

Edu-kit costs for staff | - Set priority on first day INSET in September with wellbeing and commitments from SLT with ways they can help staff
- Highlight the need for all staff to take responsibility and being committed to helping themselves
- Introduction of phase leaders provides another source of support
- Use Edukit staff wellbeing audit tool for staff to complete anonymously
- Analyse the findings to identify common areas of need
- Further research into how to support staff
- Introduce phase leaders as an additional person to go to for support | Staff feel well supported in school and actions of leaders show they genuinely care about their wellbeing by upholding their commitments.
Staff have strategies, from experimenting, that helps deal with day to day pressures and emotions. | |

Award	Responsible	Progress towards achieving recognized awards	Achieved by
Food for Life	C Wilkinson	<u>Bronze Award</u> B2.2 and B3.1 achieved and approved(13.10.21) 2/27 complete 5.7.22 – 27/27 completed <u>Silver Award</u> S.2.3 and S2.5 achieved(28.9.22)	Bronze award achieved July 22
Arts Mark	M Steventon		
Skills builder award	R Worthington		Bronze Achieved June 2022