SCHOOL IMPROVEMENT PLANNING

2019-2020
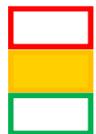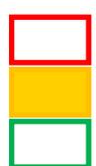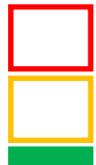
School Improvement	Whole School Priorities
1—Quality of Education **Governors:**	**1.1** To raise attainment in reading, writing and maths at the end of each key stage and accelerate progress in each year group including early years. **1.2** To review all the Foundation subjects curriculum currently in place ensuring key skills are being taught progressively and effectively across the school and embedded with experiences. **1.3** To ensure sessions in the foundation subjects are experiential and hands on using Floor Books to document the child's journey where possible.
2—Behaviour and attitudes **Governors:**	**2.1** To rigorously track attendance and take action to reduce overall and persistent absence. **2.2** To ensure expectations are high and behaviour systems consistently applied across the school; reduce pupil exclusions. **2.3** To promote the independence and resilience of children through the role of sports leaders, play leaders and the chatty council enabling pupils to have a
3—Personal development **Governors:**	**3.1** To support the emotional needs of leaners through clear SEN interventions based on emotional needs. **3.2** To promote pupils' mental health and wellbeing through a focus upon SMSC and engagement in sporting activities.
Leadership and Management **Governors: DH YR**	**4.1** To continue to improve the quality of teaching and learning across the school through developing the roles of middle leaders to support in the delivery and evaluation of the curriculum. **4.2** To improve outcomes for SEND pupils through specific targeted intervention matched to pupils' needs.
5—Early Years Budget allocation: £1,000 EarlyExcellence **Governors:**	**5.1** To further improve the quality of provision in early years for 2-5 year olds through thorough planning and recording systems in order to raise attainment and accelerate progress. **5.2** To embed clear progression within the continuous provision across early years and KS1 including the outdoor area.

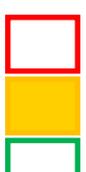| 1. Quality of Education		
1.1	**1.1** To raise attainment in reading, writing and maths at the end of each key stage and accelerate progress in each year group including early years.	

Milestones	RAG	Evaluation against Success Criteria
Changes made to timetable to allow greater opportunities to reading, writing and maths without detracting from the wider curriculum.	🟥⬜ 🟨⬜ 🟩 (green filled)	Timetable adaptations made to allow 90 minutes maths in KS2 and 15 minutes for phonics across KS1.
Catch up English writing programme established within KS2 to close gaps from the previous year by October half term.	🟥⬜ 🟨 (amber filled) 🟩⬜	Catch up programme completed by autumn half term shows writing across KS2 in line with last academic year with the exception of year 5.
RWI streaming using technology and online learning if necessary to close gaps within phonics.	🟥⬜ 🟨 (amber filled) 🟩⬜	RWI development days increased to half termly to cope with gaps and restrains caused by COVID. Enhanced support package bought to secure high level online content.
KS1 to be given 15 minutes extra to prioritise reading and phonics every day.	🟥⬜ 🟨⬜ 🟩 (green filled)	KS1 complete phonics daily 12.45-1.00 following guidance form RWI development days and monitored by REI lead.
To 15 minute sessions for reading created for all classes so staff can dedicate time to home reading and Reading Buddy in addition to current systems.	🟥⬜ 🟨 (amber filled) 🟩⬜	Reading buddy taking place in two guided reading session and two assembly sessions each week. Monitoring of the system does not allow for clear data to show impact.
Clear tracking systems for reading, writing and maths established so progress can be seen weekly without having a detrimental effect on staff workload.	🟥⬜ 🟨⬜ 🟩 (green filled)	Big maths monitoring is seamless and embedded into daily practise. Reading buddy monitors thoroughly and helps support NFERE assessments but is limited for staff.

Success Criteria	Monitoring Activities
Gaps will be closed for all children with increased proportions being on track for ARE within CLIC/ SAFE and internal writing tracking by the end of the first term through whole school provision in the first half term. Gaps will continue to be closed in the second half term through high quality and extended provision alongside targeted intervention.	• Weekly monitoring from SLT • RWI development days and BigMaths development days • Intervention model tied to PM

1. Quality of Education

1.2	**1.2** To review all the foundation subjects currently in place ensuring key skills are taught progressively and effectively across the school and embedded with experiences.

Milestones	RAG	Evaluation against Success Criteria
All subject leaders to ensure their subject has an up-to-date policy, intent statement reflecting the school ethos and a skills ladder showing expectation of our school in place.	🟧 (amber filled)	Policies and intent statements all in place and on website. Skills ladders created by SLT to map whole school curriculum but need to be shared with staff and CPD provided. Chris Quigley CPD booked to support this.
Foundation subjects overviews to be reviewed to ensure topics are meeting the National Curriculum and coverage to teachers is clear.	🟩 (green filled)	All foundation subjects meet at least the NC and are now tied in line to school ethos.
PE to be a priority in the Spring term ensuring teachers are aware of the schemes and systems in place and that skills progression is evident throughout year groups.	🟧 (amber filled)	RE training through LA sourced with SLA hours and LA training attended. RE pedagogy has significantly and teachers are confident in delivery. Time is now needed to embed RE across the school year.
RE and DT to be a priority in the Autumn term ensuring teachers are aware of the coverage required throughout school and that skills progression is evident across the year groups.	🟧 (amber filled)	RE and DT CPD provided to staff and DT is visible around school. Schemes provided as a template to support staff in more difficult concepts. More CPD for DT needed.
To provide SIMS training to staff to ensure foundation subjects are assessed accurately and support systems are there for subjects delivered during golden time.	🟧 (amber filled)	Floor books and skills ladders are helping staff make more accurate assessments.
To review the experiences received by the children during each school year and topic to ensure relevant coverage and extension where possible and to review the current passport system used in school.	🟧 (amber filled)	Experiences limited due to COVID. Passport system currently abandoned following staff feedback with more pertinent system introduced later in the year.

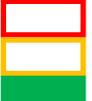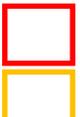| Success Criteria	Monitoring Activities
• The foundation subject curriculum will develop pupils' knowledge, skills and understanding more effectively over time. • Attainment data will be in place termly for all subjects and subject leaders will be able to explain data in terms of progression. •	• SIMs monitoring termly • Staff meetings feedback • Planning scutinies

1. Quality of Education		
1.3	**T**o ensure sessions in the foundation subjects are experiential and hands on using floor books to document the child's journey where possible.	

Milestones	RAG	Evaluation against Success Criteria
Floor book CPD to be delivered to all staff so staff understand the concept of floor books and how they can reduce workload if used effectively.	🟥🟧🟩 (green filled)	CPD provided by staff research and online early excellence 5 hour training.
Model floor books to be provided as an example of excellence to staff using current KS1 subjects.	🟥🟧🟩 (green filled)	Model floor book introduced by standard of staff floor books now high enough to not need model.
Floor books embedded throughout KS1 for all foundation subjects and in some subjects in KS2 (Computing, French, RE, Art, Music, PSHCE)	🟥🟧🟩 (green filled)	Floor books embedded across KS1 and mostly embedded in KS2.
Collaborative learning training to encourage staff to deliver a hands on approach to embed learning and make experiential learning embedded within all lessons.	🟥🟧 (amber filled) 🟩	Staff meetings provided for teachers to meet as a team to plan collaboratively and to encourage experiential learning. Early Excellence CPD to try and encourage staff to think about provision in the classroom to allow children to e more hand on.
Staff meetings in place at least every other week to give staff an opportunity to develop their knowledge on floor books, reflect on the foundation subjects and raise any issues.	🟥🟧🟩 (green filled)	INSET directed to twilights to allow two staff meetings a week in Autumn term to allow a focus on foundation subjects without reading and writing CPD falling behind in Autumn term.
• Floor books will be embedded within KS1 allowing children a more experiential curriculum with practical learning. • Within Key Stage one provision ill be in place to enhance learning alongside floor books.	• Book/Planning scrutinies • Learning walks	
		🟧 (amber filled)

2. Behaviour and attitudes		

2.1	To rigorously track attendance and take action to reduce overall and persistent absence.	

Milestones	RAG	Evaluation against Success Criteria
Attendance improvement strategy to be created with a clear plan for reward systems for positive attendance and robust systems to deal with poor attendance.		Attendance strategy in place and being followed rigorously.
Regular meetings to be scheduled with AIT to ensure leaders can be swift when dealing with persistent absentees.		Meetings in place with pastoral team and advice sought when needed.
Weekly assemblies every Monday to report attendance to pupils and reward pupils who have had good attendance. Attendance details shared with parents in weekly newsletter. Incentives and rewards given to individuals and classes not only for 100% attendance but for above 96% attendance and improved attendance.		Monday assemblies continued and children are still enthused to attend school through reward offered.
Ticket system re-introduced to encourage children to come to school on time.		Ticket systems now well-established.
Office staff to work alongside the pastoral team to ensure they record all absences correctly on SIMS and telephone parents before 9.30 on every day of absence. Office staff to also record any patterns in absence or leaving school at irregular times and share with pastoral team.		All absence recorded and office staff have been trained on how to record COVID related absence and appropriate next steps for isolating families.
Attendance to show an improved upward trend and meet national averages		Attendance was initially in line with national at the beginning of the year and has continued to be better than last year.

Success Criteria					Monitoring Activities

ATTENDANCE	2018/19		2018/19		TARGET
	School	National	School	National	
OVERALL	94.9%	96%	n/a	n/a	96%
PERSISTENT ABS	14.7%	8.3%	n/a	n/a	10%

Attendance of year groups to be shared with HT weekly for newsletter

Anthony Conlin analysis to be completed half termly.

2. Behaviour and attitudes		
2.2 To ensure expectations are high and behaviour systems consistently applied across the school; reduce pupil exclusions.		

Milestones	RAG	Evaluation against Success Criteria
Assemblies in place three times weekly to promote school rules to re-embed school ethos to children. Assemblies to be split into key stages to allow more focus to the children.	(red/amber/green — green filled)	Assemblies have a clear focus— Monday attendance, Tuesday—school themes, Wednesday—Open the Book. Splitting to key stages has allowed these to be aimed at a correct pitch for children.
Good behaviours encouraged by all class teachers and re- embedded using clip boards and golden time. Clip boards to be handed in to head boy and girl weekly.	(red/amber/green — amber filled)	Behaviour remains markedly improved from last year due to systems in place in school. Behaviour training planned for January 2021 to remind all staff of existing policy and protocol with clipboards.
Clear programme of assemblies to promote cultural awareness and current issues.	(red/amber/green — green filled)	Programme in place in line with previous years and tied to national curriculum and school agenda. Assemblies also adapted to reflect current affairs.
PSHCE to continue to be a high priority with three sessions a week alongside specialist support through Place2Be where needed.	(red/amber/green — green filled)	PSHCE continues to be a strength and three weekly sessions are planned alongside Place2Be and lego therapy. Suicide awareness and mental health whole school initiative planned for January.

Success Criteria	Monitoring Activities
Pupils will be confident, happy and settled in a usual routine on their return to school Number of fixed term exclusions will decrease.	Weekly review of clipboards shared through newsletters and assembly on a Friday. (amber filled)

2. Behaviour and attitudes		
2.3	To promote the independence and resilience of children through the role of sports leaders, play leaders and the chatty council enabling pupils to have a voice.	

Milestones	RAG	Evaluation against Success Criteria
Chatty council to meet weekly and be given a grant for a project that will have impact on the wider school community. (garden / anti bullying policy)		Chatty council members selected and have worked on road safety this term. Meetings currently not taking place due to school risk assessment.
Sports leaders re-established to support younger children on the yard and ensure each class has boxes of equipment to use.		Sports leaders in each class known and equipment purchased to allow all bubbles to play safely.
OPAL re- embedded using children's voice and with support from chatty council / sports leaders.		OPAL currently not re-established due to school risk assessment. OPAL golden time afternoons do continue.
Digital leaders in place ensuring radio station is in use, laptops are in working order and digital issues are raised to SLT.		Digital leaders currently not established due to covid restrictions.

Success Criteria	Monitoring Activities
Pupils have a visible voice within school and there is an impact to their work.	1/2 termly meetings with chair of governors to have a focus on behaviour Termly feedback completed by chair / vice chair.

3. Personal development			
3.1	To support the emotional needs of learners through clear SEN interventions based on emotional needs.		

Milestones	RAG	Evaluation against Success Criteria
Place2Be to be given a high priority to children and families both remotely and in person.	🟥🟨🟩	Place2Be adapted model in place to allow more children to access intervention. Place2talk and support for adults also re-established following lockdown.
Lego therapy training for all TAS so therapeutic support can be given in all classrooms.	🟥🟨🟩	7 week lego therapy course completed by all TAs. Lego therapy intervention in place in all classrooms.
Increased SLAs to external agencies such as ASC team, OT, EP, private SALT and EWEL team to support children and teachers on an individual basis.	🟥🟧🟩	All SLAs in place and risk assessments created to allow these specialists into school as a priority.

Success Criteria	Monitoring Activities
• Pupils' emotional needs to be met through improved use of external providers and increased staff knowledge.	Half termly meetings with SEN governor.
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3. Personal development		
3.2 To promote pupils' mental health and wellbeing through a focus upon SMSC and engagement in sporting activities.		

Milestones	RAG	Evaluation against Success Criteria
Daily mile established weekly for all year groups and recorded so children can celebrate their improvements. Clear route mapped out for children to practise in their free time.	🟥⬜ 🟧⬜ 🟩 (green filled)	Weekly mile established, signs purchased and tracking shows children making improvements.
Daily sports clubs a priority once clubs re- start in school. Football club to be in place from September.	🟥⬜ 🟧 (amber filled) 🟩⬜	Football club every Friday and OPAL club sourced for January.
Higher amount of external providers used with a focus on sport. School Sports Partnership used to have a greater range of activities within school.	🟥⬜ 🟧 (amber filled) 🟩⬜	Karate club sourced but limited external providers currently available due to restrictions.
Links to local sporting schemes and places such as Horden Rugby club and local cricket teams to help children see what is available locally.	🟥 (red filled) 🟧⬜ 🟩⬜	Due to restrictions links difficult to find. Essington SSP continue to support school.

Success Criteria	Monitoring Activities
• All pupils to be completing at least two hours of active sport weekly within school.	Half termly meetings with sports premium governor. Learning walks (amber filled box)

4. Leadership and Management

4.1	To continue to improve the quality of teaching and learning across the school through developing the roles of middle leaders to support in the delivery and evaluation of the curriculum.

Milestones	RAG	Evaluation against Success Criteria
Pupil Premium intervention to be taken by teachers during assembly time and results tied into performance management for staff.	🟥🟧⬜	Intervention model in place and robustly tracked. Intervention took place termly for first term to help staff workload and difficulties during second lockdown.
Coaching and monitoring in effective delivery of these systems to be provided from DHT.	🟥🟧⬜	DHT released to monitor planning every Monday and weekly monitoring taking place by SLT. Informal coaching provided responding to need.
Regular monitoring of the interventions outlined above will be carried out half termly though pupil progress meetings and new groupings set.	🟥⬜🟩	Pupil progress meetings timetabled for January 5th.
DHT to monitor that all PP children receive an enhanced offer of education to close gaps individual to them.	🟥⬜🟩	PP robustly tracked and purchases made to support PP children. See PP statement.

Success Criteria	Monitoring Activities
• All middle leaders will be able to demonstrate systems and outcomes that have had an effect of school improvement. • The percentage of PP children working at ARE in each year group in reading and maths will improve. (See PP tracking)	Weekly meetings with chair of governors Half termly pupil premium meetings 🟧

4. Leadership and Management		
4.2	To improve outcomes for SEN pupils through specific targeted intervention matched to pupils' needs.	

Milestones	RAG	Evaluation against Success Criteria
Every classroom have a TA deployed timetabled on an afternoon to deliver SEN and PP intervention.	🔲🔲🟩	All classes have at elast one TA some have more than one due to SEN children.
Guidance given to teachers and TAs on what intervention needs to be delivered from SENCO and RWI lead.	🔲🟧🔲	Intervention model in line for SEN and TAs which is tied into TA PM.
Interventions to be modelled in the same manner as intervention model by SENCO and RWI lead.	🔲🟧🔲	
Interventions to be adapted half termly following pupil need. SEN support plans to be written termly after two cycles of intervention.	🔲🟧🔲	Interventions currently monitored termly due to staffing issues in lockdown. Support plan training booked prior to writing second set of support plans.

Success Criteria	Monitoring Activities
• Pupils with SEN are accurately identified and where necessary have support plans /EHCPS which have been regularly reviewed by the teacher and/or SENCO • SEN intervention model to be in place and reviewed half termly.	Half termly meetings with SEN governor Support plans to be monitored termly

5.	Early Years

5.1	To further improve the quality of provision in early years for 2-5 year olds through thorough planning and recording systems in order to raise attainment and accelerate progress.

Milestones	RAG	Evaluation against Success Criteria
Floor books to be implemented throughout EYFS to document children's learning, experiences and ideas which will allow consistent reflection by all practitioners to move learning forward.		Floor books well established throughout EYFS. Further work needed on ensuring they reflect individual children and can enable assessment to take palce.
Assessment sheets to used consistently, alongside the floor books, throughout EYFS to regularly assess each individual child and decide their next steps.		See above.
To provide a coherent approach from the two year old provision through to Reception in all aspects of teaching and learning.		Teaching much more consistent. Restrictions with bubbles prevent staff from observing other areas of provision within EYFS.

Success Criteria	Monitoring Activities
• Improved subject knowledge for all EY staff in regards to floor books, assessing, planning and recording. • GLD in 2021 will be closer to NA.	Fortnightly SLT monitoring alongside monitoring schedule.

5.	Early Years

5.2	To embed clear progression within the continuous provision across early years and KS1 including the outdoor area.

Milestones	RAG	Evaluation against Success Criteria
Continuous provision progression plans in place which is reflected in each environment from the 2 year olds—year 2	🟥🟧🟩 (green)	Plans in place throughout EYFS and KS1. Provision embedded in all year groups except class 5.
Autumn and Summer outdoor offer in place with relevant adaptions for different age groups from the 2 year olds—year 1	🟥🟧🟩 (amber)	Outdoor offer created showing differentiation between terms and age groups. Resources bought.
Risk assessment to be in place across EY and KS1 which are carried out daily by a designated person	🟥🟧🟩 (amber)	Risk assessments created and auxiliary role created to complete but this is not regular as yet.
Coaching to be provided by EYFS lead so that provision is planned for and used effectively	🟥🟧🟩 (amber)	Coaching limited due to bubbles. Informal support and monitoring taking place.

Success Criteria	Monitoring Activities
• Outdoor provision is purposeful, progressive, free flow and is in use daily. • Recording to be in floor books and show progress over the academic year. • Long-term continuous provision plans reflect areas both indoor and outdoors and show progression in skills. • Teaching to be good or better	Monitoring weekly by CN—EYFS lead
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