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| **Duke Street Primary School**  **School Improvement Plan Priorities 2022-23** | |
| **Priority1: To raise the mental health and well-being of pupils, staff and parents.**  -High quality CPD for all staff to implement the Art of Brilliance project and My Happy Mind.  -To create a self-motivated team with a central focus on happiness that allows adults and children to take risks and be the best version of themselves.  -To create a team of adults who are passionate about mental health and well-being and who share ideas and work collaboratively to make this a priority, which is at the heart of the school.  -To recognise that inspiration isn’t top down or bottom up but inside out.  -To implement strategies and techniques identified through the National College that will help to support staff and pupils and provide them with a toolkit to manage their own mental health and well-being.  -To review the PSHE curriculum ensuring that it is personalised further to the needs of our children and the core values of the school.  -To provide quality enrichment activities throughout the year to further develop a love of school and engagement with attendance.  -Maximise opportunities to celebrate achievements and successes, helping to create a real buzz that is then spread throughout the whole school, creating a positive ripple effect. |
| **Priority 2: English- To increase the number of children reaching age related expectations in reading and writing across the school but with a particular focus on years 2, 4 and 6.**  **Phonics:**  **To increase the number of children reaching the phonics National Expectation at the end of YR1:**  **-To implement training from Lancashire consultant, introducing the Red Rose phonics scheme across EYFS and KS1.**  **–To follow a rigorous and synthetic approach that allows for consistency across school that will be delivered by early reading experts.**  **-To increase the number of children, who did not pass the phonics screening at the end of year 1 and rescreen at the end of year 2, ensuring there is a high quality intervention in place that allows identified children to catch up and keep up.**  **High quality teaching and learning:**  **EYFS-To continue to implement the updated English LTP in EYFS, ensuring that children have access to high quality provisions both inside and outside the classroom and are provided with daily opportunities to develop their early reading and writing skills.**  **-To provide a range of high quality texts throughout the year that includes a range of fiction, non fiction and poetry to develop an early love of books.**  **Y1- To ensure that children who met the expected standard at the end of EYFS stay on track and meet national expectations at the end of YR1 in both reading and writing.**  **Reading:  - To ensure that all children in EYFS and KS1 have access to fully decodable books that allows children to develop their early reading skills, using their knowledge of phonics as well as building on their fluency and comprehension.**  **-Comprehension in KS1- to have a particular focus on domains 1b: Identify and explain key aspects of fiction and non fiction texts such as characters, events, titles and explanations and 1d: Make inference from the text, following a high quality carousel structure.**  **-KS2: To continue to focus on retrieval, inference and summarising when reading to further develop comprehension skills and when demonstrating knowledge and understanding of different texts.**  **-All adults to use high quality resources (following on from Lancashire training) on a daily basis during guided reading sessions to help immerse children into a wide variety of texts and to support adults when modelling fluency and expression when reading. Resources to be used to support children with basic reading skills eg skimming and scanning.**  **Writing:**  **-To implement the updated cycle B of the English LPT, ensuring coverage and progression using high quality texts which includes a range of fiction, non-fiction and poetry.**  **-Writing focus for SEND and AN children to support progress of participation in lessons and outcomes, both written and orally, with a particular focus on handwriting, developing vocabulary, sentence building and recording.**  **-To have a particular focus on spellings, especially throughout KS2 ensuring all staff are implementing sessions and strategies from the No Nonsense scheme and high quality training sessions delivered by LCC English consultant.**  **CPD:**  **Staff to continue to access in-house training delivered by English consultant (LCC) throughout the year to ensure that training from the previous year is embedded and further developed. Staff to put training into practice ensuring key learning documents and KLIPs are used to plan and assess.**  **Targeted academic support:**  **-High quality intervention to be delivered by tutors (teachers) ensuring that the support is personalised and tailored to individual needs. Teachers to work closely with tutors to identify focus children and specific gaps to help identified children close the gaps and reach age related expectations.**  **-Intervention to still allows for children to access a broad and balanced curriculum but provides necessary support to help key children, with a focus on current WT children, catch up and keep up.**  **Rich and Stimulating learning environments: -Pleasure for reading - to continue to ensure that this is a priority in all classes throughout the school. To allow for opportunities during the school day for children and staff to further develop their love of books through independent reading time, book talk between staff and pupils, reading recommendations stations and through networking with other cluster schools to develop strong reading relationships within the community.**  **-Staff to be positive reading role models, maximising opportunities to share their love of books and promote a love of reading.**  **-All classes to continue to create reading areas that contain a variety of high quality fiction, non fiction and poetry books. Reading areas to be inviting and to be updated on a regular basis to ensure they offer opportunities for children to widen their reading diet.**  **Wider Strategies: -To create, support and implement new initiatives that help to increase the engagement of reading and further develop reading for pleasure.**  **-To continue to engage reluctant readers and parents in a positive way that actively motivate and promotes the intrinsic benefits of reading.**  C:\Users\staff\Downloads\Screenshot_20220225-175517_Instagram.jpg https://www.renaissance.com.au/wp-content/uploads/2018/02/we-love-books-pink-black.png See the source image |
| **D:\Maths Subject Leader\2017-18\New Maths Characters\Captain Conjecture.pngD:\Maths Subject Leader\2017-18\New Maths Characters\Holly How.pngD:\Maths Subject Leader\2017-18\New Maths Characters\Walter Why.pngD:\Maths Subject Leader\2017-18\New Maths Characters\Polly Prove It.png**      **Priority 3: Maths- HQT: Further embed mastery principles so that all children receive HQT that raises attainment.**  **Key Year groups: Maintain the progress of Year 1 and accelerate the progress of Y4 and Y6.**  **Key focus group: Challenge more pupils to work at greater depth**  **Key aspects of mathematics curriculum: Further develop multiplication and division (Y4 MTC 90%+ target).**  **Provide cross curricular opportunities for year group specific statistics.**  **EYFS: Increase the use of the outdoors to support mathematical learning during Autumn and Spring Terms.**  **Further opportunities for written maths outcomes from Spring Term.**  **Improving Outcomes through High Quality Teaching**   * **All adults to prepare for the week of teaching in advance so that all adults are familiar with the daily lesson plans, how to effectively use the concrete manipulatives to model teaching and the stem sentences and vocabulary in use.** * **Develop the classroom environment so that it is up to date and relevant to the focus of teaching with an area for manipulatives to be modelled and displayed.** * **Deliver high quality lessons following a mastery approach to teaching mathematics that meet the needs of the class.** * **Know pupil’s maths needs and ensure that prior attainment is maintained and improved as children move through school.** * **Provide on the spot feedback, live marking and progress groups within lessons so that all children keep up.** * **Ensure the classroom layout is appropriate for the above to be maximised.** * **Year 5 Red Rose Piolet training to enhance Mastery teaching in UKS2 (AY, LP, RS, DM)** * **TA Mastery training through NW Maths hub (VH & NB)** * **LKS2 Further Mastery development training through NW Maths Hub.**   **Improve Provision for children to work at greater depth**   * **Promote a can do attitude to maths where all children are able to succeed** * **Ensure the structure of the lesson allows sufficient time for those who are meeting the lesson objective to be moved on to deeper learning tasks.** * **Facilitate termly problem solving weeks that allows children to reason and problem solve at depth.** * **Increase the role of the Maths Ambassadors to ensure they are stretched and challenged.** * **Ensure all children make excellent progress with fluency and arithmetic to enable better application and reasoning.**   **Improve Multiplication and Division**   * **Promote, encourage and champion the learning of multiplication facts through positive modelling and dialogue.** * **Implement strategies following Peter Toogood training on the teaching of multiplication.** * **Ensure the classroom environment supports the understanding of multiplication beyond lists of facts.** * **Ensure regular opportunity for children to practice tables.** * **Use TTRS to engage children in competition with themselves and others.** * **Target: 90+% of Year 4 children reaching 20+ on the multiplication check.**   **Cross-Curricular Mathematics**   * **Seek out opportunities for statistics to be taught during topic and science lessons when relevant to raise outcomes in this area of mathematics.**   **Intervention and Catch up**   * **Have a ‘Keep up, not catch up’ classroom policy so that support and challenge in lessons allows more children to successfully master the lesson’s objectives.** * **Use weekly gap analysis and teacher/TA conversations to tailor gap filling intervention for the emerging needs of the children – Pre teaching, progress groups, previous year group gap filling.** * **Mastering Number Programme to be delivered in Rec-Y3** * **Additional previous years MNP with identified SEN children** * **Key children who struggle to access EBM content to be picked up the following day during the EBM session through additional adult guided support.** * **Monitor and promote punctuality and attendance so all pupils access daily EBM sessions.** * **Regular dialogue with tutors to ensure sessions are sharply focused n key children’s needs.**   **EYFS**   * **Further develop the outdoor provision and timetabling to maximise opportunities to engage with Maths daily.** * **Increase opportunities for children to record their mathematics work (Spring and Summer term)** |