

School Improvement Plan 2020-2021

Red – review 1 (December 2020); Purple – review 2 (); Green – review 3 (); Blue – review 4 ()

1) Ofsted Category: Quality of Education

Target: Building on knowledge and applying new skills throughout a real world context.

UN Convention of the Rights of the Child:
Article 29: Education must develop every child’s personality, talents and abilities to the full

Strategic Leads:
 Sarah Cooper, Lauren Potter & Kat Winskill, Sally Clare & Lisa McCrindle

Estimated budget costs: £15,373
£960 Fieldwork Education subscription; £14,346
TLRs; £320.00 IPC books.

Outcomes:

- Children show a deeper knowledge and understanding of their IPC projects

Targets	Actions	Monitoring	Evaluation
Exciting ‘hooks’ to engage the pupils for IPC Project entry points.	Staff meeting time is allocated for teachers to prepare the entry points. Entry point planning format developed to help focus ideas. Staff meetings used to share ideas between staff team. These will all be conducted via Zoom.	IPC Learning Journeys will have evidence of the entry points. Pupil conferencing. Web posts.	
Exit points for IPC Project that showcase pupils’ learning to an audience.	Audiences to be selected at start of project – this is reflected in medium term plans. All audiences will have to be virtual / remote, for example: film, web cams. Meaningful events planned to showcase the knowledge. These can be published via photo books, presentations which can be accessed on line. Investigate broadcasting software. Staff meeting time is allocated for teachers to prepare the entry points.	IPC Learning Journeys will have evidence of the exit points. Pupil conferencing. Web posts. Broadcasting events	
Create beautiful work that has real value beyond the classroom.	Planning thoroughly linked to the desired outcomes. Published book to go home; on line film?	Learning journeys with evidence. Outcomes shared at exit points using a variety of media.	

<p>Continue to create more contextualised writing within literacy lessons that are focused around IPC projects.</p>	<p>Writing planning linked more closely to IPC units. Increase in no. of personal responses – these can be done in Writing lessons & presented in Lit books. More published pieces of writing. Magazines – investigate the production of a magazine to showcase writing.</p>	<p>Writing monitoring (done by SC & LM). Evidence of published writing around the school for community audience.</p>	
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<p>2018-2019 attendance of PPG (R-Y6) = 93.2% Non PPG (R-Y6)=95.24% 2019-20 (Sep-6 March) PPG (R-Y6) = 94.67% Non PPG (R-Y6) =96.13%</p>	<p>Traveller Learning Mentor to support children who identify as Traveller of Irish Heritage Support strategies for children with attendance less than 90%.</p>	<p>Weekly class PPG notes to include info about absences - these are followed up by an AO.</p>	<p>Review 6th March: R –Yr 6 PPG: 94.67% R – Yr 6 NON-PPG: 96.13% Gap: 1.43% Review 20th March: R –Yr 6 PPG: 92.16% R – Yr 6 NON-PPG: 93.72% Gap:1.56%</p>	
<p>Engaging hard to reach parents</p>	<p>Developing parent workshops via zoom and video conferencing. WLZ working with parents and providing support. Virtual community days to further develop relationships with parents. Supporting parents with accessing Seesaw and other online education tools. Supporting parents to change mind-set with regard to home learning. Signposting families to relevant external services to support if needed Joint working with other agencies to support families Audit current communication with parents and carers Develop a planner of communications with parents</p>	<p>Attendance data analysis. Feedback from parents – questionnaires/conversations etc.</p>	<p>WLZ continue to positively engage parents and all children in this cohort have now returned to school.</p> <p>3 Parent workshops delivered via zoom; How to use Seesaw (approx. 40 parents attended); Year 2 phonics screening check (approx 20 parents attended); Rec/Year 1 supporting your child with phonics (approx. 20 parents)</p>	

3) Ofsted Category: The Quality of Education

Target: To identify gaps and re-establish at least good progress in core subjects.

<p>UN Convention of the Rights of the Child: Article 28: All children have a right to an education</p>	<p>Strategic Lead: Leila Kent, Sarah Cooper, Lauren Potter, Jess Wilson</p>	<p>Estimated budget costs: £ 251,814.28 £62,311.50 Senior Staff; £40,862.78 Support Staff; £124,228.00 Teaching Staff; £1, 452.00 Seesaw subscription; £22,960 Online tutoring.</p>
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Outcomes:

Targets	Actions	Monitoring	Evaluation
<p>To identify gaps and re-establish at least good progress in Maths</p>	<p>Staff CPD on effectively using existing assessment data to plug gaps Regular formative assessment Target setting meeting in week 3 with DHT; 4 pupil progress meetings throughout the year Targeted use of adults during Maths teaching time Follow abridged Maths Mastery curriculum to ensure thorough coverage of missed objectives TB create document outlining missed objectives to be delivered in Maths Meetings Maths catch up interventions twice a week in Years 2-6; regular focus groups in the Incredible Years TB to support identified teachers to ensure their planning meets the needs of all children</p>	<p>Termly data and pupil progress meetings show all children making at least good progress. Maths leader and SLT to monitor planning and books to ensure they show at least good progress.</p>	<p>Pupil progress meetings show that children are making good progress in all year groups. Staff effectively using the plugging gaps document and the abridged Maths Mastery curriculum. LSAs delivering effective maths catch ups in Years 2-5. Children who were on track in Spring 2020 are now working on their current year targets. CPD delivered on effective differentiation.</p>
<p>To identify gaps and re-establish at least good progress in Reading</p>	<p>Staff CPD on effectively using existing assessment data to plug gaps Regular formative assessment Target setting meeting in week 3 with DHT; 4 pupil progress meetings throughout the year Targeted use of adults during Guided Reading/phonics teaching time Phonics baseline assessments in Rec-Year 2 (and Year 3 where relevant) carried out in week 2. Phonics interventions taking place regularly in Year 1-Year 3; focus groups in Reception Additional adults regularly reading in class with children not reading at home. Targeted use of adults during guided reading teaching time</p>	<p>Termly data and pupil progress meetings show all children making good progress. Literacy leaders and SLT to monitor planning and books to ensure they show at least good progress.</p>	<p>Pupil progress meetings show that children are making good progress in all year groups. Phonics catch ups in Year 2 and Year 3 have been highly effective. Majority of Year 2 passed phonics screening, except for 3 children (2 of whom are not attending school). Majority of Year 3 finished phonics and have moved onto Guided Reading KS2: First news is added onto Seesaw weekly, encouraging children to have more reading materials at home. Reading diaries are established throughout the school to encourage reading.</p>

	<p>Emphasis on Reading within IPC lessons</p> <p>Support for families on understanding the importance of reading at home</p> <p>Identify children in the Incredible Years to access Well Comm Intervention to develop oral language skills for thinking, learning and social development</p>		
To identify gaps and re-establish at least good progress in Writing	<p>Staff CPD on effectively using existing assessment data to plug gaps</p> <p>Regular formative assessment</p> <p>Target setting meeting in week 3 with DHT; 4 pupil progress meetings throughout the year</p> <p>Targeted use of adults during Writing teaching time</p> <p>Focus on writing for purpose in IPC, with additional adults working on writing skills during these sessions.</p>	<p>Termly data and pupil progress meetings show all children making at least good progress.</p> <p>Literacy leaders and SLT to monitor planning and books to ensure they show good progress.</p>	<p>Pupil progress meetings show that children are making good progress. Middle leaders supported with planning where necessary in Autumn 2 and this has had a big impact on progress.</p>
To diminish the difference in attainment between those with an entitlement to PPG and those without	<p>Termly updates on difference in attainment between PPG and non-PPG.</p> <p>Teachers fill in weekly PPG grids to keep children at the forefront of their minds.</p> <p>Pupil progress meeting focus on PPG children</p> <p>Additional adults used in class and for interventions with a focus on PPG children</p> <p>Laptops/ipads/kindle fires given to PPG children without access to technology at home</p> <p>WLZ deliver 1:1 tutoring for Year 5 and 6 children in Maths and English (10 children)</p> <p>See PPG report for more information about how funding is spent.</p>	<p>Termly data to show that the gap is diminishing</p>	
To develop the remote learning model	<p>Ensure that all children, particularly disadvantaged have access to technology to access to online learning from home e.g. arrange for devices to be given to families either through social services, WLZ, charity or the school.</p> <p>Provide sustained support and guidance for using specific online learning platform for staff and parents</p> <p>Set additional tasks for children to practice in order to plug gaps in all subjects.</p> <p>JW to investigate other remote learning possibilities e.g. google classrooms.</p>	<p>The vast majority of pupils regularly accessing online learning.</p>	<p>Increased engagement with Seesaw being shown in children who are isolating.</p> <p>9 more devices delivered to families this term.</p> <p>24 devices secured for the Travellers – due to be distributed in the Spring Term</p>
To use catch up money effectively to plug gaps	<p>Online tutoring</p>		<p>Children identified, tutors engaged. This will begin after the Christmas holidays.</p>

provide technology and online tutoring to identified families	If needed provided technology to access online tutoring		
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4) Ofsted Category: Leadership & Management

Target: Further develop a whole school approach to emotional well-being and mental health

<p>UN Convention of the Rights of the Child: Article 3: To ensure the best interest of the child is a top priority Article 14: Every child has a right to think and believe what they want as long as they are not stopping other people from enjoying their rights Article 19: Ensure that children are safe and protected from harm Article 29: Education must develop every child's personality, talents and abilities to the full Article 31: Every child has the right to relax, play and take part in a range of cultural and artistic activities</p>	<p>Strategic Lead: Sarah Cooper & Leila Kent</p>	<p>Estimated budget costs: £21,058.00 £5,000 Staff Wellbeing; £15,000 Play Therapy; £558.00 Growth Mindset; £500 Art project.</p>
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Outcomes:

1. Further develop a whole school approach to promoting good mental health.

Targets	Actions	Monitoring	Evaluation
<p>To ensure staff well-being remains a priority</p>	<p>To develop an interim policy to ensure staff well-being during the coronavirus pandemic. Currently the staff working party will be led by SLT to maintain the systems already in place to support staff mental health and well-being. The yearly planner that was introduced last year will be adapted & updated for 2020/21.</p>	<p>Feedback from staff.</p>	<p>01/10/20: Yearly planner completed Two bubble boxes delivered to bubbles this term- October half term & Christmas Positive feedback from staff received Photograph Competition – a huge response to this 1st prize – Hamper 2nd & 3rd prize- amazon vouchers</p>
<p>To ensure pupil well-being remains a priority.</p>	<p>Develop whole school art project. The 'Ship Project' Transition and Recovery Curriculum fully embedded. Brain breaks and PSHE Curriculum to be an important element of the weekly timetable. PE and whole school Yoga programme to be developed. Play therapy, art therapy, CAMHS and Place to Be services to be reintroduced to support identified children. WLZ delivers bespoke packages of support to target families.</p>	<p>Feedback from children</p>	<p>Ship Project was delivered across the school Displays in corridors showcase the completed project All SEMH services up and running 24 children receiving 1:1 support in school weekly</p>