School Improvement Plan 2022-23 End of Spring term review



Learning, growing and caring as part of God's family.

Jesus (the gardener) nourishes and tends us as we learn and grow, so that we can all flourish. As a vine, we are one, but all unique and special to Him. We care for each other, as God cares for us.



Target Actions completed Impact Next Steps Writing To improve the quality of writing across school. New and exciting vocabulary has been displayed on the wall linked to the different subjects being taught. Focusing on quality rather than quantity has improved sentence writing in Key Stage One. The grammatical accuracy of sentence working at expectations. Book scruting - SPAG/edi focus In class support and interventions planned for school. The end of Autumn term data was analysed and in class support and interventions planned for working at expectations. Focusing on quality rather than quantity has improved sentence writing in Key Stage of children mowiching at the expected level for writing across KS1 compared to at the end of the autumn term. Book Scruting - SPAG/edi focus Out class weap orded beared beared sentence class were identified and focused on. Now that the children have been trained in of children are using them to identify their own mistakes more often. There is a bettor the wing was provided to support children with their writing. Now that a sentence is due to closely and provided expectations for Key Stage One linked to these. Source State training with is their oral and written feedback. Filden and treating with their own errors using the non-sentencer vocabulary when editing and teachers training with is subject leader Source with training with is the school expectation and working are consistent before the end of Spring term judgements were made. Children are readily making links to previous learning, to und values. Folder have before the train knowledge arons school to ensure that the urroudce definitions of "non sentences" with pictures to simplify these and ensure consistency across schoo	
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at the right Having considered writing individual subject leaders a more in depth understanding of to get understanding of level, with policies, the Senior Leadership Team decided the teaching and learning progression for subject across school	
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SubjectInat our Drivers, key strands and overview ofInter subjects across school.Iter subjects across school.leadersIearning documents, alongside our TeachingBy teaching in different classes, subjectGeography, English, PE,	
confidentand Learning policy (all on the school website)leaders have been able to share theirScience and Art	
about what provide the same information as a policy. As specialist knowledge and enthusiasm with SL - report to govs about	
is happening such, no subject policies would be necessary. different classes. Feedback from children subject – Geography, Eng	
across schoolSome subjects however do require riskhas been positive.PE, Science and Art	
in their assessments, so subject leaders provided these. End of unit assessments have provided a SL – meet with ambassad	ors
subject areaSubject leaders taught in different years groups, good indication of the number of childrenfrom each class	_
using their subject specialism to enhance the working at age related expectations and Work towards getting an	
children's learning. above for the subject leaders. Sharing this Award with the Eco team	
An eco group has been established and awards investigated. Trees were planted on the field. that leaders, at all levels, understand training – training with st	aff
Teacher assessments were given to the subject attainment across school. during staff meetings	all
leaders at the end of each unit of work. Governors have received regular updates Evaluate themes with the	د
from subject leaders and some have spent children – in order to ada	
time in school and with subject for next year, if necessary	-
ambassadors – leading to an improved	
insight into the school curriculum.	

EYFS To ensure that the EYFS space is used effectively to support the children's learning inside and out.	Assessments were made at the end of the Spring term to determine which children were on track to meet the Early Learning Goals. Teaching assistants new to the role have been supported to ensure they understand their role fully. Areas were adapted according to children's interests so that they were fully engaged with activities designed to support progress in learning. The Nursery moved into the porta cabin this term and areas set up to ensure maximum use of the space. Nursery and Reception have continued to use the same themes to teach and enhance continuous provision. Jolly English interventions were introduced to support identified children's learning. Due to the delay in the building project, some of the actions will move to the summer term.	The progress of all children in EYFS is monitored closely and this has ensured that gaps in knowledge and skills are identified and support provided when they are not at age related expectations. The EYFS team have planned to provide opportunities to fulfil the needs of the children based on the assessments. By setting up the continuous provision focused on these needs, social play and interactions have improved and the most recent data shows that a greater number of children are closer to their end of year target than at the end of the autumn term. The outdoor area, role play and maths provision are updated regularly linked to topics and areas of interest. Observations show that the children are more engaged with these areas, thus building the knowledge and skills they are designed to target. Modelled play has shown the children how to use areas appropriately and observations show that children have become more creative, planning carefully how to use the resources provided and using them well	Adapt continuous provision based on assessments to provide opportunities for weak areas Modelling using areas with specific children working below expectations Prepare newly created Early Years unit ready for Sept 2023 Plan quiet learning area and indoor continuous provision area Plan use of outdoors based on size and layout of new space Complete end of year assessments and identify areas for improvement for next year's classroom arrangements Determine staffing roles for September and use of space – including employment of a new EYFS teacher.
<u>Maths</u> To ensure that children know their basic mental maths off by heart e.g. number bonds and timetables	The new maths challenge – Super Speedy Maths- is now up and running. The subject leader and Head teacher met to discuss and decide on the most important/appropriate steps for each class across school and a progression through them, linked to the National Curriculum expectations. A staff meeting was held, led by the subject leader, to share resources and explain the system. The subject leader met with parents at our Parents' Forum to explain our reasoning and arrangements for Super Speedy Maths. Letters were sent to parents to explain how it would work and children were informed. Resources have been created to support the children when practising their step in school. Time is allocated in class to practise the target. Ideas were shared in staff meetings for the best resources to practise.	The children across school are engaged with Super Speedy maths and many are practising regularly at home. There has been an improvement in the facts the children know week on week – shown by the tests results and number of tickets in the raffle. More children are scoring highly, the longer the same step is practised. The competitive element has been embraced by the children and scores in tests show that some children who struggled previously with mental maths skills have made good progress. The reward element has created a desire to do well. This has led to an increase in practising at home and an improvement in mental maths skills during maths lessons. Feedback from parents and children has been positive about the challenge.	Subject leader to discuss impact of Super Speedy Maths with ambassadors Maths observations by subject leader Y4 predictions for the Multiplication check Establish intervention group for mental maths strategies – Y4 Daily practice to get used to the multiplication check – Y4 SL monitor impact of challenge – talk to staff and analyse data
SEND To ensure all staff and parents understand what support is available and the processes needed to access the relevant support.	SEND was a focus of our Parents' meeting in the first part of the spring term. Our SENCO explained the difficulties we have in school when trying to get additional support for children and the limited resources schools have financially. She also explained everything that we do currently provide and shared pathways for accessing support from outside agencies. The SENCO re-shared information about dyslexia friendly classrooms with teachers. Provision maps were created based on the data from the autumn term and intervention groups formed. Children were identified and received tutoring. A letter was sent to parents informing them about our SEND provision and our information book in the foyer, which identified support networks for parents. Some of these have been shared via the weekly newsletter too. ILPs were written and shared with parents for children with additional needs.	Those in attendance at the Parents' meeting were appreciative of the information shared. Many were able to ask questions and clarify aspects of our SEN provision. The pack we created for parents (in the foyer) has been used by the Learning Mentor to signpost parents and find support for specific needs. It has also been used by other local charities, ensuring more families had access to help. Most children receiving support in school have either continued to make progress or made accelerated progress. Interventions have been changed according to needs and ILP targets have ensured the children are receiving the right support for them. Our SENCO and Learning Mentor have met with many parents this term in order to either support individuals or families, help with referrals or signpost them to outside agencies. Parents receiving this support have expressed gratitude for school's help and guidance.	Continue to support children and families with SEND needs. Evaluate impact of interventions through assessments and discussions with teachers, TAs and children - change and adapt if necessary Adapt interventions according to the latest data Support for Y6 children with SATS Ensure good transition for SEND children – next class and secondary school High quality first cluster training – training with staff during staff meetings