



Sholing Infant School

**School Improvement Plan
2024-2025**

QUALITY OF EDUCATION	BEHAVIOUR AND ATTITUDES	EYFS
<p>Develop oracy across the curriculum to develop pupils' confidence and competence to communicate for a range of purposes</p> <p>Improve phonics outcomes for disadvantaged pupils in Y1 and at the end of Y2.</p> <p>Improve mental maths and arithmetical fluency in EYFS/KS1.</p> <p>Develop music provision to ensure that all children have their full entitlement to a music education (quality first teaching, choir, listening to live music, singing, playing and performing, EYFS).</p>	<p>To continue to improve attendance for all pupils and especially those who are disadvantaged.</p> <p>To reduce the % of pupils who are PA to below 6%.</p>	<p>Ensure that planning and provision during child initiated opportunities is high quality across all areas of learning, and provides challenge term on term.</p>
PERSONAL DEVELOPMENT	LEADERSHIP & MANAGEMENT	
<p>Develop opportunities for pupils to become active citizens who contribute effectively both in the school and beyond.</p> <p>Develop a Sholing passport which enables pupils to access a wide, rich range of coherently planned experiences.</p>	<p>To further develop the level of scrutiny provided by school governors in the areas of attendance, safeguarding, disadvantaged and SEND.</p> <p>Ensure that staff wellbeing is a priority consideration in all decision making by leaders.</p>	

QUALITY OF EDUCATION

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
Develop oracy across the curriculum to develop pupils' confidence and competence to communicate for a range of purposes.	<ul style="list-style-type: none"> Visit a Voice 21 school in action-discuss impact with senior leaders. Become a Voice 21 school – complete the initial audits for staff and pupils, with an impact report at the end of the year. Whole school CPD for all staff around the physical, linguistic, social emotional and cognitive elements of oracy. Creation of a progression document showing how oracy is developed across the school. Oracy to be the thread through all areas of the curriculum including a key focus on talk in maths as part of reasoning and oracy underpinning writing, to impact positively on outcomes. (evidenced in planning) Develop assessment in oracy and ensure that children falling behind receive catch up support. Include oracy as an extra-curricular opportunity e.g. through poetry club. 	<ul style="list-style-type: none"> Listening walks every two weeks. Monitoring for oracy as part of curriculum monitoring half termly and on learning walks. Termly progress data for speaking and listening in line with other subjects. 	<ul style="list-style-type: none"> Pupils including those who are disadvantaged and those with SEND have the skills to listen to each other, to 'learn TO talk' and to 'learn THROUGH talk' to explore curriculum content. Increase in outcomes in writing at the end of KS1 as a result of pupils increased skills in oral composition, acquisition of vocabulary and language structures (see targets). Increased evidence of reasoning in maths as identified in pupils' work as well as outcomes in all 	SLT /Oracy champions LC VH

QUALITY OF EDUCATION

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
			year groups (see targets).	
Improve phonics outcomes for disadvantaged pupils in Y1 and at the end of Y2.	<ul style="list-style-type: none"> Continue to keep phonics teaching in the monitoring focus, to ensure quality first teaching in every lesson, with teachers new to LW phonics given coaching and opportunities to observe strong existing practice. Teachers who have not yet been to a LW champion school, to visit. Teachers new to LW teaching, to observe best practice. Teacher to continue delivering Catch up in YR. Continue with Keep up/catch up provided by HLTA in Y1. Teachers to teach Y2 pupils continuing to work on phonics, with HLTAS teaching the Y2 pupils who are working on the 'LW Bridge to spelling'. HLTA to provide daily catch up for Y2 pupils who have not achieved the phonic standard in Y1. Termly CPD delivered by the English lead on effective phonics teaching. Parent workshops termly on supporting children with phonics. 	<p>Half termly assessments-LW</p> <p>Half termly observations of teaching</p> <p>Half termly review of reading diaries</p> <p>Assessment data for reading</p> <p>Half termly phonic screen checkpoints.</p>	<p>Quality first teaching evidenced in all monitoring with fidelity to LW SSP and LW reading.</p> <p>90%+ pupils pass phonic screen in Y1.</p> <p>97% pupils have passed phonic screen at the end of KS1 in 2025.</p> <p>All disadvantaged pupils except those with SEND (cognition and learning) reach the standard of the phonic screen.</p> <p>Outcomes in reading at the end of EYFS are at least national (+ 5%).</p> <p>Outcomes at the end of KS1 are at least 86%+ in reading.</p>	LH TS VH

QUALITY OF EDUCATION

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	<p>Ongoing support for TAs on LW reading sessions- review of best practice and TAs included in monitoring, with opportunities for coaching.</p> <p>School to develop a robust 'reading offer' for pupils not supported with reading at home.</p>		Catch up/Keep up demonstrates notable impact with pupils making rapid progress.	
Improve mental maths and arithmetical fluency in EYFS/KS1	<p>School to participate in the NCETM 'Mastering Number' programme, along with continuing work with the Solent Maths Hub on 'Mastery Development' programme.</p> <p>Year Leaders to complete training and cascade out to year group teams.</p> <p>Maths overviews reviewed to sit in line with Mastering Number content.</p> <p>Daily slots of 20 minutes for mental maths/Mastering Number to sit outside of main maths lessons.</p> <p>Monitor quality of teaching and delivery of Mastering Number sessions.</p> <p>Ensure that fidelity to programme is being adhered to, with planning being followed as per guidance.</p>	<p>Termly maths assessment data/ arithmetical fluency tracker.</p> <p>Half termly monitoring of lessons by maths leader.</p> <p>Maths reviews</p> <p>Pupil conference evidence</p>	<p>Percentage of pupils attaining a GLD is increased in EYFS.</p> <p>Percentage of pupils attaining exp+ at end of Y1 and Y2 is increased.</p> <p>QLA shows improved percentage of pupils outcomes in mental arithmetic paper.</p> <p>Mastering Number assessment is being completed in KS1 to track pupils arithmetical fluency skills.</p>	NF

QUALITY OF EDUCATION

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	<p>Assessment being completed in line with the programme.</p> <p>Coaching opportunities for teachers.</p>			
Develop music in school to ensure that all children have their full entitlement to a music education (quality first teaching choir, listening to live music, playing and performing,EYFS)	<p>Appoint a music leader</p> <p>Review progression document and curriculum overview documents.</p> <p>Develop e floor books to demonstrate what pupils know and understand</p> <p>Work with the music teacher to ensure that the teaching sequence is the pedagogy used in teaching music as in all subjects.</p> <p>Music leader to consider assessment in music.</p> <p>Access support from the music hub</p> <p>Access the HAMWIC music planning and review with peripatetic teacher providing lessons for KS1</p> <p>Ensure that music is taught regularly in EYFS</p>	<p>Termly progress monitoring reviews as part of the ongoing development of a RAG rated subject. (New leader)</p> <p>Music learning walks -half termly - LH BR</p> <p>Progression document/curriculum coverage updated by autumn 1</p> <p>Development plan published by end Sep 2024</p> <p>Choir in place for Y2 pupils by the end of Autumn 1</p> <p>Planning used-September 2024</p>	<p>Subject leader demonstrates confidence and knowledge through robust monitoring of Q of T</p> <p>Choir in place and performing weekly in assembly.</p> <p>Progressive music performances for pupils from EYFS to Y2 , based on children's growing knowledge.</p> <p>Planning impactful in terms of pupils knowing and remembering more, as evidenced in end of year assessments.</p> <p>Musica in EYFS taught discretely as well as</p>	Music lead BR

QUALITY OF EDUCATION

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	<p>BR to liaise with music leaders from schools in trust in which music is a strength</p> <p>All staff to access CPD in music</p> <p>Music leader to develop a music development plan which is to be published on the school website as required.</p> <p>School to develop the recommendations included in the Music framework:</p> <ul style="list-style-type: none"> • Start a choir • listening to performances of a variety of live music • Singing progression to thread through the school. • EYFS music offer • Continue to develop the peripatetic music offer • Offer ocarina club to Y2 as an extracurricular opportunity. • Opportunities to perform each term. 		through exploration and CI sessions.	

BEHAVIOUR AND ATTITUDES

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
<p>To continue to improve attendance for all pupils and especially those who are disadvantaged.</p> <p>To reduce the % of pupils who are PA.</p>	<p>Review monitoring of individuals and groups in terms of the presentation of data- week to week and half termly checking on one sheet to provide a longer term overview. Get it right from the start'.</p> <p>Home visits for any pupil not in school in the first week.</p> <p>Share expectations with parents prior to the end of summer 2 2024.</p> <p>LH to talk about attendance expectations and impact of poor attendance at the Parent Welcome Meetings in Autumn 1.</p> <p>Videos sent home during the summer holidays to remind children of school staff and school as a friendly welcoming place during the summer holidays.</p> <p>Weekly homework (fun jobs to do this week- holiday heroes!) Children completing tasks recognised in assembly on return to school with summer superstar award.</p>	<p>Daily, weekly and half termly monitoring of the attendance of all pupils.</p> <p>Graduated response understood and implemented by all staff as part of the monitoring process.</p> <p>Attendance support plans completed and actioned- shared with class teachers and robustly monitored.</p> <p>Attendance emails - well done for great attendance- linked to learning and progress- sent weekly to all pupils.</p> <p>Impact of attendance policy reviewed half termly, shared with governors.</p>	<p>Overall attendance is at least 96.5%+</p> <p>Attendance of EYFS is at least 96% overall.</p> <p>Reduction in % of PAs to below 10%</p> <p>Increase in attendance of vulnerable groups-SEND/DIS to within 2 % of other pupils.</p>	<p>LH JH SK JG CM</p>

BEHAVIOUR AND ATTITUDES

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	<p>Ensure that support is put in place for parents/children when barriers to good attendance are identified.</p> <p>Further develop governor for attendance who is monitoring absence levels robustly and attends all HAMWIC training on attendance. Governor will work with HT to support removing barriers to attendance for specific pupils.</p> <p>Continue Moments Matter- encouraging children and parents to see what happens in school and what children miss if they don't come in. Facebook page developed to show children enjoying school- daily update of photos etc.</p> <p>Attendance board/display improved</p> <p>PAs receive wellbeing support from TIP (SK) or JH (ELSA) to address barriers and support improvement on individualised programmes where appropriate.</p> <p>Teachers end each day with informing children of what will be happening the following day- curriculum/event that will engage pupils- Moments Matter!</p>			

BEHAVIOUR AND ATTITUDES

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	<p>Work with parents of PAs - continue ASPs-link support to Family hubs and support offered there.</p> <p>-Surgery run by TIP / ELSA for parents whose children are reluctant attenders.</p> <p>Use PPG funding to support Early Birds-ELSA led pre school sessions for children for whom the start to school is overwhelming.</p> <p>Further develop 'soft rewards to encourage good attendance eg 'attendance mascot on the gate'/ Highest attending class has tea with attendance mascot etc. Mascot for each year group for the highest attending class etc.'</p> <p>Attendance included in progress reviews.</p> <p>Work to reduce term time holidays as this is an area in which school performs less favourably than national- share new DFE strategy on PNs and work to ensure that parents understand the impact of holiday absence on pupils progress and wellbeing.</p>			

BEHAVIOUR AND ATTITUDES

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	Referral to MHST for children struggling with separation anxiety.			

PERSONAL DEVELOPMENT

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
Develop opportunities for pupils to become active citizens who contribute effectively both in school and beyond.	<p>Further develop Eco warriors club to achieve Eco Schools award.</p> <p>Junior warden award to support keeping our streets clean in Sholing.</p> <p>Half termly walk/ scooter etc to school events organised by PSHE lead.</p> <p>Develop further links with Sholing Valley through curriculum opportunities across the curriculum.</p> <p>Provide opportunities for pupils to participate in community events eg visit to old peoples home- dementia awareness/ singing visits etc.</p> <p>Develop and maintain the school garden and second hand uniform shop to be run by pupils- funds used. Half termly</p>	<p>Clubs half termly</p> <p>Link made with Sholing valley - opportunities for volunteering</p> <p>Termly musical performances in the community</p> <p>Gardening club and after school sessions termly.</p> <p>Second hand uniform shop run by Y2 pupils termly</p> <p>Pupil conferencing by PPG governor to find out what clubs would encourage our disadvantaged pupils to participate.</p>	Pupils given the opportunity to participate in their school community and to impact on the community in a positive way, developing citizenship	LH KB TS

PERSONAL DEVELOPMENT

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	<p>Develop pupil voice in terms of our extra curricular offer, with a particular focus on our disadvantaged children.</p> <p>Continue to extend the range of after school clubs on offer.</p> <p>Local MP visit to school and possible visit to Houses of Parliament</p>			
Develop the 'Sholing' passport , which identifies pupil entitlement to a range of opportunities to build cultural capital, raise aspirations and develop pupils knowledge of	<p>Plan a clear progression of opportunities in Art, Music, Sport, Science, visits and visitors which will enhance pupils' experience of our curriculum.</p> <p>Develop a passport and share with pupils and parents.</p>	<p>Passport for each year group detailing the 'offer' provided to pupils in terms of SMSC opportunities.</p> <p>Signed off (stamped) termly.</p>	Range of opportunities include art, dance, science, sport-experienced by all pupils.	TS

LEADERSHIP AND MANAGEMENT

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
<p>To further develop the level of scrutiny provided by new school governors in the areas of attendance, safeguarding, disadvantaged pupils and SEND</p>	<p>Appoint governors with relevant experience to vacant roles.</p> <p>Governors attend all Hamwic training on their specific roles.</p> <p>Governors to meet with SLT termly to discuss progress towards targets in the identified areas. This will also identify current strengths and weaknesses and how the school will address these.</p> <p>Governors monitor school's actions termly through school visits and meetings with leaders.</p> <p>Nominated governors to report termly to the governing body.</p> <p>All governors to attend governor OfSted training</p> <p>Develop governors understanding of the school's ambition for each subject and how the school's curriculum is sequenced to ensure progression and acquisition of knowledge from YR to Y2.</p>	<p>Termly meetings with SLT</p> <p>Termly reports to FGB</p> <p>Termly curriculum visits by governors</p> <p>Termly visits by governors with specific responsibilities eg PPG SEND Attendance etc.</p>	<p>Governors are contributing to the effectiveness and success of the school improvement plan through the monitoring cycle.</p> <p>Governors can challenge the school in key areas identified in training with the trust.</p>	LH JK

LEADERSHIP AND MANAGEMENT

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	<p>(subject leader to present their subject at each meeting)</p> <p>Develop governors' understanding of the school's curriculum and teaching sequence to inform effective monitoring termly.</p>			
<p>Ensure that staff wellbeing is a priority consideration in all decision making by leaders.</p>	<p>Wellbeing survey completed termly with all staff , initial one completed in September to provide a baseline.</p> <p>SLT provides a written response to staff with any relevant actions following wellbeing survey response analysis.</p> <p>Staff wellbeing explicitly in all PM meetings.</p> <p>Wellbeing discussed at all PDMs/TA meetings.</p> <p>Review EEF findings/ recommendations with staff- what would make a difference here?</p>	<p>Termly meetings with staff-LH at PM meetings and reviews- wellbeing and workload a key part of the discussion.</p> <p>Termly questionnaires with feedback and actions provided as a result of data analysis.</p> <p>Weekly standing item at PDM</p> <p>Coaching reviews -termly</p>	<p>Workload/wellbeing levels of satisfaction increase as the year progresses, as indicated by termly questionnaires.</p>	<p>LH TS governors</p>

LEADERSHIP AND MANAGEMENT

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility																						
	<div><p>Figure 1: School strategies in place for managing and planning teachers' time</p><table><thead><tr><th>Strategy</th><th>Percentage of respondents</th></tr></thead><tbody><tr><td>Planning, Preparation and Assessment (PPA) time</td><td>97%</td></tr><tr><td>Access to existing schemes of work and associated lesson plans that can be adapted by teaching staff</td><td>91%</td></tr><tr><td>Teachers work collaboratively with other staff to plan schemes of work and/or share resources</td><td>80%</td></tr><tr><td>Efficient marking and feedback requirements (e.g. instant verbal feedback)</td><td>76%</td></tr><tr><td>Dedicated time for additional responsibilities (e.g. subject leadership)</td><td>75%</td></tr><tr><td>Computer software that effectively helps with administrative tasks</td><td>61%</td></tr><tr><td>Reduced data drops</td><td>53%</td></tr><tr><td>School policy to reduce internal communications</td><td>25%</td></tr><tr><td>Other time management strategies</td><td>25%</td></tr><tr><td>A committee/system in place that monitors teachers' workload</td><td>19%</td></tr></tbody></table></div> <p>CPD Twilights to create a wellbeing ‘day’ for all staff on one of the planned INSET days.</p> <p>Annual calendar to reduce ‘pinch points’.</p> <p>PPA from home as an option.</p> <p>Review options to attend family events e.g. sports days, if cover is available-flexible approach.</p> <p>CPD to develop staff confidence in addressing challenging behaviour.</p> <p>Further support for staff through CPD on supporting SEND pupils through adaptive teaching strategies.</p>	Strategy	Percentage of respondents	Planning, Preparation and Assessment (PPA) time	97%	Access to existing schemes of work and associated lesson plans that can be adapted by teaching staff	91%	Teachers work collaboratively with other staff to plan schemes of work and/or share resources	80%	Efficient marking and feedback requirements (e.g. instant verbal feedback)	76%	Dedicated time for additional responsibilities (e.g. subject leadership)	75%	Computer software that effectively helps with administrative tasks	61%	Reduced data drops	53%	School policy to reduce internal communications	25%	Other time management strategies	25%	A committee/system in place that monitors teachers' workload	19%			
Strategy	Percentage of respondents																									
Planning, Preparation and Assessment (PPA) time	97%																									
Access to existing schemes of work and associated lesson plans that can be adapted by teaching staff	91%																									
Teachers work collaboratively with other staff to plan schemes of work and/or share resources	80%																									
Efficient marking and feedback requirements (e.g. instant verbal feedback)	76%																									
Dedicated time for additional responsibilities (e.g. subject leadership)	75%																									
Computer software that effectively helps with administrative tasks	61%																									
Reduced data drops	53%																									
School policy to reduce internal communications	25%																									
Other time management strategies	25%																									
A committee/system in place that monitors teachers' workload	19%																									

LEADERSHIP AND MANAGEMENT

Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	<p>Increase opportunities for coaching to support the development of all teachers.</p> <p>Club leaders to dismiss clubs rather than staff</p> <p>Teachers able to finish PPA earlier to pick up own children</p>			

EYFS				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
<p>Ensure that planning and provision during child initiated opportunities is high quality across all areas of learning, and provides challenge term on term.</p>	<p>Review progression of provision in EYFS so that there is a clear progression from the start of the year, term on term in all areas of learning.</p> <p>Review planning template after reviewing documents used by other EYFS settings (Townhill visit).</p> <p>EYFS leader to provide an exemplar of planning for the afternoons and use as CPD for all EYFS staff.</p> <p>Ensure that planning is clearly linked to each AOL and identifies provision in all areas every day.</p> <p>Ensure that enhanced provision planning and provision links explicitly to input.</p> <p>Ensure that planning includes inputs across all areas of learning and that subject specific inputs are regularly taught.</p>	<p>Planning scrutiny every two weeks</p> <p>Half termly review of provision</p> <p>Half termly monitoring of BBT by SLT</p> <p>Data outcomes for all pupils in all AOL.</p> <p>NF to liaise with BR and ensure that Music hub recommendations/resources are implemented.</p> <p>All subject leaders use part of their monitoring time to evaluate provision for their subject in EYFS.</p>	<p>Planning for CI time provides sufficient challenge term on term.</p> <p>Planning includes clearly identifiable opportunities for both continuous and enhanced provision.</p> <p>Teaching of subject specific inputs includes regular teaching of foundation subjects including music at least once every 2 weeks.</p>	<p>NF SLT</p>

EYFS				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility
	<p>Consider how explicitly areas of learning can be organised into clearly evident demarcated physical areas, inside and out.</p> <p>Ensure that vocabulary linked to BBT is clearly evident in BBT.</p> <p>Develop sticky knowledge for each term for key skills e.g. use of scissors/sand and water play etc.</p> <p>Improve access to high quality teaching of music and art in BBT.</p> <p>Ensure that SSI is a priority and the vocabulary identified is modelled well by adults.</p> <p>Planning for BBT identifies key vocabulary related to each AOL.</p> <p>Planning identifies sticky knowledge for inputs linked to foundation subjects under the UW AOL.</p> <p>Ensure that key pupils are identified for non negotiable interactions with adults in BBT.</p>			

EYFS				
Objective	Specific tasks	Monitoring checkpoints	Success criteria	Responsibility