



School Improvement Plan 2022-23

Approved by Governors: September 2022

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Mrs H. Whitehouse (Chair of Governors)

School Development Plan Overview	RAG rating
Priority 1: To ensure a consistent implementation of the new curriculum and measure the impact of this through pupil outcomes	
<u>Target 1.1</u> To implement an English curriculum which consistently meets the needs of the children across the school	
<u>Target 1.2</u> To implement a maths curriculum which consistently meets the needs of the children across the school	
<u>Target 1.3</u> To implement a non-core subject curriculum which consistently meets the needs of the children across the school	
Priority 2: To provide opportunities beyond the academic to support the personal development of all children	
<u>Target 2.1</u> To develop opportunities for children to take on roles and responsibilities within the school environment	
<u>Target 2.2</u> To develop opportunities outside of the school day	
<u>Target 2.3</u> To enhance our curriculum beyond the classroom	
Priority 3: Provision for all children, including the most vulnerable, is appropriate and targeted so that no child is left behind	
<u>Target 3.1</u> To ensure that systems and structures for the identification and monitoring of SEND are robust	
<u>Target 3.2</u> To develop a pastoral support team to meet the needs of the children in our school	
<u>Target 3.3</u> To ensure that systems, provision and monitoring for Pupil Premium children are secure and effective	
Priority 4: To support staff, new to school and new to roles, through high-quality coaching and mentoring	
<u>Target 4.1</u> To ensure a thorough induction programme is in place for new staff and staff new to role.	
<u>Target 4.2</u> To identify and source relevant CPD to enable staff to carry out their roles effectively.	

Priority 1: To ensure a consistent implementation of the new curriculum and measure the impact of this through pupil outcomes

Target 1.1

To implement our English curriculum which consistently meets the needs of the children across the school

Target 1.2

To implement our maths curriculum which consistently meets the needs of the children across the school

Target 1.3

To implement our non-core curriculum which consistently meets the needs of the children across the school

Target	Actions	Responsibility	Timescale Start/end	Success Criteria	Monitoring	Finance & Resources	Progress & Evaluation Green – Autumn Blue – Spring Red - Summer
1.1	<ol style="list-style-type: none"> 1. Monitor quality first teaching, feedback and curriculum implementation to ensure children know more and remember more 2. Create classroom displays that support the learning journey in English and Reading 3. Implement Spelling Shed across the school and monitor its impact on learning 4. Review current book band systems and develop a progressive system across the school 5. Implement a reading culture across the school and adhere to the reading pledge 6. Carry out rigorous reading assessments and analysis across the school 7. Use assessment data to inform intervention maps and groupings 8. Hold internal and external moderation meetings 9. Identify the bottom 20% and review their progress regularly 10. Promote parental engagement in English 11. Identify staff CPD needs 12. Report to governors 	<p>Working Party 1</p> <p>English Lead</p> <p>Phonics Lead</p> <p>Curriculum/ Assessment Lead</p> <p>VCS Committee</p> <p>Headteachers</p>	<p>Autumn 2022</p> <p>Spring 2023</p> <p>Summer 2023</p>	<ol style="list-style-type: none"> 1. QFT, feedback and curriculum expectations will be evident in drop ins, SLT, subject leader and governor monitoring 2. Displays are consistent, progressive across the school and support the needs of the children in the class 3. Spelling will have greater accuracy in independent writing 4. A progressive approach to book banding and consistent book bands throughout the school. 5. Reading pledge criteria has been met. 6. Reading assessments show progress for all children 7. Intervention maps are flexible, working documents that allow children to be supported where their greatest needs are 8. Internal and external moderation will highlight good practice and support newer members of staff with identifying the next steps and expectations 9. The bottom 20% will be identified and known by staff, their progress reviewed and ambitious intentions will be planned 10. Parents will engage with open mornings/parents' meetings and be fully informed about the English curriculum 11. Staff will receive appropriate CPD and this will have a positive impact on QFT and standards 	<p>Working Party 1</p> <p>VCS Committee</p> <p>SLT</p>		

				12. Governors will be fully informed about the developments of the English curriculum			
1.2	<ol style="list-style-type: none"> 1. Monitor quality first teaching, feedback and curriculum implementation to ensure children know more and remember more 2. Use the WhiteRose scheme to structure the maths curriculum 3. Use practical resources to enhance the maths curriculum and deepen mathematical understanding 4. Use Mastering Number to support number fluency 5. Use TT rockstars to develop times tables fluency 6. Carry out rigorous maths assessments and analysis across the school to ensure children know and remember more 7. Use assessment data to inform intervention maps and groupings 8. Hold internal and external moderation meetings 9. Identify the bottom 20% and review their progress regularly 10. Promote Parental engagement in maths by holding a maths morning 11. Identify staff CPD needs 12. Report to governors 	<p>Working Party 1</p> <p>Maths Lead</p> <p>Curriculum/Assessment Lead</p> <p>VCS Committee</p> <p>Headteachers</p>	<p>Autumn 2022</p> <p>Spring 2023</p> <p>Summer 2023</p>	<ol style="list-style-type: none"> 1. QFT, feedback and curriculum expectations will be evident in drop ins, SLT, subject leader and governor monitoring 2. The maths curriculum will be sequential, fill gaps in learning and allow children to catch up 3. Practical resources will allow children to know more and remember more 4. Children will be fluent in basic number skills 5. Children will have quick recall of times tables and this will have a positive impact on maths progress and attainment 6. Maths assessments show progress for all children 7. Intervention maps are flexible, working documents that allow children to be supported where their greatest needs are 8. Internal and external moderation will highlight good practice and support newer members of staff with identifying the next steps and expectations 9. The bottom 20% will be identified and known by staff, their progress reviewed and ambitious intentions will be planned 10. Parents will engage with open mornings/parents' meetings and be fully informed about the maths curriculum 11. Staff will receive appropriate CPD and this will have a positive impact on QFT and standards 12. Governors will be fully informed about the developments of the maths curriculum 	<p>Working Party 1</p> <p>VCS Committee</p> <p>SLT</p>		
1.3	<ol style="list-style-type: none"> 1. Monitor quality first teaching, feedback and curriculum implementation to ensure children know more and remember more 2. Carry out regular assessments to ensure children know and remember more 3. Create classroom displays that support the learning journey in non-core subjects 	<p>Working Party 1</p> <p>Non-core subject leaders</p> <p>Curriculum/Assessment Lead</p>	<p>Autumn 2022</p> <p>Spring 2023</p> <p>Summer 2023</p>	<ol style="list-style-type: none"> 1. QFT, feedback and curriculum expectations will be evident in drop ins, SLT, subject leader and governor monitoring 2. Assessments show that children know more and remember more 3. Displays are consistent, progressive across the school and support the needs of the children in the class 	<p>Working Party 1</p> <p>VCS Committee</p> <p>SLT</p>		

	<ul style="list-style-type: none"> 4. Identify, purchase if needed, use and monitor suitable resources to enhance the curriculum 5. Promote the role of the subject leader 6. Monitor subjects regularly and maintain high standards across the school 7. Identify staff CPD needs 8. Report to governors 	<p>VCS Committee</p> <p>Headteachers</p>		<ul style="list-style-type: none"> 4. Resources will have a positive impact on the quality of the curriculum provided 5. The subject leader will drive the changes in their subject and monitor the impact 6. Regular monitoring will result in future action planning 7. Staff will receive appropriate CPD and this will have a positive impact on QFT and standards 8. Governors will be fully informed about the developments of the maths curriculum 			
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Priority 2: To provide opportunities beyond the academic to support the personal development of all children

Target 2.1

To enhance children’s personal development through roles and responsibilities within the school environment.

Target 2.2

To develop opportunities outside of the school day to support the personal development of all children

Target 2.3

To enhance our curriculum beyond the classroom for their future success in Modern Britain

Target	Actions	Responsibility	Timescale Start/end	Success Criteria	Monitoring	Finance & Resources	Progress & Evaluation Green – Autumn Blue – Spring Red - Summer
2.1	<ul style="list-style-type: none"> 1. Identify and implement opportunities for children to develop their character and take on responsibility in school 2. Create opportunities to value and recognise the ‘voice’ of the children in their wider roles and responsibilities 3. Monitor engagement of all pupils through provision mapping. 	<p>Working party 2</p> <p>Headteachers</p> <p>Team Leaders</p> <p>School Council leader</p> <p>PSHE/PD leader</p>	<p>Autumn 2022</p> <p>Spring 2023</p> <p>Summer 2023</p>	<ul style="list-style-type: none"> 1. School council, mini police, digital leaders, school reporters, sports crew, eco council, classroom jobs, Y6 responsibilities, house captains, play leaders, reading buddies will be in place 2. Children will talk constructively to the SLT about their wider school responsibilities 3. A provision map will be in place identifying the engagement of pupils. 	<p>Working party 2</p> <p>SLT</p> <p>SAW committee</p>		
2.2	<ul style="list-style-type: none"> 1. Provide a variety of extra-curricular activities that nurture interests and talents, and are inclusive for all children 2. Monitor engagement of all pupils through provision mapping. 3. Promote sports clubs and holiday clubs 	<p>Working party 2</p> <p>Extra-curricular/ PE leader</p>	<p>Autumn 2022</p> <p>Spring 2023</p> <p>Summer 2023</p>	<ul style="list-style-type: none"> 1. All children will have access to a variety of activities throughout the year; this will be mapped out on a timetable 2. Provision maps show engagement and will allow staff to target specific children 	<p>Working party 2</p> <p>SLT</p> <p>SAW committee</p>		

	4. Create opportunities to value and recognise the 'voice' of the children and their use of the extra-curricular activities	SAW Committee		3. Sports clubs and holiday clubs will be promoted through Seesaw, leaflet and personal invitation 4. Children will talk positivity and constructively about the impact of extra-curricular activities on their personal development			
2.3	1. Develop an understanding of the British Values, diversity, respect and the protected characteristics 2. Promote cultural capital through a range of opportunities 3. Create community links and provide opportunities to learn within the local area 4. Promote SMSC across the curriculum	Working party 2 PSHE/PD Leader Curriculum/ assessment lead RE leader	Autumn 2022 Spring 2023 Summer 2023	1. Assemblies will be clearly mapped out across the year and cover the fundamentals of British Values etc... 2. School visits, visitors to school and themed days will be planned and monitored to expose children to wider opportunities 3. The school will have a higher profile within the local community and opportunities to enhance learning will have been sourced and used. 4. Opportunities for the teaching of SMSC are evident across the curriculum and children can talk confidently about it.	Working party 2 SLT SAW committee	Visits Kapow	

Priority 3: Provision for all children, including the most vulnerable, is appropriate and targeted so that no child is left behind

Target 3.1

To ensure that systems and structures for the identification and monitoring of SEND are robust

Target 3.2

To develop a pastoral support team to meet the needs of the children in our school

Target 3.3

To ensure that systems, provision and monitoring for Pupil Premium children are secure and effective

Target	Actions	Responsibility	Timescale Start/end	Success Criteria	Monitoring	Finance & Resources	Progress & Evaluation Green – Autumn Blue – Spring Red - Summer
3.1	<ol style="list-style-type: none"> Identify opportunities for CPD Develop and implement systems and structures Create provision maps to identify targeted support and interventions Refine assessments to include small-step assessments for pupils with SEND Identify opportunities to adapt the curriculum to ensure access for all 	<p>Working party 3</p> <p>SEND/ Pastoral support team</p> <p>Headteachers</p> <p>Curriculum/ Assessment leader</p>	<p>Autumn 2022</p> <p>Spring 2023</p> <p>Summer 2023</p>	<ol style="list-style-type: none"> SENDCO Award will be achieved and local training has been attended. Systems and structures are robust and understood and used by all. Provision maps identify targeted support and interventions for SEND pupils. The SENDCO can discuss the impact on pupil progress. Assessments show small step progress and are used to inform planning and target support. Adaptations will be evident for SEND pupils allowing them to access the curriculum. The SENDCO will be able to discuss adaptations for all. 	<p>Working party 3</p> <p>SLT</p> <p>SEND Governor</p>	CPD	
3.2	<ol style="list-style-type: none"> Agree the roles and responsibilities of the pastoral team and the interventions they will be responsible for. Create The Den as a base for the pastoral team and as a safe space Introduce a range of clubs and opportunity to support the pastoral development of our pupils. Monitor attendance and work with families to improve attendance and lateness. Reduce the impact of negative and disruptive behaviour on teaching and learning. Involvement of parents in their children’s education, behaviour and well-being. 	<p>Working party 3</p> <p>SEND/ Pastoral support team</p> <p>SEND governor</p> <p>Headteachers</p>	<p>Autumn 2022</p> <p>Spring 2023</p> <p>Summer 2023</p>	<ol style="list-style-type: none"> Roles and responsibilities are clear and understood by all. Pastoral support bases will be used effectively to support the well-being and emotional needs of our children. Opportunities are implemented effectively and have a positive impact on pupils needs. There will be a positive impact on attendance and lateness. Teaching and learning will not be disrupted by negative behaviour and pupils will be more regulated. Parental needs are targeted to support their children in contributing positively to society. 	<p>Working party 3</p> <p>SLT</p> <p>SEND Governor</p>	Resources for The Den	
3.3	<ol style="list-style-type: none"> Agree the roles and responsibility of the PP lead. Create cycle of monitoring and evaluation Provision mapping (tier 2 and tier 3) Identify and action CPD in relation to PP for all staff. Map out the adaptations and interventions (tier 2 and tier 3) for all PP children. PP Governor and the Governing body to monitor PP. 	<p>Working party 3</p> <p>PP/ Disadvantaged leaders and governor</p> <p>Headteachers</p> <p>Assessment leader</p>	<p>Autumn 2022</p> <p>Spring 2023</p> <p>Summer 2023</p>	<ol style="list-style-type: none"> The PP lead will be effective in their role. The monitoring and evaluation of pp will be robust. All staff have the tools to support their pp pupils. Interventions and adaptations will be implemented and monitored for impact. PP Governor can report effectively to the Governing body on the progress and outcomes of pp pupils. 	<p>Working party 3</p> <p>SLT</p> <p>PP/Disadvantaged Governor</p>	CPD	

Priority 4: To support staff, new to school and new to roles, through high-quality coaching and mentoring and develop succession planning within school.

Target 4.1

To ensure a thorough induction programme is in place for new staff and staff new to role.

Target 4.2

To identify and source relevant CPD to enable staff to carry out their roles effectively.

Target	Actions	Responsibility	Timescale Start/end	Success Criteria	Monitoring	Finance & Resources	Progress & Evaluation Green – Autumn Blue – Spring Red - Summer
4.1	<ol style="list-style-type: none"> 1. Create a staff handbook and expectation documents. 2. Allocate time for staff to meet with all leaders. 3. Implement a buddy/mentor system to support communication and well-being 4. Provide high quality coaching and mentoring 5. Ensure communication is clear, consistent and relevant 6. Create fluid teams that work towards a shared vision 	<p>SLT</p> <p>Buddies/mentors</p> <p>ECT mentor</p> <p>SAW committee</p>	<p>Autumn 2022</p> <p>Spring 2023</p> <p>Summer 2023</p>	<ol style="list-style-type: none"> 1. Staff will know and understand how our school operates in order to fulfil their role in a professional and consistent way. 2. Leaders will engage with staff to ensure that they are fully informed and feel valued. 3. Buddies/mentors meet with staff new to role regularly and provide constructive support. 4. Coaching and mentoring will have a positive impact on staff new to school and roles. 5. Systems and structures are in place to communicate effectively. 6. Teams meet regularly with clear agendas. 	<p>SLT</p> <p>All governors</p>		
4.2	<ol style="list-style-type: none"> 1. Identify and provide focused and highly professional CPD <ol style="list-style-type: none"> a. new staff b. Early Career Teacher c. Leadership d. Subject leaders e. Pastoral and SENDCO 	<p>SLT</p> <p>ECT mentor</p> <p>Subject leaders</p> <p>Resources committee</p>	<p>Autumn 2022</p> <p>Spring 2023</p> <p>Summer 2023</p>	<ol style="list-style-type: none"> 1. Relevant training will have taken place <ol style="list-style-type: none"> a. Identified through monitoring b. The ECT framework will have been adhered to and internal and external support will be in place c. Leaders will be participating in 'National Professional Qualifications' d. Networking and CPD opportunities will impact on the role of the subject leader e. NaSenco award will have been achieved. TAC training for pastoral team will have been achieved. 	<p>SLT</p> <p>All governors</p>	ECT Provider	