

School Improvement Plan

2021/2022

School Improvement Plan Priorities 2021-2022



1 – Effective leadership capacity at all levels within the school.






2 – Pupils have the skills to move to the next stage of their educational journey.



3 – The curriculum is implemented effectively.

4 – To support the wellbeing and mental health of children, families and staff.

5 – The school is financially stable.

Priorities	Success criteria
 <p>1 – Effective leadership capacity at all levels within the school.</p>	<ul style="list-style-type: none"> • The leadership structure exercises its roles responsibilities and accountabilities effectively • Leaders including governors have a clear understanding of the school’s strengths and areas for development • Subject leaders drive improvement around the curriculum • Professional development (CPD) supports leadership capacity building
 <p>2 – Pupils have the skills to move to the next stage of their educational journey.</p>	<ul style="list-style-type: none"> • Attainment in reading, writing and maths is in line with or above national • Attainment in phonics is in line with or above national • Attainment in the year 4 multiplication test is in line with or above national • Progress at all key benchmarks is good, using a recovery curriculum to close the gap between disadvantaged and non-disadvantaged • Outcomes show that a high proportion of learners achieve at greater depth • There is a consistent approach to the teaching of reading, writing and maths in all year groups • Staff are confident in their subject knowledge and pedagogical approaches e.g. maths mastery • Transitions between EYFS, KS1 and KS2 are effective and meet the needs of all children
 <p>3 – The curriculum is implemented effectively.</p>	<ul style="list-style-type: none"> • Curriculum intent statement is understood by all stakeholders and drives the implementation phase • There is clear progression of knowledge, skills and concepts in all subjects i.e. strategic sequencing • Subject leaders can articulate how the curriculum has been adapted to meet the needs of all Pakeman children, especially SEND • Subject leaders support the knowledge and pedagogical delivery of the curriculum • Governors have a clear oversight of the implementation of the curriculum • Begin work on reviewing the inclusivity of the curriculum, ensuring that diversity and equality are reflecting in what is taught
 <p>4 – To support the wellbeing and mental health of children, families and staff.</p>	<ul style="list-style-type: none"> • Children are happy at school and speak positively about their own and others’ cultural heritage • Children, families and staff feel supported • Satisfaction rates from parents/carers are very high • Pupils’ attitude to learning and behaviour is good
 <p>5 – The school is financially stable.</p>	<ul style="list-style-type: none"> • The school attracts external funding to fund additional opportunities for the development of children, families and staff • A balanced budget is set for the year 2022/2023 • The school shows financial stability through its income and expenditure • School spending priorities represent value for money

MONITORING & EVALUATION

- The following plan will be subject to **termly review** using the intended priorities and success criteria.
- On-going monitoring and evaluation activities such as learning walks, book looks, data and pupil voice will be used to evaluate the impact.
- All judgements will be benchmarked against Ofsted requirements using the Ofsted handbook.
- Governors and SLT will conduct a termly self-evaluation against the success criteria set.
- We will use the Local Authority and external expertise to quality assure judgements.

School Leaders:	Governors:	School Improvement Partner (SIP):
<ul style="list-style-type: none"> • Pupil progress meetings conducted between SLT and class teachers – Fortnightly for KS1 and KS2 classes and half termly for EYFS • Termly learning walks (to include book look & pupil interviews) • Team leaders to monitor weekly planning • Termly scrutiny of pupil achievement data (including SEND, disadvantaged, EAL, more able and gender) • Half termly monitoring of interventions • Termly moderation meetings for reading, writing and maths with LA representatives and consultants • Half termly subject monitoring completed by subject leaders and reported to SLT 	<ul style="list-style-type: none"> • Evaluate the effectiveness of teaching/learning and the impact on data through discussions with head teacher and link subject leads • Evaluate and discuss reports from external consultants and LA • Evaluate the use of additional funding (pupil premium, catch up and sports premium) • Monitor the budget for effectiveness and sustainability 	<ul style="list-style-type: none"> • The SIP will jointly monitor progress on a termly basis through data analysis, learning walks and work scrutinies (teaching and learning review) • The SIP will work with the SLT to identify areas for development and next steps

PROJECTED OUTCOMES July 2022

■ National data

School Provisional Projections July 2022								
End of Key Stage 2	Standards	Reading	National	Writing	National	Maths	National	SPAG
	At/above expected	78%	73	78%	78	78%	79	75%
	Working at greater depth	40%	27	20%	20	35%	27	20%
Combined reading, writing, maths Expected		72%			National 65			N/A
Combined reading, writing, maths Greater Depth		20%			National 11			N/A

End of Key Stage 1	Reading	National	Writing	National	Maths	National
At/above expected	71%	75%	71%	69%	85%	76%
Working at greater depth	39%	25%	32%	15%	45%	22%
Combined reading, writing, maths Expected		71%			National x	
Combined reading, writing, maths Greater Depth		30%			National x	


Phonics:

- 2021 Phonics Screening Check – Year 2 – 92%
- 2022 Phonics Screening Check – Year 1 – 85% – National is 82%
- 2022 Cumulative Phonics Screening Check – Year 2 – 95% – National is 91%

Good Level of Development (GLD)


- 2022 – At GLD – 60%
- 2022 – Exceeding GLD – 5%

Priority 1 Action plan

Key priorities	
	<hr/> <p>1 – Effective leadership capacity at all levels within the school.</p>


Key actions for Autumn 2021	Key actions for Spring 2022	Key actions for Summer 2022
<ul style="list-style-type: none"> • Regular meetings to maintain roles and responsibilities • Action plan submitted by all subject leader linked to SIP targets (focusing specifically on leadership, implementation and wellbeing) • Decide on focus subjects for OFSTED focus • Staff meetings related to focus subjects • Start of CPD for NPQSL • Focus on SL CPD – implementation – the meaning for all subjects • Focus work on strengths and areas for development with all staff • Survey of subject knowledge for focus subjects 	<ul style="list-style-type: none"> • Progress meetings with all subject leaders to assess progress in relation to action plans • Subject leaders to attend governors meeting to present (as EYFS and SEND did last term) • Survey of subject knowledge for non-focus subjects • Check in on all actions from Autumn 2021 	<ul style="list-style-type: none"> • Check in on all actions from Autumn 2021 ad Spring 2022
Evaluation	Evaluation	Evaluation

Priority 2 Action plan

Key priorities	 <p>2 – Pupils have the skills to move to the next stage of their educational journey.</p>
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Key actions for Autumn 2021	Key actions for Spring 2022	Key actions for Summer 2022
<ul style="list-style-type: none"> • INSET - training on shared approach to teaching key skills (phonics, daily supported reading, reading, maths (White Rose) • Identify any training needs for new/additional staff • Use baseline from Summer 2021 to inform groups/teaching from September • Identify children who require interventions from September 2021 • SLT review of most effective interventions – when? Which? How? • Phonics/Multiplication interventions • Daily Supported Reading groups according to previous assessment • Autumn baseline assessment – reading, writing, maths • Use of Target Tracker? How does this inform interventions? Teaching? Monitoring? 	Check in on all actions from Autumn 2021	Check in on all actions from Spring 2022
Evaluation	Evaluation	Evaluation

Priority 3 Action plan

Key priorities	 <p>3 – The curriculum is implemented effectively.</p>
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Key actions for Autumn 2021	Key actions for Spring 2022	Key actions for Summer 2022
<ul style="list-style-type: none"> • Staff induction and expectations set for the year • Series of CPD sessions for subject leads to share action plans, communicate expectations and develop success criteria (SLT to plot a clear CPD plan for the year to ensure even coverage of subjects and priorities) • Share good practice (skills, ideas, resources etc.) • ECT and RQT mentoring and training • Establish working party for decolonising the curriculum to advise on links to subjects and to plot opportunities on curriculum maps (check existing maps) • Anti-racism lessons delivered across all phases (ensuring that there is progression between year groups) • Link Governor Day to share progress in subjects • SEND: input on differentiation in non-core subjects • Focus on progression in subjects e.g. on Science Day all year groups work on forces but using skills appropriate to each year group 	<ul style="list-style-type: none"> • Staff training around decolonising the curriculum • Anti-racism lessons delivered across all phases (ensuring that there is progression between year groups) • Check in on all actions from Autumn 2021 	<ul style="list-style-type: none"> • Capture good practice linked to decolonising the curriculum and update curriculum maps for 2022/23 • Link Governor Day, focusing on progress in decolonising the curriculum in subjects • Check in on all actions from Autumn 2021 and Spring 2022

Evaluation	Evaluation	Evaluation
<ul style="list-style-type: none">Monitoring (learning walks, book looks, planning checks, staff voice, pupil voice)Monitor timetable to check that subjects		


Priority 4 Action plan

Key priorities	
	<p>4 – To support the wellbeing and mental health of children, families and staff.</p>

Key actions for Autumn 2021	Key actions for Spring 2022	Key actions for Summer 2022
<ul style="list-style-type: none"> • Child-friendly behaviour ladder displayed in classrooms • Initial wellbeing survey with children / parents / staff • Staff survey to decide which clubs can be offered • Children survey to discover what activities / clubs they would like • Parent survey to discover clubs that they could offer • Overhaul of the curriculum and an anti-racism charter • Plan workshops / trips for each term • School council, play buddies / wellbeing champions set up • Termly cultural events / celebrations • International evening • Website / advertising school • Staff events – Crystal Maze / escape room / quiz / book club / exercise • Whole school days planned across the year • Parent workshops / coffee mornings with specific focus 	<ul style="list-style-type: none"> • Easter / Spring celebration • Eid al-Fitr • Toy Day • Shared cooking activities • Language workshops • Check in on all actions from Autumn 2021 	<ul style="list-style-type: none"> • Complete the Wellbeing Award • Carnival • Eid al-Adha • Check in on all actions from Autumn 2021 and Spring 2022

Evaluation	Evaluation	Evaluation

Priority 5 Action plan

Key priorities	 <p>5 – The school is financially stable.</p>
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Key actions for Autumn 2021	Key actions for Spring 2022	Key actions for Summer 2022
<ul style="list-style-type: none"> • Budget monitoring (4 quarterly and 2 summaries) • Research potential external funding • Keep a record of covid expenditure • Work with external consultant to moderate spending (half termly) • To evaluate staff sickness and set review meetings • Consider possible training courses (art, welling etc.) • To market the school building to attract external funding • Look at PTA events for the year • Monitor pupil numbers (October census) 	<ul style="list-style-type: none"> • Budget monitoring (4 quarterly and 2 summaries) • Research potential external funding • Keep a record of covid expenditure • Work with external consultant to moderate spending (half termly) • Complete SFVS • Set a balanced budget • Consider restructure • Monitor pupil numbers (January census) 	<ul style="list-style-type: none"> • Budget monitoring (4 quarterly and 2 summaries) • Research potential external funding • Keep a record of covid expenditure • Work with external consultant to moderate spending (half termly)
Evaluation	Evaluation	Evaluation