



SCHOOL IMPROVEMENT PLAN 2021 - 2022

School Name: Midsomer Norton Primary School		Updated: 31/08/21
Key Ofsted actions from latest report	<p>OFSTED TARGETS Feb 2013:</p> <ul style="list-style-type: none">· There is not yet enough outstanding teaching because teachers do not always show pupils what they are expected to have achieved by the end of the lesson.· Teachers sometimes do not provide work that is hard enough for more-able pupils in mathematics.	
Key staffing issues and/or considerations	<p>Movement kept to a minimum New Forest School Leader in post - needs to be trained. Wellbeing of staff after traumatic 18 months</p>	
Key budget issues and/or considerations	<p>Pupil numbers are low in Reception. This has implications for future budgeting. PR and site improvements need to be considered in order to maximise interest in school from prospective parents.</p>	



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Quality of Education

Behaviour

Personal Development

Leadership and Management

Governance

EYFS

Quality of Education

Summary from SEF:

Learning sequences, threshold concepts are clear but school closure interrupted the roll out.

Some staff have had interrupted training (NQT/PGCE) and need development on how to plan sequences of lessons.

Some Middle/subject leaders in primary schools are less experienced in their role and need support to understand and execute their role.

A broad, wider curriculum offer is mapped out but school closure interrupted the roll out.

In 2019 Phonics attainment dropped below the national average. There has been significant investment in phonics resources and training. Attainment was expected to rise to above the national average in 2020. A continued emphasis on quality of teaching in learning in phonics needs to be maintained.

In 2019 Key Stage 2 reading attainment dropped below the national average. The new approach to whole class guided reading brought in during 2019 has led to gains in attainment this needs to be monitored closely to ensure continued development. Attainment in Key stage 1 writing was below the national average as there was insufficient focus on writing in Y1 in 2019. TA in July 2021 shows 76% met ARE in writing

Some SEN and PP children are not catching up sufficiently quickly due to imprecise teaching and mastery of basic skills.

Greater Depth score at the end of KS2 is too low due to insufficient expectations for some children in KS2 and prioritising of gap filling at the expense of greater depth.

The sequencing and delivery of curriculum outside of English and Maths has improved. Priorities are now RE and science.

The development of teachers' subject knowledge in science, RE and DT has been delayed by the pandemic but in lockdown training was held for teaching reading, computing, maths, History and Geography

Success criteria going forward:

The school has a clear curriculum intent for every subject that all in the school understand and uses schemes of learnings to identify subject specific schema for building pupils' knowledge over time, and show a progression towards assessment milestones as end points at each stage and includes policy for the event of full or partial closure.

Schemes of learning identify in detail the knowledge that pupils need to know and remember in order to achieve the milestones at each stage. They support the development of cultural capital.

Subject leaders undertake their role to evaluate, monitor and train other colleagues leading to excellent (ARE+) outcomes across all subjects.

Following the disruption of Covid-19, teachers use their assessments to ensure that pupils catch up with vital learning from the previous stage and their understanding is secure before moving on.

75%+ GLD.

90% phonics.

85% Reading KS 1.

78% writing KS 1.

80% Maths KS1

GD 25% at least in all components and 20% combined.

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	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	CURRICULUM DEVELOPMENT Ensure core knowledge and understanding is identified at each phase, using threshold concepts to give coherence to the intent. Assessment is effectively planned to ensure pupils retain essential knowledge and identify gaps across the curriculum. and demonstrate the impact of our coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning in all subjects.	Ensure all revised curriculum intent documentation is complete, based on core concepts and components at each stage. Embed the use of frequent low stakes assessment to check pupils' learning of core content , identify gaps and ensure retention Effective POP tasks for assessment are identified. Subject leaders monitor for quality and to support pupil interviews. Ensure key concepts(schema) are frequently revisited and reinforced in all subjects. Introduce Number Sense Maths program. Staff meetings T1W1, T1W5 Teacher/ Staff training for infants programme Teacher/ Staff training for KS2 Catch Up programme	T2 T1-6 T1-6 1 year T1 T1 T1-T6	Subject leaders Teachers Maths/ NSM Leads	T1 low stakes entry and exit quizzes a feature of all curriculum plans T2 - all POP tasks and timetable agreed. Learning walks T1/T2 Introduced T1W1, Reviewed T1 W5	Low stakes assessment is in place across all subjects and informs teachers' planning . Lesson observation show that pupils retrieve knowledge frequently. Teachers know how well pupils are learning current topics Pupils know and remember the curriculum well, referring to threshold concepts to make links Pupils can articulate the key knowledge in subjects, and relate them to new learning, Teachers use POP tasks effectively to assess and plan Primary planning has threshold concepts embedded in medium and short term plans, and pupils use these to assimilate new knowledge. All children show increasing fluency and using 12 NSM strategies. Books and pupil conferencing shows that learning is well sequenced, and pupils are	Pupil voice Book looks Lesson visits Intent discussions Learning walks show frequent use of recall activities. Assessment data/ Book look/ learning walks Pupil voice	£2000 (release time)	

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	<p>The maths curriculum ensures all children have a secure understanding of number by the end of KS1</p> <p>The curriculum effectively develops children's understanding of diversity and equality.</p>	<p>Children assessed at the end of each unit. Results analysed by Maths/ NSM Leads</p> <p>All staff receive MAT training Black Lives Matter training (INSET session) All classes study a significant BAME figure during Black History Month. Assembly programme reinforces learning during Black History Month. History/ Geography Leads train staff on changes to curriculum documentation e.g. content relevant to diversity Staff meeting T1 Embed Jigsaw PSHE scheme to ensure children understand prejudice and how to combat it. MAT Jigsaw training in January</p>	<p>T1</p> <p>T2</p> <p>T2</p> <p>T1</p> <p>1 year</p> <p>T3</p>	<p>Teachers</p> <p>Maths/ NSM Leads</p> <p>DHT</p> <p>Teachers</p> <p>HT/DHT</p> <p>Hist/Geog Leads</p>	<p>T2 fed back to SLT</p> <p>T1 All staff aware of their own unconscious bias.</p> <p>T3 training held. Pupil voice T2/ T6</p>	<p>fluent and confident with facts identified in 'Ready to progress' DFE documentation for KS1</p> <p>At least 80% ARE in KS1</p> <p>Impact of programme clearly shown from assessment data.</p> <p>Children show greater awareness of contributions to culture/ learning by BAME individuals.</p> <p>Schemes of learning help pupils know how to behave appropriately and reject prejudice behaviour.</p> <p>No inappropriate behaviour related to prejudice.</p> <p>Issues related to the BLM campaign are understood fully by children.</p>	<p>Responses in circle time</p> <p>Behaviour records/ My concern</p> <p>Pupil voice</p>		
2	<p>Teacher/ Support Staff Subject Knowledge</p> <p>Teachers teach well sequenced, knowledge-based units which develop children's recall, memory skills and</p>	<p>Recap Cognitive Load Theory in INSET session to reinforce understanding of importance of recall activities</p> <p>Teachers teach x3 growth mindset sequence (assemblies in term address growth mindset)</p>	<p>T1</p> <p>T1</p>	<p>HT</p> <p>Teachers</p>	<p>T1 complete</p> <p>T1 lessons delivered</p>	<p>Lesson visits show how pupils build on prior learning and build schema.</p> <p>Lesson visits show how recall activities are used to build long term memory</p>	<p>Learning walks Pupil voice</p> <p>Learning walks Pupil voice</p>		

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	<p>understanding of metacognition; allowing children to know more and do more, producing excellent work across their learning. Teachers use questioning effectively</p> <p>Ensure all teachers are supporting children to develop long-term memory, cultural capital and fluency in their learning.</p>	<p>Ensure teachers understand the updated science curriculum including threshold concepts and prerequisites in each topic. Ensure working scientifically is progressively taught. Staff meetings ins T1 and T2</p> <p>Ensure teachers understand the sequence of the updated curriculum including threshold concepts in each topic in RE and DT. Staff meetings T2</p> <p>Ensure teachers use threshold concepts as identified in MAT progression documents for framing new information, especially in non-core subjects.</p> <p>Review effective teaching of times tables</p>	<p>T1</p> <p>T2</p> <p>T2</p> <p>T1-T6</p> <p>T1</p>	<p>Science Lead/ DHT</p> <p>RE/DT leads</p> <p>Subject Leaders</p> <p>Maths Lead</p>	<p>T1 Science lead DHT review curric/ T1/2 train staff</p> <p>T1 Leads monitor/ T2 feedback findings lead staff meetings</p>	<p>and reframe learning if needed.</p> <p>Pupil interviews and book checks show progression in understanding of threshold concepts, building over time and pupils making links between past and current knowledge for learning.</p> <p>Science lesson visits and book looks show strong progression in working scientifically</p> <p>85% achieve 21/25 or above on Y4 times tables assessment</p>	<p>Book looks</p> <p>Pupil voice</p> <p>Data/ learning walks</p>		
3	<p>READING (Phonics. Vocabulary. Questioning)</p> <p>At the early stages of learning to read, reading materials are closely matched to learners'</p>	<p>Regular assessment and analysis of pupils' phonics knowledge to identify gaps, those who struggle quickly identified in EY and KS1 and receive precision teaching and extra reading at least once a day.</p> <p>Use YARC assessment to test and diagnose reading capability for</p>	<p>T1-T6</p> <p>T1/3/5</p>	<p>Teachers/ Phonics lead</p> <p>Teachers</p> <p>English Lead</p>	<p>T1 children assessed, phonics starts</p> <p>T1 Yarc completed</p>	<p>Phonics groups start T1W2 Precision teaching used to support catch up where appropriate. Y1 consolidate set 1/2 by late October. 90% of Y2 meet Y1 threshold in November</p>	<p>Data</p> <p>Data</p>		

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<p>phonics knowledge. RWI programme embedded.</p> <p>Bottom 20% given robust support to catch up quickly and become fluent readers</p> <p>Whole class approach to guided reading leads to good progress for all children</p> <p>A love of reading, including book talk, social reading spaces, recommendations and knowledge of the literary canon are promoted well</p>	<p>the lowest 20-30% of readers and adjust plans accordingly 2 times a year. Results analysed by English Lead and reported to SLT. Results used to inform additional catch up sessions and adaptations in class.</p>	T1 and T6	Teachers	T6 re-done and results evaluated	Bottom 20-30% readers have carefully targeted teaching and catch-up towards their chronological age in reading (over 1 years progress).	Listen to readers	£1200 (Release)	
	<p>Reading books match the sounds that pupils can sound - blend and are well-sequenced.</p>	1 year	Teachers	Regular monitoring by SLT T1-6 ensures suitability of books	Monitoring shows consistently good teaching, strong use of assessment, effective deployment of TAs, well matched books.	Learning walks	£500 (RWI replenishment)	
	<p>Ensure teaching of Guided Reading has appropriate focus on oral responses/ discussion/ debate.</p>	1 year	Teachers		Teachers all understand the expectations of the school programme and know the deficits in pupils' knowledge if they fall behind.	Learning walks		
	<p>Support teachers and TAS to plan to provide background knowledge, vocabulary, retrieval and simple inference skills which help struggling readers to access demanding texts/</p> <p>SEND children supported in class in guided reading see above</p> <p>Continue to develop children's enjoyment of reading through weekly school library visits, termly MSN library visits and regular author visits.</p> <p>Expand range of genres in the library eg newspapers, magazines</p>	1 year			Lesson visits show that pupils engage well with discussion about their reading. Teachers model how to read strategically. Those who struggle receive support to take part and catch up.			
		Ongoing	KD/All		Pupil interviews show that they experience an ambitious reading spine. They express a love of reading and are guided in book choices. Reading for		£1000 (PP)	

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						pleasure is a valuable part of the school day.			
4	SUPPORT FOR SEND /PP - curriculum is designed to be ambitious and to meet the needs of specific and identified groups	<p>Interventions are timetabled so that children do not miss out on a broad and balanced curriculum.</p> <p>Introduce new KS1/ KS2 timetable to maximise quality teaching time.</p> <p>Pupil progress meetings held in T1 (highlight ch's needs and appropriate provision) T3/T5</p> <p>Revisit effective pre-teaching of vocab without withdrawing children from lessons T1 1 x staff meeting, T2 1 x staff meeting</p> <p>Monitoring focused on in-class support of children with SEND</p> <p>Number Sense Training for all TAs</p>	<p>T1</p> <p>T1</p> <p>1 year</p> <p>3 terms</p> <p>1 year</p> <p>T1</p>	<p>Teachers</p> <p>HT/ Teachers</p> <p>HT/DHT/ Teachers</p> <p>DHT</p> <p>DHT (SENDCO)</p> <p>Maths lead</p>	<p>T1/W3 interventions start at latest</p> <p>PP meetings held T1/3/5</p> <p>Staff meetings T1/ T2</p> <p>Complete by end Sept.</p>	<p>Children are supported within the classroom.</p> <p>Children make better than expected in progress as shown by YARC/ RWI/ NFER data</p> <p>Teachers use a wide range of strategies to develop and embed vocabulary.</p> <p>Monitoring shows SEND children are consistently well supported.</p> <p>All TAs are confident to support number sense effectively.</p>	<p>Learning walks</p> <p>Data/ book looks</p> <p>Learning walks/ book look</p> <p>Learning walks</p> <p>Data from unit assessments</p>		
5	WRITING Improve attainment in writing so that all children have mastered	Ensure that in EYFS and Year 1, pupils apply their knowledge of phonics consistently and accurately in their writing.	T1-6	Teachers	T1 begins, maintained across year	100% of children form letters correctly by Christmas in Y1	Book look/ learning walks		

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	the basics in writing by the end of KS1 and raise the percentage of greater depth writers at the end of KS1/KS2.	Children complete a writing task linked to phonics daily.	T1-6	Teachers	T1 begins, maintained across year	80% of children reach ARE in writing at Y1 and Y2	Data		
		Daily handwriting and insistence from teachers to ensure children use the correct pencil grip and form letter correctly.	T1-6	Teachers	T1 begins, maintained across year		Book look/ learning walks		
		Teachers use a wide range of activities including drama, debate, vocabulary building to ensure children have an appropriate library of language to call upon.	T1-6	Teachers	T1 begins, maintained across year	Booklooks show increasing range and sophistication of vocabulary.	Book looks		
		Ensure pupils develop strong sentence level skills through activities such as sentence stacking.	T1-6	Teachers	T1 begins, maintained across year	At least 20% of KS2 at greater depth in writing.			
		All Talk for Writing units to begin with an exciting stimulus	T1-6	Teachers	T1 begins, maintained across year	Pupils report being excited and motivated by writing lessons.	Book look Data		
		Effective shared writing encourages children to choose effective vocabulary and phrasing.	T1-6	Teachers			Pupil voice		
		Effective guided writing models to HA children how to make their own choices in relation to structure and style.	T1-6	Teachers	T1 begins, maintained across year	Greater depth writers show control of genre, convention and structure in wide renegades of genres.	Learning walks/ book looks		
			T1-6	Teachers	T1 begins, maintained across year				

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		Innovation stage in Talk For Writing allows HA greater choice in genre, structure and style. Children do not rewrite a final version in neat unless there is a valid reason to do so.	T1-6	Teachers	T1 begins, maintained across year		Learning walks/ book looks Learning walks/ book looks		
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Quality of Education **Behaviour** Personal Development Leadership and Management Governance EYFS

Behaviour:

Summary from SEF:
Attendance is in line with national averages; however attendance for vulnerable children (PP and SEN) is below the rest of the school.

Success criteria going forward:
Attendance 96.3%+.
Persistent Absence is below national
Behaviour in class and around the school is at least good.

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	ATTENDANCE Ensure attendance is at 96.3%+	Review MAT policy with office staff	1 month	AR	Use procedures from September	Attendance is above national at	Attendance letters Overall attendance		

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		Attendance reviewed weekly with prompt actions/ support for families Support parents/carers with plans, but if necessary move quickly to finding if absence is unacceptable.	T1-T6	AR/Office staff		least and 96.3% in primary PP and SEN match national expectations. Parents and pupils are clear on expectations	Actions spreadsheet		
2	BEHAVIOUR AND ATTITUDES Ensure a consistent approach is taken to behaviour management across the school so that all staff know what 'good' behaviour looks like and relationships among learners and staff reflect a positive and respectful culture	<p>Review behaviour policy with all staff and shared expectation is created</p> <p>Routines and expectations are consistently reinforced by all adults and reviewed by staff</p> <p>Classes revisit Greenie Rules and Anti-bullying charter T1W1</p> <p>HT/DHT and class teachers reiterate zero tolerance of racist/ BHT abuse/ language.</p> <p>MyConcern use to log racist/ BHT abuse/ language.</p> <p>Review reward system/ celebration assembly - Heads Commendation once a term. Introduce MAT Citizenship Award</p> <p>Feedback Y6 leavers interviews at INSET day</p>	<p>T1-2</p> <p>T1-6</p> <p>T1W1</p> <p>T1-6</p> <p>T1-6</p> <p>T1</p> <p>NF</p>	<p>SLT</p> <p>All staff</p>	<p>Sept inset - behaviour policy shared and shared expectation created</p> <p>T1 - All staff are consistent in their approach to behaviour management.</p>	<p>Staff and children are modelling expectations throughout the school.</p> <p>Pupil voice shows 98% of children believe the school is safe, friendly and children behave well.</p> <p>There are no instances of racist/ BHT abuse</p> <p>Staff understand children's perspective of how staff interact with children.</p>	<p>Behaviour records/ My Concern</p> <p>Pupil voice</p>	<p>1 x INSET session</p> <p>Cost tbc?</p>	

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		Review awards/ certificates						£500	
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Quality of Education Behaviour **Personal Development** Leadership and Management Governance EYFS

Personal Development:									
<p>Summary from SEF: Pupils social and emotional needs are a growing area of concern for school staff and external support for this is reducing. A new PSHE scheme was introduced shortly before lock down so needs to be re-launched and embedded.</p>					<p>Success criteria going forward: Children can discuss how to look after their own physical and mental help, using strategies taught when needed. PSHE curriculum is effective in helping pupils understand healthy lifestyles, healthy relationships and positive mental health Pupils receive appropriate relationships and sex education in line with DFE guidance for 2020 implementation</p>				
	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	RELATIONSHIPS AND SEX EDUCATION Ensure all children have an age appropriate understanding of relationships and sex education	Embed JIGSAW units Review Changing Me Units with staff Staff mtg T1 MAT training on JIGSAW to consolidate subject teacher knowledge. Ensure lessons explicitly develop children's understanding of consent.	1 year 1 term 3 term Ongoing	NF + all teachers NF MAT all teachers	Staff mtg held T1 MAT training held January SL monitor pupil voice T5	Children develop life skills and have and can articulate a deeper understanding of relationships and how to look after their physical and mental health.	Planning Learning walks Pupil voice		
2	CONFIDENCE AND RESILIENCE Build children's confidence and	Drama - Drama Karma drama group working with KS2 classes throughout the year.	T1-5	SB/KD	T1/2 Y3/4 daram workshop	Children and families report decreasing level of anxiety - surveys	Learning walks Vocabulary/ language used in books.	£2400 PP	

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	resilience to help secure positive mental well being for children by increasing opportunities for children to be outside their comfort zone and promote public speaking	Expanding schools clubs to include drama and dance Restart class assemblies Y5/6 speech competition Classes perform Talk for Writing text to an audience.	All year T1 T3 Ongoing	CD/SB AR/ All teachers Y5/6 teachers All teachers	T3/4 Y5/5 drama workshops T2 begin Each term	Behaviour records show number of incidents in which children have emotional outbursts decreases. Teachers report children are less self-conscious, growing in confidence and are more willing to take risk	Pupil voice Learning walks	Check costs	
4	SENSE OF COMMUNITY Develop the children's awareness of and appreciation of the local community and their sense of community.	Develop the links to our local community after the disruption of COVID: Regular visits/ letters to links care home - at least 1 phase visits/ writes each term Assembly visitors from local faith based groups Develop links with local businesses. Participate in local heritage project Display art in local shops Green team litter pick around MSN	All year All year All year T1-3?? All year All year All year	SB AR SB MR SB AR Office/P TA	T1 - programme established T2 visits held Recycling overhauled T1	Children have a greater awareness of the importance of a strong community. Understanding of citizenship is reinforced. Children have a greater understanding of the diversity and cultural richness of the local area.	Feedback from community stake holders Pupil voice		

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		Better recycling stations/ encourage reusable water bottles/ end hand uniform sales						£1000	
5	CULTURAL CAPITAL Systematically continue to develop our children's cultural capital.	<p>Achieve the Arts mark award. Publish statement of commitment</p> <p>Reinstate and promote peripatetic music dance on curriculum</p> <p>Ensure appropriate arts based trips/ visitors enrich the curriculum. Additional cultural capital trips for most disadvantaged</p>	<p>T1-6</p> <p>T1</p> <p>T1</p> <p>T1-T6</p> <p>T1-T6</p>	<p>SB</p> <p>EC</p> <p>SB/DS</p> <p>AR/SB</p>	<p>???</p> <p>T1 music programme begins</p>	<p>Arts mark evidences the commitment and quality of provision for the arts.</p> <p>Children's vocabulary and therefore Speech and language enhanced. Children speak with knowledge and pride of the importance of the arts.</p> <p>Children's understanding of major contributions within the arts improves.</p>	<p>Arts mark</p> <p>Pupil voice</p> <p>Displays in school</p>	<p>£1000</p> <p>(PP)</p>	



EYFS

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	MONITORING IMPACT Monitoring shows that the clear and ambitious vision for providing high-quality, inclusive education for all where all children	Monitoring of interventions for effectiveness and to ensure children do not miss out on a broad/ balanced curriculum.	1 year	SLT	Learning walks begin T1W2 Lesson obs T1W4	Successful Implementation of the curriculum is evidenced.	Assessment records	£2000 - release	
			1 year	AR	Held T1/3/5	Children falling behind are identified in a timely manner.	Meeting notes		

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	can reach their full potential is being successfully implemented.	HT meets SLT x 3 a year to discuss standards. DHT meets SLs x 2 a year Pupil progress meetings held in T1 (highlight ch's needs and appropriate provision) T3/T5	1 year 1 year	SB AR/SB	Held T2/6 Held T1/3/5	Resources - allocated in a timely manner.	Meeting notes Meeting notes		
2	WELLBEING To secure positive mental well being for staff	Identify actions to tackle issues raised by staff survey: Re- explain marking policy so that it reduces rather than adds to workload. PPA organised so that staff can work from home.	T1 then ongoing T1 T1	All	T1 quick wins identified and put in place	Unnecessary duplication or actions that do not have an impact on learning are identified and remedies put in place.	Staff feedback	£1000	
3	IMPROVING KNOWLEDGE Senior leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.	Programme of staff meetings develop staff curriculum knowledge prioritising Science, RE, DT Continue staff training on diversity/ equality and unconscious bias. MAT training video and follow up staff mtg.	1 year 2 terms	SB + subject leaders SB		Staff subject knowledge is secure. Staff confidently ensure pre-requisites are first acquired. Staff have the knowledge to ensure deep, effective questioning.	Planning Learning walks Book looks		

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	SUPPORTING THE ENVIRONMENT Reduce the schools carbon footprint including energy consumption by 8%	Raise awareness with staff. Staff surveyed for alternatives to wasteful practices. Green team re-established to support habits such as turning off of lights/ recycling	Ongoing		Staff opinion sought T1 Green team set up T1. Monitored all year.	Staff have a collective understanding of the areas where the environmental impact of the school can be minimised. Daily routines/ purchasing/ use of materials are amended to reduce environmental impact.	Energy bill Purchase history		
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Quality of Education Behaviour Personal Development Leadership and Management **Governance** EYFS

Governance:

Summary from SEF:

Recent appointment of new Governors has provided LGB with greater depth of qualification and experience for key subjects. The LGB's capacity to conduct effective subject reviews has developed further

Success criteria going forward:

High quality reviews are undertaken across all subjects regularly with constructive written feedback provided quickly upon completion;
Governors are able to provide constructive challenge and support to SLT which improves school's outcomes;
The school's strategy, vision and priorities are understood and supported by all.
Link governors ensure that the LGB understands the overview/state of each subject

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	The LGB meets the Ofsted 'good' criteria and hold SLT to account	Governors have input into school improvement plan Bi-weekly meetings between CoG and HT agree agendas and review monitoring. Clerk to governors utilised more effectively through coordinating all monitoring records.	T1 Ongoing Ongoing T2/4/6	All KC/AR KC/AR/DN All	T1 Link gov/ Subject lead details shared. Annual calendar of monitoring expectations confirmed. T2,4,6 link gov meetings held	Vision is short and concise. All governors and staff are able to articulate the vision. The vision drives strategic thinking and everyday decision making. Governors can articulate the school and subject intent, implementation and impact statements, with	Monitoring overview Link gov responsibilities doc. Link governor reports		

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		All link governors meet with SL leads at least twice a year and write link governors report.	T1/2/4	All	T1 CM training. T2/4 MAT meetings.	evidence of subject specific monitoring Governors hold subject leads to account Governors are aware of standards and the actions taken to address priorities (including impact)			
		Governors engage in training led by MAT	T6	All	T6 strategic meeting held				
		Summer term - additional strategic planning meeting reviews vision and evaluates SIP.							

Quality of Education Behaviour Personal Development Leadership and Management Governance **EYFS**

Early Years Foundations Stage:

Summary from SEF:

Some children do not make sufficient progress in the EYFS stage of education in reading, writing, number and wider curriculum aspects.
Covid 19 will have slowed the development of some children prior to school.
A growing number of children have Speech and Language needs.
The EYFS environment has been significantly reorganised and supports learning well.
Relationships between children and staff are excellent.

Success criteria going forward:

90% of nursery children secure in oral blending CVC words
90% have secure 1:1 correspondence for numbers 1-10 by the end of Reception
90% secure expectations for age in nursery in listening and attention
85% ELG in reading, 85% ELG in understanding, 85% in speaking, listening and attention
Staff CPD supports strong interactions and language development

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	DEVELOP STAFF SKILLS/ UNDERSTANDING/. SUBJECT KNOWLEDGE Prepare for the new EYFS ELGs	EYFS lead CPD Become further acquainted with documentation Liaise with MAT EYFS colleagues (St Johns: Early Adopter School) Visit settings	4 months 6 months 9 months	JG JG JG	Dec - Lead audit with changes March training programme devised	EYFS is ready for the introduction of new Development Matters 2021 learning to good outcomes for learners	EYFS lead records Notes from visit	£1000 - release	

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		Continue staff training programme		JG	May training for all staff		Staff training record	£200 SL release	
		Introduce tapestry		JG					
		Purchase 3 ipads - check no		AR/SW				£1200	
2	SPEECH AND LANGUAGE To address gaps in speech and language so that it is not a barrier to all children reaching a good level of development	Wellcomm training for all EYFS staff	1 month	JG	Sept INSET training held. Ass complete T1	Children with Speech and Language needs identified promptly.	Assessment Records	£1000 - release	
		Wellcomm assessment for all Rec children - by T1W4	1 month	JG					
		Talktime sessions daily all year	Ongoing	JG	End T1 established	Structured approach to Talk Time ensure s all children are exposed to and develop necessary language.	Planning		
		Extend Helicopter stories to nursery classes	Ongoing	JG/TS			Learning walks		
		ELKLAN - level 3 & 4 accredited training for EYFS lead. Level 3 for all staff.	1 year	All EYFS staff	T3 ?? EYFS lead trained and begins training staff	Children with S&L needs receive additional interventions immediately.		Tbc? £1000	
		Progressive C&L curriculum identifies key vocabulary, stories and nurseries	1 term	JG		Parents and carers are enabled to better support language development at home	Parent feedback		
		Talk for writing stories sent home to practise.	Ongoing	JG/TS	Begins T1				
		Invite parents and carers in to hear T4 to model	4 terms	JG/TS					
3			1 term	JG/SB					

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	EYFS PROGRESSIVE CURRICULUM Ensure expected outcomes in each learning area are clearly stated and understood by staff.	Revise EYFS curriculum strands to ensure that expected outcomes at feed into the next stage of learning in EYFS profile feed into KS1			Documentat ion finished T1	Clear documentation states the expected outcomes at each stage of learning in all areas. Staff understand and ensure EYFS provision works towards achieving these outcomes.	Documenta tion		
4	EARLY READING Ensure the RWI scheme and complementary phonics provision leads to the successful acquisition of language and reading.	Review phonics phase 1 provision in sunbeams/and sun class. Ensure the progression of coverage so that all aspects are taught Embed RWI Term 4 introduction and monitor in Sun class. Phonics workshop T1 - Reception Phase 1 workshop for nursery classes T1	1 term 1 term 5 terms 1 term 1 term	JG/VF/ TS JG/AR JG/AR JG JG/TS	Sept INSET - training held T4 EYFS lead/Sun Lead review programme T1 workshops held.	Phonics Direct instruction takes place from week 2 in reception. Reception pupils are quickly on track to know set 1 sounds by Christmas. Reception children make expected progress by the end of Reception in the schools chosen programme, and at least 90% are ready to begin Set 3 RWI.	Planning/ learning walks Planning/ learning walks		
	EARLY MATHS Develop a secure understanding of early number	Review new Reception Number Sense Maths materials so that EYFS approach can be adapted Purchase foam tens frames/ large tens frame.	T1-T2 1 term	JG/LB/ MR JG	T2 EYFS/NSM/ Maths lead meet to discuss implications	Children are presented with number/ images of number in ways that support their ability to make a strong start to NSM in Y1.	Notes of meeting	??	

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	GROSS AND FINE MOTOR CONTROL Develop children's gross and fine motor control skills to enable them to successfully manage a pencil as writers	Providesufficientgross and fine motor skills opportunities across all EYFS classes to develop due to needs of cohort - readiness for writing Invest in climbing frame/tunnel in sunbeams Children in nursery classes have daily opportunities for large mark making. Children who are ready are encouraged to write their names/ form letters using the tripod grip. Train staff in the progression of gross and fine motor control and how to build on what children can do Letter and number formation are taught systematically and practiced daily in the Rec Use the tripod grip for fluent writing and formation. All children not able to, use pencil grips.	Ongoing Term 1 Ongoing 2 terms Ongoing Ongoing	JF/VF/TS VF/AR TS/VF JG JG JG/TS	T1 onwards opportunities provided. 90%+ children reach the ELG for gross motor and fine motor skills	Children's finger strength and control improves enabling them to hold a pencil and form letters and numbers successfully.	Planning/ learning walks	£7000	
	ENABLING ENVIRONMENT	Continue to develop the inside and outside areas to support all the prime areas of learning.	Ongoing	VF/TS/JG	T1 - needs established, funds allocated.	Environments are established to enable strong continuous provision	Learning walks	£500	
	STAFF WELLBEING Ensure staff have effective pastoral and cpd support	Termly individual Supervision Meetings to address wellbeing, barriers and provide informal cpd advice	1 year	JG	T2,4,6 EYFS lead meets with HT to feedback	EYFS staff feel supported to be effective practitioners.	Staff feedback Staff survey	£500 release	

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		Regular Monitoring by EYFS Lead/ HT	Ongoing	JG/AR		Staff well-being is recognised as important to outcomes for children.			
		Ensure good communication between settings: Monthly EYFS staff meetings and Bi-Weekly Nursery Leads/ EYFS Lead meeting.	Ongoing	JG/SB/ AR		Monitoring ensures that practice follows all policies and agreed approaches. Excellent communication ensures that issues around H&S, safeguarding, provision and safety are addressed in a timely manner.			



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Quality of Education

Personal Development

Leadership and Management

Governance

EYFS

School Specific

Bath Hub:

Summary from SEF:

Success criteria going forward:

	Objective	Actions, including CPD	Time Scale	Responsible	Milestones	Outcomes	Monitoring	Resources cost	Status
1	Catch up Catch up funding - tutoring, drama, teacher groups from T2? Subsidise clubs at £1?								
2	Facilities improvement	Painting and decorating	£2000						
		Replacement of shed	£2000						

3

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4									

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