

The Giles Nursery and Infants' School

School Improvement Plan Review

2022 / 2023

*Developed by Staff and Governors after consultation with a wide range
of stakeholders*

Our school is a place where we aim to develop:

- ▶ Positive attitudes to learning
- ▶ Creativity and a sense of self-confidence and self-esteem
- ▶ Equality of opportunity, independence, individuality, tolerance, sensitivity and cooperation
- ▶ Good relations, respect for others and the environment
- ▶ A broad and balanced creative curriculum
- ▶ Pupil achievement by providing quality experiences

Priority 1 – to raise attainment across the school for the lowest 20% of children by further enhancing our curriculum to address any gaps.

Priority 2 – to further embed equalities, representation and inclusivity throughout the school such that every pupil and staff member recognises their value within the community.

Priority 3 – to raise whole school attendance so that it is in line with or better than national expectations of 97%.

Priority 4 - Ensure current staff are secure with new roles and responsibilities and induct new staff so that they are fully aware of, and equipped fully to embody, the school's ethos, policies, curriculum and expectations.

Priority 1

To raise attainment across the school for the lowest 20% of children by further enhancing our curriculum to address any gaps.

Context:

The quality of education provided at our school is exceptional and senior leaders ensure that the school’s curriculum intent is embedded securely and consistently throughout the school. Our broad and balanced curriculum allows pupils to develop their skills, knowledge and understanding in all areas of the curriculum and builds their cultural capital to prepare them for their next steps in life. It is both vibrant and cross-curricular, enabling pupils to develop and apply skills learnt independently and to enjoy opportunities to be creative, to demonstrate curiosity, to problem-solve and to explore. The curriculum is planned within the context of the Early Years Foundation Stage Framework and the national curriculum and has been carefully planned and sequenced, allowing coherent progression towards defined end points and equipping pupils well for their next stages in education.

Prior to Covid, all groups of pupils achieved well across the curriculum and high standards were maintained, with results in line with or above national averages. 2021 - 22 is the first set of statutory assessments since the pandemic. Whilst data should not be compared to previous years, and/or with Local Authority or National averages, it is an important part of school improvement to build on prior results. Although the assessment outcomes for the last academic year showed many successes, especially when compared to post-Covid baselines, they also highlighted challenges, especially for disadvantaged pupils and pupils with SEND.

Development:

To ensure that:

- The standard of teaching and learning across the school continues to be at least good, with much that is outstanding, in order to raise outcomes at GLD in EYFS, and in phonics, reading, writing and mathematics in KS1.
- Rigorous and robust phonics teaching supports the development of early reading skills in EYFS and KS1 and the school’s systematic, synthetic phonics programme is embedded and having a positive impact on outcomes in phonics across the school.
- Robust systems are in place to enable lowest 20% of children in each class and children with SEND to reach age related expectations in reading, writing and mathematics.

Target	Input, activities and tasks	Timescale	Cost / budget heading / resources	Monitoring	Success Criteria
Speech, language and communication					
EYFS specific: Children’s imagination,	Continue to develop story telling skills through a ‘Talk for Writing’ approach and use of ‘Mighty Writer’.	Autumn 1 - Ongoing	Costs?	HT English leader	Children are able to use an increased vocabulary within their speech and

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<p>speaking and writing is built on, through enhancing the rich language environment.</p>	<p>Audit of small world and role play resources, including enhancements, purchasing new resources where required.</p> <p>Review story sacks and establish puppet play.</p> <p>Early identification of speech, language and communication needs, through WELLCOMM assessments, with intervention provided by support staff. Training and support for staff in delivery of speech and language interventions</p>			<p>EYFS leader</p>	<p>writing.</p> <p>Children’s imagination and speaking skills are reflected within their writing.</p> <p>Outcomes at the end of Reception in writing and speaking are above national averages.</p> <p>High quality role-play and small world areas enable children to use their imagination.</p>
<p>Ensure opportunities for children to develop their speech, language and communication skills are embedded within the curriculum.</p>	<p>Introduce a ‘Poem / Text of the Week’ in all year groups. Pupils will practise reading / reciting the text every day to learn it by heart. Each year group will be given an opportunity to perform in whole school celebration assembly (KS1) / Friday Zoom assembly (EYFS) .</p> <p>Year groups to create a list of suitable texts to ensure there is progression and no overlap.</p>	<p>From 2nd half of autumn term</p>		<p>English Leader HT Year group leaders assemblies Planning</p>	<p>Pupils develop their oracy skills and improve their concentration and focus.</p> <p>They are confident to perform in front of others.</p>
<p>Swift identification of pupils falling behind with their speech, language and communication skills. Provide targeted intervention to narrow and then close gaps over time.</p>	<p>Undertake Baseline assessments, including Wellcomm assessments, for all pupils new to the EYFS provision to identify gaps in their language and communication skills.</p> <p>Provide additional speech, language and communication support through targeted language interventions for children identified as falling behind, especially in the EYFS.</p>	<p>From autumn 1</p>	<p>Time</p>	<p>Class teachers EYFS leader Wellcomm assessment records Pupil progress meetings Learning walks / observations</p>	<p>Pupils develop their language skills rapidly – including pupils with EAL. Gaps are narrowed and closed over time.</p>

Phonics

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<p>Ensure that the school’s systematic, synthetic phonics scheme is embedded throughout the school and having a positive impact on outcomes in phonics so that the percentage of pupils achieving the expected standard in the national Y1 phonics screening check is at least in line with or better than the national average.</p>	<p>English curriculum leader to finalise the school’s bespoke phonics programme and provide training for all members of staff (teachers and TAs) in the implementation of the programme, including the continued delivery of Phase 1 across all year groups. Resources made / purchased to ensure consistency of delivery across the school.</p>	Autumn 1	Teaching time / class cover costs Resource costs?	English curriculum leader teachers	<p>All children are taught phonics using a consistent approach, supporting a reduction in cognitive overload for the lowest 20% of pupils. Children develop their phonic skills and knowledge rapidly and can apply these to decode text and spell.</p>
	<p>English curriculum leader to write a new phonics policy in line with the government’s expectations for an SSP and the school’s own phonics programme. Policy to be ratified by the Governing Body and shared with all members of staff (teachers and TAs).</p>	From autumn 1	Teaching time / class cover costs	English curriculum leader teachers	<p>Children identified as beginning to fall behind are supported through targeted intervention to ‘keep up’ rather than ‘catch up’.</p>
	<p>English curriculum leader and headteacher to observe phonics teaching in each class to monitor the implementation of the school’s bespoke scheme and ensure consistency and high standards. Focus on the lowest 20% of pupils to ensure they ‘keep up rather than catch up’.</p>	From autumn 2	Teaching time / class cover costs	English curriculum leader Headteacher	<p>The percentage of pupils achieving the expected standard in the national Y1 phonics screening check is at least in line with or better than the national average.</p>
<p>Swift identification of children falling behind in their acquisition of phonics knowledge and skills. Provide targeted support to address their gaps so that these are narrowed and close over time.</p>	<p>Undertake phonological awareness testing and accelerated progress interventions with those pupils in Y1 that did not achieve a GLD at the end of EYFS, and those in Y2 that did not reach the expected standard in the Y1 phonics screening check, with especial focus on the lowest 20%. Pupils to be supported by the school-led tutoring tutors.</p>	From autumn 1	Use National Tutoring Programme funding £6,060	KS1 teachers DHT School-led tutoring tutors	<p>Pupils’ gaps are identified accurately and are addressed swiftly through bespoke interventions. Pupils make accelerated progress in the learning and are able to meet the expected standard in the national phonics screening check by the end of KS1.</p>
<p>Parents / carers are well-supported to help their child develop their phonics skills and knowledge and use an approach which is</p>	<p>Review and collate phonics support materials on the school’s website, including pronunciation videos, parent talks and an overview of the phonics planning.</p>	From spring 1	Teaching time / class cover costs	English curriculum leader Teaching staff	<p>Parents are able to access a range of high-quality support materials and resources to support their child’s development in phonics.</p>

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consistent with the school's.					
Reading					
Children develop their fluency as readers to improve their comprehension and sustain their concentration when accessing longer texts, so that the proportion of pupils reaching the expected standard in reading is at least in line with the national average at the end of EYFS and KS1.	Three teaching staff (Reception, Year 1 and Y2) to attend the 'Herts for Learning (Hfl) Reading Fluency Expo 2022 - The Power of Reading Fluency Instruction' training and cascade to teachers and TAs. Key focus on 'Rhyme and Rhythm' and 'Reading Fluency in the Classroom.'	Autumn 1	£350	Headteacher English Curriculum leader	Pupils will develop their pace and expression. This will aid them in accessing longer texts and support them in reading with greater fluency and understanding as they progress from needing to use their phonics skills to decode words. Pupils' stamina for accessing age-related texts at the end of Year 2 will increase. The proportion of pupils reaching the expected standard in reading at the end of EYFS and KS1 will be at least in line with the national average.
	As a result of the above training, introduce a 'Text / Poem of the Week' in all year groups. Pupils will practise reading the poem every day to develop fluency and prosody (rhythm, expression and intonation) and reading rate.	Autumn 2	Time	Teachers	
Children develop their enjoyment of reading and improve their comprehension skills to secure better outcomes as independent readers.	<p>Develop the existing Pie Corbett Book Spines to include more high-quality texts. Allocate staff meeting time for year group staff to look at and agree suitable texts for their year group spine.</p> <p>Provide significant exposure to a text by sharing a book a week from the Book Spine, across a year group, through a structured, modelled, whole class approach (daily); for example, Day 1: teacher to model reading with pace and expression to the class; Day 2: explore the vocabulary; Day 3: respond to the text by answering a range of questions about the text. Day 4: give personal response.</p> <p>Ensure that duplicate copies of the text are available in class book boxes so that pupils can access and read the</p>	From autumn 1	£600	English curriculum leader Class teachers Reading planning files	Children learn to engage with and respond to a text through a modelled approach, supporting them to do this independently. As a result, pupils develop their engagement with reading; comprehension skills, and understanding and use of vocabulary, securing better outcomes in reading

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	text themselves.				
Swift identification of children falling behind with their reading skills. Provide targeted support to address their gaps so that these are narrowed and close over time.	Undertake reading interventions with those pupils in Y1 that did not achieve a GLD at the end of EYFS, and those in Y2 that did not reach the expected standard in the Y1 phonics screening check, with especial focus on the lowest 20%. Pupils to be supported by the school-led tutoring tutors.	From autumn 1	Use National Tutoring Programme funding £6,060	KS1 teachers DHT School-led tutoring tutors	Pupils' gaps are identified accurately and are addressed swiftly through bespoke interventions. Pupils make accelerated progress with their reading skills.
Parents / carers are well-supported to help their child develop their reading skills and knowledge and use an approach which is consistent with the school's.	Review and collate reading support materials on the school's website. Include story videos, links to online stories and reading tools, parent talk videos and information about upcoming / past reading events; for example, Stay and Read.	From spring 1	Time	English curriculum leader Class teachers Admin staff	Parents are able to access a range of high-quality support materials and resources to support their child's development in reading.
Writing					
Ensure that the school's writing curriculum supports pupils to secure age-related outcomes in writing, so that the proportion of pupils reaching the expected standard in writing is at least in line with the national average at the end of EYFS and KS1.	Review gaps in children's writing skills across the school and cross-reference to the school's writing curriculum / journey. English curriculum leader to work with teaching staff to address the gaps through curriculum planning and update the writing curriculum journey accordingly. ½ Day Inset.	Spring 1	£500 Cover costs	SLT English Curriculum leader teachers	The school's writing curriculum is reflective of the current needs of pupils in school. As a result, they are able to access learning that will bridge their gaps and help them secure outcomes at an age-related standard. The proportion of pupils achieving the expected standard in writing at the end of KS1 EYFS and is at least in line with the national average.
	Governor Curriculum Committee writing scrutiny, including meeting with English leader to discuss the	Spring 1	Time	SLT English leader	Governors are up to date with the curriculum changes; can see these in

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	writing curriculum review and 'Big Write' observation / learning walk.			governors	practice and review the outcomes. As a result, they are well-informed and able to hold school leaders to account for outcomes in writing.
Swift identification of children falling behind with their writing skills. Provide targeted support to address their gaps so that these are narrowed and close over time.	Undertake writing interventions with those pupils in Y1 that did not achieve a GLD at the end of EYFS, and those in Y2 that did not reach the expected standard in the Y1 phonics screening check, with especial focus on the lowest 20%. Pupils to be supported by the school-led tutoring tutors.	From spring 1	Use National Tutoring Programme funding £6,060	KS1 teachers DHT School-led tutoring tutors	Pupils' gaps are identified accurately and are addressed swiftly through bespoke interventions. Pupils make accelerated progress with their writing skills.
Parents / carers are well-supported to help their child develop their writing skills and use an approach which is consistent with the school's.	Review and collate writing support materials on the school's website. Include links to online stories and writing tools, parent talk videos and information about upcoming / past events.	From spring 1	Time	English curriculum leader Class teachers Admin staff	Parents are able to access a range of high-quality support materials and resources to support their child's development in writing.
Mathematics					
Ensure new mathematics curriculum leader is fully inducted.	Provide new mathematics curriculum leader with additional PPA time to undertake a thorough handover from existing mathematics leader, alongside the co-mathematics leader. Both mathematics leaders to undertake significant CPD, including attending 'Primary Maths Lead Updates and Developing Highly Effective Maths Leaders' (5-day course).	Autumn 2 and ongoing	Cost of training / class cover Time	Mathematics leaders HT	The new mathematics leader has up-to-date knowledge and is fully equipped to undertake her role effectively.
Ensure that the school's mathematics curriculum supports pupils to secure age-related	Review gaps in children's mathematical skills and knowledge across the school and cross-reference to the school's mathematics curriculum / journey. Mathematics curriculum leaders to work with teaching	Spring 1	£600 Cover costs	SLT English Curriculum leader	The school's mathematics curriculum is reflective of the current needs of pupils in school. As a result, they are able to access learning that will bridge

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<p>outcomes in mathematics so that the proportion of pupils reaching the expected standard in mathematics is at least in line with the national average at the end of EYFS and KS1.</p>	<p>staff to assess the effectiveness of Essential Maths scheme versus the school's bespoke scheme. Staff to decide which is best suited to the needs of the pupils in our school and update mathematics curriculum journey accordingly. 1 day Inset.</p>			<p>teachers</p>	<p>their gaps and help them secure outcomes at an age-related standard.</p> <p>Children develop their mathematical learning through a concrete, abstract and pictorial approach, enabling them to secure their understanding and supporting the lowest 20% of pupils to make accelerated progress.</p>
<p>Develop staff subject knowledge and ensure consistency and progression in the use of concrete, pictorial, and abstract approaches to secure understanding of mathematical learning, with an especial focus on the lowest 20% of pupils.</p>	<p>Two teachers from each year group to attend County training mathematics training and disseminate to staff. Recommended approaches put in place across the school, with a focus on supporting the lowest 20% of pupils using concrete resources.</p> <p>Inset focus 'Progression in Mathematics' – Whole school book / work scrutiny.</p>	<p>Autumn 2</p>	<p>£400 Course costs and cover</p>	<p>Mathematics leaders teachers</p>	<p>The proportion of pupils achieving the expected standard in mathematics at the end of EYFS and KS1 is at least in line with the national average.</p>
<p>Parents / carers are well-supported to help their child develop their mathematic skills and use an approach which is consistent with the school's.</p>	<p>Review and collate mathematics support materials on the school's website. Include videos, links to online support materials and tools, parent talk videos and information about upcoming / past mathematic events.</p>	<p>From spring 1</p>	<p>Time</p>	<p>Mathematics leaders Class teachers Admin staff</p>	<p>Parents can access a range of high-quality support materials and resources to support their child's development in mathematics.</p>
<p>General</p>					
<p>Ensure that parents / carers are kept well informed of their child's</p>	<p>Review reporting to parents so that reports provide parents with clear information about their child's progress, attainment and attitude to learning.</p>	<p>Summer 1</p>	<p>Time</p>	<p>Assessment leader SLT</p>	<p>Parents / carers have a clear understanding of what their child has achieved during the academic year.</p>

<p>attainment and progress.</p>					
<p>End of year review</p> <p>Speech, language and communication</p> <p>The Reception cohort continues to have a high percentage of children with SEN needs. Early identification of children’s communication and language by all staff allows Wellcomm assessments to take place, which leads to grouping the children for interventions to promote their development of language. Reception continues to promote a language-rich learning environment. All staff have information of key words across all subjects which covers vocabulary taught in Nursery as well as the Reception key words. Pre-teaching plays an important part in identifying what the children already know and any gaps. The Reception Pupil Premium champion incorporates pre-teaching into the activities carried out with the disadvantaged children.</p> <p>The weekly Poem of the Week has been well received by the children. Each Friday, at the end of Stay and Read, the children read the poem to the adults and most of the adults read along with the children. Poems are chosen linked to a particular subject focus.</p> <p>An audit of small world, role-play resources and story sacks is on-going, with new resources to be purchased for September.</p> <p>This year the children’s writing linked to Big Write has shown an improvement with staff feeling dividing the Letters and Sounds PowerPoints into phonics and shared reading has had a very positive impact on the development of the children’s reading and writing skills.</p> <p>Reception teachers and the Nursery lead attended a three-part training sequence focused on writing in Reception. The training suggested methods to support children to achieve the Good Level of Development (GLD) by the end of Reception and how greater depth can be achieved, while promoting a love of writing in the EYFS. Additionally, Reception teachers and the Nursery lead attended training on formative assessment, which examined best practice for assessment in the Early Years.</p> <p>Phonics</p> <p>The English curriculum leader has sequenced and planned a bespoke phonics programme for the whole school, starting with phase 1 in Nursery and continuing until phonics for grammar and spelling in Year 2. The programme provides an overview of the knowledge and skills to be taught in each phase. This includes the essential skills of listening and phonological awareness that need to be embedded in phase 1. As the programme progresses, it details the letters and sounds to be taught within each phase, along with the high frequency and common exception words that pupils should be able to read and spell, based on the knowledge they have already secured. The programme provides daily lesson plans for each phase, following the best practice model – revisit and review, teach, practise, apply and assess. It provides pupils with regular opportunities to revisit previous learning, including the essential phonological awareness skills taught at phase 1. Whilst the programme is structured so that each phase is given a specific timeframe to be taught, there is flexibility for phases or parts of phases to be repeated in response to teacher assessment of pupils’ progress.</p> <p>Daily plans for phases 1, 2, 3 and 4 are complete. In phase 5, daily plans are complete for teaching new grapheme phoneme correspondences (GPCs) and alternative</p>					

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spellings. Daily plans for alternative pronunciations are being put together each week by the Year 1 teachers, following the teaching sequence provided by the English curriculum leader. Daily plans for phonics for grammar and spelling, which combines phase 6 and appendix 1 and 2 from the national curriculum for English, are being put together each week by the English curriculum leader, following an overview teaching sequence.

At the start of the year, the English curriculum leader set up smart board templates for each phase, to ensure phonics lessons are presented consistently across the school. Teachers have adapted the template for their daily lessons and saved the files, along with activities and worksheets, to build a large bank of fully prepared lessons that can be used again and again. Phonics resources have been replenished across the school, so all year groups have access to displays, mnemonic cards, games and word cards for each phase that they will teach or may need to revise. School-led tutoring tutors have their own set of resources, to ensure consistency when pupils attend interventions or keep up sessions. The champions access the weekly planning to ensure interventions and keep up sessions revisit lessons precisely. A key element of the phonics programme is to reduce cognitive overload for pupils, to enable them to learn key phonic skills. Securing consistency in planning, presentation of lessons, displays, resources, activities and worksheets enables pupils to focus on the phonics first and foremost.

The English curriculum leader created a new phonics policy to explain the rationale behind our phonics programme, give an overview of teaching and learning within the phases and provide guidance to teachers and support staff on the delivery of phonics sessions, whether whole class or with small groups of pupils. The policy was shared with teachers during a staff meeting at the start of the year, alongside the phonics section of *The reading framework: teaching the foundations of literacy*, DfE, July 2021.

The English curriculum leader conducted a learning walk in Reception at the start of the spring term, focusing on the implementation of the new phonics policy and bespoke programme. The learning walk looked at attitudes towards phonics, the learning sequence, the balance of reading and writing, displays / working walls, resources and scaffolds and phonics vocabulary / enunciation. The English curriculum leader found all areas to be very good or outstanding, with the following key strengths:

- 5-part learning sequence followed so pupils have the opportunity to revisit previous learning, learn a new sound / word, practice and apply their new learning.
- High expectations of pupils and positive attitudes towards phonics.
- Excellent enunciation of sounds and modelling of agreed vocabulary.

Learning walks were planned to take place in Nursery, Year 1 and 2 during the spring term, but these had to be postponed due to staff absence and a two-day Ofsted inspection. During the inspection, the English curriculum leader accompanied the lead inspector when observing phonics in all classes in Reception, Year 1 and Year 2. This was followed by a deep dive into early reading and phonics. Feedback from the inspector was highly complimentary. She noted the consistency of phonics across the school and the targeted support that is given to pupils who are at risk of falling behind. She was impressed with the daily keep up sessions that are in place, as well as the intervention sessions for targeted pupils, and how these are used to improve outcomes for the lowest 20% of pupils.

In September, phonological awareness assessments were undertaken with pupils in Year 1 that did not achieve a GLD at the end of EYFS, and those in Year 2 that did not reach the expected standard in the Year 1 phonics screening check. These were conducted by the school-led tutoring tutors, who identified gaps and shared these with class teachers. Bespoke interventions were planned, including phase 1 activities to develop phonological awareness, to support these pupils to make accelerated progress. All of the identified pupils have made good progress and are working one or two phases above their starting points.

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End of year predicted results for Year 1 in the phonics screening check see an improvement from last year:

- All pupils achieving threshold mark – 87% (75% last year)
- PPG pupils achieving threshold mark – 60% (50% last year)

End of year predicted results for Year 2 in the phonics screening check see a slight drop from last year, but an improvement for PPG pupils:

- All pupils achieving threshold mark – 82% (90% last year)
- PPG pupils achieving threshold mark – 68% (60% last year)

Reception phonics assessments – percentage of pupils secure at Phase 2 / 3 / 4

Phonics workshops for parents and carers have taken place in Reception and Year 1. The school website has been updated to remove mention of Letters and Sounds, which has been replaced with phonics, to ensure clarity and transparency. The new phonics policy and curriculum journey have been uploaded on to the website. The English curriculum leader is planning to liaise with the school business manager regarding changes to the website and how the current phonics resources can be collated in one place, to make it easier for parents and carers to access.

Reading

In October, teachers from Reception, Year 1 and Year 2 attended the HfL Reading Fluency Expo 2022 – The Power of Reading Fluency Instruction. The webinar took place over a day and teachers attended sessions on talk for reading, rhyme and rhythm, putting theory into practice, the role of reading fluency in children’s vocabulary development and effective fluency instruction for struggling readers. The day was very insightful, particularly the sessions on rhyme and rhythm and effective fluency instruction. The session on rhyme and rhythm focused on the importance of sharing nursery rhymes, songs, rhyming stories and short poems to build the foundations for reading, as these help children to develop their phonological awareness, particularly rhyming and alliteration, sentence segmentation (the recognition of words in a sentence) and syllables in words. The session on effective fluency instruction for struggling readers, led by Dr Tim Rasinski, Professor of Literacy Education at Kent State University, explained what reading fluency looks like in the classroom and modelled how to teach it to have maximum effect on pupils’ outcomes in reading.

Both of these sessions were shared with teachers at a staff meeting, who were inspired to try reading for fluency in the classroom. In their year groups, teachers chose their ‘Text / Poem of the Week’, a selection of short rhymes, poems and texts for the children to learn by heart. Each week, pupils focus on a text or poem and practise reading it every day to develop fluency and prosody (rhythm, expression and intonation) and reading rate. The response from pupils has been extremely positive and they are very keen to perform what they have learnt at the end of the week, individually or as part of a group. Each week, a class is given the opportunity to perform a piece of text to the rest of the school during assembly. As well as improving pupils’ fluency and prosody, reading for fluency is giving pupils the opportunity to build their speaking and listening skills, and their confidence to perform in front of an audience. Pupils in Year 2 are accessing longer texts in their independent reading, as they have built up their fluency and stamina. In guided reading sessions, pupils read with expression, which allows them to make sense of the text and character’s feelings and emotions.

Following on from the Reading Fluency Expo, the English curriculum leader purchased key texts by Dr Tim Rasinski. A range of activities to develop reading fluency in classroom will be shared in staff meetings, so teachers can plan different ways to ensure pupils remain engaged. Additionally, word ladders for fluency have been

introduced in Year 1 and 2. Pupils start with a word and change one letter each time to create a new word, following a teacher given definition. The word ladders promote reading, comprehension, vocabulary and spelling.

The English curriculum leader has introduced a reading spine planning and assessment pro forma, which teachers and support staff are using in KS1 to record the texts that have been taught and children's responses to them. Pupils have significant exposure to one text each week, through a structured, modelled, whole class approach; for example, Day 1: teacher to model reading with pace and expression to the class; Day 2: explore the vocabulary; Day 3: respond to the text by answering a range of questions about the text; Day 4: give personal response. As a result, pupils are very engaged with reading and enjoy having books that they may not be able to access independently read aloud to them. They have more opportunities to hear and discuss a wide range of text types and text themes, helping to expand their vocabulary and understanding of grammatical structure.

At the start of the year, the KS1 school-led tutoring tutors began work with pupils identified by teachers as at risk of falling behind in phonics and reading. This included pupils in Year 1 that did not achieve a GLD at the end of EYFS, and those in Year 2 that did not reach the expected standard in the Year 1 phonics screening check, with especial focus on the lowest 20% of pupils. They undertook phonological awareness assessments with individual pupils, assessed their current phonic phase knowledge and reading of the Year 1 and 2 common exception words. The assessments were used, alongside teacher knowledge, to set smart targets for individual pupils. Short, intensive intervention sessions were timetabled for small groups of children, focusing on phonics for reading and reading comprehension.

The school-led tutoring tutors ran intervention sessions throughout the year and kept full records of actions, achievements and progress. They provided a range of support, including:

- Interventions to close gaps in learning;
- Pre-teach sessions to boost confidence and knowledge prior to whole class teaching;
- Keep up sessions to revisit whole class learning;
- Individual support with phonics;
- Individual support with reading;
- Statutory assessment preparation.

Class teachers regularly reviewed individual targets with the tutors and intervention sessions were adapted according to the needs of the pupils. In Year 1, this included supporting children to use their decoding skills to read pseudo words in the lead up to the phonics screening check. In Year 2, this included preparation for the end of KS1 assessment papers. As of May 2023, the school-led tutoring tutors had delivered 475 hours of targeted support to pupils identified as at risk of falling behind, including 33 disadvantaged pupils.

Governors and volunteers continue to come into school each week to read with pupils in different year groups. This is gratefully received by staff and children, who relish the opportunity to sit quietly and discuss their reading book with a familiar adult. The governor curriculum committee have conducted learning walks in every year group, focused on phonics and reading.

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End of year EYFSP predicted results remain the same as last year, with a small improvement for PPG pupils:

- Pupils achieving GLD – 47% (47% last year)
- PPG pupils achieving GLD – 29% (14% last year)

Reception reading at expected level at end of year – percentage of pupils

End of year Key Stage One predicted results see an improvement from last year:

- Pupils achieving the expected level and above – 66% (63% last year)
- PPG pupils achieving the expected level and above – 42% (35% last year)

The English curriculum leader is planning to liaise with the school business manager regarding changes to the website and how the current reading resources can be collated in one place, to make it easier for parents and carers to access.

Writing

At the start of the year, the English curriculum leader met with year group leaders to review the writing curriculum journey, following on from a year of implementation. Year group leaders had annotated their plans as units of work had been taught, noting any changes to learning objectives, key texts and assessment. In particular, regular opportunities for revision, activation of prior learning and retrieval practice were noted. The English curriculum leader collated this information and checked learning objectives to ensure full coverage was maintained. The writing curriculum journey was updated to reflect the changes.

The governor with responsibility for English has met each term with the English curriculum leader to receive an update and ensure she is well-informed on progress and improvements in the subject. These meetings have included discussions about the termly Big Write theme and she has had the opportunity to see some of the activities related to this first-hand. Stimuli this year included a giant beanstalk erupting on the playground and a visit from a variety of owls. Additionally, the governor curriculum committee have looked at the Writing Progress Books, where the Big Write pieces are collated. The Year 2 books will also be available for governors and staff to enjoy at the final twilight session of the year, so they can see the incredible progress that is made in writing from Reception through to the end of Year 2.

At the start of the year, the KS1 school-led tutoring tutors began work with pupils identified by teachers as at risk of falling behind in writing. This included pupils in Year 1 that did not achieve a GLD at the end of EYFS, and those in Year 2 that did not reach the expected standard in the Year 1 phonics screening check, with especial focus on the lowest 20% of pupils. They undertook phonological awareness assessments with individual pupils, assessed their current phonic phase knowledge and reading / spelling of the Year 1 and 2 common exception words. The assessments were used, alongside handwriting and independent writing samples, to set smart targets for individual pupils. Short, intensive intervention sessions were timetabled for small groups of children, focusing on phonics for spelling, letter formation and sentence structure.

The school-led tutoring tutors ran intervention sessions throughout the year and kept full records of actions, achievements and progress. They provided a range of support, including:

- Interventions to close gaps in learning;

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- Pre-teach sessions to boost confidence and knowledge prior to whole class teaching;
- Keep up sessions to revisit whole class learning;
- Statutory assessment preparation.

Class teachers regularly reviewed individual targets with the tutors and intervention sessions were adapted according to the needs and next steps of the pupils. In Year 1, this included supporting children to develop their talk for writing skills using 'chatterbox', an initiative devised by the Year 1 tutor to encourage children to verbalise their ideas and support them to form coherent sentences. In Year 2, this included work on grammar and punctuation, and support to plan final Big Write pieces. As of May 2023, the school-led tutoring tutors had delivered 475 hours of targeted support to pupils identified as at risk of falling behind, including 33 disadvantaged pupils.

End of year EYFSP predicted results remain the same as last year, with a small improvement for PPG pupils:

- Pupils achieving GLD – 47% (47% last year)
- PPG pupils achieving GLD – 29% (14% last year)

Reception writing at expected level at end of year – percentage of pupils

End of year Key Stage One predicted results see an improvement from last year, although PPG pupils' attainment remains closely the same:

- Pupils achieving the expected level and above – 58% (49% last year)
- PPG pupils achieving the expected level and above – 33% (35% last year)

The English curriculum leader is planning to liaise with the school business manager regarding changes to the website and how the current writing resources can be collated in one place, to make it easier for parents and carers to access.

Mathematics

The new mathematics co-leader had a good handover from the outgoing leader and has received support and guidance from the original co-leader. Both mathematics leaders have attended the four day training on 'Developing Effective Maths Subject Leadership' provided by HfL. Both mathematics leaders are registered for the Primary Mathematics Lead Updates. Both leaders receive the HfL Primary Mathematics Newsletter. The new mathematics leader also attended the CPA training provided by HfL. Both mathematics leaders attended the mathematics cluster meeting at Fairlands school in January 2023.

A discussion was held at a staff meeting regarding mathematics achievement across the school. Staff agreed that the most significant gap is fluency, with a need for school timetables to be adjusted to allow for a daily mathematics fluency session from EYFS through to Year 2. Staff discussed in year groups and identified 15 minutes a day for mathematics fluency to take place.

A discussion was held at a staff meeting regarding the mathematics curriculum across the school and how to ensure that it is well structured and cohesive. It transpired that the Essentials scheme was not working for all year groups. The mathematics leaders were tasked with exploring other schemes available. The mathematics leaders

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researched a number of schemes and surveyed teachers across the school on their experiences of using other schemes. On this basis, the mathematics leaders put forward White Rose as a possible scheme, which also offers fluency materials for KS1 alongside the mastery curriculum. Sample resources were shown to staff who then looked closely at it within their own year groups. Feedback was positive across the school. It was agreed that we will pilot using White Rose in the new academic year. The school is purchasing an annual subscription for the main mastery curriculum for White Rose and for the Fluency Bee materials for KS1. It was also agreed that the school would purchase the full set of annual workbooks for KS1 for every child in Years 1 and 2.

Priority 3 actions:

Two teachers from Year 1 and two teachers from Year 2 attended the Concrete, Pictorial, Abstract training with HfL and disseminated it to their year group colleagues. Additional concrete resources have been purchased for all year groups. In the spring term, the mathematics leaders observed KS1 staff implementing resources and activities from the training during a learning walk. Pupils were observed using a range of resources and could discuss what they were doing. EYFS staff have participated in the training '2022-23 Annual Programme for Early Years Foundation Stage Leaders' and 'To record or not to record' which covered mathematics among other subjects.

School-led tutoring time for identified pupils has mathematics targets built into it, where it is felt to be a priority. Class teachers work with the tutors to agree and review the targets. An action to take forward is to survey the use of pre-teaching packs, and how SEND needs are being met. The Giles Nursery and Infants' School Barriers to and Solutions for Engagement, Progress and Achievement was completed in February 2023. A mathematics book scrutiny took place in the autumn term, focused on KS1. Marking was found to be focused on quick feedback within lessons, with evidence of verbal feedback taking place.

End of year EYFSP predicted results remain the same as last year, with a small improvement for PPG pupils:

- Pupils achieving GLD – 47% (47% last year)
- PPG pupils achieving GLD – 29% (14% last year)

Reception mathematics at expected level at end of year – percentage of pupils

End of year Key Stage One predicted results see an improvement from last year, including PPG pupils:

- Pupils achieving the expected level and above – 66% (60% last year)
- PPG pupils achieving the expected level and above – 50% (40% last year)

The mathematics curriculum leaders are planning to liaise with the school business manager regarding changes to the website and how the current mathematics resources can be collated in one place, to make it easier for parents and carers to access.

General

The assistant head teacher reviewed the end of year report format alongside the government's guidance on reporting to parents. She researched the report format used by other schools and used these to create a more concise version than we had used previously. The report now includes a summary of the child's attainment in all curriculum subjects, in order that parents know where their child is in terms of the expectations for their year group. It also includes a section on preparation for learning, including

attendance, behaviour and effort. The written part of the report is one page and is comprised of short sections on speaking and listening, reading, writing, mathematics and science and a longer personal comment on a child's achievements during the year. The new report format was agreed by all teachers and early feedback confirms that it has reduced workload considerably.

Priority 2

To further embed equalities, representation and inclusivity throughout the school such that every pupil and staff member recognises their value within the community.

Context:

Our school has a wonderfully diverse community, with over 40% of pupils in attendance from backgrounds other than white British. The percentage of pupils with English as a second language is currently higher than the national average (June 2021 20.9%) at 26.2%. The school serves children from a full range of religious backgrounds, including those that would describe themselves as not having a faith. There is a high level of deprivation in the area and the school has a larger than average number of pupils of role with SEND, with a significantly higher than average number of pupils with EHC plans at 5% (national average 2.3% 2021 - 2022). The school is already highly inclusive and celebrates diversity through its existing curriculum and provision. We welcome and value everyone, whatever their ability, ethnicity, religion, gender, sexuality or background. As an infant school, we believe we have a vital role in combating discrimination and promoting fairness, justice and equality through our teaching and in the role models we offer. We teach the children to be responsible citizens and positive representatives of the United Kingdom within the wider world. Children are encouraged to regard people of all faiths, races and cultures with respect and tolerance. We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our school has well established pastoral support systems and procedures in place to address pupils' mental health and well-being needs and a wide range of opportunities are provided to support pupils' personal, social and emotional development. The school has its own full-time family support worker who works with individual pupils, families and hard to reach parents to support social, emotional and mental health needs. She undertakes a range of interventions, including Protective Behaviours and Bright Stars, and provides bespoke packages tailored to individual needs. In response to the COVID-19 pandemic, the school has timetabled additional PSHCE lessons, well-being workshops, themed weeks and targeted support for individuals. Behaviour support is given within a nurturing environment and through a therapeutic approach, with all staff being STEPs trained. The school has strong links with external agencies to access behaviour support and advice, including STEPs, Greenside outreach, Tier 2 and 3 Behaviour Support and an outreach family support worker.

Behaviours for learning and growth mindset principles are embedded throughout the school and pupils are able to talk about resilience,

perseverance and embrace challenge. Pupils’ strong and positive attitudes to learning were evidenced in the school’s Ofsted report in February 2020.

Staff work collaboratively with a full range of social care and health professionals, including school nursing, the Mental Health Surgery team, CAMHS (Child and Adolescent Mental Health Services), Nessie (art therapy), Contact Me (bereavement) and the Refugee Council.

diversity and heritage – school historically has been predominantly White British, but we are experiencing a growing diverse community. Previous focus was impacted by Covid and remains an area of development both within our school and in the community. We aim to ensure all areas of school life fully engage and empower our children and community to respect and appreciate what makes us different in terms of age, gender, ethnicity, religion, disability, sexual orientation, education, and national origin.

Development:

- To promote spiritual, moral and cultural development through all appropriate curricular opportunities, with particular reference to issues of equality and diversity.
- To ensure there is a shared approach to behaviour that is adopted and put into practice by all, including the school’s values, well-being, social development and mindfulness, self-help skills, resilience and learning behaviours.
- To narrow the gap in progress and attainment between differing socio-economic groups.
- To continue to provide and develop inclusivity within the provision provided by the school.

Target	Input, activities and tasks	Timescale	Cost / budget heading / resources	Monitoring	Success Criteria
Equality and Diversity					
Equality and Diversity: Appropriate and high quality CPD is in place for all staff.	Inset focused on ‘Diversity and Inclusion’. Identify the school’s strengths and gaps as a whole-staff exercise and create a list of actions. All staff to watch keynote speech from Headteacher conference – Floella Benjamin ‘Childhood Lasts a Lifetime’. Ensure all staff undertake ‘Equality and Diversity’ training (TES Develop) Other training?	From autumn 2 - ongoing	Training costs / course costs	Headteacher	Staff are upskilled and confident in planning and representing diversity in teaching and learning so that pupils are prepared for life in modern Britain effectively,

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					developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
Governor for equalities appointed.	<p>County 'Inclusion and Diversity' audit undertaken by school leaders and governor.</p> <p>Governor to undertake regular monitoring visits with headteacher, including learning walks, environment audits and curriculum review. Update given at full governing body meetings.</p> <p>Governor training?</p>	Autumn 2 - ongoing	Time	HT and governor Learning walks Environment audit	The governing body are kept well informed of the school's progress toward the targets in priority 2 and their awareness of how the school addresses protected characteristics is developed.
Curriculum areas, resources, hooks and learning are fully representative of diversity and cultural heritage; for example, books, resourcing, study of historical figures, so that children further develop their understanding	<p>Equality taught and discussed explicitly.</p> <p>Curriculum leaders given additional PPA time to review / audit curriculum journeys to ensure that equality and diversity are planned and integrated into the curriculum. Curriculum journeys updated and resources purchased where gaps are identified.</p>	Spring 2	Class cover time Resources budget	SLT Curriculum leaders Planning	Diversity is planned and integrated fully into the curriculum and high-quality resources are in use. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share
	Utilise the use of visitors and enrichment opportunities in assemblies and across the curriculum to promote and raise aspirations for vulnerable pupils; for example, religious leaders (Imam, vicar), female firefighters and speakers that will challenge gender and race discrimination. Focus on a range of representations across the curriculum.	Spring 2	Time Cost for speakers / charity donations	SLT Curriculum leaders Class teachers	

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of inclusion, cultural diversity and social cohesion.	Questionnaire to parents to seek areas of expertise within a diverse community that can be shared across the school within class, year group or whole school assemblies				in common across cultural, religious, ethnic and socio-economic communities.
	Increase the profile of Black History Month, with a continued focus throughout the year so that notable black figures are represented fully through the ongoing curriculum; for example, historical figures, sports personalities, musicians, scientists, artists and authors.	Autumn 1 - ongoing	Time	History curriculum leader Teachers Planning	Children see themselves represented in the variety of resources in classrooms.
Staff are aware of the impact of images and texts used reflecting diverse ethnic heritage and inclusion.	Key texts are identified for each year group and added to class Reading Spines and book corners. More dual language texts to be purchased for general use in the classrooms. Audit reading schemes to ensure they represent inclusivity and cultural diversity.	Autumn 2 - ongoing	£200	English leader Learning walks/book monitoring shows diversity of images and texts being used.	Images/texts shown in school reflect diversity in our community. A greater proportion of texts contain characters which reflect the ethnic heritage of children in our school
Stereotypes are challenged and alternatives discussed through planned and focused opportunities.	Counter-stereotyping, equality and inclusivity represented through displays and addressed through discrete curriculum planning; for example, the delivery of the Jigsaw PSHCE scheme, and cross-curricular opportunities; for example, story books, role-play, CiL. Resources purchased where gaps are identified.	Autumn 2 - ongoing	Time Resources budget	SLT Curriculum Leaders Teachers	Children question and do not accept examples of stereotyping in any context.
Website and social media reflect and engages school community.	Review website and social media forums used by the school for representation and address gaps.	Spring 1 - ongoing	Time	Business manager SLT / Equalities governor	Website and social media are reflective of the school community and not tokenistic towards

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					diversity.
EYFS provision engages and meets needs of children, reflecting diversity, cultural heritage and gender non-stereotyping	Audit of resources and learning environment. Purchase of representative resources for CiL / continuous provision; for example, role play clothing, play food, dolls, skin-coloured crayons / paints.	Spring 1 - ongoing	Time Resources costs	EYFS Leader EYFS teachers and staff	Gender gap closes and provision is reflective of children’s interests and heritage EYFS Provision engages and represents diversity and cultural heritage.
Behaviour and Well-being					
Increase STEPs (therapeutic behaviour management) expertise amongst support staff.	1 x HLTA to access the full ‘Train the Trainer – Step On’ training. Twilight sessions with TAs (1 per term) to revisit aspects of the STEPs approach / tool kit most relevant to the TAs roles and practice.	Spring 1	Cost?	HT DHT	Support staff are upskilled and able to support pupils with their behaviour development, especially at lunchtimes and playtimes.
Ensure that the school environment and provision support pupils’ well-being needs.	Create nurturing areas in school for learners to reflect and practise mindfulness relaxation techniques when necessary; for example, sensory room and quiet areas. Develop outdoor spaces to enable learners to take time out, have learning breaks and exercise in open spaces.	From autumn1	£4,500	HT SLT INCo team Class teachers HT/ governor learning walks	Pupils’ well-being needs are supported through their environment and they can begin to self-regulate and manage their needs as a result of the provision provided.
	Increase the size of the INCo team by employing a full-time support assistant to work alongside the school’s family support worker to deliver targeted SEMH support and support pupils to develop their emotional literacy.	From spring 1	Cost?	HT SENCO Family support worker	

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<p>Develop opportunities to ensure the explicit teaching of emotional literacy, and a growth mindset to support positive mental well-being.</p>	<p>Resilience & growth mindset: The school will continue to develop pupils' character, which Ofsted defines as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.</p> <p>Explicitly teach and model strategies to develop a growth mindset.</p> <p>Ensure curriculum design incorporates opportunities to 'slow down' and revisit key skills, knowledge and concepts, ensuring success for all.</p> <p>Celebrate progress as much as attainment – pupils to be aware of their individual starting point and the progress they've made against this as part of setting 'next steps' and targets.</p>	<p>From spring 1</p>	<p>Cost?</p>	<p>PSHCE and Assessment leaders Class teachers</p>	<p>Pupils' confidence, resilience and knowledge is high and children are able to keep themselves mentally and academically healthy.</p>
<p>Staff are developed and supported to manage their mental health and well-being.</p>	<p>Plan additional teacher training (INSET) during school day rather than after school.</p>	<p>From autumn1</p>	<p>Costs? Cover costs</p>	<p>HT / SLT Governors</p>	<p>Staff are supported to build resilience and enjoy good mental health.</p>
	<p>Employ additional adults in each class to support with pupils' needs and spread staff workload.</p>	<p>From autumn1</p>	<p>Costs? Cover costs</p>		
	<p>Additional planning days for teachers with the option to take off-site / work from home.</p>	<p>From autumn1</p>	<p>Costs?</p>		
<p>Promote maintaining an active lifestyle and further develop explicit teaching of the importance of keeping physically and mentally healthy.</p>	<p>Continue to promote daily mile or equivalent ensuring pupil motivation is considered.</p> <p>Incorporate more physical brain breaks throughout the day.</p> <p>Work with pupils and parents to inform about healthy lunches – ensure pupils are not hungry and therefore distracted from learning by continuing to engage with the National Breakfast programme to provide a bagel and fruit bar in each class every morning, Class teachers to explicitly teach healthy eating making links to learning, brain power and development.</p>	<p>From autumn 1 - ongoing</p>	<p>Cost?</p>	<p>PSHCE, science and PE leaders SENCo Teachers</p>	<p>Higher pupil participation in extracurricular sporting activities.</p> <p>Pupil engagement in lessons improves due to active mind and limited hunger.</p> <p>Well-being and</p>

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	<p>School to offer a range of internally led extra-curricular activities.</p> <p>Continue to develop 'Growth and Well-being Week', with a strong focus on mindfulness, resilience and well-being.</p> <p>Embed meeting needs through a 'Sensory Diet' into daily classroom practice.</p>				resilience improve, leading to better academic outcomes.
<p>Inclusivity and SEND, including narrowing the progress and attainment gap between differing socio-economic groups Please read in conjunction with the School's Pupil Premium Strategy.</p>					
<p>Further develop provision and the curriculum to meet the needs of all children, including disadvantaged, EAL and SEND pupils so that gaps narrow.</p>	<p>Set up a bespoke provision 'class' for 10 Reception and Year One pupils with ECH plans who have been allocated places in specialist provision but are waiting for their places to become available. Overseen by a Reception and Year 1 teacher with dedicated time for planning, teaching and assessment. Allocate 4 full-time staff members to support.</p>	From autumn 1	Cost?	HT SENCO D. Clark and H. Wright Planning documents	<p>The needs of the most vulnerable pupils across the school are met and they can access their learning appropriately.</p> <p>Incidents of pupils being suspended decreases.</p>
	<p>Improve Prime Areas group in Nursery and create a new garden / outdoor provision area for this group.</p>	From autumn 1	Cost?	HT SENCo Nursery teacher	
	<p>Provide additional staff to support in class with children with significant needs but do not have EHC plans or additional funding.</p>	From autumn 1	Cost?	HT SENCo	
	<p>Continue to develop the use of regular assessments to inform 'next steps' and ensure teachers teach all groups over the course of the week.</p> <p>Continue to provide training focused on Quality First Teaching including the importance of reducing cognitive load and breaking learning into small sequential steps.</p> <p>SENCo to support staff in class, providing bespoke strategies for individual children.</p> <p>Use data analysis and curriculum review to inform a layer of interventions for each year group including:</p>				<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of vulnerable pupils, including those with SEND. It supports them to develop their knowledge, skills and abilities, and enables</p>

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	<ul style="list-style-type: none"> ● Before lesson – pre-teaching ● In class – picking up on misconceptions live within lesson by teacher and TA ● After lesson but before next lesson – keep up intervention ● Outside of lessons – catch up interventions 				<p>them to apply what they know and can do with increasing fluency and independence so that they know more and remember more over time.</p> <p>Gaps narrow and close over time so that disadvantaged pupils’ attainment is in line with non-disadvantaged pupils in reading writing and mathematics.</p>
<p>Narrow gaps for disadvantaged and vulnerable pupils.</p>	<p>Utilise National Tutoring Programme funding towards the employment of a further school-led tutor. Ensure new tutor is inducted by shadowing an existing tutor and undertakes 12-hour training programme.</p> <p>Tutors to work closely with deputy head, year group leaders and class teachers to identify need for targeted interventions. Tutors to work with all KS1 PPG pupils, all year 2 pupils that did not reach the expected standard in the Y1 Phonics Screening Check, 2 SLCN Base pupils and targeted non-PPG but vulnerable pupils.</p> <p>Please read PPG strategy for further information regarding the implementation of support for PPG pupils.</p>	<p>Autumn 1 – ongoing</p>	<p>£6,060 funding and further salary cost?</p>	<p>HT DHT / PPG leader Disadvantaged governor Teachers</p>	<p>Disadvantaged pupils’ needs are swiftly and accurately identified. They are able to make accelerated progress through bespoke provision and intervention.</p> <p>Gaps narrow and close over time so that disadvantaged pupils’ attainment is in line with non-disadvantaged pupils</p>

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					in reading writing and mathematics.
Continue to ensure all staff are kept up to date with Safeguarding and understand how to support those families in need.	<p>Continue to implement a safeguarding programme for all staff through annual INSET, staff meetings and regular updates.</p> <p>Continue to share safeguarding messages with parents via regular newsletters; for example, e-safety.</p> <p>DSP and deputy DSPs timetable re-established for reviewing records of concerns.</p> <p>Training supports staff knowledge and understanding around safeguarding of children with SEND.</p>	Autumn 1 ongoing	Cover costs Training costs	HT Governors	Safeguarding continues to be effective and robust.

End of year review

Equality and diversity

In the autumn term, inset time was allocated to discuss equality and diversity as a staff team. All staff watched the inspirational speech, 'Childhood Lasts a Lifetime', given by Baroness Floella Benjamin at the Headteacher Conference. Staff discussed the strengths within our school, including inclusive language, pictorial representations on displays and in teaching resources, curriculum coverage, One World Week, the school logo, range of religious festivals celebrated and taught, musician of the month, use of interpreters when required, and support for EAL learners. Areas for development that were noted included a review of the current reading spine texts, focus artists and scientists, putting together an anti-racism policy and checking the curriculum for outdated language; for example, using the term indigenous people of America rather than Native American. Staff used the HfL whole-school toolkit on anti-racism and race equity as a basis for their discussions.

Mrs Victoria Aldwinkle was appointed as the equality and diversity governor. As part of this role, Mrs Aldwinkle undertook monitoring visits with the headteacher, including learning walks and environment audits. Updates were given at full governing body meetings.

Staff meeting time was allocated for year group staff to review their current reading spine and agree new texts to add. Staff focused on selecting high-quality texts that promote diversity and inclusion. Books were purchased and added to the reading spines. Children have responded very well to the new texts; for example, in Year 2 the book *Hair Love* was read to the class. A black pupil recognised her own hair was like that mentioned in the story and her classmates exclaimed how much they loved her hair and wanted theirs to be the same! Additionally, staff have audited our stock of phonetically decodable reading books to ensure they contain characters which reflect the ethnic heritage of children in our school.

A diverse range of artists have been researched and are being introduced across the year groups: Ranbir Khan in Reception, Alma Thomas and Zaha Hadid in Year 1 and

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Stephen Mopope and Kenojuak Ashevak in Year 2. The National Society for Education in Art and Design (nsead) school resource checklist has been used to reflect on our curriculum and start conversations around anti-racism. Maths Week focused on the use of mathematics in different professions, including space science, architecture and art. The mathematics curriculum leaders selected a diverse range of mathematicians for pupils to explore including Dr Anne-Marie Imafidon, Mimar Sinan and Shakuntala Devi. All curriculum journeys have been reviewed and updated to reflect changes to teaching and learning and revise the language used to refer to different ethnic groups.

The assistant head teacher put together an anti-racism policy and this has been shared with all staff and uploaded to the school website. Guidance from Show Racism the Red Card on recognising and responding to racism and racial stereotyping and reporting suspected racist incidents in school was shared with all year groups and the guidance is on display in staff areas in the main school staff room, Reception and Nursery.

In the spring term, three members of staff attended the HfL Race Equity Conference, featuring prominent speakers including David Olusoga, Reni Eddo-Lodge and Jeffrey Boakye. Staff attended workshops on how to create an anti-racist EY curriculum, how to create an anti-racist primary curriculum, adopting a racially literate approach to behaviour and creating a safe space to talk about race. Key learning points were disseminated in staff meeting time.

Parents have been encouraged to visit school to promote and raise aspirations for all pupils, regardless of gender or ethnicity. A particular highlight was a visit from a hindu parent, who gave a beautiful assembly on the Holi festival and shared videos and photographs of their family celebrating at home.

Teachers continue to follow the Jigsaw PSHCE curriculum to address stereotyping, equality and inclusivity with pupils. Opportunities to enhance the representation of ethnicities across the curriculum have been identified and resources purchased, including role play clothing, play food, dolls, skin-coloured crayons, pencils and paints.

In the spring term, an equality advisor from HfL conducted a commissioned school visit to examine the equality and diversity practice in the school. The advisor noted in her report, "Every classroom ... visited displayed books representing wider diverse communities that were clearly in use as well as embedded into the lesson plans and curriculum aims." She concluded, "The head teacher demonstrated extensive knowledge and research around anti-racism and diversity. Conversations with the staff demonstrated a strong understanding amongst the school on the importance of race equity work and ... saw many examples of good practice across all aspects of the school. The leadership across the school felt that any training in support with building staff confidence with language around race ... would be welcomed."

Following on from the visit, the English curriculum leader has researched and purchased age-appropriate texts that represent the LGBTQ+ community and is trialling pupil's response to the books in Year 2. The assistant head teacher has looked into terminology and how to write about ethnicity, using guidance from the National Society for Education in Art and Design (nsead) and www.gov.uk. This will be shared in a staff meeting to provide staff with a forum to openly discuss language and any concerns they have about talking and writing about ethnicity.

Behaviour and Well-being

It has not yet been possible to secure a place for an HLTA on the full STEPS 'Train the Trainer' training. Due to escalating behaviours within the school, the Orca class teacher has contacted STEPS to request information about the possibility of 'Step Up' training to enable staff to manage the escalating behaviours more effectively

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with minimal disruption to the learning of the rest of the pupils. Additional twilight STEPS refresher sessions for teaching assistants were scheduled and rescheduled in the spring term but ultimately had to be cancelled due to staff shortages. These will be rescheduled for the summer term.

Nurturing areas are positioned throughout the school and are in constant use by children who require space outside of their classroom to de-escalate or self-regulate. Further spaces are desirable and the head teacher has begun to conduct investigations into the possibility of acquiring additional spaces on site. The INCo team are also planning to further develop one of the spaces (attached to the hall next to Penguin Class) into a sensory room in order to create a calmer, quieter environment for children transitioning to Year 2. In addition, the head teacher is currently in negotiations with contractors to commence a new build attached to Penguin class, which will provide a new space for Year 2 pupils. Outdoor spaces are utilised frequently by children who require additional movement breaks. Each class has incorporated a sensory diet into daily classroom practice, utilising different strategies and activities to ensure all children get the input their bodies need and are prepared and balanced for learning. Activities include listening to music, movement breaks, stretching and breathing techniques. Pupils are taught to recognise when they need a break and choose an activity that helps them self-regulate. Pupils who require a more personalised approach have access to messy play, water play, a scooter board, bikes and pressure toys.

The INCo team has been supported by an external family support worker two days a week. She works with pupils identified by class teachers, in discussion with parents, to enhance their emotional literacy, well-being and resilience. Additional members of staff have been employed across the school in order to meet the needs of the pupils. Classes with high levels of pupil need have high staff ratios and, in some cases, supply teachers have been employed on a long term basis to support in classes that require more intensive adult support. One of the Year 2 classes was severely effected by the change in teaching staff in the spring term. In response to this, the class were split and taught across two spaces for the majority of the day. This had a positive effect on both the pupils and staff. Once settled, the class were able to come back together in their classroom.

Additional transition time has been planned for the summer term to reduce the impact of change in the new academic year. Teachers and teaching assistants are spending more time with their new classes, both in their current and new classrooms. A transition programme has been carefully planned for Year 2 pupils moving to junior school. This includes visits from the junior school SENCO and Year 3 leader. Additionally, a resilience and self-esteem programme is in place for Year 2 pupils who have been identified as needing extra support for the move.

Resilience and growth mindset are taught effectively and the majority of children recognise the importance of celebrating their own achievements and those of their peers. Individual achievements continue to be recognised in a weekly Celebration Assembly, class speaking and listening time, value of the month certificates and Numbots certificates. Within class, 'next steps' are shared regularly with pupils and progress is celebrated as much as attainment. Teachers have reviewed the curriculum in core subjects and incorporated opportunities to revisit key skills, knowledge and concepts, through starter activities and assessment for learning throughout lessons. In KS1, the school-led tutoring tutors support low prior attaining pupils with pre-teaching and revisiting whole class learning. In phonics, daily 'keep up' sessions are timetabled to ensure pupils are confident in their learning and mental strain is reduced.

Staff well-being has been a priority this year. All members of staff have been given an additional planning day at home. Teachers have also been given a day at home to focus on writing end of year reports. The assistant head teacher reviewed the end of year report format alongside the government's guidance on reporting to parents.

She researched the report format used by other schools and used these to create a more concise version than we had used previously. Early feedback confirms that it has reduced workload considerably. A staff well-being display has been put up in the staff room. It provides a list of mindfulness activities that staff can use and allows staff to leave 'shout outs' to other team members, celebrating their role in the school.

All children are given the opportunity each day to run the daily mile and regular additional movement breaks have been incorporated across the school into the timetables of those children who require them to support self-regulation. This strategy has proved markedly successful with several individuals. As part of the National Breakfast Programme, pupils are provided with bagels in class every day in order to reduce the possibility that hunger will present a barrier to engagement with learning. The school offers extra-curricular clubs led by our in-house sports coach, who also teaches PE. A music club is available to Year 1 pupils. In addition, a weekly art club is run by an external professional.

Growth and well-being week took place in the autumn term, focused on mindfulness, resilience and well-being. Pupils enjoyed yoga sessions and learnt how physical exercise can improve their body and mind. The Year 2 curriculum focuses on healthy eating in the autumn term and is revisited throughout the year, particularly in the design technology curriculum, when pupils have the opportunity to make a healthy salad and design a nutritional pizza. Across the school, pupils follow a unit called 'Healthy Me' as part of the Jigsaw PSHCE curriculum. This incorporates learning about healthy eating, exercise, healthy lifestyle choices and mental health.

Inclusivity and SEND

Orca Class has been established as an in-house specialist setting designed to meet the needs of children with EHCPs who are awaiting places in specialist provision. This class is led by four full-time, highly experienced members of support staff and is overseen by two class teachers, Debbie Clarke and Melanie Trott, both of whom spend time in Orca Class each week and provide planning and resources. This classroom has provided a safe space and adapted routine for children with high levels of SEND who would otherwise struggle to cope in a mainstream classroom. The classroom has its own outside area and resources and is divided into several small spaces to enable children to participate in small group learning without distractions.

The Nursery prime areas group is being led very successfully and has adapted resources in addition to their own flexible timetable and high levels of adult support. A garden area has been created for the prime areas group, which enables staff to more easily incorporate movement breaks into pupils' daily routine and provides a space for sensory circuits to take place, which is named provision for several of the pupils in this setting with EHCPs and involvement from external professionals.

As stated above, additional members of staff have been employed across the school in order to meet the high level of needs of individual pupils / classes.

The SENCO and family support worker liaise with class teachers on a daily basis to provide a range of support. Both the SENCO and family support worker have observed lessons to help class teachers to identify and understand triggers and difficult behaviours and have met with class teachers to suggest bespoke strategies. They have created a number of visual resources for class teachers and parents to utilise to support individual pupils and have also directed colleagues and parents towards relevant training courses and online information.

Interventions are well-established within each year group and are driven by assessment data, in addition to data about pupil demographics. Pre-teaching, keep up and

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catch up interventions occur daily across the school and certain groups of children are also targeted for additional adult support and scaffolds during whole-class learning time. Teachers have extensive knowledge of the curriculum journeys in each subject from Nursery through to the end of KS1. This enables them to make continued assessments of pupils' knowledge and understanding and use responsive teaching to respond to misconceptions within lessons. The assistant head teacher attended a training session on responsive teaching, which focused on assessment in everyday learning. The training provided valuable techniques and suggestions for assessing children throughout lessons, including ways of activating prior learning, using concept cartoons, true or false statements, asking open questions, questioning as retrieval practice, using questions on entry and exit and questioning at hinge points. This was shared with teachers during a staff meeting.

Teaching staff worked together to create a barriers to and solutions for engagement, progress and achievement document for all curriculum subjects. The document provides an overview of Quality First Teaching methods to provide support for pupils with hearing or visual impairments, dyspraxia, ASD, ADHD, conition or social, emotional and mental health needs.

The National Tutoring Programme funding was used towards the employment of a further school-led tutor. The new tutor had a full induction, shadowing the existing tutor and undertaking the 12 hour training programme. The tutors worked closely with the deputy / assistant head teacher, year group leaders and class teachers to identify pupil need for targeted interventions. Over the year, the tutors have worked with all KS1 disadvantaged pupils, Year 2 pupils that did not reach the threshold mark in the Year 1 phonics screening check, two speech base pupils and targeted vulnerable pupils. As of May 2023, the school-led tutoring tutors had delivered 475 hours of targeted support to pupils identified as at risk of falling behind, including 33 disadvantaged pupils.

Please refer to the review of priority one and the school pupil premium strategy for further information regarding the implementation of support for disadvantaged pupils.

Safeguarding

Staff receive regular updates and annual training regarding safeguarding practices and legislation. All staff are aware of who their DSPs are and are supported by DSPs to log and monitor all concerns / disclosures. Parents are notified about relevant safeguarding updates via weekly newsletters and the school website, which posts information about safeguarding, including e-safety training. DSPs arrange to meet weekly to discuss all current safeguarding issues and to agree on actions / next steps. Staff are aware of the added vulnerability of children with SEND and regularly report concerns to DSPs.

Following on from the Ofsted inspection in the spring term and the areas for development noted for safeguarding, the head teacher arranged a visit from the school improvement partner to discuss improvements and actions moving forward. The headteacher has created an action plan that summarises the key areas for development and actions to date. Please refer to that document for further information.

Priority 3

To raise whole school attendance so that it is in line with or better than national expectations of 97%.

Context:

Attendance is overseen by the deputy head, in conjunction with the headteacher. The school had robust systems in place for supporting good attendance and works with the County Attendance Team through the Attendance Team service offer. The local attendance officer works in partnership with the school to provide early intervention and casework for families where there are significant attendance concerns. Please read the school's Attendance Policy for further details.

Prior to Covid the school's attendance figure was slightly below the national average for primary schools nationally at xx. Attendance is always a challenge for an infant and nursery school as a large proportion of children are under statutory school-age and it is not yet compulsory for them to attend. As a result, it can be very difficult to secure regular attendance for some pupils, despite the school's best efforts. Highly contagious illnesses such as Chicken Pox, can impact very quickly on a year group's attendance. In a nursery and infant school, a year group represents 25% of the school, whilst in a primary, a year group represent 12.5% of the school. This has a direct impact on attendance statistics. In addition, the school also has an exceptionally high proportion of pupils with EHC plans (16 pupils 5%) and pupils with significant medical needs, resulting in absence for health reasons and unavoidable medical appointments.

Post-Covid, the school has experienced the same barriers to attendance as those reported nationally and our attendance figures show a decline, with an increase in number of persistent absentees. This has been partly due to the number of positive cases received by children across the previous academic year and the length of time that children have taken off school when this occurs. However, with such inconsistencies in school attendance over the past 2-3 years, it has been difficult for some families to maintain a consistent approach as Covid cases have reduced and more 'normal' attendance resumed in schools. As a school we have been working closely with families around this and support has included: daily calls when children are absent from school; home visits; 'meet and greet' at the school entrance; staggered start times; offer of free breakfast club,

regular planning meetings and Early Help Assessments and individual support plans.

Development:

- To improve whole-school attendance so that it is in line with national expectations of 97%.
- To reduce cases of persistent absenteeism and late arrival.
- To improve attendance for vulnerable pupils so that their attendance matches national expectations of 97%.

Target	Input, activities and tasks	Timescale	Cost / budget heading / resources	Monitoring	Success Criteria
Develop and maintain a whole school culture that promotes the benefits of high attendance.	Induct new member of staff with responsibility for attendance as the dedicated champion with overall responsibility for championing and improving attendance in school. Opportunity for handover with the existing attendance champion.	Autumn 2 / spring 1	Cover costs	DHT / HT SLT	Champion in place and fully inducted.
	Ensure all teaching and non-teaching staff know the importance of good attendance and are consistent in their communication with pupils and parents.	Autumn 1 - ongoing	Staff meetings Training time	DHT/HT SLT Attendance leader	All staff are consistent in their messages around attendance.
	Visibly demonstrate the benefits of good attendance throughout school life, including through displays, assemblies or in registration periods. Attendance trophy to be reinstated.	Autumn 2 - ongoing	Time	DHT/HT SLT Attendance leader	Displays complete, evidence in assemblies and children can speak about attendance with positivity.
	Fully embed strategies to reward pupils for good attendance by issuing reward incentives for weekly class attendance, for example, extra playtime, and termly individual attendance at 98 - 100%. Ensure improved attendance certificates are issued for PAs who have an upward trend in attendance.	Autumn 2 - ongoing	Time	Attendance leader	Profile of attendance raised within school.

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Attendance Policy: Have a clear attendance policy which all leaders, staff, pupils and parents understand and which is communicated regularly.	Review and re-publish the attendance policy to parents including providing clarity regarding the non-authorisation of holiday requests in term time.	Spring 1 - ongoing	Time	DHT/HT SLT Attendance leader	Attendance policy reviewed. Attendance policy communicated to parents.
	Ensure children and families know and understand why school attendance matters for academic success and understand school policies through consultation evenings, and, where necessary, attendance planning meetings. Further develop the Attendance area of the school's website to provide attendance support and guidance for parents. Publish school's attendance data in weekly newsletter alongside target figure.	Autumn 1 ongoing	Time	DHT / HT SLT Attendance leader	Communication evident through newsletter and on the school website.
	Continue to communicate information highlighting both the value of attendance and incentives and the consequences of poor attendance. Send a general attendance letter, reminding parents of the need for good attendance and the consequence of poor attendance, ½ termly.	Autumn 2 – Ongoing	Time	DHT / HT SLT Attendance leader	Communication evident through newsletter and on the school website.
	Provide parents with clarity surrounding persistent absence and formalise action warnings and planning meetings to offer support, prior to referrals being necessary.	Spring 1 - ongoing	Time	DHT / HT SLT Attendance leader	Evidence of planning meetings taking place and impact evidence through case studies.
Accurately complete admission and attendance registers and have effective day to day processes	Ensure all staff understand how to access and input data into the new MIS, Arbor, and are selecting the correct codes to accurately record absence, including recording minutes late for late arrivals.	Autumn 1 - ongoing	Time	DHT / Assessment leader Office staff	All attendance records are accurate and complete and reasons for absence verified and recorded correctly.

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in place to follow-up absence.	Admin staff to identify any absences that are not explained for each session and contact parents to understand why, and when the pupil will return. Where absence is recorded as unexplained in the attendance register, this should be followed up, and the correct code should be inputted as soon as the reason is ascertained, but no later than 5 working days after the session.	Autumn 1 - ongoing	Time	DHT / Assessment leader Office staff	
	Ensure that evidence of a medical appointment is seen, such as an appointment letter or confirmation text, before authorising a medical appointment.	Autumn 1 - ongoing	Time	Admin staff	
Parents are informed of their child's attendance.	Send individual registration record to all parents of Reception and KS1 pupils each half term with a 'good attendance' reminder letter.			DHT / attendance leader Admin	Parents are kept informed of their child's attendance and will seek to improve it if it is below 97%.
Regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.	<p>Identify persistent absentees from previous academic year and continue to monitor until attendance is 96%+.</p> <p>Ensure admin staff, and INCo team have an up-to-date list of persistent absentees with targeted children noted for tracking</p> <p>HT, attendance leader and INCo team to review PA list monthly and agree actions. Actions to include:</p> <ul style="list-style-type: none"> • 4-tiered letter system • phone call or face to face meeting initiated to follow up from letter already sent. At this point, barriers should be identified and support 	Autumn 1 - ongoing	Cover costs?	HT / DHT Attendance leader INCo team	Attendance and punctuality significantly improve and persistent absenteeism reduces.

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	<p>offered.</p> <ul style="list-style-type: none"> • Additional phone call or face to face meeting carried out to review support already in place or any additional support required. This may include Early Help Assessment • Any families requiring referral to AIO • Any families requiring a referral to statutory children’s services (severe attendance). • applying rigorously for fixed penalty fines when unauthorised absence has reached 15 sessions, especially if pupils have been taken on holiday <p>Case studies to be kept for targeted children (identified by HT).</p>				
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End of year review

Mrs Trott has been inducted as a new member of staff with responsibility for attendance. Most members of teaching staff are champions of attendance and discussed the importance with parents at parent consultations. The class attendance trophy, and 15 minutes extra playtime, was re-instated at the start of March 2023. The winning class is announced weekly in celebration assembly. Termly attendance rewards were presented in the spring and summer term. Gold, silver and bronze awards.

Attendance was discussed during parent consultations. The class attendance trophy winner is announced in the newsletter weekly. Attendance and lateness reminders and protocol are detailed in the weekly newsletter half-termly. Absence form replies re-explain the attendance policy and explain why time may or may not be authorised. The attendance policy is available on the school website.

Staff and student teachers were reminded of correct codes to use for absence on Arbor. Office staff seek advice when unsure of coding. Office staff are phoning parents day of absence and recording reasons why in Arbor. Parents are informed of their child’s attendance. Whole-school attendance reminder letters were issued in the autumn term. Attendance warning letters were issued to parents of persistent absence (PA) pupils. Meetings were requested with the parents of PA pupils where attendance is cause for concern. Regular analysis of attendance and absence data is completed to identify pupils or cohorts that require support with their attendance and effective strategies are put into place. Weekly checks of continuous absence are completed. PA pupils are monitored and actions made half-termly. Family support

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worker has started attending attendance meetings with the attendance officer. The LA attendance officer (Jane Woko) was invited in to meet with Mrs Trott and Mrs Howard for advice on protocols. The head teacher and attendance lead meet half-termly to look at the PA list and discuss actions moving forward. Warning letters issued. Phone calls to offer meeting given in summer term.

Priority 4

Ensure current staff are secure with new roles and responsibilities and induct new staff so that they are fully aware of, and equipped fully to embody, the school’s ethos, policies, curriculum and expectations.

Context:
 Until recently, the school has had a very stable and experienced staff team. This academic year will see three members of teaching staff take maternity leave and the deputy head and SENCo leave at the end of the autumn term, both members of SLT. This has resulted in re-organisation and re-structuring within the existing staff team, with some members of staff taking on new roles, and one member of existing staff joining the SLT. Three new members of staff have been appointed to the teaching team, including a SENCo.

The school has an early career teacher (ECT) this year.

Target	Input, activities and tasks	Timescale	Cost / budget heading / resources	Monitoring	Success Criteria
Ensure current staff are secure with new roles and responsibilities.	Provide training for all new subject leaders ensuring that they feel confident and supported in their new roles such that staff well-being is supported. Provide additional PPA for shadowing and hand-over.	From autumn 1 - ongoing	Time Cover costs	HT SLT	Staff are equipped for change. All staff are secure in their new roles and are equipped to carry them out effectively. If they are not, they can easily access support.

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	<ul style="list-style-type: none"> • New roles for existing staff include Nursery teacher – EYFS training booked • Mathematics leaders – ‘Developing Effective Maths Subject Leadership’ and ‘Primary Maths Updates’ training booked and planned opportunities to work alongside existing mathematics leader for handover timetabled. • Year 2 job share and art curriculum leader. Opportunities to work alongside existing art leader and Year 2 teacher timetabled • Assessment and PPG leader – training booked and opportunity to work alongside existing leader timetabled. 				
<p>Induct new staff so that they are fully aware of, and equipped to embody, the school’s ethos, policies, curriculum and expectations.</p>	<p>Maternity cover teachers in Y1 and Y2 starting several weeks before maternity covers begin to facilitate a thorough class and curriculum leadership hand-over with existing teacher (art and history)</p> <p>New SENCo joining the school 4 weeks before existing SENCo leaves to enable a thorough hand-over and opportunity to meet and work with vulnerable families before Jan term starts.</p> <p>Year 2 job share teacher and attendance leader to have a day’s handover with existing teacher and leader.</p>				

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<p>Ensure staff in new specialist provision (Orca class) are fully supported in their roles.</p>	<p>SENCo to support and oversee the setting up of Orca class (provision for 10 Reception and Y1 pupils awaiting places that has been allocated but are not yet available in specialist provision). Ensure that staff are trained to meet the highly individual needs of the children and are equipped with strategies to support them.</p>				
<p>Ensure the school's ECT is properly inducted and supported effectively through the Early Careers Framework.</p>	<p>Deputy head to undertake induction tutor training and oversee ECT's registration process, assessment and progress reviews. Teacher mentor to access all relevant training and support ECT in the classroom in a coaching role. Provide additional PPA for roles to be undertaken effectively, and for mentor and ECT training.</p>				<p>ECT is well supported and inducted properly.</p> <p>Teacher mentor is able to support ECT as well as manage own workload.</p>

End of year review

This year, many staff took on new curriculum leader roles, to cover roles left open by staff on maternity leave or moving on from the school. New curriculum leaders were appointed for history, art and design and mathematics. Thorough hand overs were given by the leaving staff members in order that the new leaders were well prepared for their roles and responsibilities. Additional PPA time was given for the hand overs. In the autumn term, the assistant head teacher led a twilight session on Ofsted deep dives, where experienced curriculum leaders presented their subject to new leaders and discussed the types of questions an inspector may ask. Aide-memoires were provided for all subjects, guiding curriculum leaders to reflect on curriculum, pedagogy, assessment, culture, systems and policy.

The mathematics curriculum leaders attended the four day training on 'Developing Effective Maths Subject Leadership' provided by HfL. Both mathematics leaders are registered for the Primary Mathematics Lead Updates. Both leaders receive the HfL Primary Mathematics Newsletter. The new mathematics leader also attended the CPA training provided by HfL. Both mathematics leaders attended the mathematics cluster meeting at Fairlands school in January 2023.

The teachers taking over one of the Year 2 classes spent time shadowing and team teaching with the outgoing teachers in the autumn term. Time out of class was provided for a thorough hand over, including pupil needs and behaviour strategies. In the spring term, the experienced Year 2 teachers supported the new teachers to have a clear understanding of expectations in Year 2, including planning, assessment, extra-curricular activities and moderation. An hour out of class was provided each week for the Year 2 team to meet.

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A new Nursery teacher was appointed in September. She has accessed a wealth of EYFS training, including Early Years leader seminars, formative assessment in the Early Years, neuroscience and child development, SCERTS speech and language, writing in the Early Years and the Ofsted Early Years education inspection framework curriculum roadshow.

A new SENCO was appointed in the autumn term. She joined the school four weeks before the existing SENCO left, to enable a thorough hand over, visit individual classes to observe pupils and meet and work with vulnerable families before the spring term.

The deputy head teacher role was divided between the head teacher, the new assistant head teacher and one of the new Year 2 teachers. The new assistant head teacher has accessed training on assessment and leadership. She has also taken on the PPG curriculum leader role and responsibility for the school-led tutoring. The new Year 2 teacher has taken responsibility for attendance and most able pupils. The head teacher is currently the professional mentor for university students on placement within the school.

In the autumn term, the previous SENCO oversaw the setting up of Orca class and provided training for staff to meet the highly individual needs of the children allocated to the class. External training was also provided, including autism awareness, mental wellbeing in children and young people, neuroscience and child development and SCERTS speech and language training.

In the autumn term, the deputy head teacher undertook induction tutor training and oversaw the school's ECT registration process, assessment and progress reviews. The ECT's teacher mentor accessed all relevant training to support the ECT in a coaching role in the classroom. The ECT and mentor received additional time out of the classroom to meet and access training. The head teacher took over the induction tutor role in the spring term. The ECT will not complete her training this year as she went on maternity leave before the Easter break.