



# School Improvement Plan 2021-22

Summary Leaflet



## Wellbeing (healthy minds; healthy bodies)

### Our intention:

Our curriculum teaches children how to keep their bodies healthy, and gives them lots of opportunities to improve their physical health. It helps them to name, understand and express their emotions, so children have confidence to succeed when faced with challenges. Our curriculum encourages children to enjoy and appreciate living in the moment, and to explore the awe and wonder of life itself.

### The change we want to see by June 2022:

- At playtimes, all children are engaged in play and have a variety of different play opportunities which develop their physical health, wellbeing and social skills.
- All staff are using the “three-wave model” of mental health support to identify and support children with emerging mental health difficulties.
- School and local outdoor areas are utilised in at least two units of work for every year group.

### Key actions:

- OPAL audit and creating OPAL action plan.
- Delivery of the OPAL action plan.
- CPD on mental wellbeing strategies and model
- Staff to explain how they are using the three wave model
- Coaching for identified staff to support their use of the model
- Outdoor Learning Site Supervisor to carry out actions required.
- KS1 and KS2 teaching teams ensure meaningful use of outdoor areas in their planning.



## Love (be kind; show respect)

### Our intention:

Our curriculum teaches children to understand and acknowledge the impact their actions have on others, and to change their behaviour as necessary. It also teaches them how to recognise, understand and respond to the emotions and behaviours of others. Children are taught how to share resources and ideas to work towards a common goal. Finally, children learn to respect and value ideas, opinions, cultures and religions, and to enjoy, care for and serve the world.

### The change we want to see by June 2022:

- All children know they will be listened to, supported and helped to resolve any issues using the agreed school strategies, and follow-up will occur within 48 hours.
- The behaviour policy is always used efficiently and effectively to enable positive classroom experiences for everyone.
- Pre-emptive strategies are in place and used consistently to support children with higher needs (e.g. sensory) to thrive and are monitored, evaluated and adapted.
- Children are knowledgeable and respectful of different cultures and religions.

### Key actions:

- Training for all staff
- Sharing strategies with children
- Revisit pupil surveys
- Sharing revised policy in training
- Collecting behaviour data
- Coaching where required
- Named adults to devise, share, monitor and evaluate strategies to support individuals, groups or whole classes.
- Lead staff training
- Teacher training
- Units planned and taught



## Excellence (dream big; achieve big)

### Our intention:

Our curriculum teaches children to ask questions and seek understanding with all their mind. It challenges them to try new things with all their heart and increases their ability to push themselves with determination, concentration and resilience. Our curriculum encourages everyone to raise their aspirations, whilst celebrating everyone and their own achievements.

### The change we want to see by June 2022:

- All Year 1 children will have met their ELG and be securely working within the Year 1 Curriculum.
- Quality first teaching and intervention will enable all children to achieve, ready to progress to their next stage of maths.
- Systematic phonics teaching and intervention will enable all children in EYFS, KS1 and lower KS2 to access and read age-related texts fluently.
- Pupils' writing across the school shows an improvement in spelling.
- Pupils' work in all subjects and in all year groups consistently reflects the high ambitions of the school's curriculum.
- The number of children not meeting their FFT estimate decreases in all year groups in reading, writing and maths.

### Key actions:

- Curriculum and environment for Year 1 pupils is designed to meet their needs to achieve ELGs and Year 1 objectives.
- Interventions are delivered daily for targeted pupils.
- Pre-teaching and post-teaching interventions.
- All children have a 10/15 minute additional maths session daily to support fluency (EYFS / KS1 pupils using rekenrek).
- Training for staff (fluency and fractions)
- All classes have Maths journey display with sentence stems and key models and images
- KS2 pupils using Mathletics Programme (set for homework)
- Follow Read Write Inc Programme (including for identified pupils in Year 3 and 4)
- 1:1 interventions for children who are not making good progress.
- 15 minute spelling session everyday following No Nonsense Spelling programme for Year 2 and above
- Use of Nessy Spelling Programme for whole-class teaching and learning prompts.
- Year 2-6 pupils using Nessy Spelling Programme at home regularly.
- Teaching staff develop and share ways of recording learning to produce a school 'menu' of strategies.
- Google Classroom used to share steps in learning and new vocabulary, and to record non-written assessment outcomes.
- Agreed presentation and marking expectations applied consistently.
- Teaching staff to ensure there is sufficient evidence to assess key knowledge and skills for every pupil.
- School value skill and oracy skill planned for units and referred to in environment and teaching.
- Lesson coaching focuses on improving progress for named pupils and specific strategies to support children.