

School Improvement Plan

2023-2024

Insert school name and logo

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Overview		Total Cost
Priority 1	Strengthen attainment in writing fluency (dictation and transcription) in all stages	
Priority 2	Ensure all pupils (from all groups) benefit from full inclusion (SEND & pupil premium)	
Priority 3	Further improve school's reputation, provision and pupil numbers	
Priority 4	Establish a consistent approach to positive behaviour management	
Priority 5	Further strengthen Early Years provision (including continuous access to high quality outdoor provision)	
Total		

Priority 1: Strengthen attainment in writing fluency (dictation and transcription) in all stages						
<p>Objectives:</p> <ul style="list-style-type: none"> Establish a coherently sequenced writing curriculum, which identifies precise learning Implement consistent approach to use of dictation and teaching of transcription Ensure formal termly assessments are moderated and used to inform next steps in learning Children in all year groups write accurately and with greater fluency. <p>Responsible SLT:</p>						
Actions	Who	Milestones (RAG termly)	Cost	Success criteria /impact	Monitoring /who	Evaluation
Review current writing curriculum and teaching practice	Ben O'Connell	<p>August: review outcomes and established practice</p> <p>September: compare</p>	None	<p>Critically review whether the current curriculum provides explicit structure for the teaching of transcription and comprehension.</p> <p>Identify areas to strengthen.</p>		

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		curriculum with NC.				
Attend Trust training on the teaching of dictation and transcription	All staff	September: Book training 6 th November: all staff to attend training		All staff have secure understanding of the National Curriculum Programme of Study for KS1 and the early stages of writing for children in Early Years.	Staff survey (before and after)	
Ensure the planned writing curriculum provides termly breakdown of essential learning in dictation and transcription	Ben O'Connell Emma Harry	Staff training following INSET: Wednesday 8 th November.	None	Curriculum map which provides absolute clarity on the small, granular steps in learning how to write fluently.	Ben O'Connell Emma Harry	
Implement coherent curriculum, using lesson study to support effective and consistent implementation	Ben O'Connell Emma Harry	Staff training: Wednesday 15 th November Visits to partnership schools: week com 15 th November		All staff implement the intended curriculum with consistency All children are given daily opportunities to apply transcription and encoding skills.	Ben O'Connell Emma Harry	
Regular moderation meetings (with schools across the partnership) ensures that assessments are sharp, accurate and purposefully informing future learning,	Emma Harry			All staff implement the intended curriculum, using assessment to inform next steps.	Ben O'Connell Emma Harry	

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Priority 2: Ensure all pupils (from all groups) benefit from full inclusion (SEND & pupil premium)

Objectives:

- Embed trained and named SENCO within the school
- Establish clear approaches for identification of children with SEN.
- Establish clear register and provision map
- All children with additional need supported by well-trained adults using IEPs which are SMART
- All children who are eligible for funding are offered, and take up, increased opportunities for: reading and additional provision.

Actions	Who	Milestones (RAG termly)	Cost	Success criteria /impact	Monitoring /who	Evaluation
Induction for new SENCO	Emma Harry	September 2023	None	<ul style="list-style-type: none"> • Staff and parents know who the school's SENCO is. • All understand how to liaise with the SENCO • Website is revised to reflect SENCO 	<ul style="list-style-type: none"> • Emma Harry • SEND governor 	
Ensure policy, register and provision map are established and used by all	Shaun Bridges	By the end of September 2023	None	<ul style="list-style-type: none"> • Clear policy which specifies identification process. • Accurate register established and all 	<ul style="list-style-type: none"> • Trust visit • SEND governor 	

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				<p>staff and appropriate parents are informed.</p> <ul style="list-style-type: none"> • Accurate provision map provides summary of all additional provision. 		
Staff training on QFT and OAP	Shauna Bridges and Slan Arnold	Week com: 16 th October	None	<p>Staff understand and implement:</p> <ul style="list-style-type: none"> • Appropriate adaptations such as those suggested within Staff Planner can support children with need • The graduated response 		
Establish programme of IEPs (drafting/reviewed and shared with parents)	Shauna Bridges and Slan Arnold	Week com: 9 th October	None	All children have accurate and specific IEPs which have been shared with children and parents		
Ensure accurate register for children who are eligible for additional funding is established and known by all	Emma Harry	<p>September: Register established on PP site</p> <p>January: review of register</p>	None	All children are proactively and positively supported in all aspects of school life: attendance, reading frequency, engagement in additional opportunities.		

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		May: review of register				
Establish PP non-negotiables	Cath Lee	November: staff training	None	All staff have developed a shared approach to support all children		
Target and ensure take up of all additional opportunities including (but not limited to): extra-curricular clubs, school and class representation, breakfast club	Emma Harry	Autumn 1: establish after school provision Autumn 1: establish breakfast Club October: develop tracking to monitor engagement Autumn 2: ensure all families are targetted and update tracked. Spring & Summer: As autumn 2		<ul style="list-style-type: none"> • PP attendance in line or above national • PP children able to attend all provision 0 there is no identifiable barrier • All children benefit from taking up planned opportunities. 		

Priority 3: To Further improve school's reputation, provision and pupil numbers

Author: Date:

Objectives:

- Increase opportunity for parents to come into school
- Establish parent and toddler sessions
- Consult on a nursery
- Establish effective use of Dojo, Facebook and school website

Responsible SLT:

Actions	Who	Milestones (RAG termly)	Cost	Success criteria /impact	Monitoring /who	Evaluation
Establish use of school's Facebook site to promote and share practice	Ben O'Connell and Emma Harry	September: ensure admin rights are established for SLT September (week com: 25 th) : establish weekly post from each class to promote the school October: Share with families, promote open days and consultation.	None	<ul style="list-style-type: none">• Twice a week posts increase engagement with the local community• Work within school is safely shared with the whole community.		

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Improve the use of the school's website so that positive messages are used	Ben O'Connell and Emma Harry	<p>Autumn 1: review each page and align with established headings across the M&D Primary Partnership</p> <p>Autumn 1: Ensure key information reflects school</p> <p>Autumn 1: ensure all news and letters are shared online</p> <p>Termly: maintain calendar and ensure each section is revisited and accurately reflects school practice.</p>	None	<ul style="list-style-type: none"> • Website meets statutory requirements • 		
Schedule open sessions for September 2024 starters	Ben O'Connell and Emma Harry					
Establish regular opportunities for parents to visit school	Emma Harry					

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Parent and toddler group	Emma Harry					
Consult on nursery	Ben O'Connell	<p>Autumn 1: Consider location and use floor space to devise maximum capacity</p> <p>Autumn 1: INformal consultation</p> <p>Autumn 2: Formal consultation.</p> <p>January 9th: share outcome with Trust</p> <p>Spring:</p>				

Priority 4: Establish a consistent approach to positive behaviour management

Author: Date:

Objectives:

- Establish behaviour curriculum
- Agree whole school policy
- Closely support children's behaviour so incidents of poor choices diminish
- Positively reward good choices

Responsible SLT:

Actions	Who	Milestones (RAG termly)	Cost	Success criteria /impact	Monitoring /who	Evaluation
Review the school's current approaches to behaviour, using the DfE Behaviour in Schools (2023) guidance	Ben O'Connell	INSET 2: 5 th July 023		All staff share and agree set of behaviour principles which guide positive approaches to a behaviour curriculum and policy		
Develop an agreed 'behaviour curriculum' which clearly defines the school's approach to actively teaching positive behaviour	Ben O'Connell	INSET 2: 5 th July 023		<ul style="list-style-type: none">• All staff actively teach and model positive behaviour• Children reflect upon behaviour and increasingly choose positive actions.		
Draft a behaviour policy based upon agreed principles and curriculum		No later than Monday 25 th September		<ul style="list-style-type: none">• All staff consistently implement the school's behaviour policy• Children learn and play in a calm and safe environment.		

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Formally review behaviour every half term and track groups/location		Every half term (Week 6 of every half term)		<ul style="list-style-type: none"> Children reflect upon behaviour and increasingly choose positive actions. All children are supported to make positive behaviour choices. 		

Priority 5: Further strengthen Early Years provision (including continuous access to high quality outdoor provision)

Objectives:

- Embed an appropriate curriculum for our children and context.
- Establish free flow access to high quality outdoor provision
- Ensure all areas of learning are freely available
- Purposeful assessment is used by all adults continuously to ensure all children receive appropriate next steps in learning.

Responsible SLT:

Actions	Who	Milestones (RAG termly)	Cost	Success criteria /impact	Monitoring /who	Evaluation
Research and develop an appropriate curriculum	Lucy Rigley and	September 2023: draft curriculum in place		<ul style="list-style-type: none"> Agreed curriculum has included all necessary 		

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<ul style="list-style-type: none"> Review meeting of curriculum and intent: 29th September Environment meeting: 29th September 	Emma Harry			areas and is appropriately sequenced.		
Audit indoor and outdoor provision (Bristol Outdoor audit)	LR EJH	Joe Harvey School improvement officer booked for EYFS audit November 2023		Develop a specific action plan to improve the indoor and outdoor provision. Audit carried out and future actions and targets agreed.		
Establish purposeful assessment to inform next steps and planning	LR	<p>September – New assessments to be researched and EYFS baseline to be completed</p> <p>October – New assessment methods start to be used</p> <p>December – First set up data gathered from new assessment methods.</p>		<p>Research carried out – consider M&D model of assessment as a starting point</p> <p>Training completed for using new assessment methods.</p> <ul style="list-style-type: none"> Termly assessments carried out and progress reported to governors 		

Design and commission appropriate adaptations to the environment inside and outside				<ul style="list-style-type: none"> • Library to support early reading phonics • Art room converted into further early years provision (possible toddler group room and nursery) • Audit completed reflects pupils can access high quality areas of learning inside and outside. 		