



School Improvement Plan Sept 2020 – July 2021

'Magical Moments and Pockets Full of Memories'

Strategic Intention 1 – The Quality of Education: To improve the achievement of all pupils

Intent, Implementation: stepping stones through curriculum quality & breadth, equity for all (SEND & PP, LAC etc.), expectations, ambition, cultural capital – the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been taught and said and help to engender an appreciation of human creativity and achievement'. Impact - outcomes in national assessments & quality & breadth of all subjects & assessment.

Intent	Lead & GB Monitoring	Autumn Term Implementation	Spring Term Implementation	Summer Term Implementation	Success Criteria
To develop the Cummersdale Curriculum – a curriculum fit for our pupils in the 2020s	SB/PW/ST School Improvement Committee	<ul style="list-style-type: none"> SB, ST, PW to meet. Release time arranged Curriculum statement developed covering all requirements of NC and published on website Shared with Staff 	<ul style="list-style-type: none"> Curriculum Statement and subject plans shared with staff/governors As restrictions ease, to continue to provide our children with meaningful experiences in and out of the classroom Re-introduction of theme weeks To develop an effective system of subject leadership of foundation subjects in consultation with other small schools from within the consortium 	<ul style="list-style-type: none"> Raise the profile of science in school; PW to attend science cluster development group; prioritise the teaching of practical science PW to look into STEM opportunities Further work on subject leadership of foundation subjects, ensuring subject knowledge is good. Training via RLA. 	<ul style="list-style-type: none"> -To have a curriculum in place which all staff are happy with and which provides sequenced and memorable learning experiences to children - Evidenced by Pupil and Parent Questionnaires
To continue to develop Reading Throughout KS1 and KS2 with a sharper focus on Reading Skills (See English Subject Action Plan also)	SB and all staff. School Improvement Committee	<ul style="list-style-type: none"> Build on the improvements in the teaching of phonics so that pupils gain the skills to become successful readers Ensure accelerated progress of identified children in reading and writing 	<ul style="list-style-type: none"> Utilise the libraries fully to inspire a love of reading Continued checking of pupils' understanding of texts in guided reading 	<ul style="list-style-type: none"> Continued checking of pupils' understanding of texts in guided reading 	<ul style="list-style-type: none"> -For Y1 Phonics and Y2 Reading to be in line with National Averages
To build on the strength of ICT in the school, by developing the network and increasing the quantity of I-Pads in the school by using G-Suite as a digital platform	GJ/ST School Improvement Committee	<ul style="list-style-type: none"> Establish that all network systems in school are working effectively Staff to undergo JAMf training for Apple G-Suite to be installed and training given to staff to prepare for potential lockdown 	<ul style="list-style-type: none"> Purchase of a whole class set of I-Pads for Y5/6 class. Staff also to receive I-Pads Staff to visit Inglewood and liaise with IMET over good practice Check requirements of IT Curriculum are being met following a work scrutiny. (ST) 	<ul style="list-style-type: none"> Review of teaching methods via I-Pad (PW/ST) Further in house training (if necessary) Report back to governing body 	<ul style="list-style-type: none"> -To have Y5/6 using I-Pads to support their learning. -Evidenced by observation and pupil questionnaire.
To develop Maths Mastery Skills, particularly in KS2 with the introduction of White Rose Maths evaluating the impact on outcomes for pupils. (See Maths Subject Action Plan also)	PW School Improvement Committee	<ul style="list-style-type: none"> PW to organize online training for White Rose Maths Model & Coach teachers & TAs in Maths Mastery Approach Roll out concrete resources initially to Y5/6 Arrange Visit to other schools who use resource effectively 	<ul style="list-style-type: none"> Roll out concrete resources to Y3/4 and Y1/2 Check on progress via Work Scrutiny (PW) Fully prepare children in Y4 for Tables Test Fully prepare children in Y2/Y6 for SATs 	<ul style="list-style-type: none"> Monitor outcomes of pupils & staff workload & present to GB Review of online materials: Mathletics, Maths Whizz, Numbots, TT Rockstars etc. 	<ul style="list-style-type: none"> --Y2 and Y6 Maths SATs to be in line with national Averages -Y4 tables to be in line with national averages
To introduce a more meaningful and relevant Marking, Feedback and Presentation of Work Policy	GJ School Improvement Committee		<ul style="list-style-type: none"> Following implementation of the new curriculum, discuss model of feedback suggested by Alex Bedford adapting it to the school Establish policy (By Feb) 	<ul style="list-style-type: none"> Review of first term Feedback to governors 	<ul style="list-style-type: none"> -Evidence of effective marking from Book Scrutinies and Pupil Interviews
To implement a catch up program for pupils throughout the school to fill in gaps in their learning as a result of absence caused by Covid-19	GJ/FS	<ul style="list-style-type: none"> To assess children using NFER tests to see where gaps are In consultation with FS at Pupil Progress Meetings, establish where interventions are required. (Start Oct 20) Investigate a KS2 phonics catch-up program for pupils who do not meet phonics screening standard in Y2 (Read, Write Inc?) FS to take a lead in this area as part of her NPQSL 	<ul style="list-style-type: none"> Continue with catch up programme reviewing progress made in the first term via pupil progress meetings Fully utilise the skills of TAs throughout the school 	<ul style="list-style-type: none"> Continue with catch up programme reviewing progress made in the first term via pupil progress meetings Feedback to governors (FS) 	<ul style="list-style-type: none"> -For children identified to have made significant progress as a result of interventions. - NFER tests will provide some quantifiable evidence.

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Strategic Intention 2 – Behaviour & Attitudes – To ensure all pupils have the necessary skills to keep themselves safe

Calm, motivated, highly positive attitudes & orderly environment which gives all pupils the greatest possible opportunities to succeed. Clear routines, expectations in all areas, attendance & punctuality, exclusion, behaviour policies that are effective, pupil's attitude to learning, respectful culture where staff care about pupils and environment where pupils feel safe from bullying, on or off-line and swift action is taken to address any issues. Difference & diversity is celebrated & positive contributions are made by all.

Intent	Lead & GB Monitoring	Autumn Term Implementation	Spring Term Implementation	Summer Term Implementation	Success Criteria
To introduce and implement a school emotional well-being programme to ensure all children & their families feel safe, secure and stable following the Covid-19 pandemic.	FS FB (Gov)	<ul style="list-style-type: none"> FS to deliver well-being sessions during PPA cover lessons Distribute published materials to vulnerable families Use and liaise with available agencies for further support Have a heightened awareness of well-being with Teams around the family 	<ul style="list-style-type: none"> Continue work established in Autumn term depending on need Questionnaire Parents and Evaluate Results Feed back to Governing body 		-Results from questionnaires to vulnerable families/pupils
To develop and update the school's behaviour policy	GJ Staff CL (Gov)		<ul style="list-style-type: none"> With additional staff and changes of roles, for staff to review existing policy To review current rewards and sanctions ensuring consistency throughout the school To review Cummersdale Cash/House System To ensure that current guidance and good practice is included (See KAHSC) 	<ul style="list-style-type: none"> Policy to be effective from January 2021 Questionnaire Parents and Evaluate Results Report to the governing body 	-Evidence from pupil and parents questionnaires/pupil interviews
To ensure pupils can protect themselves & others from abuse, both physically online	GJ/FS All Staff JR (Gov)	<ul style="list-style-type: none"> Continue to use Picture News as a weekly resource in assemblies (Y1 – 6) Anti-Bullying Week Theme 2020 – 	<ul style="list-style-type: none"> Hold a Well Being Week Liaise with Helen Rankine (Mental Health Nurse over programme) 	<ul style="list-style-type: none"> E-Safety Week using resources from E-Aware 	-Evidence from Pupil Questionnaires/Interviews
To continue promoting good attendance.	GJ CL (Gov)	<ul style="list-style-type: none"> Despite Coronavirus, to continue the improvements in attendance via celebrating and rewarding good attendance, more rigorous monitoring of attendance and dealing with requests Produce an attendance leaflet for parents to promote good attendance 	<ul style="list-style-type: none"> Despite Coronavirus, to continue the improvements in attendance via celebrating and rewarding good attendance, more rigorous monitoring of attendance and dealing with requests 	<ul style="list-style-type: none"> Despite Coronavirus, to continue the improvements in attendance via celebrating and rewarding good attendance, more rigorous monitoring of attendance and dealing with requests Analysis and Feedback to governing body 	-School attendance to be above 96%. -Reduction in the number of children with attendance below 90%

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Strategic Intention 3 - Personal Development: To develop the whole child

Inclusion, character building; confidence & resilience, ability to risk assess - awareness of social media dangers & off-line safety, physical health, SRE, motivation/aspiration to make good choices - EHA arrangements, mental health support, British Values, Global Learning, visits, visitors, community projects - all lead to supporting children's positive engagement with society, clubs & societies that school sign-post to pupils and with which there are effective links. SMSC - reflect on own beliefs, respect others beliefs, feelings & values, fascination, imagination, moral, ethical issues and appreciation of others' viewpoints, cultural influences that have shaped our heritage and that of others, artistic, musical, sporting & cultural opportunities, respecting difference and diversity - locally, nationally & globally.

Intent	Lead & GB Monitoring	Autumn Term Implementation	Spring Term Implementation	Summer Term Implementation	Impact Evaluation
SEN – (See SEN Subject Action Plan also)	GJ SEN Governor (FB)	<ul style="list-style-type: none"> Develop a system for monitoring and assessing the progress of SEN pupils more accurately and regularly To develop speech and language resources and knowledge, attending appropriate training if necessary, across the school To re-inforce quality first teaching in school 	<ul style="list-style-type: none"> Send out parental and pupil questionnaires to gain opinions of pupil support Analyse results and feedback to governors 		
To review the school's RHE programme in the light of the new Relationships and health Education Documentation	GJ School Improvement Committee		<ul style="list-style-type: none"> GJ to read new Relationship Education documentation Present possible changes to Curriculum Committee for consideration & approval Review SRE policy in light of changes Publish new SRE Policy 	<ul style="list-style-type: none"> Delivery of SRE lessons to Y5/6 Liaison with Mrs Welsh (Nurse) Review and Feedback to Governors 	
Increase awareness of Global learning and British Values. Maintain SMSC opportunities.	GJ School Improvement Committee	<ul style="list-style-type: none"> Use Picture News to increase Children's awareness of the world around them and issues which affect others. Using PHSE sessions, 	<ul style="list-style-type: none"> Monitor coverage of RE curriculum as part of work scrutiny 	<ul style="list-style-type: none"> Review and feedback to GJ 	

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Strategic Intention 4 – Leadership & Management: To build leadership capacity in and beyond the school

Culture of high expectations & ambition for all pupils & quality of education leading to better outcomes for all pupils, CPD alignment with curriculum development & better teaching, consistency in expectations and coherence across the school, parents & community engagement, workload & well-being of staff, Distributed leadership/all levels of leadership. Culture of safeguarding. Governance & understanding of role. Impact of GB - 'Providing confident, strategic leadership & to create robust accountability, oversight and assurance for educational and financial performance'. Clarity of vision, ethos & strategic direction, holding leaders to account for the educational performance of the school, its pupils and the performance management of staff, overseeing financial management, making sure money is well spent.

Intent	Lead & GB Monitoring	Autumn Term Implementation	Spring Term Implementation	Summer Term Implementation	Impact Evaluation
Governors: For the new governing body to establish itself and through self-assessment, health checks and recognising areas for school improvement, take the school forward.	CL (C of Govs) FK (LA)	<ul style="list-style-type: none"> Complete Health Check and Governing Body Skills Audit Establish Effective Sub-Committees using skills of governing body Faith Matthews to attend first meeting Governors to access appropriate training Fill parent governor vacancy with someone with appropriate skills 	<ul style="list-style-type: none"> Establish routine of sub-committee meetings and reports which fill in to whole governing body Governors to continue to access appropriate training (Modern Governor, LA) 	<ul style="list-style-type: none"> Review of effectiveness (CL) 	<ul style="list-style-type: none"> -To have a well informed and proactive governing body holding the Headteacher to account
HT: With support from the LA, AGA and SLE to continue to monitor the quality of teaching in EYFS	GJ, RI, VB, FK (LA)	<ul style="list-style-type: none"> New SI Plan rolled out and shared New Self Evaluation rolled out and shared Continued support and monitoring of EYFS by GJ/VB/RA Joint lesson observation by GJ/VB Development of short term appraisal targets for EYFS teacher 	<ul style="list-style-type: none"> Continued support and monitoring of EYFS by GJ/VB/RA Joint lesson observation by GJ/VB Support Meetings between LG/MG/VB to review progress and support ongoing developments 	<ul style="list-style-type: none"> Review of improvements made in EYFS and feedback to governing body by GJ along with a report from the SLE 	<ul style="list-style-type: none"> -For teaching in EYFS to be effective -For the EYFS vision to be realized -For EYFS results to be in line with National Averages.
Middle Leadership Team: To continue to embed Distributed Leadership roles.	GJ School Improvement Committee	<ul style="list-style-type: none"> Termly middle leader meetings to shape curriculum Middle leaders to take advantage of RLA training (if available) 	<ul style="list-style-type: none"> Middle leaders to produce progress report for Governing body for May SI Committee Meeting 	<ul style="list-style-type: none"> Middle leaders to produce action plans for 2021-22 ST also to provide action plan for IT/Computing Review of all subjects 	<ul style="list-style-type: none"> -To have knowledgeable and confident subject leaders in all areas -Evidence through action plans and staff questionnaires
Whole Staff: To look to becoming a more effective and cohesive team building on experience and expertise of staff	GJ Governing Body	<ul style="list-style-type: none"> Begin the year with whole staff INSE led by The Driven Employee looking at personality types and make up of our team 	<ul style="list-style-type: none"> Continue relationship with The Driven Employee with termly/half termly INSET sessions building on the work done previously 	<ul style="list-style-type: none"> Continue relationship with The Driven Employee with termly/half termly INSET sessions Review and feedback to Governing Body 	<ul style="list-style-type: none"> -Observation of atmosphere in school and through staff questionnaire

Pink – achieved, green – to be developed, amber – ongoing with some success.