



School Improvement Plan September 2021 – July 2022

'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 (Impact)
Curriculum: To further develop the Cummersdale Curriculum – a curriculum fit for our pupils in the 2020s, including effective monitoring of foundation subjects.	SB/PW/ST Curriculum Committee	<ul style="list-style-type: none"> SB, ST, PW to meet. Release time arranged To check curriculum statement includes the 3 'I's, skills development and is covering all requirements of NC and published on website Share developments with all staff to ensure all understand the Cummersdale Curriculum 	<ul style="list-style-type: none"> SB, ST, PW to check CUSP materials are being used effectively To develop an effective system of subject leadership of foundation subjects Consult with other small schools from within the consortium 	<ul style="list-style-type: none"> Further work on subject leadership of foundation subjects, ensuring subject knowledge is good. Access relevant training if available 	<ul style="list-style-type: none"> -To have a curriculum in place (Autumn 21) which all staff are happy with and one which provides sequenced and memorable learning experiences to children -Evidenced by parent and pupil questionnaires
English: Following the introduction of 'Power of Reading', to ensure it is used well to improve the reading skills of children throughout the school (See English Subject Action Plan also)	SB and all staff. Curriculum 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 Purchase of non-word books to aid children in the earliest stages of reading Take advantage of English Hub Training for Reading 	<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 Take advantage of English Hub Training for Reading 	<ul style="list-style-type: none"> Look for moderation opportunities both within school and within the consortium Continued checking of pupils' understanding of texts in guided reading Take advantage of English Hub Training for Reading 	<ul style="list-style-type: none"> -For Y1 Phonics, Y2 SATs and Y6 SATs to be at least in line with national averages
ICT: With individual I-pads throughout KS2, to build on the strength of ICT and utilise new products like Showbie fully.	GJ/ST Curriculum Committee	<ul style="list-style-type: none"> Establish that all network systems in school are working effectively Following training on G-Suite to make sure it is used to its potential Children in Y4 and Y5 to take part in the Belonging and Gender Balance Projects (Coding- Raspberry Pi) To have a whole school computing theme week using Kapow resources 	<ul style="list-style-type: none"> 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"> -For children in KS2 to use I-Pads effectively to support their learning -Evidenced by observation and pupil questionnaire
Maths: Having purchased Power Maths in 2021, to embed this and develop Maths mastery skills. evaluating the impact on outcomes for pupils. (See Maths Subject Action Plan also)	PW Curriculum Committee	<ul style="list-style-type: none"> Roll out of new Power Maths resources Establish new routines for the teaching of Maths To begin to build up a new collection of practical Maths resources 	<ul style="list-style-type: none"> Check on progress via Work Scrutiny (PW) To engage with the NNW Maths Hub Mastery Readiness Programme (PW, ST) 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, Numbots, TT Rockstars etc. 	<ul style="list-style-type: none"> -Y2 and Y6 Maths SATs to be at least in line with National Averages -Y4 Tables to be at least in line with National Average
Feedback: To introduce a more meaningful and relevant Marking, Feedback and Presentation of Work Policy	GJ Curriculum 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
EYFS: To establish the new EYFS Framework in Reception	GJ/FS	<ul style="list-style-type: none"> For the new teaching team in Reception to establish themselves quickly using external support if necessary Carry out the RBA by the end of September Children to establish routines and embed their learning through play and good teacher questioning 	<ul style="list-style-type: none"> Continuation of good practice and ensure that enhanced provision caters for all abilities. Observation by external adviser/HT 	<ul style="list-style-type: none"> Completion of EYFS Profiles Feedback to governors (FS) 	<ul style="list-style-type: none"> -For children in Reception to achieve GLD in line with National Averages -For children in EYFS to have the skills to be ready for Y1

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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.

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Anti Bullying and E-Safety: To ensure pupils can protect themselves & others from abuse, both physically online	GJ All Staff GM (Gov)	<ul style="list-style-type: none"> Continue to use Picture News as a weekly resource in assemblies (Y1 – 6) Anti-Bullying Week Theme 2021 To re-establish the School Council 	<ul style="list-style-type: none"> Hold a Well Being Week Liaise with Helen Rankine (Mental Health Nurse) and Flo Bell (Governor) over programme 	<ul style="list-style-type: none"> E-Safety Week using resources from E-Aware 	-Evidence from pupil questionnaires/interviews
Attendance: To continue the good work during 2020-21 on 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 >96% -Reduction in the number of children with attendance < 90%
Personal Health and Social Education: To further embed the teaching of PHSE using the Jigsaw Programme	FS CL (Gov)	<ul style="list-style-type: none"> With it being the second term since its introduction, to build on the successes so far with regular Jigsaw lessons from Rec – Y6 Governor monitoring 	<ul style="list-style-type: none"> With it being the third term since its introduction, to build on the successes so far with regular Jigsaw lessons from Rec – Y6 	<ul style="list-style-type: none"> As the second cycle of Jigsaw begins, to build on the successes so far with regular Jigsaw lessons from Rec – Y6 Pupil Voice: Collect views of children either by questionnaire of visit 	-Evidence from Governor monitoring visits -Evidence from pupil voice -Evidence from behavior in school

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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.

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SEN: To reinforce Quality First teaching throughout the school ensuring that the use of TAs is maximised (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 FS to monitor EHCP and EH children to ensure advice recommendations are being delivered WH and AK to complete NELI Training Use Pupil Progress Meetings to identify need for intervention 	<ul style="list-style-type: none"> To carry out NELI Speech and Language Intervention (Rec/Y1) practice, strategies and advice Look to develop non-teaching staff further in specific learning difficulties Use Pupil Progress Meetings to identify need for intervention 	<ul style="list-style-type: none"> Review of SEN Provision and feedback to Governors Analyse results and feedback to governors Look to increase parental involvement in the education of their children Use staff meetings to share good Send out parental and pupil questionnaires to gain opinions of pupil support 	
Arts Opportunities: Review provision of Arts in school	GJ Curriculum Committee	<ul style="list-style-type: none"> To re-establish musical opportunities (Ed Taylor Choir, Productions) Continue to provide meaningful drama opportunities (class assemblies) 	<ul style="list-style-type: none"> Continue to provide musical opportunities (Ed Taylor Choir, Summer Production) Continue to provide meaningful drama opportunities (class assemblies, public speaking opportunities) 	<ul style="list-style-type: none"> Review of progression of skills in Art/Music from Rec - 6 Staff training if necessary 	-To have a broad range of enjoyable and rewarding arts opportunities
Global Learning: Increase awareness of Global learning and British Values. Maintain SMSC opportunities.	GJ Curriculum 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. Use PHSE sessions and Jigsaw materials 	<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 Governors 	-To have knowledgeable children about the world around them and current issues

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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.

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Governors: Following a successful year, for the governing body to continue to take the school forward.	CL (C of Govs) LS (LA)	<ul style="list-style-type: none"> Fill parent governor vacancy with someone with appropriate skills Continue routine of sub-committee meetings and reports which feed in to whole governing body To use the NGA Governor Hub effectively (GBr) All areas of SI Plan to be allocated to governors to monitor Prepare for possible Ofsted Inspection during 21-22 	<ul style="list-style-type: none"> Governors to continue to access appropriate training (NGA Governor Hub) Governors to monitor areas of SI Plan, visiting school wherever possible 	<ul style="list-style-type: none"> Scrutiny Analysis of school performance Review of effectiveness (CL) 	<ul style="list-style-type: none"> -To have a well informed and proactive governing body holding the HT to account -To be Ofsted ready themselves and ensure that all areas of school are also ready
HT: With support from the LA to carefully monitor EYFS following a change in staffing at the start of 21-22. To continue to also look at staff well-being, governance and curriculum development.	GJ, LN, LS, AD (LA)	<ul style="list-style-type: none"> SI Plan rolled out and shared with GB/Staff SES to be completed and shared with GB ASP to be completed with GA Continued support and monitoring of EYFS by GJ/LS/AD HT to continue with Practical Manager Course (Driven Employee) 	<ul style="list-style-type: none"> Continued support and monitoring of EYFS by GJ/LS/AD 	<ul style="list-style-type: none"> Review of improvements made in EYFS and feedback to governing body 	<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 Curriculum Committee	<ul style="list-style-type: none"> Termly middle leader meetings to shape curriculum Fay Scott to complete her NPQSL Middle Leaders to be actively involved in Cluster Curriculum Groups 	<ul style="list-style-type: none"> Middle leaders to produce progress report for Governing body Sarah Barratt to attend 10-day Practical Manager Course To ensure that Middle leaders are prepared for Ofsted and are confident that their subjects are ready. 	<ul style="list-style-type: none"> Middle leaders to produce action plans for 2022-23 Review of all foundation subjects Mock interviews with subject leaders to be arranged 	<ul style="list-style-type: none"> -To have knowledgeable and confident subject leaders in all areas -Evidenced through action plans
Staffing: Following the need to re-organise staffing at the start of the year, to plan carefully with governors where an additional teacher and/or TA would be most needed.	GJ Resources Committee	<ul style="list-style-type: none"> Use Supply teacher to cover PPA time Identify where additional support is required employing TA on supply/TA apprentice in the short term if necessary 	<ul style="list-style-type: none"> Appoint teacher/TA Ensure that those in need of interventions are supported fully 	<ul style="list-style-type: none"> Review of staffing 	<ul style="list-style-type: none"> -To have a highly skilled staff ready for 2022-23 capable of teaching and supporting the children in the school enabling them to achieve.
Whole Staff: To look to becoming a more effective and cohesive team building on the experience and expertise of staff	GJ Governing Body	<ul style="list-style-type: none"> Use the Driven Employee to deliver half termly sessions on areas to include teamwork, what is well-being and promoting good attendance To utilise Flo Bell (Gov) who is Well Being co-ordinator for County Council Staff to collaborate on projects such as Theme weeks 	<ul style="list-style-type: none"> Continue relationship with The Driven Employee with termly/half termly INSET sessions Staff to collaborate on projects such as theme weeks To repeat Staff well-being survey 	<ul style="list-style-type: none"> Continue relationship with The Driven Employee with termly/half termly INSET sessions Staff to collaborate on projects such as theme weeks Review and feedback to Governing Body 	<ul style="list-style-type: none"> --Observations of atmosphere in school and through staff questionnaires

Green – achieved, Amber – ongoing with some success, Red – to be developed,