



School Improvement Plan September 2023 – July 2024

'Magical Moments and Pockets Full of Memories'

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

Have a clear intent which is implemented by: Ensuring 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 can be taught and said and help to engender an appreciation of human creativity and achievement'. For 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)
Monitoring of the Curriculum: With a curriculum established, ensure that its implementation and impact are monitored effectively.	All staff	<ul style="list-style-type: none"> To assess foundation subjects as per timetable To increase subject leader knowledge with high quality CPD from the PTI Continue to keep updated with developments with CUSP/Kapow For History to have a particular focus with a theme week in the 2nd half of the term. To allocate time for monitoring by releasing staff and arranging supply cover 	<ul style="list-style-type: none"> For Art, Music and History to have a particular focus through PTI training. For DT and Music to have a particular focus with theme weeks and the monitoring/assessing of work done To hold curriculum staff meetings for foundation subjects 	<ul style="list-style-type: none"> To continue to follow the monitoring timetable carrying out internal 'deep dives' for foundation subjects For Geography and RE to have a particular focus with theme weeks and the monitoring/assessing of work done 	<ul style="list-style-type: none"> - For the curriculum - Evidenced by parent and pupil questionnaires
English: With spelling at KS2 being identified as a weak area, to review the teaching of spelling throughout the school aiming for a more consistent approach.	SB	<ul style="list-style-type: none"> To establish at INSET which scheme is most effective Build on the improvements in the teaching of phonics so that pupils gain the skills to become successful readers To continue to use Vocab Ninja for word of the day and introduce a whole school Ninja approach To use CUSP to increase vocabulary and knowledge of root words in foundation subjects To hold a termly staff meeting for English to share ideas and good practice 	<ul style="list-style-type: none"> To raise the profile of spelling in school by holding a spellathon or similar To have Vocab Ninja displays in each classroom To be more rigorous in the making sure simple spellings are correct in all areas of the curriculum. Subject leader to have completed regular monitoring of the subject as per monitoring timetable 	<ul style="list-style-type: none"> Through assessment, to establish whether changes in the teaching of spelling have been effective Subject leader to have completed regular monitoring of the subject as per monitoring timetable. 	<ul style="list-style-type: none"> - An improvement in spelling at KS2 and throughout the school
EYFS: With a new outdoor area, to maximise learning opportunities for the children in the outdoor environment.	FS	<ul style="list-style-type: none"> To resource the newly developed outdoor area so it has opportunities for developing learning Provide meaningful activities in the outdoor area that pupils can readily access through independent learning aided by adult interactions Look to visit other schools to look at their provision, discussing ideas of what works (via EYFS Cluster Meetings) 	<ul style="list-style-type: none"> Review the continuous provision To further explore the possibility of Bikeability Training for EYFS Implement knowledge gained from Loose Parts Training to develop children's imagination and knowledge through play 	<ul style="list-style-type: none"> Review the impact of the outdoor space and learning environment To explore the possibility of OPAL Award (Outdoor Play and Learning) 	<ul style="list-style-type: none"> -For children to have meaningful learning activities and begin to learn independently -Evidenced through observation
Maths: Continue working with the NNW Maths Hub as part of the Embedding Work Group to continue evolving the curriculum and mastery approach at Cummersdale School	PW	<ul style="list-style-type: none"> Following initial training to implement the NCETM Mastering Number Programme in Reception, Y1 and Y2 At KS2 to continue with the work already started 	<ul style="list-style-type: none"> Staff to participate in live workshops Embed classroom practice 	<ul style="list-style-type: none"> Evaluate the impact of the initiative 	<ul style="list-style-type: none"> -For children throughout the school to have a deeper understanding of mathematical concepts
Science: With the school being accepted onto the Primary Science Quality Mark (PSQM) programme, to develop the teaching and learning in Science throughout the school.	PW	<ul style="list-style-type: none"> To attend the launch and appropriate training in the PSQM To liaise with secondary schools if necessary For PW to have a leading role in the running of the RSC Science Cluster Group To purchase any necessary resources 	<ul style="list-style-type: none"> To follow the PSQM programme, providing opportunities for practical science throughout school To run some form of science based after school club 	<ul style="list-style-type: none"> To assess children in order to see the impact of the programme 	<ul style="list-style-type: none"> -For pupils throughout the school to have a better understanding of science -For teachers to have a greater confidence and knowledge in the teaching of science -To achieve the PSQM

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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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E-Safety: To ensure pupils can protect themselves & others from abuse online	GJ All Staff LB (Gov)	<ul style="list-style-type: none"> To ensure that filtering and monitoring systems in school are effective and compliant To actively look at individual device monitoring such as 'securly' 	<ul style="list-style-type: none"> To update E-awareness leaflet for parents 	<ul style="list-style-type: none"> To hold an E-Safety event using resources from E-Aware/Jigsaw module on E-Safety 	-Evidence from pupil questionnaires/interviews
Attendance: To continue the good work during previous years on promoting good attendance.	GJ (Gov)	<ul style="list-style-type: none"> To continue the improvements in attendance via celebrating and rewarding good attendance, more rigorous monitoring of attendance and dealing with requests To pay particular attention to the attendance of SEN/PP children To challenge and support families of children with SEN/PP where attendance is poor To ensure the school's VMS is used to record lates/appointments etc 	<ul style="list-style-type: none"> To continue the improvements in attendance via celebrating and rewarding good attendance, more rigorous monitoring of attendance and dealing with requests To pay particular attention to the attendance of SEN/PP children 	<ul style="list-style-type: none"> To continue the improvements in attendance by celebrating and rewarding good attendance and dealing with requests, paying particular attention to SEN/PP children. Analysis and Feedback to governing body 	-School attendance to be >96% -Reduction in the number of children with attendance < 90%
Behaviour and Responsibility: To increase the amount of responsibility for Y6 pupils to make them more independent, resilient and ready for the next stage of their education	(Gov)	<ul style="list-style-type: none"> Y6 to be given greater responsibility in school Reception to have older 'Buddies' to help them settle in at school 	<ul style="list-style-type: none"> As in the autumn term To use class assemblies and events such as reading competitions as a way of promoting public speaking/confidence 	<ul style="list-style-type: none"> As the third cycle of Jigsaw begins, to build on the successes so far 	-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 - 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: With a reduction in EHCPs in school, to focus on the needs of a variety of pupils in school in order that gaps in attainment can be narrowed.	GJ SEN Governor (FB)	<ul style="list-style-type: none"> Teaching staff to be made fully aware of the process of referral with the earliest stages being the first concern sheet Use Pupil Progress Meetings to identify need for intervention Hold a termly staff meeting to share good practice to try to involve all staff in the SEND approach 	<ul style="list-style-type: none"> Thorough monitoring of SEN to ensure that Quality First Teaching is in place Use Pupil Progress Meetings to identify need for intervention Continue to look for appropriate and relevant training opportunities for all staff Hold a termly staff meeting to share good practice to try to involve all staff in the SEND approach 	<ul style="list-style-type: none"> Review of SEN Hold a termly staff meeting to share good Practice to try and involve all staff in the SEND approach 	<ul style="list-style-type: none"> -For children's needs to be identified at the earliest opportunity -For any interventions planned to be effective -For gaps to be narrowed
Arts Opportunities: To continue to provide high quality arts experiences by using the expertise of staff both inside and outside of school.	GJ	<ul style="list-style-type: none"> To re-establish a timetable of class assemblies where parents can see the work of the children To use theme weeks to increase parent engagement For FS (Art) and GJ (Music to take advantage of PTI Training for subject leaders. 	<ul style="list-style-type: none"> Continue to provide musical opportunities (Ed Taylor Choir) Continue to provide meaningful drama opportunities (class assemblies, public speaking opportunities) 	<ul style="list-style-type: none"> For KS2 children to take part in a multi school concert organised by Ed Taylor. Review of progression of skills in Art/Music from Rec - 6 	<ul style="list-style-type: none"> -To have a broad range of enjoyable and rewarding arts opportunities
Sport and Outdoor Learning: To maintain the number of sporting opportunities for pupils at the school, including Forest School Experiences	GJ/ST	<ul style="list-style-type: none"> To use Action Ants to provide meaningful PE opportunities for younger pupils Y5/6 children to attend swimming sessions To take part in Active Travel Initiatives such as Feet First etc 	<ul style="list-style-type: none"> Look for an opportunity for pupils to visit a major sporting event Development of area at the bottom of the field in readiness for the summer term Y3/4 and Y1/2 pupils to attend swimming sessions 	<ul style="list-style-type: none"> Look to use new outdoor area as part of the curriculum Y3/4 to take part in Forest School Experience For PE to have a particular focus with a theme week and the monitoring/assessing of work done For Y5/6 to have a residential experience taking advantage of the local environment in the Lake District. 	<ul style="list-style-type: none"> -For pupils to have had a variety of sporting experiences throughout the year and to ensure they are at least making age related expectations -To achieve the school games award for 23-24

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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: Having had a full year with no changes in the governing body, to embed good practice to continue to take the school forward.	FB (C of Govs)	<ul style="list-style-type: none"> To use the NGA Governor Hub effectively All areas of SI Plan to be allocated to governors to monitor 	<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 for monitoring visits wherever possible 	<ul style="list-style-type: none"> Governors to continue to access appropriate training (NGA Governor Hub) Analysis of school performance Review of effectiveness (FB) 	-To have a well informed and proactive governing body holding the HT to account
Professional Development of Staff: To further the skills of staff in order that outcomes for children may be improved	GJ	<ul style="list-style-type: none"> Sarah Barratt to complete LIS Preparing for Headship Course Fay Scott to begin her NPQH (National Professional Qualification for Headteachers) Abbie Fleming to complete her ECT year Middle Leaders to be actively involved in Cluster Curriculum Groups Wendy Haughan to complete her HLTA (Higher Level Teaching Assistant) Qualification Liz Park Russell to complete her diploma in supporting teaching (L3) Various staff to engage with the Prince's Trust Initiative for High Quality Subject Leadership Philippa Wakefield to continue to work with NW Maths Hub along with Fay Scott/Sarah Barratt (KS1) Philippa Wakefield and Abbie Fleming to work towards the PSQM (Primary Science Quality Mark) Gareth Jones to develop further skills in his role as Local Alliance of System Leadership (LASL) Chair. 	<ul style="list-style-type: none"> Continuation of training/qualifications for several staff. To look for TA training opportunities (Maths Recovery, Reading Intervention etc for TAs) Various staff to receive mentor training for UOC students 	<ul style="list-style-type: none"> Continuation and Completion of training/qualifications for several staff Middle leaders to produce action plans for 2024-25 and produce a report for governing body. Review of CPD and its effectiveness (GJ) 	-To have knowledgeable and confident subject leaders in all areas
Staffing: To ensure that the established staff are well supported by TAs throughout the school	GJ	<ul style="list-style-type: none"> For the TAs to establish themselves with the support of GJ and class teachers. To look for training opportunities (Maths Recovery, Reading Intervention etc) 	<ul style="list-style-type: none"> To look for TA training opportunities (Maths Recovery, Reading Intervention etc) With a possible increase in TA support, to ensure that all TAs are deployed effectively 	<ul style="list-style-type: none"> Review of staffing ready for 2024-25 	-To have a highly skilled staff ready for 2024-25 capable of teaching and supporting the children in the school enabling them to achieve.

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