

# School Improvement and Development Plan- Headlines 2021-22

## School Vision- 2018-2022



## Governor 3 Year Strategy 2019-2022- 5 themes

*Full governor strategy is a separate document*

- Space and Facilities
- Wellbeing (mental health)
- Parent and Carer Engagement
- Curriculum and Attainment
- Staff Professional and Team Development

## SIDP Evaluation 2020-21

Despite the challenges faced due to COVID 19 and another lockdown, school improvement has continued with excellent progress made in certain areas. Green is where excellent progress has been made and expectations have been met. Yellow is where good progress has been made but further embedding or development is needed. SIDP evaluation report to governors summer 2021 provides greater detail.

### P1. Curriculum and Attainment:

- our maths curriculum will fully reflect the most up to date research and outstanding practice and staff will have the necessary skills and knowledge in order to deliver this curriculum
- All pupils will have made accelerated progress, where necessary in response to COVID 19 and missed education
- Our wider curriculum is fully embedded
- All teachers are implementing the principles of Birmingham toolkit and as such significantly prior lower attaining pupils will be making accelerated progress

- Teaching & learning in classroom continues to be good and outstanding

implementation of the Birmingham toolkit, implementation of the new wider curriculum- both strong progress. Maths- steady progress, and has been most impacted upon by COVID. Reading is fully embedded and strong progress has continued to be made.

Data outcomes (TAG) Summer 2021 tbc and incorporated at the end of the summer term

## **P2. Pupil & Staff Wellbeing**

- Pupils will transition back to school and be fully engaged in school life both socially, emotionally, physically and academically
- Staff will transition back to full opening in September and will feel supported and as safe as possible
- The new HRE curriculum will be evident and in place from January 2021

## **P3. Staff Development:**

- There is an effective system for teaching assistants in place that is leading to professional development
- The new teacher appraisal system from 2019-20 will be fully embedded and reviewed
- HLTA and senior learning mentor appraisal targets reflect our new teaching & learning policy

## **P4. Parent & Carer Engagement**

Parents & carers will feel more engaged with school with regards to their child's learning and experiences

Parent & carers will have more opportunities to volunteer in school due to greater clarity of opportunities and communication (N/A- due to COVID 19)

## **P5. Space and Facilities:**

Outdoor learning spaces

Intervention spaces

Classroom upgraded (decorate, blinds, tiles, furniture, interactive whiteboards, other significant technology)

## **PRIORITY 1**

### **Quality of Education**

1. **To adopt a more robust early reading and phonics programme that builds upon the KS1 approach, in response to COVID 19 impact.**
  - ✓ Success criteria- data measure- % of pupils in Y3 and % in Year 4 will reach EXS in reading and phonics
  - ✓ Success criteria- quality of provision- all teaching assistants are confident and developing their skills in delivering phonics intervention
2. **To ensure all pupils are back on track to achieve their aspirational targets in writing**
  - ✓ Success criteria- % of pupils will make accelerated progress in writing in each year group
  - ✓ Success criteria- Pupil's books reflect a high quality writing journey that evidences significant progress across the curriculum
3. **To develop teacher subject knowledge in order to provide an appropriate curriculum for pupils working significantly below EXS in the foundation subjects and science.**
  - ✓ All SEND pupils working 18 months plus below EXS will access a bespoke foundation & science curriculum, whilst ensuring expectations remain high, relative to pupil's individual starting points
  - ✓ All SEND pupils working 18 months plus below EXS will make accelerated progress across the English and maths curriculum
  - ✓ Teachers will have the confidence and skills to plan a bespoke curriculum in foundation and science that reflects pupil's needs (as outlined in EHCP and My Plans)

## **PRIORITY 2**

### **Behaviour & Attitudes**

- **To ensure behaviour is consistently outstanding at all points of the day, with regards to pupil relationships with each other and with all adults**
  - ✓ The relationships between lunchtime supervisors and pupils will typically be consistently outstanding/excellent due to ongoing training and appraisal
  - ✓ The number of incidents at lunchtime will decrease by 25% due to pupils having increased engagement (46 down to 35 seriously unacceptable incidents)
  - ✓ Behaviour policy completely reviewed and tweaked and consistently implemented by all staff in school
  - ✓ Parent voice identifies improvement in responding to negative incidents- less than 8% from the parent survey (spring 2022)
  - ✓ To develop pupils as role models to further improve lunchtime experience
- **To ensure exceptional levels of engagement from all pupils at all points of lessons**
  - ✓ Kagan day 2 training and the approach fully evident in all aspects of teaching and learning; including teaching assistant interventions and group work

### **PRIORITY 3**

#### **Personal Development of All**

- **To provide an exceptional response to SEMH needs at all levels; whole class, targeted and wider strategies**
  - ✓ Every pupil who requires additional support with their SEMH needs will have the appropriate provision
  - ✓ Every teacher and TA will adopt a whole school approach based upon the Thrive model in order to respond to SEMH needs as appropriate
  - ✓ All staff will have an increased understanding and confidence in relation SEMH needs and the scientific theory relating to it and the most appropriate , consistent responses
  - ✓ Children’s own awareness of their needs will continue to be voiced through the emotional literacy work begun 20-21
  - ✓ Assessment systems will in place to monitor and track pupils across the school with relation to this approach
  - ✓ Attendance & school refusal to improve
- **Teachers to continue to develop and grow in their professional capacity as practitioners and strive to be outstanding**
  - ✓ Teachers continue to fully engage with their professional development and increasingly take a greater lead on evaluating their strengths and areas for development in relation to the teachers standards and their longer term goals
  - ✓ Teachers are aware of the need to adapt their practice in light of regression and other challenges presented by COVID 19
- **For lunchtime supervisors to feel exceptionally valued by all pupils and staff and to have an even greater positive impact upon lunchtime provision**
  - ✓ Teaching assistants feel more valued and are respected by all pupils at lunchtimes
  - ✓ Appraisal is implemented and is effective in improving lunchtime supervision
- **Education support staff to continue to develop and grow in their capacity, specifically with regards to delivering high quality intervention/same day ‘fix it’ work**
  - ✓ Quick fix and afternoon interventions are of a consistently high quality and support increased pupil progress

Teaching assistants continue to develop their skills and knowledge in order to fully support the range of needs across the school

### **PRIORITY 4**

#### **Leadership & Management**

**To achieve exceptional levels of engagement from parents with regards to their child’s day to day experience in school- both academic and pastoral.**

- ✓ refine and review our communication with regards to pupil day to day experience
- ✓ further improve communication with regards to home learning
- ✓ review our communication with parents as we move out of the pandemic

**PRIORITY 5**

**Space and Facilities**

**Our school will reflect high quality, modern facilities that inspire and motivate pupils and staff alike making them take pride in their environment**

- ✓ all staff and pupils will actively take pride in their surroundings (internal and external)- ensuring spaces are tidy, well-looked after and reflect a professional, cared for school, especially communal areas
- ✓ classrooms will have modern, high quality furniture that is cared for by all
- ✓ IT refurbishment will continue; to reflect the most up to date resources and educational provision
- ✓ Increased space and facilities will ensure high quality interventions and 'quick fix it' work can be effective and consistent- thus supporting pupil progress

