



“Achievement, ambition and progress for all...”

School Improvement Plan

2022 / 2023

This School Improvement plan is based on the next steps in the School Evaluation form which was identified by the leadership team in the summer term of 2022.

Key Outcomes for school improvement in 2022-2023													
<p><u>Outcome 1 - Quality of Education</u></p> <p>To increase KS2 expected reading from 76% to 86% with a 10% increase in each year group. To increase KS2 greater depth reading from 29% to 35% with at 6% increase in each year group. To increase the number of children achieving phonics check in Year 1 from 69% to 85% and in Year 2 to 95% To increase KS2 greater depth writing from 16% to 25% and a 9% increase in each year group</p> <p>Increase combined expected from 70% to 75% by improving attainment of children that have a comorbidity of any of the following groups: PP, SEND and BAME Increase combined greater depth from 9% to 23% by improving attainment of children that have a comorbidity of any of the following groups: PP, SEND and BAME</p>													
<p><u>Goal we are working towards</u></p> <p>To increase KS2 expected reading from 76% to 86%</p>	<p><u>Actions we need to take</u></p> <p>Clearly organised reading areas with free choice reading and staged readers</p> <p>Assessment of all children to place on accurate book band level and recorded on Arbor</p>	<p><u>KPI (measurable value)</u></p> <p>To have an increased % of children from identified groups achieving expected in reading</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Sept %</th> <th>PP</th> <th>SEND</th> <th>BAME</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Sept %	PP	SEND	BAME	All	Y1					<p><u>Accountability</u></p> <p>SLT: Sophi Cole (in support from George Lewins - Reading Leader))</p> <p>Team:</p> <p>Governance: Barbara Durkin</p>
Sept %	PP	SEND	BAME	All									
Y1													

	<p>Guided reading practice to link to focused reading of banded books</p> <p>Regular home reading of banded book recorded in journals, checked during guided reading sessions.</p> <p>1:1 or small group additional provision for identified children required SEND Identify children who require additional intervention early to close the gap</p> <p>Ensure the correct intervention is identified and implemented</p> <p>Identify and address any training needs in staff</p> <p>Ensure tracking systems are in place highlighting progress made and next steps required (PiXL QLA)</p> <p>Work in partnership with the inclusion team and parent/carers to have a shared approach to supporting a child's developmental progress</p>	<table border="1"> <tr><td>Y2</td><td>31</td><td>24</td><td>68</td><td>72</td></tr> <tr><td>Y3</td><td>21</td><td>47</td><td>50</td><td>77</td></tr> <tr><td>Y4</td><td>53</td><td>25</td><td>69</td><td>76</td></tr> <tr><td>Y5</td><td>75</td><td>53</td><td>94</td><td>85</td></tr> <tr><td>Y6</td><td>75</td><td>72</td><td>71</td><td>88</td></tr> </table>	Y2	31	24	68	72	Y3	21	47	50	77	Y4	53	25	69	76	Y5	75	53	94	85	Y6	75	72	71	88											
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<p>Goal we are working towards</p> <p>To increase KS2 greater depth reading from 29% to 35%</p>	<p>Actions we need to take</p> <p>At the end of Year 4, identify the children that, in the spirit of the WIG, have a chance of getting to Greater depth in Reading by the end of KS2.</p> <p>Complete a PiXL pen portrait to identify barriers and actively remove them.</p> <p>Work with the inclusion team to ensure that the content of any intervention for these children is drawn from PiXL QLA's.</p> <p>Running a G+T Club for those identified as potential for GDS.</p> <p>Source CPD to improve staff proficiency in providing challenge for GDS readers</p>	<p>KPI (measurable value)</p> <p>To have an increased % of children from identified groups achieving greater depth in reading</p> <table border="1"> <thead> <tr><th>Sept %</th><th>PP</th><th>SEND</th><th>BAM E</th><th>ALL</th></tr> </thead> <tbody> <tr><td>Y1</td><td></td><td></td><td></td><td></td></tr> <tr><td>Y2</td><td>8</td><td>6</td><td>16</td><td>23</td></tr> <tr><td>Y3</td><td>7</td><td>0</td><td>10</td><td>27</td></tr> <tr><td>Y4</td><td>7</td><td>0</td><td>13</td><td>22</td></tr> <tr><td>Y5</td><td>17</td><td>12</td><td>31</td><td>42</td></tr> <tr><td>Y6</td><td>17</td><td>72</td><td>6</td><td>40</td></tr> </tbody> </table> <p>Relevant parent survey questions improved from 2022.</p> <p>Relevant staff survey questions improved from 2022.</p> <p>Relevant pupil survey questions improved from 2022.</p>	Sept %	PP	SEND	BAM E	ALL	Y1					Y2	8	6	16	23	Y3	7	0	10	27	Y4	7	0	13	22	Y5	17	12	31	42	Y6	17	72	6	40	<p>Accountability</p> <p>SLT: Sophi Cole (in support from George Lewins - Reading Leader))</p> <p>Team:</p> <p>Governance: Barbara Durkin</p>
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<p><u>Goal we are working towards</u></p> <p>To increase the number of children achieving phonics check in Year 1 from 69% to 85% and in Year 2 to 95%</p>	<p><u>Actions we need to take</u></p> <p>Ensure phonics lessons in Year 1 take place when all PP children are in school to avoid punctuality being a barrier to achievement.</p> <p>Work with Reception teachers to ensure all information relating to children from vulnerable groups and their phonic provision is handed over to Year 1 teachers.</p> <p>Year 1 team utilise the Little Wandle heat maps to track and support progress for vulnerable groups.</p> <p>Support parents of children in vulnerable groups understanding how they can support this at home in a fun and low stakes way.</p> <p>In partnership with the Inclusion lead, ensure appropriate provision is provided for PP children who also have SEND</p> <p>A mock phonics check will be built into the school assessment cycle at the end of autumn and spring terms on top of the Little Wandle cycle of assessment and review.</p> <p>Children will be introduced to pseudo words sooner so they become accustomed to these more in advance of the check</p> <p>A phonics intervention timetable will start quickly in Autumn 1 to close the gaps for the new reception children</p> <p>All Year 1 support staff will be trained and able to run catch up sessions</p> <p>Year 1 reading sessions will also take priority when there is absence and utilise the new library space in the KS1 corridor for sessions.</p>	<p><u>KPI (measurable value)</u></p> <p>To have an increased % of children from identified groups achieving expectation for phonics to above 85%</p> <table border="1" data-bbox="1127 247 1596 569"> <thead> <tr> <th>Sept %</th> <th>PP</th> <th>SEND</th> <th>BAME</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>7</td> <td>11</td> <td></td> <td>69</td> </tr> <tr> <td>Y2 Autumn</td> <td></td> <td></td> <td></td> <td>79</td> </tr> <tr> <td>Y2 summer</td> <td>43</td> <td>55</td> <td></td> <td>63</td> </tr> <tr> <td>Y2 total</td> <td></td> <td></td> <td></td> <td>92</td> </tr> </tbody> </table>	Sept %	PP	SEND	BAME	All	Y1	7	11		69	Y2 Autumn				79	Y2 summer	43	55		63	Y2 total				92	<p><u>Accountability</u></p> <p>SLT: Beth Budden (in support from Catherine McNerney)</p> <p>Team: Year 1 teachers and Learning Associates. Phonic Leader</p> <p>Governance: Katie Wampler</p>										
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comorbidity of any of the following groups: PP, SEND and BAME	<p>Educating parents on available support for SEND children</p> <p>Identify children who require additional intervention early to close the gap</p> <p>Ensure the correct intervention is identified and implemented</p> <p>Ensure tracking systems are in place highlighting progress made and next steps required</p> <p>Work in partnership with the inclusion team and parent/carers to have a shared approach to supporting a child's developmental progress</p>	<table border="1"> <tr> <td>%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Y2</td> <td>15</td> <td>17</td> <td>38</td> <td>63</td> </tr> <tr> <td>Y3</td> <td>19</td> <td>13</td> <td>71</td> <td>66</td> </tr> <tr> <td>Y4</td> <td>19</td> <td>10</td> <td>45</td> <td>60</td> </tr> <tr> <td>Y5</td> <td>53</td> <td>44</td> <td>61</td> <td>72</td> </tr> <tr> <td>Y6</td> <td>50</td> <td>35</td> <td>47</td> <td>67</td> </tr> </table>	%					Y1					Y2	15	17	38	63	Y3	19	13	71	66	Y4	19	10	45	60	Y5	53	44	61	72	Y6	50	35	47	67	<p>Team: Cognition and Learning Team, Communication and Interaction team</p> <p>Governance: Emma Smilie</p>
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<p>Goal we are working towards</p> <p>Curriculum Development: Children have access to a high quality, broad curriculum.</p>	<p>Actions we need to take</p> <p>Continue to develop individual subject curricula, their KPIs, assessment protocols and associated pedagogies.</p> <p>Write PE curriculum.</p> <p>Working with faculty lead, write Design Technology curriculum.</p> <p>Revisit Writing KPIs to ensure they capture the TAF expectations.</p> <p>Train and support subject leaders to complete quality assurance activities relating to their units of work that link to pedagogy development.</p> <p>Working with the AHTs, embed the curriculum faculties structure.</p>	<p>KPI (measurable value)</p> <p>Curriculum and KPIs created for PE - teachers actively using this.</p> <p>Curriculum and KPIs created to Design Technology - teachers actively using this.</p> <p>Revised English Writing KPIs produced - teachers accurately using these to support the moderation cycle. Teachers are able to identify next steps for Greater Depth writers.</p> <p>Pallet of Pedagogy created for each subject group (faculty).</p> <p>CPD around associated pedagogies rolled out for individual subjects.</p> <p>Subjects all have a dedicated leader.</p> <p>Subject leads all have access to support/training.</p> <p>Foundation subject quality assurance cycle completed, identifying strengths and weaknesses from implementation. Subject leaders can accurately report to faculty leads using a range of data, including pupil voice, observations, book looks, learning walks and attainment data. In addition, subject leader can report on content domains where children have achieved well/less-well.</p>	<p>Accountability</p> <p>SLT: Stephen Mitchell (in support from Jacqui Noakes)</p> <p>Team: Subject leaders and Faculty leads</p> <p>Governance: Nina Kent</p>
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Outcome 2 – Personal Development and Enrichment
90% of children that begin a Duke Award complete it within the year.
90% of children participate in a school extra curricular activity
Continue to develop pupil leadership roles through democratic processes.

<p><u>Goal we are working towards</u> 90% of children that begin a Duke Award complete it within the year.</p>	<p><u>Actions we need to take</u> Assign a responsibility to a staff member to lead and manage on the Duke Award. Create a display that is updated regularly so children can see achievements being recorded and valued. Create in school opportunities for children to sign up to in order to complete tasks.</p>	<p><u>KPI (measurable value)</u> 90% of children in each year group complete their award in the next academic year.</p>	<p><u>Accountability</u> SLT: Jacqui Noakes Team: Ainley Play associate team Governance:Katie Wampler and Dana Pinto</p>
<p><u>Goal we are working towards</u> 90% of children participate in a school extra curricular activity</p>	<p><u>Actions we need to take</u> Audit which year groups have most clubs. Audit what the offer looks like for each year group in relation to physical, academic, creative clubs. Survey marginal groups to find out what clubs they access and would like. Build these into the club offer. Should philanthropy club become an after school club? Build all year group offers to be equal to the best year group offer in school.</p>	<p><u>KPI (measurable value)</u> An equal offer to each year group. A balanced offer in each year group. A high participation rate of marginal groups in clubs.</p>	<p><u>Accountability</u> SLT: Stephen Mitchell (in support from Catherine McNerney) Team: Admin team and Inclusion team Governance:Katie Wampler and Dana Pinto</p>
<p><u>Goal we are working towards</u> Continue to develop democratic pupil leadership roles and purpose.</p>	<p><u>Actions we need to take</u> Develop and record the process for electing house captains and head pupils. Develop a clear role for House captains and head pupils. Develop a pupil leadership role and purpose that reflects the SLT.</p>	<p><u>KPI (measurable value)</u></p>	<p><u>Accountability</u> SLT: Jacqui Noakes (in support from Stephen Mitchell) Team: Ainsley Governance: Katie Wampler and Dana Pinto</p>
<p><u>Outcome 3 - Behaviour and attitudes</u> Increase the number of positive behaviour incidents Reduce the number of negative behaviour incidents Reduce the number of fixed term exclusions from 21 to as close to 0 as possible.</p>			
<p><u>Goal we are working towards</u> Identify and celebrate positive behaviour demonstrated in the school.</p>	<p><u>Actions we need to take</u> Utilise and set-up Arbor for behaviour recording, moving away from CPOMs for non-safeguarding related incidents. Provide training with a clear step by step how to guide staff. Agree what positive behaviour will be reported to parents.</p>	<p><u>KPI (measurable value)</u> Number of incidents to improve between terms. Improved attainment across all subjects and all groups. Relevant parent survey questions improved from 2022. Regular questioning Relevant staff survey questions improved from 2022. Regular questioning Relevant pupil survey questions improved from 2022.Regular questioning</p>	<p><u>KPI (measurable value)</u> SLT: Catherine McNerney (in support from the whole SLT) Team: Year group leads, All teachers and support staff Governance: Emma Smilie and Nanisha Mitchell</p>
<p><u>Goal we are working towards</u> Identify and reduce the number of negative incidents in the school.</p>	<p><u>Actions we need to take</u> Utilise and set-up Arbor for behaviour recording, moving away from CPOMs for non-safeguarding related incidents. Agree what negative behaviour will be reported to parents. Agree consequences for negative behaviour. Ensure behaviour support plans are created and implemented for children that need an alternative management plan.</p>	<p><u>KPI (measurable value)</u> Fewer exclusions. Reduction in number of negative behaviour incidents Improved attainment across all subjects and all groups. Relevant parent survey questions improved from 2022. Relevant staff survey questions improved from 2022. Relevant pupil survey questions improved from 2022.</p>	<p><u>KPI (measurable value)</u> SLT: Catherine McNerney (in support from the whole SLT) Team: All staff Governance: Emma Smilie and Nanisha Mitchell</p>

<p><u>Goal we are working towards</u> Reduce the number of exclusions</p>	<p><u>Actions we need to take</u> Staff training for teaching staff, support staff, playground staff, parents and children. Implement the behaviour policy. Produce clear and consistent behaviour support plans for pupils who require it. Purchase/create any resources, including: script cards A staffed space for playground ban between 11:30am-1:30pm.</p>	<p><u>KPI (measurable value)</u> Fewer exclusions. Add number Reduction in number of negative behaviour incidents Relevant parent survey questions improved from 2022. Relevant staff survey questions improved from 2022. Relevant pupil survey questions improved from 2022.</p>	<p><u>Accountability</u> SLT: Catherine McNerney (in support from the whole SLT) Team: Everyone Governance: Emma Smilie and Nanisha Mitchell</p>
<p><u>Outcome 4 - Leadership and Management</u> Set a balanced budget. Efficient and effective communication to staff and parents. Ensure the school is compliant in all aspects Equalities statement targets</p>			
<p><u>Goal we are working towards</u> Set a balanced budget, which allows leaders to meet the targets they set in the SIP</p>	<p><u>Actions we need to take</u> Monitor the budget on a monthly basis. Increase in various income streams. <ul style="list-style-type: none"> • Rental • professional services of SLT team • Find and apply for grants • Support activities of The Friends of John Ball </p>	<p><u>KPI (measurable value)</u> A balanced budget is maintained. Increase in income from rental from ??? to ?? Increase income from SLT services from ?? to ?? Increase income from grants from ?? to ?? Increase Friends' income form ?? to ??</p>	<p><u>Accountability</u> SLT: Maria Theophilou (in support from Jacqui Noakes) Team: Admin team Finance team and Subject leaders Governance: Nina Kent and Aoine Wilson</p>
<p><u>Goal we are working towards</u> Efficient and effective communication to staff and parents.</p>	<p><u>Actions we need to take</u> Implement a detailed year planner. Rebuild the website and update regularly to include latest news and diary updates. JBuzz to be more structured and not repetitive. Ensure all standard meetings have set agendas and are minuted with clear actions and lines of responsibilities and shared in a timely way and revisited at the next meeting to hold to account that the actions get done.</p>	<p><u>KPI (measurable value)</u> Relevant staff survey questions improved from 2022. Relevant parent survey questions improved from 2022. Not as many enquiries from staff and parents on what is happening.</p>	<p><u>Accountability</u> SLT: Maria Theophilou (in support from Jacqui Noakes) Team: Admin team Governance: Nina Kent and Aoine Wilson</p>
<p><u>Goal we are working towards</u> Ensure the school is compliant in all aspects: <ul style="list-style-type: none"> • Safeguarding • Health and Safety • Financial • Website </p>	<p><u>Actions we need to take</u> Ensure staff are trained in aspects appropriate to their role. Engage in local authority audit processes. Ensure regular programme of checks to ensure compliance</p>	<p><u>KPI (measurable value)</u> All LA audits are compliant</p>	<p><u>Accountability</u> SLT: Maria T (supported by Jacqui Noakes) Team: DSL team, Premises team, admin team Governance: Nina Kent and Aoine Wilson</p>
<p><u>Equality Objective 1</u> Increase the representation of our pupil community in our staffing community over a 3-year period (from this Sept 2022 to July in 2025), so that this group increases from 25% to 40% of the workforce</p>	<p><u>Actions we need to take</u> Setting up a recruitment working party to scrutinize the policy and process of recruitment to ensure they promote equality. Undertake an analysis of recruitment data and trends with regard to race, gender and disability by April 2023, and report on this to the Personnel Committee of the governing board. Train all members of staff and governors involved in recruitment and selection on equal opportunities and nondiscrimination by the beginning of December 2022.</p>		<p>SLT: Maria T (supported by Jacqui Noakes) Team: Admin team Governance: Nina Kent and Aoine Wilson</p>

	<p>Training evaluation data will show that 100% of those attending have a good understanding of the legal requirements</p> <p>Take action to actively attract applications from ethnic minorities in recruitment materials</p>		
<p><u>Equality Objective 2</u></p> <p>Continue to raise awareness and tolerance of differences between us and promote positive attitudes towards difference through ensuring that the curriculum and resources accurately represents all differences such as Black and Ethnic Minority groups (BAME), family structures, religious belief or none, sexuality</p>	<p>Review the curriculum to ensure that there is BAME representation and, where possible, British BAME.</p> <p>Review and develop the environment to ensure difference and BAME culture and is represented.</p> <p>Increasing the number of story books into the library and book corners that challenge stereotypes and promote positive attitudes towards difference.</p> <p>Explore and develop BAME pupil voice group e. Continue BAME parent group</p> <p>Challenging and addressing behaviour that compromises this objective</p>		<p>SLT: Stephen (supported by Jacqui Noakes)</p> <p>Team: Teaching team</p> <p>Governance: Nina Kent and Aoine Wilson</p>
<p><u>Equality Objective 3</u></p> <p>To explore and better understand the reasons why less children who attract the Pupil Premium Grant achieve higher levels of attainment and progress when compared with their peers.</p>	<p>Speak to children that attract the pupil premium grant and children achieving higher levels of attainment to see what the differences and barriers might be.</p> <p>Speak with families that attract the pupil premium grant to identify what the barriers might be to higher levels of attainment.</p> <p>Use information obtained to plan next steps to address target.</p>		<p>SLT: Stephen Mitchell (supported by Jacqui Noakes)</p> <p>Team: SLT</p> <p>Governance: Nina Kent and Aoine Wilson</p>
<p><u>Wellbeing of staff and pupils</u></p>			<p>SLT: Maria T (supported by Jacqui Noakes)</p> <p>Team: SLT</p> <p>Governance: Nanisha Mitchell and Katie Wampler</p>