

## School Improvement & Development Plan 2020-21 (Sep'20-Mar'22) Updated 5th draft- March'21 (Item 6 to be added summer'21)

\*There are now 6 key areas in 2020-21. Plan has been adapted and dates shifted because of C-19. Recovery plan actions to be completed and achieved first, to enable normal school development to resume. 18 month plan

Priority:	Key Objective:	Success Criteria:	Ofsted Area:	School Vision:
1.	<u><b>Covid-19 Recovery Plan (implement on return)</b></u> (a) To enable all children to make a successful transition back into school. (b) To provide additional support for children who have fallen behind peers following school closure.	<ul style="list-style-type: none"> <li>All children have adjusted back into school life. <b>Mental and emotional health</b> issues have been addressed and children are benefiting from ongoing support where needed.</li> <li>All children have been assessed and <b>educational support</b> has been put in place for identified gaps and catch-up provision.</li> <li>The <b>curriculum and class organisation</b> has been <b>reviewed</b> to facilitate the educational support and provide extra consolidation of gaps in learning during the school closure.</li> </ul>	Behaviour & Attitudes  Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life
2.	<u><b>Curriculum Development</b></u> (a) To continue to develop outstanding curriculum (b) To further develop capacity of subject lead to drive continuous improvement (c) To ensure teacher subject knowledge is high across all subjects	<ul style="list-style-type: none"> <li>The '<b>20 minute monitoring</b>' system is allowing subject leaders to identify curriculum areas for development, and follow through to ensure delivery.</li> <li><b>Subject rationales</b> have been created for all subjects through discussion and evaluation of provision in each area. This process has increased the quality and consistency of delivery.</li> <li><b>Completed subject narratives and subject skills progressions</b> have enabled all teachers to develop a robust overview of children's journey and progress through each subject and across the school. They have enabled lesson planning to build securely on prior learning, and helped to set learning expectations and lesson pitch. This has been further embedded with the ongoing establishment of '<b>best work</b>' portfolios for each topic or subject area.</li> <li>Termly 'teaching and learning' evaluations, alongside information from '20 minute monitoring', external visits and more informal ongoing professional discussions, have helped to <b>identify where training is needed in subject specific areas</b>. These training needs are then subsequently addressed, including through cluster links or the LA small schools curriculum project</li> </ul>	Quality of Education  Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life
3.	<u><b>Knowledge Retrieval</b></u> (a) To further develop teacher pedagogy in promoting excellent knowledge retention and retrieval (b) To review and refine school approaches to promoting excellent knowledge retention and retrieval	<ul style="list-style-type: none"> <li>The efficacy of the '<b>Knowledge Organisers</b>' introduced in September 2019 has been <b>reviewed</b> and any improvements have been agreed and actioned.</li> <li>There has been a further planned series of <b>professional learning activities</b>-(building on work in 2019-20) primarily through staff meetings, which have enabled teaching staff to further develop their pedagogy and understanding of retrieval practice, cognitive load theory, working memory, long term memory and associated aspects of cognitive development. The learning activities have included discussion, reading, video and online resources, cluster joint activities and training courses off-site.</li> </ul>	Quality of Education  Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life
4.	<u><b>Early and Struggling Readers Provision</b></u> (a) To provide outstanding provision for Lowest 20% reading-KEY (b) To ensure rapid progress for all children towards fluency in reading	<ul style="list-style-type: none"> <li>There has been a focussed and <b>extensive investment</b> into <b>fully decodable reading books</b> and these are <b>organised using taught Letters and Sounds phonics progression</b>. This is supported by clearly <b>labelled 'supported reading books'</b> which are used alongside them following a parent information evening and letter to explain the differences.</li> <li><b>Morning structure of phonics teaching</b> has been adjusted for more phonics for children in Yr 2.</li> <li>The use of <b>dyslexia screening</b> has been embedded in Key Stage 2, &amp; with work with Dyslexia Outreach service.</li> <li>A new system to focus on additional support for '<b>lowest 20%</b>' of readers has been embedded across the school, and is underpinned with parental involvement.</li> <li>There have been a series of '<b>reading café</b>' events to support reading at home- with additional focus on those not reading regularly at home. Each class is making use of a '<b>class reading book</b>' to provide for engagement with age-appropriate longer or more challenging fiction.</li> </ul>	Quality of Education  Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life
5.	<u><b>Character Education &amp; Preparation for Life in Modern Britain</b></u> (a) To audit and further develop our curriculum offer for character education. (b) To develop and communicate a shared understanding of how we develop and equip children in our local context (c) To introduce new extra-curricular character education to augment C.U.	<ul style="list-style-type: none"> <li>An <b>audit of character education</b> has been completed <b>using recent DfE guidance</b>. Gaps have been addressed and actions identified. This has been linked to British Values documentation.</li> <li>The <b>ABOY award scheme</b> has been <b>trialled</b> in selected year groups in the school, and the existing <b>Children's University</b> scheme has been introduced and explained to new parents and a graduation booked for July 2021 if conditions allow.</li> <li>Valuable identifiable characteristics and knowledge for a <b>LMPs citizen</b> have been discussed and established and communicated to all. These draw on local context and areas where this may not reflect wider UK society. Consideration has been given to <b>diversity and equality education</b> through this process- including through the now delayed introduction of our new curriculum for <b>RSE</b>- for which the postponed governor and parent information sessions have been re-arranged and delivered.</li> <li>Staff have completed the online <b>DfE Prevent</b> training tool.</li> </ul>	Behaviour & Attitudes  Personal Development  Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life
6	<u><b>Middle Leadership</b></u> (a) To embed use of '20 minute monitoring' to drive incremental improvements (b) To use annual subject leader audits to identify improvements to further raise standards of attainment across core subjects at all key stages	<ul style="list-style-type: none"> <li>Drawn from annual subject leader audits &amp; 20 minute monitoring- to be confirmed</li> </ul>	Quality of Education  Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life



Priority: 2	<b>Curriculum Development</b>					
Rationale	We have made considerable progress with discussing, mapping and refining the curriculum offer in all subjects and this work is almost complete. The aim now is to ensure ongoing evolution and development driven by subject leaders in order to continue to drive improvement so that the curriculum is not static, but instead dynamic and evolving to meet emerging needs and priorities, whether local or national.					
Success Criteria	<ul style="list-style-type: none"> <li>The <b>'20 minute monitoring'</b> system is allowing subject leaders to identify curriculum areas for development, and follow through to ensure delivery.</li> <li><b>Subject rationales</b> have been created for all subjects through discussion and evaluation of provision in each area. This process has increased the quality and consistency of delivery.</li> <li><b>Completed subject narratives and subject skills progressions</b> have enabled all teachers to develop a robust overview of children's journey and progress through each subject and across the school. They have enabled lesson planning to build securely on prior learning, and helped to set learning expectations and lesson pitch. This has been further embedded with the ongoing establishment of <b>'best work' portfolios</b> for each topic or subject area.</li> <li>Termly 'teaching and learning' evaluations, alongside information from '20 minute monitoring', external visits and more informal ongoing professional discussions, have helped to <b>identify where training is needed in subject specific areas</b>. These training needs are then subsequently addressed, including through cluster links or the LA small schools curriculum project</li> <li>RSE curriculum, postponed from 2019-20, has been successfully introduced during academic year.</li> </ul>					
Every Child Matters	Be Healthy <b>Enjoy &amp; Achieve</b> Stay Safe <b>Make a Positive contribution</b> <b>Achieve economic wellbeing</b>					
Ofsted	<b>Quality of Education</b> Behaviour and Attitudes Personal Development <b>Leadership &amp; Management</b> Early Years					
Vision	<b>Love of Learning</b> Make it Your Best <b>Perseverance</b> <b>Skills for Life</b>					
Key Objective:	To develop an effective 'knowledge-engaged' curriculum across all subjects utilising evidence from educational research.					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact:
To establish a self-perpetuating <b>system</b> for middle leaders to drive <b>continuous curriculum improvement and development</b> within a small school setting.	<ul style="list-style-type: none"> <li><b>Twenty Minute Monitoring</b></li> </ul> Establish a proforma and visit protocols for monitoring process. Each teacher to identify a limited number of visits (1-3) each half-term and arrange a time to complete. Completed proformas shared with HT and added to curriculum files and feedback given to staff in an appropriate mechanism. After one term review system and further develop.	Subject Leads  HT	Release time arranged flexibly  Staff meeting time	<b><u>By end of Spring Term '21</u></b> Complete first term of monitoring visits and review how system is working. Ongoing development.	Spring Term TAP	System in place and having impact.
To complete work on <b>underpinning rationale</b> of curriculum provision.  To create exemplars of <b>best work e-portfolios</b> to inspire children and benchmark high standards.  To continue to support <b>teacher subject knowledge</b> in each curriculum area.	<ul style="list-style-type: none"> <li><b>Curriculum Rationale</b></li> </ul> Complete process of staff shared discussion to establish a curriculum rationale for each subject. Completed work added to A2 curriculum folders and when all complete will form basis of an annual staff discussion at the beginning of each academic year- so that an understanding of curriculum development is as central as safeguarding. <ul style="list-style-type: none"> <li><b>E-work Portfolios</b></li> </ul> Resume process of retaining examples of best work in topics and storing in Google drive centrally. Use to inspire children when topic retaught, plus act as a benchmark for any new staff to plan for, and for staff at different points in the school to see progression- alongside the detailed curriculum mapping that we have already completed. <ul style="list-style-type: none"> <li><b>Subject Knowledge</b></li> </ul> Annual appraisals include strong element of knowledge in specific curriculum areas. Training will be provided as needed.	HT  Teachers	Staff meeting time  Annual appraisals  PD budget as required	<b><u>By end of Spring Term '21</u></b> Complete all subject rationales. <b><u>September '21</u></b> Annual review of curriculum rationales and mapping conducted updates logged. <b><u>By November '20</u></b> Staff training in areas of curriculum self-assessed as weaker has been identified through annual appraisal process.	Autumn Term TAP (recovery plan)  Spring Term TAP	Curriculum documentation is thorough and considered.  Set up 9 school network meetings & LA curriculum meetings.
To fulfil statutory requirements in RSE in academic year 2020-21.	<ul style="list-style-type: none"> <li><b>RSE provision</b> – (Parental Involvement)</li> </ul> This has been reviewed in light of new statutory requirements. (This was completed in 2019-20). New curriculum covering all DfE requirements including in Health Education is in place. (This was completed in 2019-20) <b>Curriculum</b> meets best practice guidelines- based on NCC resources and also 'You, Me and PSHE' resource from Islington EA- see school curriculum mapping. Parents and staff (2019-20) are aware of new requirements. <b>*Parents information</b> evening and parent governor role in developing approach were due to take place in April 2020- they will be rescheduled for early in Spring term. <b>Curriculum</b> meets best practice guidelines- based on NCC resources and also 'You, Me and PSHE' resource from Islington EA- see school curriculum mapping.	HT  SH  Parent Govs	Curriculum resources purchased  Staff meeting time  Info evening	<b><u>By end of Summer Term '21</u></b> Parent Governor meeting re: SRE Jan'21 Parent Info sessions Mar'21	Spring Term TAP  Summer Term TAP	Successful first cycle.  All children participated and suggestions from Y6 parents were incorporated.
<b>Suggested Governor Monitoring Activities:</b> Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area.						



<b>Priority: 4</b>		<b>Early and Struggling Readers</b>				
<b>Rationale</b>		Reading results at the end of Key Stage 2 have been consistently strong- including FFT TA results for summer 2020. Reading results at the end of Key Stage 1 have been improving over the last three years, possibly due to the change in class structure in the mornings allowing for more focussed age curriculum, but we would still like to further improve the % of children reaching 'expected' standard by the end of Year 2, and passing the phonics screening check at the end of Year 1. This priority also fits in with EIF.				
<b>Success Criteria</b>		<ul style="list-style-type: none"> <li>There has been a focussed and <b>extensive investment</b> into <b>fully decodable reading books</b> and these are <b>organised using taught Letters and Sounds phonics progression</b>. This is supported by clearly <b>labelled 'supported reading books'</b> which are used alongside them following a parent information evening and letter to explain the differences.</li> <li><b>Morning structure of phonics teaching</b> has been adjusted for more phonics for children in Yr 2.</li> <li>The use of <b>dyslexia screening</b> has been embedded in Key Stage 2, &amp; with work with Dyslexia Outreach service.</li> <li>A new system to focus on additional support for '<b>lowest 20%</b>' of readers has been embedded across the school, and is underpinned with parental involvement.</li> <li>There have been a series of '<b>reading café</b>' events to support reading at home- with additional focus on those not reading regularly at home. Each class is making use of a '<b>class reading book</b>' to provide for engagement with age-appropriate longer or more challenging fiction.</li> </ul>				
<b>Every Child Matters</b>		Be Healthy <b>Enjoy &amp; Achieve</b> Stay Safe Make a Positive contribution Achieve economic wellbeing				
<b>Ofsted</b>		Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years				
<b>Vision</b>		<b>Love of Learning Make it Your Best Perseverance Skills for Life</b>				
<b>Key Objective:</b>		Improve % of children (a) reaching 'expected' standard in KS1 reading and (b) passing Phonics check at the end of Year 1				
<b>Intent:</b>	<b>Implementation:</b>	<b>Who</b>	<b>Resource/Time</b>	<b>Key Milestones</b>	<b>Termly Action Plan</b>	<b>Impact</b>
<p>To develop the systematic use of fully phonetically decodable readers</p> <p>To restructure the morning phonics sessions across KS1 to promote rapid progress</p> <p>To improve staff knowledge of phonics in lower KS2</p>	<ul style="list-style-type: none"> <li><b>Early Reading Resources &amp; Parental Involvement</b> Purchase new sets of 100% phonetically decodable readers. Organise these into labelled crates by sounds and align with teaching. Sticker up books as either independent or shared readers (so that do not lose experience of an adult supporting a child with a more challenging text for love of reading and vocabulary acquisition) and communicate expectations clearly to parents. Continue to review provision and add new books to resources as become available.</li> <li><b>Phonics Teaching</b> Review and alter phonics teaching programme to ensure that progression is slightly faster so Reception complete Phase 4 by end of year. Align Year 1 with this. Alter structure of teaching timetable so that KL also leads Phonics for Y2 children- either through Y1/2 bubble or by a swap of classes with Y2 when/if* return to single year group teaching this academic year. * Update:Change to 5 morning release teacher-(Sept'21) for strategic planning across R/1/2 with selected single year (Maths) to improve consistency.</li> <li><b>Staff Subject Knowledge</b> Teachers in lower KS1 all to complete online phonics training course (accredited) and also ensure phonics charts displayed and available in lower KS2 classroom.</li> </ul>	<p>KL BC</p> <p>BC</p> <p>AP/JB/SC</p>	<p>£3000 – decodable books+ boxes Storage shelves (IKEA)</p> <p>Additional T time 1xam Additional TA time (Year 3/4) to facilitate move</p>	<p><u>By end of October '20</u> First set of 100% readers labelled and organised. Parents informed of system, and it is in place and being used.</p> <p><u>Ongoing</u> Continue to develop stock of books as more publishers develop them- KL to lead and review. <u>Sept'21</u> Parents info evening for new parents detailing this- if social gathering rules are no longer in place.</p>	<p>Autumn Term TAP (recovery plan)</p>	<p>All done and led to Little Wandle system being used.</p> <p>Observations suggest that teaching of phonics across KS1 and EYFS is at least good (including TA's)</p>
To actively support 'lowest 20%' of readers in school to make rapid progress	<ul style="list-style-type: none"> <li><b>Support for lowest 20% of readers</b> From January 21 introduce a whole school system to provide additional support for lowest 20% of readers. This will augment what is already happening where many are receiving a range of boosters- but ensure that no child is missed. Process will be to <b>first identify</b> them in each class, <b>then audit current provision</b> and identify from that what else could be practically arranged. Parents will be involved and children <b>incentivised re: home reading</b> if appropriate. Also conduct <b>reading interviews</b> with the children and purchase any new reading books that will inspire them to read. This</li> </ul>	All teachers	<p>£200 new books</p> <p>Time for interviews</p> <p>Reading café time planned</p>	<p><u>By end of Spring Term'21</u> Audit, reading interviews completed.</p> <p>Reading café scheduled.</p>	Spring Term TAP	System is now embedded in school with audits produced and extra provision for





[illegible]



