

6287



School Improvement Plan

2020 – 2021

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level you can.

*Elmwood Infant School &
Nursery*

School Improvement Plan

The 2020/21 School Improvement Plan builds on the achievements of the 2019-20 SIP but picks up on those areas that were affected by the Covid-19 pandemic and the ongoing challenges that this creates. With no statutory assessment data for the summer of 2020, targets for this academic year have been set on the basis of the 2018-19 results.

This year and due to the challenges facing all schools, we have decided to streamline our approach to school improvement. Rather than having separate plans for each subject area, all of the targets and actions usually found within these plans have been prioritised and then centralised into one school improvement priority – Curriculum.

The School Improvement Plan is divided into two parts:

- A. Long Term Objectives** – these are the objectives that we have for the school across the next few years and are based on our commitment to achieve outstanding achievement for the pupils of Elmwood Infant School and Nursery.

- B. Yearly Priorities** - each year, progress towards the long-term objectives is assessed and priorities for the year are agreed. For each priority, a number of actions are planned to take place throughout the year. The person/s responsible for the action are identified, resources allocated and success criteria agreed. As we are a UNICEF Rights Respecting school, we have linked our priorities to the RRS articles.



Long Term Objectives - Sep 2018 -Aug 2021

- A. The quality of our teaching and learning ensures that standards at the Expected Level and at Greater Depth are consistently above the National Average in Reading, Writing, and Maths (combined).
- B. Improved outcomes for disadvantaged pupils so that their attainment and progress in each subject are in line with their peers nationally.
- C. To have further increased the number of children who achieve a Good Level of Development by the end of Early Years, narrowing the gap between Elmwood and the National Average.
- D. To have improved the quality of teaching and learning across foundation subjects including assessment and the use of challenge.
- E. Further development of a broad range of strategies for engaging with parents and providing guidance about how to support their child's learning and well-being.
- F. Opportunities in place for leaders to grow and good practice shared through strong, sustained collaboration with other schools.
- G. To be outstanding practitioners for inclusion.
- H. To demonstrate exemplary standards of behaviour and safeguarding.



Our Priorities for 2020- 2021

1. To improve standards across the school so that they are above the National Average (R, W, M combined) at EXS and GDS. (x ref with long term objectives A, B, C, D)
2. In light of Covid-19, to provide a high quality remote learning experience for all pupils and a targeted catch-up programme for pupils at risk of under-achieving. (x ref with long term objectives A, B, C, D, E, G)
3. To improve the transition from EYFS to Key Stage 1 through the implementation of continuous provision and outdoor learning. (x ref with long term objectives A,B, D, G, H)
4. To improve the quality of phonics teaching across the school and in doing so, bring Phonics back in line with the National Average (x ref with long term objectives A,B, C, E)
5. To review inclusive practice across the school and in doing so improve experiences for members of our BAME community. (x ref with long term objectives B, E,F, G, H)
6. To ensure pupils, parents and staff have access to support for their mental health and wellbeing (x ref with long term objectives B, E, G)

Priority 2: In light of Covid-19, to provide a high-quality remote learning experience for all pupils and a targeted catch-up programme for pupils at risk of under-achieving.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level you can.

Success Criteria:	KEY ACTIONS including timescale/load person:		(internal)	(external)
Combined - Expected Standard • Evidence demonstrates how the school's remote learning offer has further improved (when compared to Summer 020)	70% ✓ Focus on a 'recovery curriculum' approach during the autumn term ✓ Review the Remote Learning Policy to ensure it reflects best practice and DfE guidance	65% For 2021	In line with National Average for 2021	
Combined – Greater Depth Further improved (when compared to Summer 020)	100% Ensure all pupils (particularly vulnerable/PPG pupils) have access to remote learning during self-isolation/school closure periods.	11% For 2021	In line with National Average for 2021	
Reading - Expected Standard Evidence of how all vulnerable families have had support to ensure they have access to remote learning.	78% ✓ Provide laptop loan for vulnerable pupils who are otherwise not able to access remote learning. ✓ Set up Wi-Fi hotspot access for families in need. ✓ Complete PPG Passports meetings each term to ensure every disadvantaged learner has a package of support across the year.	75% For 2021	In line with National Average for 2021	
Reading – Greater Depth • Over 90% of parents agree that the school's remote learning provision is of a high standard.	27% ✓ Ensure RM maths is consistently used as an early intervention tool to support learners who are at risk of underachieving.	25% For 2021	In line with National Average for 2021	
Writing - Expected Standard • Evidence of the positive impact of Catch-Up funding programmes on pupil outcomes.	74% ✓ Provide all EYFS children with a free writing pack and all PPG/vulnerable children in Year 1 and 2. ✓ Implement Catch-Up programme for disadvantaged pupils at risk of underachievement.	69% For 2021	In line with National Average for 2021	
Writing – Greater Depth Catch-Up funding programmes on pupil outcomes.	11% ✓ Complete NELI (Nuffield Early Language Intervention) training and then implement the 20 week intervention. ✓ Provide all PPG pupils with free 'read for pleasure' books. ✓ All PPG pupils to be provided with a free writing pack for home.	15% For 2021	In line with National Average for 2021	
Maths – Expected Standard	78% Uniform pack (including a water bottle) to be provided to all PPG pupils. ✓ Interventions (JF, SA, SC) established to support catch up and reviewed after every pupil progress meeting.	76% For 2021	In line with National Average for 2021	
X ref with Ofsted Action Point:				
Maths - Greater Depth The pupils, particularly the most able in mathematics, are moved on to more challenging work quickly, so that they reach their full potential.	26% ✓ Curriculum meetings for parents to take place via Zoom. ✓ Investigate virtual learning experiences to support the delivery of the curriculum. ✓ Curriculum areas on the website to be updated so they provide as much guidance as possible to parents/carers.	22% For 2021	In line with National Average for 2021	
Phonics - Year 1 Children in the early years have more opportunities to read, write, count and problem solve, particularly in the outdoor learning environment	71% ✓ Implementation and impact statements agreed and added. ✓ Year group pages reviewed and updated.	82.5% For 2021	In line with National Average for 2021	
Phonics - Year 1 and 2 combined	90.5% Links to educational websites updated. ✓ Remote learning activities available throughout year.	93% For 2021	In line with National Average for 2021	
EYFS Good Level of Development	64% ✓ Training for teachers on the use/different functions of EvidenceMe and SeeSaw. ✓ Pre-teach activities to be provided (via learning platforms) to parents.	72% For 2021	In line with National Average for 2021	

<p>X ref wit Long Term Objective A, B, C, D, E G</p> <p>X ref with Priority 1, 5, 6</p> <p>X ref with Pupil Premium Strategy</p> <p>Link Governors: IO, EO, CH, AW, EP, SW</p>	<ul style="list-style-type: none"> ✓ Subject leaders to update the policy for their area to reflect changes and add intent/implementation /impact. ✓ Subject leaders to review the skills across their subject area to ensure that there is clear progression from one year to the next. ✓ Monitor the impact of interventions and adjusting where needed.
<p>Review:</p>	

<p>Priority 3: To improve the transition from EYFS to Key Stage 1 through the implementation of continuous provision and outdoor learning.</p> <p><i>Article 29: Education must develop every child's personality, talents and abilities to the full.</i></p> <p><i>Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children</i></p> <p><i>Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level you can.</i></p>	
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Effective, high quality continuous provision in place for Year 1 pupil throughout the autumn/spring terms • Evidence of smooth transition from continuous provision to formal learning. • Positive external validation of new approaches. • Evidence of improvements made to outdoor learning experiences for: <ul style="list-style-type: none"> - Year 1 pupils - Reception pupils 	<p>KEY ACTIONS including timescale/lead person:</p> <ul style="list-style-type: none"> ○ Monitor and refine the new approaches introduced across Year 1 <ul style="list-style-type: none"> - Planning - Focus sessions across the week - Challenge - Independent Writing - Outdoor learning ○ Continue to research best practice for young children and disseminate amongst staff. ○ Agree timeframe for introducing more formality into the Year 1 curriculum. ○ Maintain and maximise use of the Year 1 planters. ○ Budget for a Gardener to develop gardening opportunities within the curriculum and the use of the planters across EYFS and Year 1.

<p>- Nursery pupils</p>	<ul style="list-style-type: none"> o Obtain a quote for planters to replace the railings around the Reception outdoor learning area. o Class budget for incidentals (EYFS and Year 1) established for 2020-21 financial year. o Purchase and erection of additional storage to support organisation of resources. o Organisation of joint resources for use across EYFS and Year 1. o External review of new provision and outdoor learning by Tri Partnership. o Ensure phonics is given a high profile outside the classroom as well as indoors. o Deliver outdoor learning training to all EYFS and KS1 staff. o Attendance at the Chesterton Outside Learning Course. o Termly meeting to share ideas for outside. o 'Big Art' project in the outdoor area. o Attend Leading Early Years course to share ideas. o Share outdoor learning podcasts to highlight new ideas. o Nursery to establish defined areas for learning outdoors. o Development of new mud kitchen in the Nursery outdoor area. - Implementation of a 'Yoga/ Reflection Area' in Reception.
<p>X ref with Ofsted Action Point:</p> <ul style="list-style-type: none"> ✓ Pupils' writing in all subjects is as good as it is in English, applying the skills they have learned across the curriculum ✓ Children in the early years have more opportunities to read, write, count and problem solve, particularly in the outdoor learning environment. <p>X ref with Long Term Objectives: A, B, D, G H</p> <p>Link Governor: SW. EP. EK, IO, MA</p>	
<p>Review:</p>	

Priority 4: To improve the quality of phonics teaching across the school and in doing so, bring Phonics back in line with the National Average.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level you can.

<p>Success Criteria:</p> <ul style="list-style-type: none"> • New phonics scheme used consistently across the school • Decodable book scheme established across the school. • Phonics results in line with the 2021 National Average at the end of Year 1 • Phonics results in line with the 2021 National Average at the end of Year 2 	<p>KEY ACTIONS including timescale/lead person:</p> <ul style="list-style-type: none"> ○ Provide training for all staff to ensure they are familiar with the new phonics resources and expectations around consistency. ○ Phonics to take place across the school from 9.15-9.45am every day. ○ Regular staff meetings to review the new approach to phonics. ○ Monitor the implementation of the new scheme through observations and planning. ○ Agree a Covid-safe approach to 'split phonics', implementing this from Autumn 2 for Year 1 and Spring term for Year 1. ○ Ensure the Covid-safe management of phonics resources. ○ Deliver workshops for parents on phonics. ○ Weekly phonics flyers to be sent home for Year 1 pupils. ○ Direct parents to the phonics videos and other resources available on the website. ○ Ensure phonics is given a high priority during periods of remote learning. ○ Budget for, purchase and then introduce decodable guided reading books (transitioning over a two year period. ○ Decodable reading books (learn to read) to be sent home weekly with guidance to parents on how the book should be used. ○ Establishment of a Covid-safe system for these to be taken home. ○ Reading journals created (linked to phonics phase). ○ Establishment and maintenance of a 'phonics garden'. ○ Create Knowledge Organisers for phonics to support parents at home. ○ Ensure the website reflects the school's consistent approach to phonics and that links to other websites support this approach too. ○ Create a Phonics Policy and ensure this is made available to parents via the website. ○ Create a Reading Policy that reflects the school's approach to phonics and ensure this is made available to parents via the website. ○ Where relevant, performance management targets to focus on phonics. ○ Establish a targeted phonics intervention for Year 1 pupils.
<p>X ref with Ofsted Action Point:</p> <ul style="list-style-type: none"> ✓ Children in the early years have more opportunities to read, write, count and problem solve, particularly in the outdoor learning environment. ✓ Continue to improve outcomes for disadvantaged pupils so that their attainment and progress are in line with their peers nationally. <p>X ref with Long Term Objectives: A, C, B, E</p> <p>Link Governor: CH</p>	
<p>Review:</p>	

Priority 5: To review inclusive practice across the school and in doing so improve experiences for members of our BAME community.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level you can.

<p>Success Criteria:</p> <ul style="list-style-type: none"> • Evidence of improved practice as a result of the anti-racist review. • Curriculum changes have been made to reflect the outcome of the review. • All vulnerable/EAL families have signed up to remote learning platforms and have been able to access this during school closure/self-isolation. 	<p>KEY ACTIONS including timescale/lead person:</p> <ul style="list-style-type: none"> ○ Complete an Anti -Racist review of the curriculum and practice across the school. ○ Staff/Governors to complete audit on inclusive practice and return to ZH/HW. ○ All staff and Governors to complete the Unconscious Bias course and Equality/Diversity course. ○ All staff and Governors to take part in the staff meeting that introduces the review. ○ Ensure catering, cleaning and site staff are included in the review and have the opportunity to have their voices heard. ○ Staff meeting time to consider anti-racist review. ○ Review of recruitment practice to ensure equality of opportunity. ○ Participate in Local Authority working party (review of curriculum). ○ Establish a working group of staff, parents and governors to explore 'lived experiences' within the school. Use this feedback to share with staff/improve practice. ○ Review the curriculum coverage to ensure it provides learning experiences that recognise and reflect BAME achievements and contributions. ○ Provide translation support for EAL parents through the use of staff, translation services google translate. ○ Find out the languages spoken by Governors and add these to the staff languages list. ○ Flu vaccinations – lobby for changes to support families who do not take up the vaccination on the grounds of religion. ○ Ensure the Covid Action Plan takes account of vulnerable groups, including BAME, with additional actions identified, where necessary. ○ Staff and parent/carer questionnaire to be amended to include reference to anti-racist practice. ○ Seek views from parents, staff and pupils via the questionnaire about the diversity of the curriculum and equality of opportunity.
<p>X ref with Ofsted Action Point:</p> <p>✓</p> <p>X ref with Long Term Objectives: B, E, F, G, H</p> <p>Link Governor: AW, ST, EP, CT</p>	
<p>Review:</p>	

Priority 6: To ensure pupils, parents and staff have access to support for their mental health and wellbeing.

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 27: You should not be disadvantaged so that you cannot do many of the things other children can do.

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children

Article 28: Children have the right to a good quality education. They should be encouraged to go to school to the highest level they can.

Success Criteria:

- Case studies show evidence of how individual pupils have been supported with their mental health and well-being
- Case studies show evidence of how families have been supported with their mental health and well-being
- At least of 93% staff believe 'support is available to them when they need it (93% in 2020)
- At least 90% of parents believe they have been supported well by the school throughout the pandemic

KEY ACTIONS including timescale/lead person:

- Continue to work with the St Mary's cluster on the development of mental health services and support for children in the local area.
- Review action plan for mental health and wellbeing.
- Deliver workshops to parents on mental health and wellbeing.
- Continue working party to develop mental health and well-being strategies for staff.
- All staff to attend workshop on mental health and wellbeing led by SALT.
- All SLT to be trained as Mental Health First Aiders.
- Continue to offer targeted families support through the Educational Wellbeing Practitioner.
- Close monitoring of attendance to ensure no child misses any more education than is absolutely necessary.
- Increase the number of Play Therapy sessions available to children across the school.
- Additional member of staff to be trained as an Emotional Literacy Support Assistant (ELSA..
- Continue to use FareShare to support the school's food bank and maintain the weekly offer of food parcels to families experiencing food poverty.
- Ensure families are signposted to other local support services.
- Continue Five-A –Day for children across the school.
- All staff to be reimbursed for the cost incurred of having a flu vaccination.
- Curriculum to provide children with opportunities to discuss the impact of Covid-19 on their lives/wellbeing (recovery curriculum – x ref with Priority 1).
- Staff questionnaire to be completed in Sep 020. Analyse to consider strengths and areas for improvement.
- Parent/Carer questionnaire to be completed in Nov 020. Analyse to consider strengths and areas for improvement.
- KS1 pupil questionnaire to be completed in Nov 020. Analyse to consider strengths and areas for improvement.
- Individual Risk Assessments to be complete for all staff and reviewed each term.
- Frequent review of Covid Action Plan – with changes communicated to staff, governors and parents.
- Hold 'Random Acts of Kindness Week'.

X ref with Ofsted Action Point:

- ✓ Continue to improve outcomes for disadvantaged pupils so that their attainment and progress are in line with their peers nationally.

X ref with Long Term Objectives: B, E G

X ref with Priority 1 (Recovery curriculum)

Link Governor: AW, EP, CT	<ul style="list-style-type: none">○ Organise staff breakfasts/drinks when possible (considering Covid restrictions).○ Work towards the renewal of the RRS Gold Award.○ Remind staff of the HeadSpace App. <p>Ensure the details of the Employee Assistance Programme are displayed clearly around the school for staff to access.</p>
Review:	