



Elmwood Infant School

School Improvement Plan

September 2022

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2022/23

Elmwood Infant School
School Improvement Plan – 2022/23

Key Priorities

- 1- To raise standards of education across the school so that our pupils leave Elmwood Infants prepared for their next stage in education and their outcomes are at least in line with national benchmarks
- 2- To improve the quality of phonics teaching so that our pupils can read ,write and spell to age-related expectations
- 3- To raise standards of attainment in writing so our pupils can record their ideas, thoughts and reflections across the curriculum
- 4- To develop our SEND provision across the school to support our children with the most complex needs and to ensure that every staff member is a teacher of SEND.
- 5- To ensure staff well-being levels are high by reviewing our workload expectation

Long Term Aims

- A- More children achieving greater depth
- B- Increase the percentage of children achieving a GLD at the end of Reception
- C- Improve the quality of recording across foundation subjects so that it is in line with the school's expectations for writing, handwriting and presentation
- D- Develop leadership and career progression opportunities for all staff
- E- Achieve the EAL Quality Mark
- F- Improve attendance to at least 96% and significantly reduce the percentage of persistent absence

Key Priority 1: To raise standards of education across the school so that our pupils leave Elmwood Infants prepared for their next stage in education and their outcomes are at least in line with national benchmarks

Links to UNICEF Rights Respecting: Article 28/31

Rationale for Improvement	Aims	Actions	Timescale	Success Criteria
End of Key Stage 1 outcomes were significantly below National benchmarks for 2022 and lower than the outcomes for schools of a similar ilk, especially in writing	<p>To raise standards in reading, writing and maths across the school so that pupils leave key stage 1 prepared and equipped for their next stage in learning</p> <p>Pupils to leave Elmwood Infant School achieving at least in line with National benchmarks in Reading, Writing and maths</p>	<ul style="list-style-type: none"> • Set higher, aspirational predictions and targets for the children to achieve • SLT to support staff to set accurate yet aspirational predictions for their classes • Ensure that children redo unacceptable work • Model expectations clearly – keep this model on display for children to refer to • Share and celebrate work that meets or exceeds expectations • SLT, Maths and English Leads to monitor children work rigorously through book looks, lesson drop ins and observations, pupil conferencing and termly pupil progress meeting • Teachers to meet with the parents of any child whose 	<p>September 2022</p> <p>September/October 2022</p> <p>October 2022 (invest in iPads to share work)</p> <p>From September 2022 (at Celebration assemblies)</p> <p>October/November 2022</p>	<p>Our curriculum will inspire our children to be inquisitive about the world and want to learn more. Our pupils are confident to select more challenging tasks. They can reflect on their learning and see where they need to improve. SLT, Class Teachers and Support staff will collaborate to provide the best learning experiences for children. Pupils will be encouraged to persevere through challenges.</p> <p>All pupils would have made at least good progress from their</p>

		<p>achievement is a cause for concern</p> <ul style="list-style-type: none"> • SLT , including year group leaders to ensure that all teaching is at least effective • All staff to be issued with targets for rapid improvement • Year group leavers, SLT and Class teachers to plan specific interventions in reading , writing and maths to ensure rapid gains for under-achieving pupils . These interventions to include before, after school and lunch time interventions (funded by Tutoring grant) • Staff to embed the Maths White Rose curriculum which will ensure maths concepts are mastered. • Staff to embed Little Wandle Phonics program which will ensure a consistent approach to the teaching and learning of phonics and will help the lowest 20% of pupils make accelerated progress. 	<p>(Parent/Teacher consultations)</p> <p>September/October 2022 (through lesson observations and informal drop-ins)</p> <p>September/October 2022 (following on from Pupil Progress Meetings)</p>	<p>starting points in reading, writing and maths</p> <p>Nursery Reception – 60% to achieve a Good Level of Development</p> <p>Year 1- 75% to pass Phonic check Reading -75% (ARE) Writing- 70% (ARE) Maths- 75% (ARE)</p> <p>Year 2- Reading- 75% Writing- 70% Maths – 75%</p>
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Key Priority 2: To improve the quality of phonics teaching so that our pupils can read, write and spell to age-related expectations

Links to UNICEF Rights Respecting: Article 29

Rationale for Improvement	Aims	Actions	Timescale	Success Criteria
Phonic check results were lower than predictions and targets for 2022	<p>To improve our children phonological awareness and application to reading , writing and spelling</p> <p>Targets Year 1- 75% Year 2-90%</p>	<ul style="list-style-type: none"> • Invite pupils working just below and below ARE in phonics and reading to attend Summer School 2022 • Staff can now access Keep up and catch up resources to support under-achieving groups • Tutoring funding to support 5 x daily before school, lunch time and after school tuition for Phonics and reading Keep Up and Catch Up sessions • New Phonics Leader and Reading Leader to work closely with The English Hub advisor Lara Kinneavy, who will audit and support the teaching and learning of phonics • Rigorous phonics assessments to be carried out routinely to assess exactly where the children 	<p>August 2022</p> <p>October 2022</p> <p>October 2022</p> <p>September 2022</p> <p>From October 2022</p>	<p>Pupils can read independently. They can reflect on what is happening in stories and in the World, through reading</p> <p>At least 75% of pupils in Year 1 pass the phonics check</p> <p>75% of pupils to pass the phonic check in Year 2</p>

		are and to plug any gaps through our Keep Up and Catch Up sessions		
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Key Priority 3: To raise standards of attainment in writing so our pupils can record their ideas, thoughts and reflections across the curriculum

Links to UNICEF Rights Respecting: Article 28

Rationale for Improvement	Aims	Actions	Timescale	Success Criteria
<p>End of Key Stage 1 outcomes were significantly below National benchmarks for 2022 and lower than the outcomes for schools of a similar ilk, especially in writing</p> <p>Writing outcomes at the end of KS2 are also low</p> <p>Writing across the curriculum is an area of improvement since our last inspection</p>	<p>To raise standards in writing so that pupils can record and express their ideas and written responses in legible, simple and more compound sentences</p> <p>End of KS1 target: 78% to achieve ARE in Writing</p>	<ul style="list-style-type: none"> • Appoint a lead teacher for Writing • Writing to be modelled daily for children • Specific writing skills to be taught built on previous knowledge • Examples of good quality writing to be displayed as a model for children • Writing expectations to be shared with all staff, including those who are covering foundation subjects • SLT and Writing lead to conference with sample children about their writing • Teachers to bring writing samples of pupils who are 	<p>July 2022</p> <p>From September 2022</p>	<p>Key Super Skills: Independent writers, pupils to think about what they write, creative in their ideas, organise their writing into coherent sentences and paragraphs</p> <p>70% of pupils reach age-related expectations in writing by July 2023</p>

		under-achieving to pupil progress meetings where advice and support will be given as to how to help children make rapid improvement.		
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Key Priority 4: To develop our SEND provision across the school to support our children with the most complex needs and to ensure that every staff member is a teacher of SEND.

Key Priority 4: Links to UNICEF Rights Respecting: Article 23

Rationale for Improvement	Aims	Actions	Timescale	Success Criteria
<p>Our SEND provision for pupils with more complex needs is currently housed in our Nursery classroom. This will soon become inadequate as numbers of pupils with needs grows year on year and suitable provision is difficult to source.</p>	<p>To ensure that all SEND pupils make at least good progress from their starting points</p> <p>To provide the best possible provision to educate and support our pupils with SEND</p>	<ul style="list-style-type: none"> • Ensure that any child requiring additional support is correctly identified • SENDCO to continue to arrange training around speech language and communication for all staff, particularly those are supporting our pupils with the most complex needs • SLT to ensure that all staff, including support staff understand the 'assess, plan, do and review graduated approach to support, review and refine our practices • SLT to ensure that classroom teachers are always equipped to exemplify the best in inclusive practices for example to employ more flexible seating arrangements (standing desks) 	<p>From September 2022 (with new entrants)</p>	<p>Key Skills: Staff feel confident to support pupils who may present more complex and challenging needs Staff, children and their families will collaborate to best support pupils with SEND</p>

		<ul style="list-style-type: none">• SLT to routinely monitor the quality of one to one and small group interventions and support , ensuring that staff are provided effective support for pupils with more complex SEND• SENDCo to source appropriate and occasionally bespoke training opportunities to specifically support the needs of our children with more complex needs• All staff to support families of children• SLT to complete bid to the local authority to create an onsite learning space specifically to cater for the needs of children with more complex needs and their families		
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Key Priority 5: To ensure staff well-being levels are high by reviewing our workload expectation

Staff, including senior leaders are **organised** in the planning, delivery, assessment of their teaching

Time is used effectively to plan and assessment learning. Staff will think **creatively** about our use of time.

Links to UNICEF Rights Respecting:

Rationale for Improvement	Aims	Actions	Timescale	Success Criteria
Staff workload has been identified as having a detrimental effect on staff well-being	To reduce staff workload whilst maintaining high standards of teaching and learning and the best outcomes for pupils To reduce unnecessary paperwork to enable staff to focus on the delivery of highly effective teaching	<ul style="list-style-type: none"> • Share with staff the SLT's need to monitor plans • SLT to review monitoring systems by exploring the time it would realistically take staff to complete assessment and planning tasks and the validity of the information provided • SLT to support in PPA sessions to review workload and suggest shortcuts 	Autumn Term (setting PM targets) Spring Term (Half Term 2) Reviewing PM Targets and staff well-being	Staff feel confident in their time management and are organised sufficiently to see a positive impact on their workload