**Bollington Cross C.E. Primary School**

**School improvement plan 2021-22**

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| Key Ofsted actions from last reportMarch 2017 | * the proportion of pupils working at greater depth increases, especially in writing
* the knowledge and understanding of how well pupils achieve in subjects other than English and mathematics are strengthened. *Still pertinent for school under the most recent framework.*
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| Key areas to improve | * Writing in order to diminish the impact of school closures across school
* We have found that for some younger pupils, pupils with Low Prior Attainment, those on the Special Educational Needs Register and those in receipt of Free School Meals the educational disruption of the pandemic has widened attainment gaps which need diminishing as swiftly as possible.
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| Key staffing areas for development | * Training new staff in supporting SEND pupils and particularly those with ASC
* Ensuring a manageable workload and CPD for staff
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| Key performance indicators for the next 3 years | * Investment in Read to Write Scheme across Year 2-6 linked to outcomes at KS2 in Reading and Writing for all groups.
* Investment in Subject Leadership and Curriculum lead to Good or Outstanding learning from the perspective of learners, staff, parents and external verification.
* Read Write Inc continues to ensure pupils make rapid and sustained progress, regardless of ability due to effective training, monitoring and teaching across KS1 and Reception. This leads to sustained
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| **OBJECTIVES FOR 2021/2022** |
| **Attainment gap issue** | We have found that for some younger pupils, pupils with Low Prior Attainment, those on the Special Educational Needs Register and those in receipt of Free School Meals the educational disruption of the pandemic has widened achievement gaps which need diminishing as swiftly as possible. This identified priority will run throughout all of the objectives below. |
| **Objective 1** | **Recovering Lost Learning**To continue to embed and evaluate an effective Curriculum to address children’s social, emotional and academic needs and support recovery in any lost learning over the past 2 academic years. |
| **Objective 2** | **Subject Leadership**Ensure that **Subject Leaders** continue on a path of professional development to become confident and impactful subject leaders in all curriculum areas |
| **Objective 3** | **English**To embed an ambitious and inspiring **writing** curriculum throughout school which ensures learners are exposed to high-quality texts and impactful teaching of writing skills |
| **Objective 4** | **SEN**Ensure that the **Special Educational Needs** Coordinator role is effective and manageable, particularly in light of the increased pressure of a higher number of children in receipt of an EHCP  |
| **Objective 5** | **EYFS**Ensure the effective introduction of the new Early Years baseline assessment and to develop the EYFS curriculum in-line with the **new framework**. |

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| **OBJECTIVE 1: Recovering Lost Learning**To continue to embed and evaluate an effective Curriculum to address children’s social, emotional and academic needs and support recovery in any lost learning over the past 2 academic years. |
| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA | EVALUATION AND IMPACT |
| Assess pupils to ensure that the curriculum meets the needs of the learners and recovers any lost learning | Termly | Class teachers/subject leaders | Staff meetings | DHT / HT Termly | Assessment systems are effective across all subjects; learning outcomes are clear, measurable and impacting on next steps for all pupils. Standards in the wider curriculum are at least in line with national, age-related expectations.  |  |
| Assess Pupil Voice survey to assess whether effective learning is taking place across the curriculum and that learning ‘sticks’  | Termly | HT DHT | None | SIP HT DHT | Children can demonstrate their knowledge, skills and understanding in their workbooks and through discussion. |  |
| Review / refine transition / handovers for learners, particularly for SEND pupils are robust and effective to ensure adults understand the needs of pupils. | Termly | SEND LeadDHT | Staff meetings/INSET | SEND Lead / SEND Governor | Approaches and CPD ensure continued improvement in the meeting of needs for pupils with SEND and good outcomes for all. |  |

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| **OBJECTIVE 2: Subject Leadership**Ensure that Subject Leaders continue on a path of professional development to become confident and impactful subject leaders in all curriculum areas |
| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA | EVALUATION AND IMPACT |
| Staff to access Local Authority offer of CPD for their subject knowledge in their area of leadership | Summer 2022 | DHT / HT | Cover supply budget | HT/DHT Termly | Subject leaders feel confident in their subject knowledge and valued and inspired as subject leaders |  |
| Staff to receive effective subject leadership training on their vision and action planning to implement and evaluate impactful actions. | Summer 2022 | DHT/HT | Staff Meetings and Inset | HT / DHT Termly | Subject leaders feel confident in their subject knowledge and valued and inspired as subject leaders and that their work is aligned with our curriculum and whole school vision and values. |  |

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| **OBJECTIVE 3: English**To embed an ambitious and inspiring **writing** curriculum throughout school which ensures learners are exposed to high-quality texts and effective opportunities to develop their skills as writers |
| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA | EVALUATION AND IMPACT |
| Introduce, embed and frequently evaluate the Write to Read approach across KS2  | Summer 2022 | English Lead  | Resources and Training £TBC | G. Bold  | Lesson observation, pupil voice, pupil work and progress/yearly outcomes support judgements that the teaching of Writing is good or better in ks2. |  |
| Monitor and evaluate the teaching of writing in Rec, Year 1 and Year 2 and evaluate in order to formulate an action plan to ensure progression feeding into Write to Read curriculum at KS2 | Summer 2022 | English Lead | Subject Leader time and class cover – staff / Key stage meetings to evaluate and prioritise the teaching and moderation of writing | G. Bold | Plans/actions in place to improve / refine teaching of writing in Reception/Year 1 and Year 2. Seemless progression between teaching in Year 2 and Year 3 to ensure smooth transiltion. |  |

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| **OBJECTIVE 4: SEN**Ensure that the Special Educational Needs Coordinator role is effective and manageable, particularly in light of the increased pressure of a higher number of children in receipt of an EHCP |
| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA | EVALUATION AND IMPACT |
| All staff to receive Best Practice in Autism, Qualification and CPD to enhance practice for ASC pupils | Spring Term | Miss S Latham | INSET and Staff Meetings  | Autumn Term | Staff feel confident and proactive in supporting pupils with ASC. Pupil outcomes evidence an improved staff confidence in provision for ASC pupils. |  |
| SEND lead to evaluate impact of Best Practice Training to review provision for ASC pupils | Termly | Miss S Latham | SEND Lead Time | SEND Lead / HT/ SEND GovernorSEND Lead and HT observations | School feels confident of effective practice and provision for pupils with ASC |  |

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| **OBJECTIVE 5: EYFS**Ensure the effective introduction of the new Early Years baseline assessment and to develop the EYFS curriculum in-line with the new framework. |
| ACTION | TIMESCALE | PERSON RESPONSIBLE | BUDGET/RESOURCE IMPLICATIONS | MONITORING (WHO BY AND HOW OFTEN) | SUCCESS CRITERIA | EVALUATION AND IMPACT |
| Train staff to develop effective knowledge and skills needed to implement new EYFS Framework  | Termly | EYFS Lead | Staff Meetings/INSET | EYFS Lead / HT | Staff feel confident supporting, facilitating and assessing learning in the setting with regards to the new EYFS framework.This is apparent on learning walks through the setting |  |
| Embed and evaluate new activities relevant to the new curriculum / EYFS framework in the outdoor and indoor provision | Termly | EYFS Lead | Staff Meetings/INSET | EYFS Lead HT | The provision and curriculum planning in EYFS reflect effective practice and the embedding of the new framework for EYFS in the eyes of the EYFS lead and during internal and external verification. |  |